

**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, July 11, 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

7-8-16

**THE DAILY RECORD
OF OMAHA**

**LYNDA K. HENNINGSSEN, 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
July 8, 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. 11/1/2017

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

Subscribed in my presence and sworn to before
me this 8th

July 16
20

**Notary Public in and for Douglas County,
State of Nebraska**

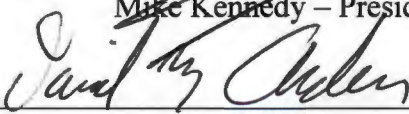
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

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 July 11, 2016, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

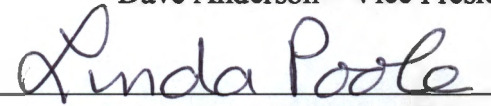
Dated this 11th day of July, 2016



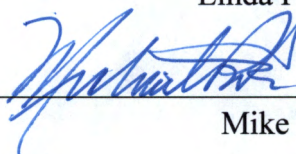
Mike Kennedy – President



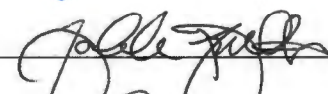
Dave Anderson – Vice President



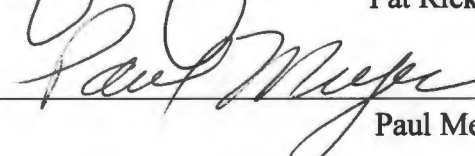
Linda Poole – Secretary



Mike Pate – Treasurer



Pat Ricketts



Paul Meyer

BOARD OF EDUCATION SIGN IN

July 11, 2016

NAME:

REPRESENTING:

Vicki Hahn	self
Amber Ferris	Self
Joan Walsh	Self-
Maulin Mula	SELF
Jina ANIKULA	SELF
Barbara Gard	self
Omistina Woodward	Self
Mary Thompson	self
Michelle M Dill	Self
Mike Hennum	Self
Bonnie Hannum	self
Jim Henson	Self
Paul Schute	MEA
Nicole Beins	Black Em
Kara Hutton	DSAC
Connie Janblaw	Self
Dee Vester	Self

BOARD OF EDUCATION SIGN IN

July 11, 2016

NAME:

REPRESENTING:

Ginger M. Gunk

self

Linda Mueller

self

Joyce Chapman

self

Harold L. Chapman

self

Rachel Denton

LEAP

Dwight Tokony

self



BOARD OF EDUCATION MEETING



JULY 11, 2016

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147 STREET
July 11, 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, June 6, 2016
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File
4. Summary of Board Committee of the Whole Meeting – June 13, 2016

F. Information Items

1. Superintendent's Comments
2. Board Comments/Announcements

G. Unfinished Business

H. New Business

1. First Reading of Policy 3122 – Support Services – Business – Purchasing Cards
2. Approval of Rule 6315.1 – Curriculum, Instruction, and Assessment – Millard Education Program – Use of Assessment Data
3. Approval of Rule 6320.1 – Curriculum, Instruction, and Assessment – Students: Requirements for Senior High School Graduation
4. Approval of Current Rule 6320.3 – Curriculum, Instruction, and Assessment - Students Certificate of Attendance Requirements: Proposed Rule Number Change to 6320.5
New Rule 6320.3 – Students: Requirements for Senior High School Graduation - Air Force Junior Reserve Officer Training Corps (AFJROTC) Program
5. Approval of the Resolution Adopting the Papio Missouri River Natural Resources District Multi-Jurisdictional Hazard Mitigation Plan
6. Approval of MCC Early College Agreement
7. Approval of Mini-Magnet Phases I and II – Proposal for International Baccalaureate Primary Years Program (IB- PYP at Black Elk Elementary
8. Approval of 2016-2017 High School Calendars
9. Approval of Superintendent Contract
10. Approval of Superintendent Goals 2016-2017
11. Approval of Custodial/Grounds/Maintenance Contract
12. Approval of 2016-2017 Compensation on Program for Non-Union Employees
13. Approval of Personnel Actions: Recommendation to Hire and Resignations

I. Reports

1. Leadership and Learning Annual Report
2. Early College Report
3. Educational Services Year End Report

Board Meeting Agenda
 July 11, 2016
 Page 2

J. Future Agenda Items/Board Calendar

1. Superintendent Lunch with New Staff on Monday, August 1, 2016 at 11:30 a.m. – 12:45 p.m. at Millard South High School Cafeteria
2. Board of Education Meeting on Monday, August 1, 2016 at 6:00 p.m. at the Don Stroh Administration Center
3. Ribbon Cutting Ceremony and Dedications on Wednesday, August 3, 2016 at 1:00 p.m. at Millard North High School
4. Committee of the Whole Meeting on Monday, August 8, 2016 at 6:00 p.m. at the Don Stroh Administration Center
5. First Day of School for Students on Wednesday, August 10, 2016
6. Board of Education Meeting on Monday, August 15, 2016 at 6:00 p.m. at the Don Stroh Administration Center
7. September 5, 2016 - Labor Day – No School for Teachers and Students – District Office Closed.
8. Board of Education Meeting on Tuesday, September 6, 2016 at 6:00 p.m. at the Don Stroh Administration Center
9. Committee of the Whole Meeting on Monday, September 12, 2016 at 6:00 p.m. at the Don Stroh Administration Center
10. Board of Education Meeting on Monday, September 19, 2016 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.

K. 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
July 11, 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, June 6, 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 Board Committee of the Whole Meeting – June 13, 2016

F.1. Superintendent's Comments

F.2. Board Comments/Announcements

G.1. Unfinished Business - None

H.1. First Reading of Policy 3122 – Support Services – Business – Purchasing Cards (See enclosure)

H.2. Motion by _____, seconded by _____, to approve Rule 6315.1 Curriculum, Instruction, and Assessment – Millard Education Program – Use of Assessment Data (See enclosure)

H.3. Motion by _____, seconded by _____, to approve of Rule 6320.1 – Curriculum, Instruction, and Assessment – Students: Requirements for Senior -High School Graduation (See enclosure)

H.4. Motion by _____, seconded by _____, to approve Current Rule 6320.3 – Curriculum, Instruction, and Assessment - Students Certificate of Attendance Requirements: Proposed Rule Number Change to 6320.5 and New Rule 6320.3 – Curriculum, Instruction, and Assessment - Students: Requirements for Senior High School Graduation - Air Force Junior Reserve Officer Training Corps (AFJROTC) Program (See enclosure)

Part II of the Board of Education Packet

H.5. Motion by _____, seconded by _____, that approval be given to the Resolution Adopting the Papio-Missouri River Natural Resources District Multi-Jurisdictional Hazard Mitigation Plan as Submitted. (See enclosure)

Board Meeting Agenda
 July 11, 2016
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Part III of the Board of Education Packet

- H.6. Motion by _____, seconded by _____, that the Secondary Partnerships Agreement Early College Program Metropolitan Community College and Millard Public Schools, 2016-2017 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.7. Motion by _____, seconded by _____, to approve Phases I and II proposal for PYP at Black Elk Elementary and advance the project to Phase III of Rule 10,001.1, subject to the Program Budgeting process. (See enclosure)
- H.8. Motion by _____, seconded by _____, to approve the 2016-2017 High School Calendars (See enclosure)
- H.9. Motion by _____, seconded by _____, to approve the Superintendent's Contract and to direct the President and Secretary of the Board of Education to execute the Contract with the Superintendent and to publish and file the Contract as provided by law. (See enclosure)
- H.10. Motion by _____, seconded by _____, to approve the Superintendent Goals for 2016-2017 (See enclosure)
- H.11. Motion by _____, seconded by _____, that the Negotiated Agreement for Custodial, Grounds and Maintenance Employees with the Service Employees International Union Local 226 for the 2016-2017 school year be approved. (See enclosure)
- H.12. Motion by _____, seconded by _____, that the salary and benefits program for all non-union employees be approved with each group receiving a 3.0% total package increase. (See enclosure)
- H.13. Motion by _____, seconded by _____, to approve Personnel Actions: Recommendation to Hire, Resignations (See enclosure.)

I. Reports

- 1. Leadership and Learning Annual Report
- 2. Early College Report
- 3. Educational Services Year End Report

J. Future Agenda Items/Board Calendar

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Board Meeting Agenda
July 11, 2016
Page 3

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, June 6, 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, June 3, 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.

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

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

Mr. Anderson 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 Paul Meyer, to approve the Board of Education Minutes from May 16, 2016, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Ricketts, Mr. Anderson, Mrs. Poole, Mr. Meyer, and Mr. Pate. Voting against were: None. Motion carried.

The Friends of Millard award was presented to Cabela's Outdoor Sports Store for their partnership with the District and Project SEARCH.

Showcase highlighted Spring Sports – Track and Soccer, and the Omaha World Herald All-State Academic Team

Superintendent's Comments to the Board:

- The Foundation Golf outing was last Friday and was a tremendous success. We appreciate all that Millard Public Schools Foundation does to fund-raise and raise awareness for the school district.
- The Foundation Board has agreed to contribute \$1,000,000 to help fund the one-to-one initiative that begins in January.

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

Mr. Anderson recognized a Scout in the audience and asked that he stand and introduce himself.

Board Comments:

Paul Meyer:

- Mr. Meyer attended the State Board of Education meeting last Friday. He was upset that a few State Board members voted against the amendment to turn the transgender situation back over to local school boards.
- Mr. Meyer also commented on the number of free breakfast and lunches that were served in the summer food program. He feels that the families eating these meals should be "vetted as to need" and that the taxpayers should not be responsible for feeding them.

Linda Poole: No comments.

Mr. Ricketts: No comments.

Mike Pate:

- Mr. Pate addressed Dr. Sutfin, telling him he did a great job with his presentation to the Foundation Board in which he stated the need of additional funds for the district.
- Mr. Pate attended a recent Learning Community meeting. He said the Board approved \$1,610,000 for elementary levy funds for programs from which Millard will receive \$146,103.98. For Sub Council 2, Mr. Pate supported a motion of \$17,000 for Elementary Learning Center funds for Boys Town Common Sense Parenting program. One more action item was to approve \$245,000 for childcare director training for which Mr. Pate voted against. He said he did not feel public funds should go towards training privately owned day care centers.

Dave Anderson:

- Mr. Anderson said it is important to recognize the work the Foundation does on behalf of our schools. He also stated the Foundation has given us phenomenal support over the years and thanked the Foundation Board members for their continued encouragement.
- The Foundation just finished their golf event. It was a fabulous event and a great way to raise money.

Unfinished Business:

Second Reading of Policy 6265 by Linda Poole. Motion by Linda Poole, seconded by Paul Meyer, to approve Policy 6265 – Curriculum, Instruction, and Assessment – Copyright Compliance. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Ricketts, Mr. Anderson and Mrs. Poole. Voting against was: None. Motion carried.

Second Reading of Policy 6275 by Patrick Ricketts. Motion by Patrick Ricketts, seconded by Mike Pate, to approve Policy 6275 – Curriculum, Instruction, and Assessment – Employee Created Materials. Voting in favor of said motion was: Mr. Pate, Mr. Ricketts, Mr. Anderson, Mrs. Poole, and Mr. Meyer. Voting against was: None. Motion carried.

New Business:

Motion by Linda Poole, seconded by Patrick Ricketts, to approve Rule 6275.2 – Curriculum, Instruction, and Assessment – Open Education Resources – Sharing Copyright Curriculum Materials. Voting in favor of said motion was: Mrs. Poole, Mr. Meyer, Mr. Pate, Mr. Ricketts, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Patrick Ricketts, seconded by Paul Meyer, to approve Rule 6675.1 – Curriculum, Instruction, and Assessment – Exempt Schools: Requests for Programs, Services or Materials and Rule 6675.2 – Curriculum, Instruction, and Assessment – Admittance and Participation by Exempt School Students. Voting in favor of said motion was: Mr. Ricketts, Mr. Anderson, Mrs. Poole, Mr. Meyer, and Mr. Pate. Voting against was: None. Motion carried.

Motion by Linda Poole, seconded by Mike Pate, to approve Rule 6680.1 – Curriculum, Instruction, and Assessment – Nonpublic Schools: Requests for Programs, Services and Rule 6680.2 – Curriculum, Instruction, and Assessment – Nonpublic School Students: Placement, Credits and Grades. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Ricketts, Mr. Anderson and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Patrick Ricketts, seconded by Linda Poole, to approve the PK-12 Counseling Framework: Part I. Voting in favor of said motion was: Mr. Ricketts, Mr. Anderson, Mrs. Poole, Mr. Meyer, and Mr. Pate. Voting against was: None. Motion carried.

Motion by Linda Poole, seconded by Paul Meyer, to approve the PK-12 Physical Education Framework: Part I. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Ricketts, Mr. Anderson and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Linda Poole, seconded by Mike Pate, to approve the PK-12 Mathematics Framework: Part II Textbook / Instructional Materials Selection. Voting in favor of said motion was: Mr. Anderson, Mrs. Poole, Mr. Meyer, Mr. Pate and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Linda Poole, seconded by Mike Pate, that the Negotiated Agreement for Paraprofessionals with the Educational Paraprofessionals Association of Millard for the 2016-17 school year be approve. Voting in favor of said motion was: Mr. Pate, Mr. Ricketts, Mr. Anderson, Mrs. Poole, and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Linda Poole, seconded by Mike Pate, to approve Administrator for Hire – Interim Principal at Hitchcock Elementary School – Cindy M. Scharff. Voting in favor of said motion was: Mrs. Poole, Mr. Meyer, Mr. Pate, Mr. Ricketts, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Mike Pate, seconded by Patrick Ricketts, to approve Personnel Actions: **Recommendation to Hire:** Curtis M. Herman, Melissa R. Blair, Christopher J. Paulson, Kelsey C. Genoways, Andrea J. Gomez, Alexander D. Jameson, Edanne L. Murphy, Leah C. Zohner, Katelyn M. Wanek, Kathleen K. Sackett Koll, Dana R. Overfield, Skylar L. Albers, Kaitlyn I. Mohr, Lauren E. Specker, Amanda J. Braun, Courtney R. Lieber, Emily A. Brown, Betsy M. Sistek, Macy N. Mancuso, Nicole M. Hoehner, Andrew J. Ciochetto, Andrew J. Ciochetto; **Resignations:** Gwenn M. Archer, Amber Hollenbeck, Christina Helmke, Amanda J. Hartz, Aimee M. Ruhnke, LaRia Shea, Amber L. Scott, Mary E. Naylor; **Contract Amendment:** Amy L. Wesely, Amy E. Goetz. Voting in favor of said motion was: Mr. Ricketts, Mr. Anderson, Mrs. Poole, Mr. Meyer, and Mr. Pate. Voting against was: None. Motion carried.

Mr. Anderson asked to move Executive Session to the end of the agenda.

Reports:

Enrollment report:

Dr. Kelberlau said the May 16th enrollment report K-12 is 22,973. This number is about 62 students higher than a year ago at this time.

Mr. Anderson reminded the Board of future agenda items and said this is the proper time for public questions and comments on non-agenda items. There were no request to speak.

Future Agenda Items/Board Calendar:

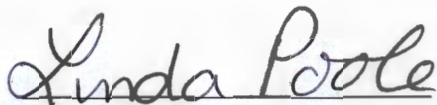
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At 6:50 p.m. Dave Anderson said the Board will go into Executive Session. Motion was made by Mike Pate and seconded by Patrick Ricketts to go into Executive Session for the purpose of Superintendent Evaluation. Voting in favor of said motion was: Mr. Pate, Mr. Ricketts, Mr. Anderson, Mrs. Poole, and Mr. Meyer. Voting against was: None. Motion carried.

Dave Anderson announced the Board would go into Executive Session at 6:50 p.m.

A motion was made by Mike Pate and seconded by Patrick Ricketts to come out of Executive Session at 7:40 p.m. Voting in favor of said motion was: Mr. Ricketts, Mr. Anderson, Mrs. Poole, Mr. Meyer, and Mr. Pate. Voting against was: None. Motion carried.


Secretary, Linda Poole

Millard Public Schools

July 11, 2016

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 11, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433246	06/02/2016	136857	GRANLIBAKKEN MANAGEMENT CO	\$12,263.60
	433247	06/02/2016	081630	SAMS CLUB DIRECT	\$75.00
	433264	06/09/2016	136857	GRANLIBAKKEN MANAGEMENT CO	\$789.60
	433265	06/09/2016	141399	SIRATA BEACH RESORT LLC	\$1,078.02
	433266	06/09/2016	140704	URBAN SUPERINTENDENTS ASSN AMERICA	\$425.00
	433281	06/20/2016	134670	THE COLLEGE BOARD	\$336,874.00
	433282	06/20/2016	136956	RAYMOND J SAVARD	\$3,215.99
	433283	06/20/2016	017923	BARTON SOLVENTS INC	\$50.00
	433284	06/20/2016	141394	UNIVERSITY OF NEBRASKA BOARD REGENT	\$3,500.00
	433286	06/20/2016	019111	BISHOP BUSINESS EQUIPMENT	\$30,416.62
	433287	06/20/2016	138710	NICHOLAS L CANIGLIA	\$80.00
	433289	06/20/2016	133483	RONALD B COLE	\$160.00
	433290	06/20/2016	136934	COLLEGE ADVISOR INC	\$350.00
	433291	06/20/2016	108436	COX COMMUNICATIONS INC	\$67.62
	433292	06/20/2016	106893	WICHITA WATER CONDITIONING INC	\$184.08
	433294	06/20/2016	132240	EDUCATION LOGISTICS, INC	\$11,456.52
	433295	06/20/2016	037525	EDUCATIONAL SERVICE UNIT #3	\$26,690.48
	433296	06/20/2016	038140	ELECTRONIC SOUND INC.	\$91.00
	433297	06/20/2016	040450	FEDERAL EXPRESS	\$54.94
	433298	06/20/2016	141396	ANTWONE L FINCH	\$80.00
	433299	06/20/2016	041100	FOLLETT SCHOOL SOLUTIONS INC	\$780.29
	433300	06/20/2016	140889	DEANNA L HAYES	\$26.94
	433302	06/20/2016	108153	CHRISTOPHER M HUGHES	\$289.00
	433303	06/20/2016	133397	HY-VEE INC	\$197.33
	433304	06/20/2016	049850	HY-VEE INC	\$2,563.16
	433305	06/20/2016	141400	ISI TELEMAGEMENT SOLUTIONS INC	\$1,542.00
	433307	06/20/2016	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	\$100.00
	433309	06/20/2016	141395	RICHARD MAHONEY	\$80.00

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 11, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433310	06/20/2016	135493	JOHN MARTINEZ	\$80.00
	433311	06/20/2016	138707	MICHELLE M MORIARTY	\$160.00
	433313	06/20/2016	067666	NATIONAL COUNCIL TEACHERS ENGLISH	\$590.00
	433316	06/20/2016	138288	PAPIO TRANSPORT SCHOOL SERVICE INC	\$16,280.00
	433317	06/20/2016	102699	PEARSON EDUCATION	\$120,157.70
	433320	06/20/2016	102241	PYRAMID SCHOOL PRODUCTS	\$35,432.60
	433321	06/20/2016	141401	RACHEL MINDRUP	\$0.00
	433322	06/20/2016	078420	RAWSON & SONS ROOFING, INC.	\$13,834.00
	433324	06/20/2016	137073	SHARANNE SPOMER	\$160.00
	433328	06/20/2016	141144	UNIFIED SCHOOL DISTRICT #233	\$500.00
	433329	06/20/2016	090242	UNITED PARCEL SERVICE	\$215.70
	433330	06/20/2016	139738	WASTE MANAGEMENT OF NEBRASKA	\$1,162.65
	433331	06/20/2016	096200	YOUNG & WHITE	\$22,759.29
	433332	06/16/2016	139756	303 LEXINGTON AVE CO LESSEE LLC	\$1,410.00
	433333	06/16/2016	137944	LIBRA INDUSTRIES	\$56.92
	433334	06/16/2016	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$12,822.20
	433345	06/23/2016	011651	AMERICAN EXPRESS	\$2,513.75
	433346	06/23/2016	106893	WICHITA WATER CONDITIONING INC	\$6.00
	433347	06/23/2016	038100	ELECTRICAL ENGINEERING & EQPT CO	\$955.70
	433348	06/23/2016	130731	FIRST WIRELESS INC	\$31.50
	433349	06/23/2016	138803	LINDSEY ANNE FOX	\$195.00
	433350	06/23/2016	138797	HANOVER RESEARCH COUNCIL LLC	\$17,150.00
	433351	06/23/2016	139211	AGILE SPORTS TECHNOLOGIES INC	\$2,932.00
	433352	06/23/2016	140827	KURT MEHLIN	\$250.00
	433353	06/23/2016	137820	KURT A MEHLIN	\$159.37
	433354	06/23/2016	107732	BRIAN L NELSON	\$127.50
	433355	06/23/2016	079450	ROTARY CLUB OF MILLARD-OMAHA	\$750.00
	433356	06/23/2016	098765	SECURITY BENEFIT LIFE INS CO	\$5,740.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433357	06/23/2016	098765	SECURITY BENEFIT LIFE INS CO	\$618.30
	433358	06/23/2016	098765	SECURITY BENEFIT LIFE INS CO	\$168.10
	433359	06/23/2016	130787	SUBURBAN SCHOOL SUPERINTENDENTS	\$0.00
	433360	06/23/2016	130787	SUBURBAN SCHOOL SUPERINTENDENTS	\$0.00
	433361	06/23/2016	138505	DANIEL P WOOTTON	\$210.00
	433364	07/05/2016	010030	AAA ENTERPRISES, INC.	\$4,564.00
	433365	07/05/2016	131632	AC AWARDS INC	\$268.69
	433366	07/05/2016	010298	ACCUCUT LLC	\$967.00
	433367	07/05/2016	140809	ACE EDUCATIONAL SUPPLIES INC	\$79.70
	433368	07/05/2016	135033	ACKERMAN ELEMENTARY	\$203.25
	433369	07/05/2016	132004	AFFORDABLE COMPUTER PRODUCTS INC	\$69.45
	433371	07/05/2016	133402	KAREN S ADAMS	\$67.07
	433372	07/05/2016	010112	JOSEY THOMAS AARON	\$1,450.00
	433374	07/05/2016	108351	AIRGAS INC	\$348.60
	433375	07/05/2016	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$6,003.47
	433376	07/05/2016	010946	JEFFREY S ALFREY	\$373.35
	433377	07/05/2016	011051	ALL MAKES OFFICE EQUIPMENT	\$787.34
	433378	07/05/2016	140391	ALLY FINANCIAL INC	\$394.00
	433379	07/05/2016	107651	AMAZON.COM INC	\$202.97
	433380	07/05/2016	130704	AMERICAN PLASTICS SUPPLY & FAB CO	\$333.00
	433381	07/05/2016	012450	AMERICAN RED CROSS-HEALTH & SAFETY	\$4,365.00
	433383	07/05/2016	012590	HOLLAND USA INC	\$171.19
	433384	07/05/2016	065425	ANDERSEN MIDDLE SCHOOL	\$511.00
	433385	07/05/2016	138548	DANIELLE M ANDERSON	\$37.69
	433386	07/05/2016	135534	ACTION GROUP LLC	\$205.00
	433387	07/05/2016	131265	JILL M ANDERSON	\$140.94
	433388	07/05/2016	131513	TAYMARK	\$131.67
	433389	07/05/2016	102832	AOI	\$1,788.71

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433390	07/05/2016	012989	APPLE COMPUTER INC	\$2,308.00
	433391	07/05/2016	106436	AQUA-CHEM INC	\$7,013.49
	433392	07/05/2016	013105	ARBOR SCIENTIFIC	\$217.74
	433393	07/05/2016	134235	SARAH A ASCHENBRENNER	\$83.22
	433394	07/05/2016	100014	NATIONAL PEN HOLDINGS LLC	\$80.34
	433395	07/05/2016	138291	AUTISM CENTER OF NEBRASKA INC	\$3,992.04
	433396	07/05/2016	102727	B & H PHOTO	\$9,442.27
	433397	07/05/2016	135013	JESSICA J BADER	\$100.00
	433398	07/05/2016	135991	BAKER DISTRIBUTING CO LLC	\$449.31
	433400	07/05/2016	135852	COLLEEN D BALLARD	\$1,218.76
	433401	07/05/2016	017876	BARCLAY SCHOOL SUPPLIES INC	\$1,422.13
	433402	07/05/2016	099646	BARNES AND NOBLE BOOKSTORE	\$1,641.41
	433403	07/05/2016	017877	CYNTHIA L BARR-MCNAIR	\$167.35
	433404	07/05/2016	107979	LORI A BARTELS	\$628.04
	433405	07/05/2016	017923	BARTON SOLVENTS INC	\$130.00
	433406	07/05/2016	138054	BAXTER FORD INC	\$693.76
	433407	07/05/2016	134584	MARY A BAYNE	\$481.54
	433409	07/05/2016	136272	BEAR CONSTRUCTION INC	\$2,230.00
	433410	07/05/2016	135223	AARON J BEARINGER	\$1,216.79
	433411	07/05/2016	134873	JOHN M BECKER	\$126.58
	433412	07/05/2016	139783	LYNNE H BECKER	\$3,621.50
	433414	07/05/2016	107540	BRIAN F BEGLEY	\$107.46
	433415	07/05/2016	139889	DARLA G BELL	\$135.86
	433417	07/05/2016	107322	BERENS-TATE CONSULTING GROUP INC	\$4,500.00
	433418	07/05/2016	131313	BERGMAN INCENTIVES INC	\$380.00
	433419	07/05/2016	134884	JULIE K BERGSTROM	\$554.04
	433420	07/05/2016	139161	BERKLEY RISK ADMINISTRATORS CO LLC	\$5,000.00
	433423	07/05/2016	139495	MELISSA N BETTS	\$71.17

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01	433424	07/05/2016	134945	NOLAN J BEYER	\$465.00
	433425	07/05/2016	139184	VAN DEURSEN ENTERPRISES INC	\$258.00
	433426	07/05/2016	141403	JASON BAIR	\$90.00
	433427	07/05/2016	140760	BIRD BRAIN TECHNOLOGIES LLC	\$445.50
	433428	07/05/2016	019111	BISHOP BUSINESS EQUIPMENT	\$2,755.70
	433429	07/05/2016	139294	RICHARD R BISHOP	\$7.50
	433430	07/05/2016	140887	BJ'S FLEET WASH LLC	\$488.00
	433433	07/05/2016	099220	DICK BLICK CO	\$3,083.92
	433434	07/05/2016	136664	JAMIE L BLYCKER	\$24.30
	433435	07/05/2016	134478	TIFFANY M BOCK SMITH	\$110.16
	433436	07/05/2016	139344	DOUGLAS J BOGATZ	\$84.78
	433437	07/05/2016	130899	KIMBERLY M BOLAN	\$163.62
	433440	07/05/2016	019559	BOUND TO STAY BOUND BOOKS INC	\$2,466.35
	433441	07/05/2016	130311	BOYS TOWN NATIONAL RESOURCE	\$0.00
	433442	07/05/2016	139996	BOYS TOWN	\$24,351.00
	433447	07/05/2016	139890	DOUGLAS J BREITER	\$71.06
	433448	07/05/2016	130576	PAMELA A BRENNAN	\$130.68
	433450	07/05/2016	100573	BROWN & SAENGER	\$29,416.18
	433451	07/05/2016	133824	NANCY A BROWN	\$38.88
	433452	07/05/2016	135036	BRYAN ELEMENTARY	\$942.25
	433453	07/05/2016	099417	BSN SPORTS INC	\$365.62
	433457	07/05/2016	137274	EILEEN CABRERA	\$5.29
	433458	07/05/2016	140156	CAMBIUM DATA INC	\$1,980.00
	433459	07/05/2016	134350	CAMBIUM LEARNING INC	\$300.67
	433460	07/05/2016	102880	COUGHLAN COMPANIES INC	\$395.00
	433462	07/05/2016	138642	DIAN H CARLSON	\$38.79
	433463	07/05/2016	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$51.19
	433464	07/05/2016	132428	JENNIFER M CARSON	\$64.58

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01	433465	07/05/2016	131158	CURTIS R CASE	\$455.06
	433466	07/05/2016	133970	CCS PRESENTATION SYSTEMS	\$5,187.09
	433467	07/05/2016	133589	CDW GOVERNMENT, INC.	\$946.11
	433468	07/05/2016	024260	CENTER TROPHY COMPANY	\$44.50
	433469	07/05/2016	065420	CENTRAL MIDDLE SCHOOL	\$1,332.00
	433470	07/05/2016	138613	CENTRAL SALES INC	\$2,808.96
	433471	07/05/2016	135648	SUSAN M CHADWICK	\$45.90
	433472	07/05/2016	132271	ERIK P CHAUSSEE	\$146.60
	433473	07/05/2016	106836	KEVIN J CHICK	\$1,044.61
	433474	07/05/2016	106851	CHILDREN'S HOME HEALTHCARE	\$34,609.00
	433475	07/05/2016	131601	CHILDREN'S HOSPITAL FAMILY	\$30.00
	433476	07/05/2016	139924	CHOICE SOLUTIONS LLC	\$4,125.00
	433478	07/05/2016	140867	BRITTANY A CINFEL	\$45.36
	433479	07/05/2016	139515	RYAN K CINFEL	\$149.95
	433481	07/05/2016	099222	SCHOOL SPECIALTY INC	\$235.45
	433482	07/05/2016	025235	DALE CLAUSEN	\$298.08
	433483	07/05/2016	131135	PATRICIA A CLIFTON	\$47.95
	433484	07/05/2016	137013	NANCY S COLE	\$176.10
	433486	07/05/2016	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$842.50
	433487	07/05/2016	139891	MARY T CONNELL	\$88.76
	433488	07/05/2016	138604	CONTRACT PAPER GROUP INC	\$37,732.80
	433489	07/05/2016	026057	CONTROL MASTERS INC	\$22,034.73
	433490	07/05/2016	136518	JANET L COOK	\$122.58
	433494	07/05/2016	017611	ANGELA R CRAFT	\$32.40
	433495	07/05/2016	139034	CRAIG RESOURCES INC	\$4,366.67
	433497	07/05/2016	135028	CREATIVE MATHEMATICS PTP	\$170.50
	433498	07/05/2016	109063	CRISIS PREVENTION INSTITUTE INC	\$303.94
	433499	07/05/2016	109021	PATRICIA A CRUM	\$184.80

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433500	07/05/2016	106893	WICHITA WATER CONDITIONING INC	\$93.70
	433501	07/05/2016	027345	CURRICULUM ASSOCIATES INC	\$44.79
	433502	07/05/2016	100577	CURTIS 1000 INC	\$145.24
	433503	07/05/2016	130900	CHERYL L CUSTARD	\$64.26
	433505	07/05/2016	131483	JANET L DAHLGAARD	\$20.20
	433506	07/05/2016	132671	JEAN T DAIGLE	\$97.74
	433507	07/05/2016	134751	ANGELA M DAIGLE	\$74.84
	433508	07/05/2016	131003	DAILY RECORD	\$31.00
	433509	07/05/2016	138477	MIDWEST HARDWOODS	\$152.01
	433510	07/05/2016	138306	STACY L DARNOLD	\$53.41
	433511	07/05/2016	134816	DATA DOCUMENTS LLC	\$254.00
	433513	07/05/2016	032497	CHERYL R DECKER	\$130.68
	433514	07/05/2016	106713	ANDREW S DEFREECE	\$49.57
	433515	07/05/2016	140880	JENNIFER L DELANEY	\$18.79
	433516	07/05/2016	099249	DELTA EDUCATION LLC	\$124.50
	433517	07/05/2016	032800	DEMCO INC	\$582.92
	433518	07/05/2016	032872	DENNIS SUPPLY COMPANY	\$210.95
	433519	07/05/2016	136316	EVA M DENTON	\$47.20
	433521	07/05/2016	137331	BASTIAN DERICHS	\$97.85
	433522	07/05/2016	106319	DES MOINES STAMP MANUFACTURING	\$99.05
	433523	07/05/2016	140868	JULIE E DESROSIERS	\$38.93
	433525	07/05/2016	139346	LYNN DETHLOFF	\$29.95
	433528	07/05/2016	033473	DIETZE MUSIC HOUSE INC	\$2,210.08
	433529	07/05/2016	132669	DIGITAL DOT SYSTEMS INC	\$316.00
	433530	07/05/2016	136179	DIGITAL EXPRESS INC	\$14,741.06
	433531	07/05/2016	135039	DISNEY ELEMENTARY	\$112.40
	433532	07/05/2016	141212	KRISTIN L DOLEZAL	\$137.94
	433534	07/05/2016	139349	TERRIN D DORATHY	\$37.85

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01	433535	07/05/2016	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$216,742.82
	433536	07/05/2016	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$66,616.80
	433537	07/05/2016	138848	ERIN S DOWNS	\$85.32
	433538	07/05/2016	099628	DRAMATIC PUBLISHING	\$740.37
	433539	07/05/2016	132640	THE STATIONARY HOUSE INC	\$353.38
	433540	07/05/2016	135689	SUSAN M DULANY	\$99.25
	433541	07/05/2016	139281	PAMELA A DUNCAN	\$90.00
	433542	07/05/2016	136846	MOC-FLOYD VALLEY COMMUNITY SCHOOL	\$200.00
	433544	07/05/2016	138426	KELLY D EALY	\$54.65
	433546	07/05/2016	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$23,100.00
	433548	07/05/2016	138878	LACEY M EDDY	\$32.08
	433549	07/05/2016	140713	BIOGENTEX LABORATORIES	\$1,832.08
	433550	07/05/2016	037524	EDUCATIONAL SERVICE UNIT #9	\$199.00
	433551	07/05/2016	037525	EDUCATIONAL SERVICE UNIT #3	\$95,296.98
	433553	07/05/2016	139892	ERIN E EHLY	\$29.16
	433555	07/05/2016	133823	REBECCA S EHRHORN	\$365.58
	433556	07/05/2016	140808	BILL J EICH	\$227.68
	433558	07/05/2016	038100	ELECTRICAL ENGINEERING & EQPT CO	\$1,295.34
	433559	07/05/2016	038140	ELECTRONIC SOUND INC.	\$6,044.73
	433560	07/05/2016	102286	ELECTRONIX EXPRESS	\$78.00
	433561	07/05/2016	136383	JUDY A ELLEDGE	\$30.02
	433562	07/05/2016	139714	JULIE A EMMEL	\$7.50
	433563	07/05/2016	132066	ENGINEERED CONTROLS INC	\$1,237.87
	433564	07/05/2016	135360	PAMELA A ERIXON	\$207.68
	433565	07/05/2016	109066	TED H ESSER	\$312.88
	433567	07/05/2016	038468	EVERBIND	\$1,065.96
	433568	07/05/2016	132591	EZRA ELEMENTARY	\$208.75
	433569	07/05/2016	134861	TARA R FABIAN	\$960.89

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01	433570	07/05/2016	132699	FATHER FLANAGANS BOYS HOME	\$110.00
	433571	07/05/2016	139472	MATTHEW A FEDDE	\$422.55
	433572	07/05/2016	040470	MARK W FELDHAUSEN	\$60.85
	433573	07/05/2016	040537	FERGUSON ENTERPRISES INC	\$1,090.15
	433574	07/05/2016	137016	ANGELA L FERGUSON	\$46.22
	433575	07/05/2016	133919	FILTER SHOP INC	\$919.09
	433576	07/05/2016	141071	TAMARA ANN LARSON	\$930.00
	433577	07/05/2016	040902	FIRST NATIONAL BANK TRUST DEPT	\$2,200.00
	433578	07/05/2016	130731	FIRST WIRELESS INC	\$1,145.30
	433579	07/05/2016	109855	SHANNON M FISCHER	\$36.34
	433581	07/05/2016	041086	FLINN SCIENTIFIC INC	\$1,044.25
	433582	07/05/2016	131555	FLOORS INC	\$2,918.00
	433584	07/05/2016	041100	FOLLETT SCHOOL SOLUTIONS INC	\$16,362.91
	433585	07/05/2016	140517	FOOTHILLS INTERNET MARKETING LLC	\$494.91
	433586	07/05/2016	041146	KENNETH J FOSSEN	\$101.79
	433587	07/05/2016	065300	FOUNDATIONAL BUILDINGS MATERIAL LLC	\$50.04
	433588	07/05/2016	134223	TERESA J FRIDRICH	\$33.27
	433589	07/05/2016	140791	FRONTLINE PRIVATE SECURITY LLC	\$1,229.10
	433590	07/05/2016	139428	KRISTIE S FUHR	\$139.91
	433591	07/05/2016	140869	MAGDALENE K FUNKHOUSER	\$50.87
	433593	07/05/2016	043760	GALLUP ORGANIZATION	\$6,000.00
	433594	07/05/2016	141426	ALEXA N GAULE	\$40.18
	433595	07/05/2016	101034	GE CAPITAL INFORM DO NOT USE	\$0.00
	433596	07/05/2016	137543	MEGAN E GEERTS	\$30.40
	433597	07/05/2016	141418	JOSHUA M GIBBS	\$71.17
	433598	07/05/2016	139894	TRICIA L GILLETT	\$87.21
	433599	07/05/2016	141405	NICOLE M GILLIS	\$5.18
	433601	07/05/2016	106660	GLASSMASTERS INC	\$970.00

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01	433602	07/05/2016	140046	ELIZABETH A GLENN	\$31.59
	433603	07/05/2016	044891	GOPHER	\$2,209.74
	433606	07/05/2016	044950	GRAINGER INDUSTRIAL SUPPLY	\$3,106.52
	433607	07/05/2016	133885	GREENLIFE GARDENS INC	\$465.00
	433608	07/05/2016	010256	B & K MECHANICAL CONTRACTORS LLC	\$955.17
	433609	07/05/2016	135930	KATHLEEN M GUINAN	\$24.67
	433610	07/05/2016	135199	LISA A GUSTIN	\$52.65
	433611	07/05/2016	020255	DESIGN CONCEPTS INC	\$296.00
	433614	07/05/2016	045354	CYNTHIA M HAMILTON	\$71.28
	433618	07/05/2016	047853	HAPPY CAB COMPANY INC	\$32,785.00
	433619	07/05/2016	131353	SCANTRON	\$617.00
	433621	07/05/2016	056820	HARRY A KOCH COMPANY	\$399,761.65
	433622	07/05/2016	135040	HARVEY OAKS ELEMENTARY	\$37.30
	433624	07/05/2016	132489	CHARLES E HAYES III	\$163.08
	433626	07/05/2016	139347	CHERYL L HEADLEY	\$110.97
	433627	07/05/2016	135990	MARVCO ENTERPRISES INC	\$574.39
	433628	07/05/2016	108273	MARGARET HEBENSTREIT PT	\$120.96
	433629	07/05/2016	109808	CHERYL L HEIMES	\$233.94
	433630	07/05/2016	048517	GREENWOOD PUBLISHING GROUP INC	\$80.30
	433631	07/05/2016	108478	DAVID C HEMPHILL	\$22.46
	433633	07/05/2016	108432	HILLER ELECTRIC COMPANY	\$160.00
	433634	07/05/2016	048845	CAMILLE H HINZ	\$77.87
	433635	07/05/2016	135041	HITCHCOCK ELEMENTARY	\$55.93
	433636	07/05/2016	048940	HOBBY LOBBY STORES INC	\$106.94
	433638	07/05/2016	131694	HOLLING HEIGHTS ELEMENTARY	\$105.75
	433640	07/05/2016	139302	SHAWN J HOPPE	\$922.50
	433642	07/05/2016	137943	STACY M HORSHAM	\$634.71
	433643	07/05/2016	049450	HOTSY EQUIPMENT COMPANY	\$333.96

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01	433645	07/05/2016	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$505,859.09
	433646	07/05/2016	109836	AMY L HOULTON	\$89.10
	433647	07/05/2016	132531	TERRY P HOULTON	\$65.39
	433648	07/05/2016	101533	DIANE F HOWARD	\$17.55
	433649	07/05/2016	132423	HP INC	\$1,671.93
	433650	07/05/2016	108153	CHRISTOPHER M HUGHES	\$246.00
	433652	07/05/2016	135018	CHRISTINA M HUTCHINSON	\$99.52
	433653	07/05/2016	134807	MONICA A HUTFLES	\$32.08
	433654	07/05/2016	133397	HY-VEE INC	\$7,375.27
	433655	07/05/2016	133397	HY-VEE INC	\$14.81
	433656	07/05/2016	049851	HY-VEE INC	\$618.35
	433657	07/05/2016	049850	HY-VEE INC	\$1,472.18
	433659	07/05/2016	139348	DANIEL D INNES	\$42.23
	433660	07/05/2016	140093	INTEGRATED ENERGY SOLUTIONS LLC	\$214.98
	433661	07/05/2016	102451	INTERNATIONAL BACCALAUREATE	\$29,480.00
	433662	07/05/2016	135761	KLETT-LANGENSCHIEDT ED SVCS	\$17,323.06
	433663	07/05/2016	052150	INTERNATIONAL READING ASSOCIATION	\$135.00
	433664	07/05/2016	138560	IXL LEARNING INC	\$1,073.00
	433665	07/05/2016	100928	J W PEPPER & SON INC.	\$974.74
	433666	07/05/2016	139763	CALVIN L JACOBS	\$12.47
	433668	07/05/2016	102287	JAMECO ELECTRONICS	\$302.49
	433669	07/05/2016	136314	KORRINDA K JAMIESON	\$678.16
	433670	07/05/2016	131157	CHRISTINE A JANOVEC-POEHLMAN	\$94.45
	433671	07/05/2016	136953	JSDO 1 LLC	\$315.09
	433672	07/05/2016	133037	JENSEN TIRE COMPANY	\$745.10
	433674	07/05/2016	054500	JOHNSON HARDWARE CO LLC	\$28.32
	433675	07/05/2016	135373	LINDA K JOHNSON	\$16.52
	433676	07/05/2016	139350	BRANDON K JOHNSTON	\$17.55

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433677	07/05/2016	059573	NANCY A JOHNSTON	\$117.88
	433678	07/05/2016	054630	JOHNSTONE SUPPLY	\$1,436.06
	433680	07/05/2016	138713	LAURIE E JONES	\$14.90
	433682	07/05/2016	137888	SPIROS KATSIRIS	\$7.50
	433683	07/05/2016	136426	AMY S KAUP	\$19.44
	433684	07/05/2016	132265	CATHERINE A KEISER	\$40.93
	433685	07/05/2016	140881	DARIN C KELBERLAU	\$0.00
	433686	07/05/2016	132272	SUSAN L KELLEY	\$14.58
	433687	07/05/2016	141408	AMY KENYON	\$60.00
	433688	07/05/2016	135931	JEFFREY S KERNS	\$465.57
	433689	07/05/2016	131177	ANDREA L KIDD	\$19.01
	433690	07/05/2016	139753	CHERIS A KITE	\$40.39
	433691	07/05/2016	139301	REBECCA D KLEEMAN WEYANT	\$96.22
	433692	07/05/2016	141410	LAUREN N KLINGENSMITH	\$100.00
	433693	07/05/2016	132264	MICHELLE M KLUG	\$1,383.49
	433694	07/05/2016	141208	ERINN R KOMP	\$41.84
	433696	07/05/2016	131826	ALICIA C KOTLARZ	\$374.09
	433698	07/05/2016	131006	CONNIE E KOZAK	\$40.61
	433699	07/05/2016	141414	AMANDA A KOZIOL	\$71.17
	433700	07/05/2016	140580	LINDSEY L KRAFT	\$40.44
	433701	07/05/2016	136285	MICHELLE L KRAFT	\$10.80
	433703	07/05/2016	137385	JOSEPH R KUEHL	\$62.32
	433704	07/05/2016	132934	VICTORIA L KYROS	\$106.22
	433705	07/05/2016	137010	CHRISTINA A LAGRONE	\$61.02
	433706	07/05/2016	099217	LAKE SHORE LEARNING MATERIALS	\$3,147.56
	433709	07/05/2016	136818	LAMPE'S CLEAN AIR SPECIALISTS	\$7.80
	433710	07/05/2016	135257	LANGUAGE LINE SERVICES INC	\$530.33
	433712	07/05/2016	102491	LARUE DISTRIBUTING INC	\$1,279.59

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433714	07/05/2016	135156	LAWSON PRODUCTS INC	\$3,220.69
	433715	07/05/2016	131828	MONICA R LAWSON	\$89.64
	433718	07/05/2016	139896	MICHELLE M LEENERTS	\$85.64
	433719	07/05/2016	137345	BONNIE K LEVINGER	\$32.40
	433721	07/05/2016	059470	LIEN TERMITE & PEST CONTROL INC	\$1,935.00
	433722	07/05/2016	138215	LIFT-ALL CRANE SERVICE INC	\$250.00
	433724	07/05/2016	139885	ERIC M LITTLE	\$277.16
	433725	07/05/2016	141329	LITTLEBITS ELECTRONICS INC	\$0.00
	433726	07/05/2016	136315	COURTNEY A LOHRENTZ	\$16.42
	433727	07/05/2016	059866	STACY L LONGACRE	\$173.48
	433728	07/05/2016	139414	CHRISTOPHER M LOOFE	\$823.50
	433729	07/05/2016	131397	LOWE'S HOME CENTERS INC	\$404.00
	433731	07/05/2016	060125	LUCKS MUSIC LIBRARY INC	\$91.87
	433733	07/05/2016	135376	CASEY I LUNDGREN	\$78.52
	433736	07/05/2016	130677	HELEN M LYKKE-WISLER	\$70.52
	433737	07/05/2016	099321	MACKIN BOOK CO	\$7,804.03
	433738	07/05/2016	139148	JOHN C MADVIG	\$100.00
	433739	07/05/2016	138057	CONSTANTINO ENTERPRISES	\$107.30
	433741	07/05/2016	063920	MARCO PRODUCTS INC	\$296.67
	433742	07/05/2016	133505	SUSAN N MARLATT	\$80.46
	433743	07/05/2016	059560	MATHESON TRI-GAS INC	\$596.30
	433744	07/05/2016	139897	CRAIG D MATHIS	\$371.95
	433745	07/05/2016	108052	MAX I WALKER	\$563.89
	433746	07/05/2016	138341	MAXIM HEALTHCARE SERVICES INC	\$42,931.89
	433748	07/05/2016	139237	MICHAEL C MCCAULEY	\$3,525.00
	433749	07/05/2016	130481	GERALDINE L MCCLENNY	\$27.97
	433750	07/05/2016	136618	DANIEL R MCCONNELL	\$86.62
	433751	07/05/2016	140110	MCGRAW-HILL EDUCATION INC	\$2,402.92

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433752	07/05/2016	137014	RYE L MCINTOSH	\$150.28
	433753	07/05/2016	064260	MECHANICAL SALES INC.	\$3,681.00
	433754	07/05/2016	137947	MECHANICAL SALES PARTS INC	\$739.00
	433756	07/05/2016	121126	PATRICIA A MEEKER	\$224.07
	433757	07/05/2016	136470	CHAD M MEISGEIER	\$348.00
	433758	07/05/2016	133998	SUZANNE R MELLIGER	\$400.69
	433759	07/05/2016	064600	METAL DOORS & HARDWARE COMPANY INC	\$1,118.00
	433761	07/05/2016	133403	AMERICAN NATIONAL BANK	\$13,181.48
	433765	07/05/2016	064800	METRO UTILITIES DISTRICT OF OMAHA	\$57,388.83
	433766	07/05/2016	139339	DOUGLAS M MEYO	\$1,446.59
	433767	07/05/2016	132802	M-F ATHLETIC CO INC	\$208.95
	433768	07/05/2016	132807	MONTESSORI EDUCATIONAL CENTERS INC	\$7,502.00
	433769	07/05/2016	103082	MID STATES SCHOOL EQUIPMENT CO INC	\$2,052.48
	433770	07/05/2016	102870	MIDLAND COMPUTER INC	\$1,231.14
	433771	07/05/2016	137999	MIDLANDS PRINTING & BUS FORMS INC	\$1,833.48
	433772	07/05/2016	101068	MIDWEST BOX COMPANY	\$1,029.00
	433773	07/05/2016	064950	MIDWEST METAL WORKS INC	\$95.00
	433774	07/05/2016	064980	MIDWEST SOUND & LIGHTING INC	\$769.00
	433775	07/05/2016	107560	MILLARD METAL SERVICES INC.	\$95.00
	433776	07/05/2016	065438	MILLARD NORTH HIGH SCHOOL	\$5,057.50
	433777	07/05/2016	065410	MILLARD PUB SCHL ADMIN ACTIVITY FND	\$112.75
	433778	07/05/2016	065440	MILLARD SOUTH HIGH SCHOOL	\$23,807.29
	433779	07/05/2016	131328	MILLER ELECTRIC COMPANY	\$46,518.01
	433780	07/05/2016	135388	ANNE C MILLER	\$0.00
	433781	07/05/2016	140398	JOSEPH P MLNARIK	\$36.26
	433783	07/05/2016	136388	MITCHELL S MOLLRING	\$465.00
	433784	07/05/2016	135042	MONTCLAIR ELEMENTARY	\$97.96
	433785	07/05/2016	140990	LAURA M MORRIS	\$202.12

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433787	07/05/2016	132491	DONITA L MOSEMAN	\$79.92
	433789	07/05/2016	092603	MACMILLAN HOLDINGS LLC	\$31,330.19
	433791	07/05/2016	137052	DEVONYE J MULLINS	\$92.18
	433792	07/05/2016	138263	MARIA V MUNOZ	\$285.84
	433793	07/05/2016	141204	MVIX (USA) INC	\$950.00
	433794	07/05/2016	067000	NASCO	\$1,812.75
	433795	07/05/2016	136850	NAVIANCE INC	\$48,731.46
	433796	07/05/2016	130548	NCS PEARSON INC	\$36,348.42
	433797	07/05/2016	068334	NEBRASKA AIR FILTER INC	\$3,819.39
	433798	07/05/2016	068415	NEBRASKA COUNCIL OF SCHOOL	\$310.00
	433803	07/05/2016	099750	NEBRASKA LIBRARY ASSOCIATION	\$165.00
	433804	07/05/2016	068684	NEBRASKA SCIENTIFIC	\$423.85
	433805	07/05/2016	068954	NEFF COMPANY	\$262.32
	433806	07/05/2016	140899	NEWZBRAIN	\$409.00
	433807	07/05/2016	109843	NEXTEL PARTNERS INC	\$3,161.28
	433809	07/05/2016	136715	CARISSA N NIETFELDT	\$67.88
	433810	07/05/2016	107905	MELINDA C NOLLER	\$22.46
	433811	07/05/2016	135570	JONATHAN L NORD	\$24.73
	433813	07/05/2016	136759	ROSHNI R NORONHA	\$45.58
	433814	07/05/2016	130091	NORTH MIDDLE SCHOOL	\$420.00
	433815	07/05/2016	140537	EVE E NORTON	\$20.52
	433816	07/05/2016	130667	CARRIE L NOVOTNY-BUSS	\$1,397.08
	433819	07/05/2016	137533	MARILYN M O'CONNELL	\$128.61
	433821	07/05/2016	050042	ANNE M OETH	\$162.54
	433825	07/05/2016	100013	OFFICE DEPOT 84133510	\$7,382.20
	433826	07/05/2016	070245	OHARCO DISTRIBUTORS	\$2,151.48
	433827	07/05/2016	140197	THERESA L OLSON	\$32.99
	433828	07/05/2016	132778	MELANIE L OLSON	\$70.63

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433829	07/05/2016	134725	OMAHA CASING CO INC	\$30.00
	433830	07/05/2016	070800	OMAHA PUBLIC POWER DISTRICT	\$328,754.51
	433831	07/05/2016	071039	OMAHA WINDUSTRIAL CO.	\$49.54
	433832	07/05/2016	071040	OMAHA WINNELSON COMPANY	\$534.00
	433833	07/05/2016	071053	OMAHA WORLD HERALD (EDUC)	\$278.20
	433834	07/05/2016	140402	OMNI FINANCIAL GROUP INC	\$1,592.50
	433835	07/05/2016	133850	ONE SOURCE	\$1,122.00
	433836	07/05/2016	071138	ORIENTAL TRADING COMPANY	\$292.39
	433837	07/05/2016	138662	KELLY D OSTRAND	\$30.89
	433838	07/05/2016	107193	OTIS ELEVATOR COMPANY	\$2,066.35
	433839	07/05/2016	133368	KELLY R O'TOOLE	\$55.62
	433840	07/05/2016	071180	OUTWATER PLASTICS INDUSTRIES INC	\$154.44
	433841	07/05/2016	071190	OVERHEAD DOOR COMPANY OMAHA	\$723.00
	433842	07/05/2016	132443	OZANAM/BIST	\$100.00
	433843	07/05/2016	134428	ELIZABETH A PACHTA	\$129.82
	433844	07/05/2016	141327	RHONDA M PACK	\$93.83
	433845	07/05/2016	141411	YUGANDHAR PANGA	\$100.00
	433846	07/05/2016	071545	PAPER CORPORATION	\$3,177.60
	433848	07/05/2016	137015	GEORGE M PARKER	\$41.31
	433849	07/05/2016	132006	ANDREA L PARSONS	\$112.86
	433851	07/05/2016	135569	CYNTHIA L PAVONE	\$77.65
	433852	07/05/2016	071947	PAULA A PEAL	\$79.92
	433853	07/05/2016	102699	PEARSON EDUCATION	\$213,843.07
	433854	07/05/2016	082652	PEARSON EDUCATION	\$50,260.33
	433855	07/05/2016	107783	HEIDI T PENKE	\$57.24
	433857	07/05/2016	072200	PERFECTION LEARNING CORP.	\$534.79
	433858	07/05/2016	139633	TERESA G PERKINS	\$83.65
	433859	07/05/2016	140422	AMY L PETRICEK	\$89.36

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433863	07/05/2016	137722	ANDREW C PINKALL	\$82.62
	433864	07/05/2016	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	433865	07/05/2016	072760	PITSCO INC	\$5,208.35
	433866	07/05/2016	072785	PLANK ROAD PUBLISHING INC	\$112.45
	433868	07/05/2016	141430	CHELSEY M POOLE	\$80.90
	433869	07/05/2016	072900	POPLERS MUSIC INC	\$320.92
	433870	07/05/2016	073010	PORTER TRUSTIN CARLSON	\$63.00
	433871	07/05/2016	079051	POSITIVE PROMOTIONS INC	\$283.02
	433872	07/05/2016	131835	PRAIRIE MECHANICAL CORP	\$6,556.73
	433873	07/05/2016	134598	PRIME COMMUNICATIONS INC	\$55,044.97
	433874	07/05/2016	102199	PRIORITY FITNESS INC	\$750.00
	433875	07/05/2016	141236	PRISM SMART SOLUTIONS	\$16,740.00
	433878	07/05/2016	132713	PROTEX CENTRAL INC	\$343.00
	433879	07/05/2016	073840	PSYCHOLOGICAL ASSESSMENT RESOURCE	\$4,197.60
	433881	07/05/2016	078250	RALSTON PUBLIC SCHOOLS	\$132,419.70
	433882	07/05/2016	078280	INDEPENDENCE MOTEL PROPERTIES LP	\$660.16
	433883	07/05/2016	140511	FAITH A RASMUSSEN	\$47.58
	433884	07/05/2016	078420	RAWSON & SONS ROOFING, INC.	\$12,281.00
	433886	07/05/2016	109810	BETHANY B RAY	\$113.94
	433887	07/05/2016	100642	REALLY GOOD STUFF INC	\$967.15
	433888	07/05/2016	133828	TERESA M REEDER	\$51.50
	433889	07/05/2016	078760	REGAL AWARDS, INC.	\$12.00
	433890	07/05/2016	130656	REGAL PRINTING COMPANY	\$1,777.36
	433891	07/05/2016	134858	JENNIFER L REID	\$123.45
	433892	07/05/2016	140465	JULIE M REINEKE	\$28.51
	433893	07/05/2016	133770	DIANE E REINERS	\$45.04
	433894	07/05/2016	109192	KIMBERLI R RICE	\$63.88
	433896	07/05/2016	079179	RIEKES EQUIPMENT CO	\$905.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433898	07/05/2016	137911	RIVER CITY GLASS LLC	\$112.30
	433899	07/05/2016	136847	RIVERSIDE TECHNOLOGIES INC	\$1,954.16
	433900	07/05/2016	132034	ROCHESTER 100 INC.	\$300.00
	433902	07/05/2016	137125	LAUREN M ROEDER	\$60.97
	433903	07/05/2016	134882	LINDA A ROHMILLER	\$24.30
	433904	07/05/2016	136121	MELANIE E ROLL	\$9,790.00
	433905	07/05/2016	134990	BRITTANY A ROM	\$229.88
	433906	07/05/2016	079440	ROSENBAUM ELECTRIC INC	\$14,214.86
	433908	07/05/2016	139359	DISTRIBUTED WEBSITE CORPORATION	\$499.00
	433909	07/05/2016	139923	RSM US LLP	\$177.50
	433910	07/05/2016	072286	JEAN M RUCHTI	\$122.04
	433911	07/05/2016	136135	GINA K RUDLOFF	\$114.00
	433912	07/05/2016	131615	RUSSELL MIDDLE SCHOOL	\$473.88
	433913	07/05/2016	137386	LIBRARY VIDEO COMPANY	\$93,084.75
	433915	07/05/2016	081725	KIMBERLEY K SAUM-MILLS	\$113.08
	433916	07/05/2016	133389	RYAN D SAUNDERS	\$85.70
	433917	07/05/2016	109806	BRENT J SCHADE	\$69.23
	433918	07/05/2016	140401	DENNIS M SCHAEPII	\$7.50
	433920	07/05/2016	137012	SHELLEY L SCHMITZ	\$23.65
	433922	07/05/2016	082100	SCHOLASTIC INC	\$137.64
	433923	07/05/2016	141356	SCHOOL CITY INC	\$79,571.00
	433924	07/05/2016	102278	SCHOOL DATEBOOKS INC	\$561.79
	433925	07/05/2016	082200	SCHOOL HEALTH CORPORATION	\$3,711.20
	433926	07/05/2016	135488	SCHOOL NURSE SUPPLY	\$18.53
	433927	07/05/2016	082350	SCHOOL SPECIALTY INC	\$384.02
	433928	07/05/2016	136098	SCHOOLDUDE.COM INC	\$14,602.01
	433929	07/05/2016	137632	MELISSA N SCHRAM	\$589.09
	433931	07/05/2016	141272	SCHU MARKETING ASSOCIATES INC	\$6,330.72

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433932	07/05/2016	134567	KAYE M SCHWEIGERT	\$128.30
	433933	07/05/2016	139827	MATTHEW J SCOTT	\$126.04
	433935	07/05/2016	082905	KIMBERLY A SECORA	\$86.02
	433936	07/05/2016	141428	SEESAW LEARNING INC	\$2,265.00
	433937	07/05/2016	108161	STAN J SEGAL	\$129.82
	433938	07/05/2016	082941	KELLY M SELTING	\$145.26
	433939	07/05/2016	134189	JODY L SEMPEK	\$66.86
	433940	07/05/2016	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$182,653.00
	433942	07/05/2016	136754	CCT ENTERPRISES LLC	\$224.16
	433943	07/05/2016	109800	AMY L SHATTUCK	\$336.42
	433945	07/05/2016	137697	LARIA K SHEA	\$186.41
	433946	07/05/2016	083175	SHEPPARD'S BUSINESS INTERIORS	\$213.80
	433947	07/05/2016	130645	SHERWIN-WILLIAMS	\$66.70
	433949	07/05/2016	132590	SILVERSTONE GROUP INC	\$5,023.00
	433950	07/05/2016	083400	SIMPLEX GRINNELL LP	\$2,244.08
	433952	07/05/2016	136137	JULIA C SINIARD	\$53.31
	433954	07/05/2016	133949	SKAR ADVERTISING	\$6,250.85
	433958	07/05/2016	137828	BRENT D SNOW	\$26.08
	433960	07/05/2016	083950	SOCIAL STUDIES SCHOOL SERVICE	\$123.09
	433961	07/05/2016	101476	SODEXO INC & AFFILIATES	\$101,276.99
	433962	07/05/2016	134238	FRANCES R SOLOMON	\$154.98
	433963	07/05/2016	133954	SOUTHSIDE PLUMBING LLC	\$579.26
	433964	07/05/2016	084093	SOUTHWEST STRINGS	\$315.35
	433965	07/05/2016	131714	JOHN D SOUTHWORTH	\$32.62
	433966	07/05/2016	102524	SPALDING EDUCATION INTERNATIONAL	\$814.77
	433967	07/05/2016	141398	SPEECH CORNER LLC	\$119.90
	433968	07/05/2016	141321	SPHERO INC	\$1,459.97
	433969	07/05/2016	100584	STAHL'S ID DIRECT	\$468.16

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433971	07/05/2016	084415	STANDARD STATIONERY SUPPLY CO	\$351.00
	433972	07/05/2016	137481	STAPLES CONTRACT & COMMERCIAL INC	\$57.54
	433973	07/05/2016	131833	STERICYCLE INC	\$1,245.66
	433974	07/05/2016	139843	STUDENT TRANSPORATION NEBRASKA INC	\$208,708.36
	433975	07/05/2016	138771	SUNGARD PUBLIC SECTOR NATL USER GRP	\$296.00
	433976	07/05/2016	084930	SUPER DUPER INC	\$149.15
	433977	07/05/2016	069689	INTERLINE BRANDS INC	\$14,360.72
	433978	07/05/2016	084959	JAMES V SUTFIN	\$609.00
	433980	07/05/2016	137011	CARRIE A SWANEY	\$281.34
	433981	07/05/2016	140914	SHANNON M SWANEY	\$33.97
	433982	07/05/2016	132191	TRINA A SWITZER	\$175.56
	433984	07/05/2016	141043	KIARA L TAYLOR	\$131.65
	433985	07/05/2016	103050	DRAPHIX, LLC	\$346.07
	433986	07/05/2016	101257	TEACHERS' CURRICULUM INSTITUTE	\$9,105.00
	433987	07/05/2016	109041	AMERICAN EAGLE COMPANY INC	\$1,101.36
	433988	07/05/2016	133969	TENNANT SALES & SERVICE COMPANY	\$5,145.81
	433990	07/05/2016	130394	TERRY MCGILL INC	\$1,130.00
	433991	07/05/2016	135417	AMY J THALKEN	\$68.69
	433992	07/05/2016	140054	THINK THROUGH LEARNING INC	\$6,184.50
	433993	07/05/2016	140513	ANNA M THOMA	\$291.00
	433994	07/05/2016	136381	ANNETTE J THOMAS	\$8.53
	433996	07/05/2016	131159	JONATHON C THOMPSON	\$97.20
	433997	07/05/2016	135006	STEVE D THRONE	\$843.70
	433998	07/05/2016	132493	GREGORY E TIEMANN	\$215.00
	433999	07/05/2016	136578	PEGGI S TOMLINSON	\$47.20
	434000	07/05/2016	131446	TOSHIBA FINANCIAL SERVICES	\$687.00
	434001	07/05/2016	131446	TOSHIBA FINANCIAL SERVICES	\$352.00
	434002	07/05/2016	131446	TOSHIBA FINANCIAL SERVICES	\$2,585.50

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01	434003	07/05/2016	141254	TOTAL FIRE & SECURITY INC	\$342.40
	434004	07/05/2016	089574	TOTAL MARKETING INC	\$140.48
	434005	07/05/2016	089740	TREETOP PUBLISHING INC	\$171.60
	434006	07/05/2016	089760	TRIARCO ARTS & CRAFTS LLC	\$353.36
	434007	07/05/2016	107719	KIMBERLY P TRISLER	\$26.95
	434008	07/05/2016	106493	TRITZ PLUMBING, INC.	\$351.00
	434009	07/05/2016	136110	DONNA R TROMBLA	\$57.89
	434010	07/05/2016	131819	JEAN R UBBELOHDE	\$1,038.84
	434011	07/05/2016	141344	BRENT BOGAN	\$178.00
	434012	07/05/2016	090270	UNITED DISTRIBUTORS, INC.	\$1,482.62
	434013	07/05/2016	090214	UNITED ELECTRIC SUPPLY CO INC	\$1,069.97
	434014	07/05/2016	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$4,071.45
	434015	07/05/2016	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$300.00
	434017	07/05/2016	140704	URBAN SUPERINTENDENTS ASSN AMERICA	\$400.00
	434019	07/05/2016	139797	US BANK NATIONAL ASSOCIATION	\$12,013.00
	434020	07/05/2016	090440	BSN SPORTS INC	\$273.14
	434021	07/05/2016	139411	US SCHOOL SUPPLY INC	\$1,232.40
	434022	07/05/2016	138661	USA-CLEAN INC	\$1,624.28
	434023	07/05/2016	091040	VAL LTD	\$65.00
	434024	07/05/2016	138046	AUTO LUBE INC	\$169.90
	434025	07/05/2016	138460	KRISTIN VAN WYNGAARDN	\$165.24
	434026	07/05/2016	135516	MICHELLE VANDENBERG	\$673.92
	434028	07/05/2016	140314	VARIDESK LLC	\$770.00
	434029	07/05/2016	138745	VEHICLE MAINTENANCE PROGRAM INC	\$1,816.40
	434030	07/05/2016	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$1,801.68
	434031	07/05/2016	136318	JENNIFER L VEST	\$875.17
	434032	07/05/2016	092323	VIRCO INC	\$3,288.64
	434034	07/05/2016	093008	BARBARA N WALLER	\$140.67

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	434035	07/05/2016	131112	LINDA WALTERS	\$136.65
	434036	07/05/2016	137532	DINA L WALTON	\$7.50
	434037	07/05/2016	093650	VWR INTERNATIONAL LLC	\$46.25
	434038	07/05/2016	139738	WASTE MANAGEMENT OF NEBRASKA	\$13,434.24
	434040	07/05/2016	093765	WATER ENGINEERING, INC.	\$1,150.80
	434041	07/05/2016	139220	KATRINA M WATTON	\$80.00
	434042	07/05/2016	133438	HEIDI J WEAVER	\$673.20
	434043	07/05/2016	094130	WENGER CORPORATION	\$801.00
	434044	07/05/2016	094174	WEST MUSIC CO INC	\$448.22
	434045	07/05/2016	107563	CAROL M WEST	\$431.89
	434046	07/05/2016	094245	WESTLAKE ACE HARDWARE INC	\$79.99
	434047	07/05/2016	140886	KYLE J WETGEN	\$112.74
	434048	07/05/2016	139244	AMANDA L WHARTON-HUNT	\$26.95
	434049	07/05/2016	139932	WILLIAM ROSS WHISTON	\$77.12
	434050	07/05/2016	137485	WENDY A WIGHT	\$265.90
	434051	07/05/2016	140689	WONDER WORKSHOP INC	\$609.90
	434052	07/05/2016	095349	WOODWIND & BRASSWIND INC	\$119.97
	434053	07/05/2016	095355	WOODWORKERS SUPPLY, INC.	\$97.95
	434054	07/05/2016	132857	ROXANN K WORLEY	\$98.54
	434056	07/05/2016	095491	GLEN E WRAGGE	\$283.66
	434058	07/05/2016	109852	WURTH BAER SUPPLY CO	\$385.00
	434059	07/05/2016	140311	WW NORTON & COMPANY INC	\$11,070.01
	434060	07/05/2016	140045	RAMSEY D YOUNG	\$200.00
	434062	07/05/2016	137020	CHAD R ZIMMERMAN	\$233.28
	434063	07/05/2016	136855	PAUL R ZOHLLEN	\$61.56
	434064	07/05/2016	135647	LACHELLE L ZUHLKE	\$47.95
	434065	07/05/2016	132699	FATHER FLANAGANS BOYS HOME	\$260.90
	434066	07/05/2016	136079	GE COMMERCIAL EQPT HOLDING LLC	\$3,101.72

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	434067	07/05/2016	141329	LITTLEBITS ELECTRONICS INC	\$569.90
	434068	07/05/2016	132412	SANDRA R MILLER	\$28.73
	434070	06/30/2016	108436	COX COMMUNICATIONS INC	\$8,124.06
	434071	06/30/2016	108436	COX COMMUNICATIONS INC	\$27,832.74
	434072	06/30/2016	052150	INTERNATIONAL READING ASSOCIATION	\$1,409.00
	434073	06/30/2016	133712	JOHN DEERE FINANCIAL FSB	\$354.52
	434075	06/30/2016	130787	SUBURBAN SCHOOL SUPERINTENDENTS	\$1,697.00
	434076	06/30/2016	138304	TIME MANAGEMENT SYSTEMS	\$2,245.23
	434077	07/05/2016	140362	KNOVATION INC	\$55,913.00
01 - Total					\$4,640,469.97
02	25402	06/09/2016	081630	SAMS CLUB DIRECT	\$125.88
	25403	06/20/2016	138332	MCKENNA SHAYE BLACK	\$94.25
	25404	06/20/2016	135057	KATHERINE L BOYLE	\$30.61
	25405	06/20/2016	010061	BULLER FIXTURE COMPANY	\$1,440.00
	25406	06/20/2016	141195	BRYAN A CISNEROS	\$54.38
	25407	06/20/2016	109867	COMMERCIAL AIR MANAGEMENT INC	\$625.00
	25408	06/20/2016	106893	WICHITA WATER CONDITIONING INC	\$27.67
	25409	06/20/2016	106956	FERRELLGAS	\$32.00
	25410	06/20/2016	141194	FRANKE FOODSERVICE SOLUTIONS INC	\$196.14
	25411	06/20/2016	130964	MINDY L GARGANO	\$5.58
	25412	06/20/2016	135983	ENCORE ONE LLC	\$8,338.15
	25413	06/20/2016	010250	GREATER OMAHA REFRIGERATION	\$95.40
	25414	06/20/2016	140802	KAREN M HEDGECK	\$10.76
	25415	06/20/2016	141196	BRIAN CALEB HORBACH	\$76.13
	25416	06/20/2016	141350	INTERIOR SYSTEMS INC	\$534.00
	25417	06/20/2016	141197	DANA LUCIA JOHNSON	\$94.25
	25418	06/20/2016	140450	TYLER LYONS	\$76.13
	25419	06/20/2016	139317	MMC MECHANICAL CONTRACTORS INC	\$668.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	25420	06/20/2016	139861	ALYSSA C MOWERY	\$10.88
	25421	06/20/2016	137786	SOPHIA O NICHOLS	\$54.38
	25422	06/20/2016	139832	PAMELA S OSTERMAN	\$25.92
	25423	06/20/2016	140917	JENNIFER R PARKER	\$32.63
	25424	06/20/2016	102445	EDRIE K PEARCE	\$183.60
	25425	06/20/2016	139863	ELIZABETH E PFISTER	\$32.63
	25426	06/20/2016	140907	PATRICIA PHILLIPS	\$36.25
	25427	06/20/2016	081630	SAMS CLUB DIRECT	\$15.00
	25428	06/20/2016	131746	MELINDA S SCHUCHARD	\$63.88
	25429	06/20/2016	141198	TONY THOMPSON	\$94.25
	25430	06/20/2016	138047	AUTO PROS OF MILLARD INC	\$154.45
	25431	06/20/2016	140165	ANDREW WALDRON	\$38.06
	25432	06/20/2016	137672	CARLY J WHITE	\$87.00
	25433	06/20/2016	131241	MARCIA L WILLIAMS	\$11.66
	25434	06/20/2016	140871	DAVID C WOOD	\$12,555.00
	25435	06/20/2016	139865	JASMINE R WRIGHT	\$54.38
	25436	06/16/2016	081630	SAMS CLUB DIRECT	\$41.92
	25437	06/23/2016	081630	SAMS CLUB DIRECT	\$22.30
	25438	07/05/2016	019111	BISHOP BUSINESS EQUIPMENT	\$12.00
	25439	07/05/2016	106893	WICHITA WATER CONDITIONING INC	\$22.00
	25440	07/05/2016	109843	NEXTEL PARTNERS INC	\$134.11
	25441	07/05/2016	100013	OFFICE DEPOT 84133510	\$1,163.53
	25442	07/05/2016	101476	SODEXO INC & AFFILIATES	\$402,309.39
02 - Total					\$429,679.55
04	433245	06/02/2016	131418	B STREET COLLISION CENTER	\$1,000.00
04 - Total					\$1,000.00
06	433308	06/20/2016	058775	LAMP RYNEARSON ASSOCIATES INC	\$4,299.23
	433312	06/20/2016	134532	MORRISSEY ENGINEERING INC	\$10,407.50

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06	433314	06/20/2016	136898	OLSSON ASSOCIATES INC	\$9,674.84
	433377	07/05/2016	011051	ALL MAKES OFFICE EQUIPMENT	\$2,377.64
	433390	07/05/2016	012989	APPLE COMPUTER INC	\$10,000.00
	433408	07/05/2016	133480	BERINGER CIACCIO DENNELL MABREY	\$2,687.50
	433466	07/05/2016	133970	CCS PRESENTATION SYSTEMS	\$2,167.00
	433485	07/05/2016	106902	COMMUNICATION SERVICES INC.	\$433.50
	433533	07/05/2016	136245	DONOVAN PROPERTIES LLC	\$1,767.34
	433543	07/05/2016	131740	EAGLE SOFTWARE INC,	\$220,572.00
	433632	07/05/2016	136301	HGM ASSOCIATES INC	\$2,490.84
	433708	07/05/2016	058775	LAMP RYNEARSON ASSOCIATES INC	\$9,366.26
	433782	07/05/2016	140386	MOBILE MINI INC	\$114.62
	433850	07/05/2016	071760	PATTON EQUIPMENT COMPANY INC	\$1,260.00
	433873	07/05/2016	134598	PRIME COMMUNICATIONS INC	\$1,213.02
	433897	07/05/2016	106416	RIFE CONSTRUCTION INC	\$21,303.76
	433899	07/05/2016	136847	RIVERSIDE TECHNOLOGIES INC	\$24,000.00
06 - Total					\$324,135.05
07	433285	06/20/2016	133480	BERINGER CIACCIO DENNELL MABREY	\$828.00
	433288	06/20/2016	139926	CARLSON WEST POVONDRA ARCHITECTS	\$543.52
	433293	06/20/2016	139946	DOWNS ELECTRIC INC	\$125,488.80
	433308	06/20/2016	058775	LAMP RYNEARSON ASSOCIATES INC	\$10,325.00
	433319	06/20/2016	139972	PURDY & SLACK ARCHITECTS PC	\$10,910.00
	433325	06/20/2016	140803	SUPERIOR LIGHTING INC	\$36,549.61
	433326	06/20/2016	132452	TERRACON INC	\$161.55
	433377	07/05/2016	011051	ALL MAKES OFFICE EQUIPMENT	\$2,377.64
	433382	07/05/2016	140305	AMERICAN TRAILER & STORAGE INC	\$3,979.00
	433408	07/05/2016	133480	BERINGER CIACCIO DENNELL MABREY	\$2,700.00
	433456	07/05/2016	135245	BAHR VERMEER HAECKER ARCHITECTS	\$1,227.50
	433504	07/05/2016	136087	D.R. ANDERSON CONSTRUCTORS CO	\$242,131.32

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	433708	07/05/2016	058775	LAMP RYNEARSON ASSOCIATES INC	\$8,460.00
	433735	07/05/2016	107590	LUND-ROSS CONSTRUCTORS INC	\$809,249.60
	433755	07/05/2016	136104	MECHANICAL SYSTEMS INC	\$30,834.00
	433786	07/05/2016	134532	MORRISSEY ENGINEERING INC	\$20,200.00
	433850	07/05/2016	071760	PATTON EQUIPMENT COMPANY INC	\$2,846.75
	433862	07/05/2016	140480	PHOENIX CONSTRUCTION GROUP LLC	\$8,268.30
	433873	07/05/2016	134598	PRIME COMMUNICATIONS INC	\$31,224.78
	433880	07/05/2016	139972	PURDY & SLACK ARCHITECTS PC	\$1,690.00
	433914	07/05/2016	140085	SAMPSON CONSTRUCTION CO INC	\$7,810.00
	433944	07/05/2016	141284	SHAWMARK INC	\$150,733.88
	433979	07/05/2016	134590	SWAIN CONSTRUCTION INC	\$71,137.59
	433989	07/05/2016	132452	TERRACON INC	\$3,305.43
	433995	07/05/2016	132133	THOMPSON ELECTRIC CO	\$52,600.55
	434016	07/05/2016	090900	UNIVERSITY PUB INC	\$2,970.72
07 - Total					\$1,638,553.54
11	433318	06/20/2016	137956	IRENE PULLUM	\$180.00
	433323	06/20/2016	135284	SKYLIGHT SOFTWARE INC	\$77.28
	433327	06/20/2016	140681	TEXTBOOK WAREHOUSE LLC	\$254.95
	433363	07/05/2016	136271	TROPHY GUY INC	\$54.00
	433370	07/05/2016	010003	ACT INC	\$2,062.50
	433396	07/05/2016	102727	B & H PHOTO	\$760.36
	433399	07/05/2016	138666	KARA N BAKER	\$750.00
	433402	07/05/2016	099646	BARNES AND NOBLE BOOKSTORE	\$1,734.93
	433413	07/05/2016	136687	STEPHANIE L BECKER-KASTRUP	\$56.76
	433419	07/05/2016	134884	JULIE K BERGSTROM	\$508.83
	433425	07/05/2016	139184	VAN DEURSEN ENTERPRISES INC	\$258.00
	433444	07/05/2016	140741	BRAINY TOYS INC	\$363.50
	433445	07/05/2016	140793	ELIZABETH A BRAUN	\$58.76

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	433446	07/05/2016	141305	ELIZABETH N BRAZIER	\$750.00
	433449	07/05/2016	136986	NANCY A BROSAMLE	\$270.00
	433453	07/05/2016	099417	BSN SPORTS INC	\$7.98
	433454	07/05/2016	137306	THOMAS E BURCHARD	\$170.28
	433477	07/05/2016	137629	MEGAN J CHRISTENSEN	\$64.00
	433480	07/05/2016	141406	LAUREN CITRO	\$500.00
	433491	07/05/2016	141407	JOHN COOVER	\$125.00
	433492	07/05/2016	141409	MIRANDA L COULTER	\$750.00
	433493	07/05/2016	137883	DELTA EDUCATION LLC	\$2,784.88
	433501	07/05/2016	027345	CURRICULUM ASSOCIATES INC	\$4,213.83
	433512	07/05/2016	140113	JAMIE M DAVIS	\$115.52
	433520	07/05/2016	133009	ROBERTA E DEREMER	\$125.00
	433526	07/05/2016	140856	BROOKE DIBBLE	\$375.00
	433545	07/05/2016	036510	EARLY CHILDHOOD TRAINING CENTER	\$50.00
	433547	07/05/2016	135622	ELIZABETH CLAIRE INC	\$216.00
	433557	07/05/2016	134225	KELLY A EKUE	\$87.27
	433580	07/05/2016	131636	LAURIE A FITZPATRICK	\$65.39
	433584	07/05/2016	041100	FOLLETT SCHOOL SOLUTIONS INC	\$267.93
	433592	07/05/2016	130829	JENNIFER L GABRIELSON	\$216.00
	433600	07/05/2016	133574	NANCY M GILMORE	\$92.34
	433604	07/05/2016	132152	GOVCONNECTION INC	\$152.96
	433620	07/05/2016	107588	DOROTHY M HARMAN	\$268.00
	433625	07/05/2016	140878	SARAH A HEADLEE	\$62.00
	433639	07/05/2016	141308	ASHLEY R HOLMES	\$52.92
	433651	07/05/2016	140852	JOSEPH B HURLEY IV	\$117.52
	433654	07/05/2016	133397	HY-VEE INC	\$361.40
	433658	07/05/2016	139162	IMAGINE LEARNING INC	\$24,000.00
	433667	07/05/2016	140724	KILEY N JAGELS	\$750.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	433671	07/05/2016	136953	JSDO 1 LLC	\$187.40
	433679	07/05/2016	141404	LAUREN M JONES	\$162.00
	433681	07/05/2016	056182	KAGAN PUBLISHING & PRO DEVELOPMENT	\$220.00
	433695	07/05/2016	141393	KONA-ICE OF WEST OMAHA	\$82.50
	433697	07/05/2016	134864	BRIDGET K KOWAL	\$78.19
	433700	07/05/2016	140580	LINDSEY L KRAFT	\$750.00
	433711	07/05/2016	136427	MELISSA S LARKA	\$750.00
	433713	07/05/2016	058875	KELLY A LATIMER-BRIGGS	\$67.41
	433716	07/05/2016	136240	VOYAGER EXPANDED LEARNING	\$1,069.65
	433717	07/05/2016	130792	LEARNING RESOURCES	\$74.95
	433730	07/05/2016	140851	RYAN A LUCAS	\$57.48
	433732	07/05/2016	137690	LOUISA A LUKE	\$750.00
	433734	07/05/2016	140668	CHERI LUNDGREN	\$250.00
	433740	07/05/2016	140459	COURTNEY L MANZITTO	\$54.00
	433788	07/05/2016	137961	MOUNTAIN MATH/LANGUAGE LLC	\$479.75
	433790	07/05/2016	131553	MANDY N MULLER	\$54.00
	433798	07/05/2016	068415	NEBRASKA COUNCIL OF SCHOOL	\$2,141.00
	433801	07/05/2016	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$6,180.00
	433825	07/05/2016	100013	OFFICE DEPOT 84133510	\$616.13
	433842	07/05/2016	132443	OZANAM/BIST	\$1,500.00
	433852	07/05/2016	071947	PAULA A PEAL	\$126.00
	433854	07/05/2016	082652	PEARSON EDUCATION	\$92.72
	433860	07/05/2016	135485	ANN M PETRY	\$123.00
	433873	07/05/2016	134598	PRIME COMMUNICATIONS INC	\$4,451.58
	433876	07/05/2016	138487	PRODUCTIVITY INC	\$252.61
	433877	07/05/2016	073427	PRO-ED INC	\$199.05
	433885	07/05/2016	140670	BECKY RAWSON	\$57.48
	433901	07/05/2016	079310	ROCKBROOK CAMERA CENTER	\$693.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	433907	07/05/2016	040323	ROSETTA STONE LTD	\$13,016.00
	433911	07/05/2016	136135	GINA K RUDLOFF	\$57.48
	433912	07/05/2016	131615	RUSSELL MIDDLE SCHOOL	\$1,574.82
	433921	07/05/2016	099640	SCHOLASTIC BOOK FAIRS	\$597.51
	433927	07/05/2016	082350	SCHOOL SPECIALTY INC	\$803.42
	433929	07/05/2016	137632	MELISSA N SCHRAM	\$750.00
	433930	07/05/2016	139902	JODY SCHROEDER	\$375.00
	433934	07/05/2016	138455	SARAH A LOCKHART	\$750.00
	433959	07/05/2016	141412	SUZANNE M SOBOTA	\$750.00
	433965	07/05/2016	131714	JOHN D SOUTHWORTH	\$120.98
	433968	07/05/2016	141321	SPHERO INC	\$2,619.96
	433974	07/05/2016	139843	STUDENT TRANSPORATION NEBRASKA INC	\$897.09
	433983	07/05/2016	140553	PARTNERS IN LEARNING INC	\$17,334.00
	434010	07/05/2016	131819	JEAN R UBBELOHDE	\$56.93
	434023	07/05/2016	091040	VAL LTD	\$316.00
	434027	07/05/2016	140372	LISA VARDAMAN	\$375.00
	434033	07/05/2016	139580	SARAH D VOLLMER	\$750.00
	434037	07/05/2016	093650	VWR INTERNATIONAL LLC	\$417.28
	434039	07/05/2016	139985	NATIONAL CENTER FOR FATHERING	\$730.28
	434057	07/05/2016	141413	LAURIE L WRIGHT	\$750.00
	434061	07/05/2016	135890	YOUTH FRONTIERS INC	\$750.00
	434064	07/05/2016	135647	LACHELLE L ZUHLKE	\$119.65
	434074	06/30/2016	081630	SAMS CLUB DIRECT	\$70.46
11 - Total					\$109,632.85
14	433373	07/05/2016	097000	AETNA LIFE INSURANCE CO	\$150,029.00
	433951	07/05/2016	138887	SIMPLYWELL LLC	\$4,546.00
14 - Total					\$154,575.00
17	433301	06/20/2016	135990	MARVCO ENTERPRISES INC	\$122.23

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
17	433306	06/20/2016	140623	KE FLEX CONTRACTING LLC	\$1,509.00
	433377	07/05/2016	011051	ALL MAKES OFFICE EQUIPMENT	\$706.60
	433422	07/05/2016	018705	BERNINA OMAHA LLC	\$2,596.00
	433466	07/05/2016	133970	CCS PRESENTATION SYSTEMS	\$1,130.00
	433554	07/05/2016	107980	EHLY'S INTERIORS	\$322.00
	433649	07/05/2016	132423	HP INC	\$630,000.00
	433673	07/05/2016	139206	JFK CONSTRUCTION INC	\$18,354.15
	433774	07/05/2016	064980	MIDWEST SOUND & LIGHTING INC	\$3,093.75
	433802	07/05/2016	068445	NEBRASKA FURNITURE MART INC	\$609.00
17 - Total					\$658,442.73
50	433390	07/05/2016	012989	APPLE COMPUTER INC	\$76.00
	433396	07/05/2016	102727	B & H PHOTO	\$1,861.86
	433402	07/05/2016	099646	BARNES AND NOBLE BOOKSTORE	\$478.26
	433416	07/05/2016	141083	MADISON BENKE	\$262.50
	433421	07/05/2016	141420	ISABELLE BERLIN	\$227.50
	433422	07/05/2016	018705	BERNINA OMAHA LLC	\$188.37
	433431	07/05/2016	141084	COLE BLASING	\$32.50
	433433	07/05/2016	099220	DICK BLICK CO	\$2,055.55
	433438	07/05/2016	140842	BRYAN BOTKIN	\$262.50
	433439	07/05/2016	140843	KATHRYN BOTKIN	\$365.00
	433440	07/05/2016	019559	BOUND TO STAY BOUND BOOKS INC	\$329.79
	433443	07/05/2016	134129	BRAINPOP LLC	\$2,295.00
	433455	07/05/2016	140268	JACOB THOMAS BURROUGHS	\$207.50
	433461	07/05/2016	023925	CARLEX INC	\$107.90
	433496	07/05/2016	139451	NICHOLAS CRAMER	\$32.50
	433517	07/05/2016	032800	DEMCO INC	\$90.86
	433524	07/05/2016	137263	DESTINATION IMAGINATION INC	\$3,830.00
	433528	07/05/2016	033473	DIETZE MUSIC HOUSE INC	\$1,778.83

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 11, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	433552	07/05/2016	141341	TREVOR EDWARDS	\$267.50
	433566	07/05/2016	140473	CHRIS EVANS	\$32.50
	433584	07/05/2016	041100	FOLLETT SCHOOL SOLUTIONS INC	\$429.08
	433612	07/05/2016	141427	PAYTON HALL	\$202.50
	433613	07/05/2016	141421	SYDNEY HALL	\$267.50
	433615	07/05/2016	140173	JENNIFER HAMMOND	\$264.00
	433623	07/05/2016	140065	JAYLYNN HAWKINS	\$100.00
	433637	07/05/2016	141311	GABRIELLA CHRISTINE HOGAN	\$235.00
	433641	07/05/2016	132592	WILLIAM SPRAGUE, JR.	\$5,597.40
	433702	07/05/2016	141384	BRYCE D KRUPKA	\$267.50
	433706	07/05/2016	099217	LAKESHORE LEARNING MATERIALS	\$250.57
	433707	07/05/2016	140474	CONNOR LAMMEL	\$235.00
	433723	07/05/2016	141422	KATHERINE LINCOLN	\$450.00
	433747	07/05/2016	139657	RACHEL MC CLANNAN	\$35.00
	433778	07/05/2016	065440	MILLARD SOUTH HIGH SCHOOL	\$301.42
	433794	07/05/2016	067000	NASCO	\$571.70
	433804	07/05/2016	068684	NEBRASKA SCIENTIFIC	\$206.25
	433808	07/05/2016	069578	N CHRIS NIELSEN	\$1,612.00
	433812	07/05/2016	140756	ALEXANDRA K NORDBERG-ELLIS	\$267.50
	433817	07/05/2016	139275	COLIN O CONNELL	\$230.00
	433818	07/05/2016	141423	ANDREW O'BRIEN	\$147.50
	433820	07/05/2016	138769	HANNAH MARIE OELTJEN	\$235.00
	433825	07/05/2016	100013	OFFICE DEPOT 84133510	\$892.58
	433847	07/05/2016	141342	GABRIEL PAREDES	\$235.00
	433856	07/05/2016	135385	PENN STATE INDUSTRIES	\$127.45
	433861	07/05/2016	140757	MADILYN PHELPS	\$257.50
	433867	07/05/2016	140830	JOCELYN H POLACEK	\$142.50
	433887	07/05/2016	100642	REALLY GOOD STUFF INC	\$233.21

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 11, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	433895	07/05/2016	141424	BAILEY LYNN RIEF	\$227.50
	433901	07/05/2016	079310	ROCKBROOK CAMERA CENTER	\$647.99
	433919	07/05/2016	081891	SCHMITT MUSIC CENTER	\$182.00
	433927	07/05/2016	082350	SCHOOL SPECIALTY INC	\$197.00
	433941	07/05/2016	141269	SEVENOKS INC	\$500.81
	433948	07/05/2016	140224	KATHLEEN RYAN SHRIVER	\$267.50
	433953	07/05/2016	141009	JOHNNA SISNEROS	\$295.00
	433955	07/05/2016	141312	TARYN ANN SMITH	\$235.00
	433956	07/05/2016	139266	GILLIAN MARIE SMITHSON	\$32.50
	433957	07/05/2016	140022	HUNTER SCOTT SMITHSON	\$240.00
	433958	07/05/2016	137828	BRENT D SNOW	\$770.06
	433970	07/05/2016	140836	JORDAN STALHEIM	\$32.50
	434044	07/05/2016	094174	WEST MUSIC CO INC	\$650.58
	434055	07/05/2016	109043	WORTHINGTON DIRECT HOLDINGS	\$1,617.70
50 - Total					\$34,471.72
Overall - Total					\$7,990,960.41

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
DSAC	Don Stroh Administration Center							
A	ACTIVITY GENERAL							
	1010	General Admin		120,382.84	17.33	0.00	0.00	120,400.17
	1025	Savings		317.49	0.00	0.00	0.00	317.49
	1030	Staff Vending		6,147.08	317.35	75.00	0.00	6,389.43
	A	Totals:		126,847.41	334.68	75.00	0.00	127,107.09
E	ADMINISTRATIVE CUSTODIAL							
	5005	Activity Express		92,384.67	1,790.00	81.60	0.00	94,093.07
	5011	Creative Cottage Crafts		1,289.64	43.81	0.00	0.00	1,333.45
	5060	Hospitality		4.59	0.00	0.00	0.00	4.59
	5062	Ed Services Hospitality		237.19	0.00	0.00	0.00	237.19
	5080	Media		0.00	0.00	0.00	0.00	0.00
	5081	MPS App		22,099.94	1,166.66	0.00	0.00	23,266.60
	5096	MPS Activities Calendar		1,274.76	0.00	0.00	0.00	1,274.76
	5098	NFUSSD		0.00	0.00	0.00	0.00	0.00
	5110	Other Student Activities		0.00	0.00	0.00	0.00	0.00
	5140	PayBac		0.00	0.00	0.00	0.00	0.00
	5165	Logo Sales		923.43	0.00	0.00	0.00	923.43
	5176	Student Showcase		60.00	0.00	0.00	0.00	60.00
	5177	Staff Development		0.00	0.00	0.00	0.00	0.00
	5178	STOP Hunger		4.84	0.00	0.00	0.00	4.84
	5225	WF Student Donation		5,660.18	0.00	0.00	0.00	5,660.18
	5250	Instrument Rental		790.00	5,732.85	0.00	0.00	6,522.85
	5255	South Swim Lessons		470.00	19,780.00	0.00	0.00	20,250.00
	5260	North Swim Lessons		7,150.00	10,180.00	0.00	0.00	17,330.00
	5265	West Swim Lessons		1,870.00	0.00	0.00	0.00	1,870.00
	5270	North Open Swim		68.00	0.00	0.00	0.00	68.00
	5275	West Open Swim		4,100.00	0.00	0.00	0.00	4,100.00
	5280	South Open Swim		2,099.00	0.00	0.00	0.00	2,099.00
	5285	Maintenance Vending		445.12	0.00	0.00	0.00	445.12
	5290	Tech Vending		741.76	0.00	0.00	0.00	741.76
	5295	Facility Use Rental Fee		28,412.50	5,509.00	0.00	0.00	33,921.50
	5300	Facility Use Building Access		49,976.00	43,864.00	0.00	0.00	93,840.00
	5305	Facility Use Staffing		17,822.48	2,175.00	0.00	0.00	19,997.48
	5310	Check Collection		483.15	0.00	0.00	0.00	483.15
	E	Totals:		238,367.25	90,241.32	81.60	0.00	328,526.97
Q	STUDENT FEE FUND							
	7195	HAL Field Trips		3,156.94	2,713.20	3,964.20	0.00	1,905.94
	Q	Totals:		3,156.94	2,713.20	3,964.20	0.00	1,905.94
	DSAC	Totals:		368,371.60	93,289.20	4,120.80	0.00	457,540.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Abbott	Abbott Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	26,857.39	3,988.54	119.43	0.00	30,726.50	
1020	Volunteers-General	874.06	0.00	0.00	0.00	874.06	
1030	Staff Vending	31.98	0.00	0.00	0.00	31.98	
	A Totals:	27,763.43	3,988.54	119.43	0.00	31,632.54	
D	CLUBS AND ORGANIZATIONS						
4040	Art	0.00	0.00	0.00	0.00	0.00	
4230	Environmental Club	0.00	0.00	0.00	0.00	0.00	
4440	Leadership Club	0.00	0.00	0.00	0.00	0.00	
4500	Music	0.00	0.00	0.00	0.00	0.00	
4540	Other Clubs	0.00	0.00	0.00	0.00	0.00	
4580	Reading	0.00	0.00	0.00	0.00	0.00	
4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00	
4660	Spanish Club	0.00	0.00	0.00	0.00	0.00	
4710	Student Council	2,214.46	0.00	0.00	0.00	2,214.46	
4760	World Language	102.48	0.00	0.00	0.00	102.48	
	D Totals:	2,316.94	0.00	0.00	0.00	2,316.94	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	0.00	0.00	0.00	0.00	0.00	
5080	Media	2,942.44	103.04	162.33	0.00	2,883.15	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5180	Teacher Fund/Grants	351.83	0.00	278.87	0.00	72.96	
	E Totals:	3,294.27	103.04	441.20	0.00	2,956.11	
Q	STUDENT FEE FUND						
7000	KG Field Trips	28.48	0.00	0.00	0.00	28.48	
7010	1st Grade Field Trips	649.84	0.00	155.57	0.00	494.27	
7020	2nd Grade Field Trips	-65.76	242.00	84.50	0.00	91.74	
7030	3rd Grade Field Trips	20.70	438.50	351.51	0.00	107.69	
7040	4th Grade Field Trips	-36.48	0.00	0.00	0.00	-36.48	
7050	5th Grade Field Trips	-2.04	0.00	103.61	-16.50	-122.15	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	594.74	680.50	695.19	-16.50	563.55	
	Abbott Totals:	33,969.38	4,772.08	1,255.82	-16.50	37,469.14	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Ackerm	Ackerman Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	8,420.02	1,044.40	952.89	0.00	8,511.53	
1020	Volunteers-General	47,772.64	4,933.86	1,287.18	0.00	51,419.32	
1022	Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00	
1030	Staff Vending	215.17	0.00	0.00	0.00	215.17	
A Totals:		56,407.83	5,978.26	2,240.07	0.00	60,146.02	
D	CLUBS AND ORGANIZATIONS						
4040	Art	4,749.97	94.00	0.00	0.00	4,843.97	
4070	Birthday Book Club	0.00	0.00	0.00	0.00	0.00	
4140	Choir	0.00	0.00	0.00	0.00	0.00	
4270	Field Day	464.06	493.40	139.95	0.00	817.51	
4580	Reading	1,288.30	0.00	0.00	0.00	1,288.30	
4710	Student Council	914.49	0.00	0.00	0.00	914.49	
4770	Yearbook	3,216.09	1,695.00	0.00	0.00	4,911.09	
D Totals:		10,632.91	2,282.40	139.95	0.00	12,775.36	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	312.75	0.00	0.00	0.00	312.75	
5060	Hospitality	0.00	0.00	0.00	0.00	0.00	
5070	Library	3,246.29	290.36	129.00	0.00	3,407.65	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5140	PayBac	386.90	0.00	0.00	0.00	386.90	
5180	Teacher Fund/Grants	407.13	0.00	0.00	0.00	407.13	
E Totals:		4,353.07	290.36	129.00	0.00	4,514.43	
Q	STUDENT FEE FUND						
7000	KG Field Trips	356.46	583.00	916.75	0.00	22.71	
7010	1st Grade Field Trips	152.03	273.50	303.93	0.00	121.60	
7020	2nd Grade Field Trips	218.50	87.50	298.58	0.00	7.42	
7030	3rd Grade Field Trips	-269.97	653.34	749.42	0.00	-366.05	
7040	4th Grade Field Trips	327.91	63.00	350.00	0.00	40.91	
7050	5th Grade Field Trips	148.64	1,168.49	1,386.02	0.00	-68.89	
7900	Field Trips-Other	73.00	0.00	0.00	0.00	73.00	
Q Totals:		1,006.57	2,828.83	4,004.70	0.00	-169.30	
Ackerma Totals:		72,400.38	11,379.85	6,513.72	0.00	77,266.51	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Aldrich	Aldrich Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	25,083.11	4,873.49	2,045.59	185.40	28,096.41
	1030		Staff Vending	0.00	0.00	0.00	0.00	0.00
	A	Totals:		25,083.11	4,873.49	2,045.59	185.40	28,096.41
D	CLUBS AND ORGANIZATIONS							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4070		Birthday Book Club	2,505.92	255.00	0.00	0.00	2,760.92
	4710		Student Council	4.20	0.00	0.00	0.00	4.20
	D	Totals:		2,510.12	255.00	0.00	0.00	2,765.12
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5070		Library	1,324.85	53.35	12.99	0.00	1,365.21
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	E	Totals:		1,324.85	53.35	12.99	0.00	1,365.21
Q	STUDENT FEE FUND							
	7000		KG Field Trips	1,531.66	0.00	568.22	-1,164.00	-200.56
	7010		1st Grade Field Trips	-813.84	6.00	150.66	964.50	6.00
	7020		2nd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
	7030		3rd Grade Field Trips	-14.36	0.00	0.00	0.00	-14.36
	7040		4th Grade Field Trips	115.58	482.95	599.60	0.00	-1.07
	7050		5th Grade Field Trips	234.93	0.00	518.00	0.00	-283.07
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q	Totals:		1,053.97	488.95	1,836.48	-199.50	-493.06
	Aldrich	Totals:		29,972.05	5,670.79	3,895.06	-14.10	31,733.68

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
BlackEl	Black Elk Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	11,961.28	1,986.14	28.95	0.00	13,918.47	
1020	Volunteers-General	23,275.63	22,622.26	128.48	-356.00	45,413.41	
1022	Volunteers - Hospitality	621.32	0.00	0.00	0.00	621.32	
1030	Staff Vending	0.00	0.00	0.00	0.00	0.00	
	A Totals:	35,858.23	24,608.40	157.43	-356.00	59,953.20	
D	CLUBS AND ORGANIZATIONS						
4040	Art	2,859.79	0.00	795.00	0.00	2,064.79	
4070	Birthday Book Club	5,137.36	352.00	0.00	0.00	5,489.36	
4140	Choir	1.51	0.00	0.00	0.00	1.51	
4270	Field Day	4,011.94	12,992.50	1,293.01	0.00	15,711.43	
4540	Other Clubs	-59.25	0.00	0.00	0.00	-59.25	
4580	Reading	50.65	0.00	0.00	0.00	50.65	
4710	Student Council	2,525.04	166.04	0.00	0.00	2,691.08	
	D Totals:	14,527.04	13,510.54	2,088.01	0.00	25,949.57	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5065	Hospitality-VIP	490.38	90.02	0.00	0.00	580.40	
5080	Media	5,924.84	1,742.69	1,500.10	0.00	6,167.43	
5100	Other Adm Custodial	447.00	0.00	0.00	0.00	447.00	
5110	Other Student Activities	737.05	0.00	0.00	0.00	737.05	
5140	PayBac	306.10	0.00	0.00	0.00	306.10	
	E Totals:	7,905.37	1,832.71	1,500.10	0.00	8,237.98	
Q	STUDENT FEE FUND						
7000	KG Field Trips	-243.06	586.00	0.00	0.00	342.94	
7010	1st Grade Field Trips	16.93	1,221.00	470.52	0.00	767.41	
7020	2nd Grade Field Trips	504.94	315.00	200.00	356.00	975.94	
7030	3rd Grade Field Trips	-26.11	0.00	0.00	0.00	-26.11	
7040	4th Grade Field Trips	0.00	892.68	347.80	0.00	544.88	
7050	5th Grade Field Trips	-396.60	354.00	309.28	0.00	-351.88	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	-143.90	3,368.68	1,327.60	356.00	2,253.18	
	BlackElk Totals:	58,146.74	43,320.33	5,073.14	0.00	96,393.93	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Bryan	Bryan Elementary School						
A	ACTIVITY GENERAL						
1010	General Admin	9,117.34	2,532.72	1,177.03	0.00	10,473.03	
1030	Staff Vending	662.38	0.00	0.00	0.00	662.38	
	A Totals:	9,779.72	2,532.72	1,177.03	0.00	11,135.41	
D	CLUBS AND ORGANIZATIONS						
4040	Art	81.29	0.00	0.00	0.00	81.29	
4220	Drama Club	122.07	0.00	0.00	0.00	122.07	
4710	Student Council	1,141.52	1,008.70	221.96	0.00	1,928.26	
	D Totals:	1,344.88	1,008.70	221.96	0.00	2,131.62	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	7,448.24	0.00	195.71	0.00	7,252.53	
5060	Hospitality	0.00	0.00	0.00	0.00	0.00	
5080	Media	6,667.17	244.94	0.00	0.00	6,912.11	
5100	Other Adm Custodial	539.70	0.00	0.00	0.00	539.70	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5180	Teacher Fund/Grants	239.84	0.00	0.00	0.00	239.84	
	E Totals:	14,894.95	244.94	195.71	0.00	14,944.18	
Q	STUDENT FEE FUND						
7000	KG Field Trips	626.14	265.00	537.05	0.00	354.09	
7010	1st Grade Field Trips	303.74	388.00	310.50	0.00	381.24	
7020	2nd Grade Field Trips	446.96	10.00	440.50	0.00	16.46	
7030	3rd Grade Field Trips	-1,257.48	800.75	0.00	0.00	-456.73	
7040	4th Grade Field Trips	-57.10	593.50	549.43	0.00	-13.03	
7050	5th Grade Field Trips	33.43	434.40	610.00	0.00	-142.17	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	95.69	2,491.65	2,447.48	0.00	139.86	
	Bryan Totals:	26,115.24	6,278.01	4,042.18	0.00	28,351.07	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Cather	Cather Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	20,189.18	1.28	65.00	-56.39	20,069.07	
1030	Staff Vending	0.00	0.00	0.00	0.00	0.00	
	A Totals:	20,189.18	1.28	65.00	-56.39	20,069.07	
D	CLUBS AND ORGANIZATIONS						
4040	Art	0.00	0.00	0.00	0.00	0.00	
4090	Bowling Club	14.95	0.00	0.00	0.00	14.95	
4540	Other Clubs	0.00	0.00	0.00	0.00	0.00	
4610	SAFE/DARE/Drug Free	77.23	0.00	0.00	0.00	77.23	
4710	Student Council	1,115.25	1,326.00	22.53	0.00	2,418.72	
	D Totals:	1,207.43	1,326.00	22.53	0.00	2,510.90	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	12.84	0.00	0.00	0.00	12.84	
5070	Library	2,870.31	0.00	36.00	0.00	2,834.31	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5140	PayBac	3,151.77	700.00	0.00	0.00	3,851.77	
	E Totals:	6,034.92	700.00	36.00	0.00	6,698.92	
Q	STUDENT FEE FUND						
7000	KG Field Trips	-382.50	729.00	239.92	0.00	106.58	
7010	1st Grade Field Trips	298.47	0.00	337.50	0.00	-39.03	
7020	2nd Grade Field Trips	304.74	8.00	318.00	0.00	-5.26	
7030	3rd Grade Field Trips	0.00	772.00	758.74	0.00	13.26	
7040	4th Grade Field Trips	421.15	199.75	298.78	0.00	322.12	
7050	5th Grade Field Trips	90.44	633.55	883.66	0.00	-159.67	
7900	Field Trips-Other	217.90	0.00	0.00	0.00	217.90	
	Q Totals:	950.20	2,342.30	2,836.60	0.00	455.90	
	Cather Totals:	28,381.73	4,369.58	2,960.13	-56.39	29,734.79	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Cody	Cody Elementary School							
A	ACTIVITY GENERAL							
	1010		General Admin	3,106.50	55.91	427.87	0.00	2,734.54
	1030		Staff Vending	7.58	0.00	0.00	0.00	7.58
	1050		Projects/Support	2,156.92	0.00	0.00	0.00	2,156.92
	A	Totals:		5,271.00	55.91	427.87	0.00	4,899.04
D	CLUBS AND ORGANIZATIONS							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4100		Builders Club	53.00	170.43	0.00	0.00	223.43
	4140		Choir	-141.11	0.00	0.00	0.00	-141.11
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	3,775.12	0.00	0.00	0.00	3,775.12
	D	Totals:		3,687.01	170.43	0.00	0.00	3,857.44
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5080		Media	3,634.22	406.40	0.00	0.00	4,040.62
	5110		Other Student Activities	724.86	0.00	0.00	0.00	724.86
	5165		Logo Sales	210.82	0.00	0.00	0.00	210.82
	5170		Student Notebooks	0.00	0.00	0.00	0.00	0.00
	E	Totals:		4,569.90	406.40	0.00	0.00	4,976.30
Q	STUDENT FEE FUND							
	7000		KG Field Trips	195.12	0.00	0.00	0.00	195.12
	7010		1st Grade Field Trips	220.61	0.00	0.00	0.00	220.61
	7020		2nd Grade Field Trips	11.25	0.00	0.00	0.00	11.25
	7030		3rd Grade Field Trips	11.25	0.00	0.00	0.00	11.25
	7040		4th Grade Field Trips	11.25	0.00	0.00	0.00	11.25
	7050		5th Grade Field Trips	36.25	82.00	0.00	0.00	118.25
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q	Totals:		485.73	82.00	0.00	0.00	567.73
	Cody	Totals:		14,013.64	714.74	427.87	0.00	14,300.51

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Cottonw Cottonwood Elementary School							
A	ACTIVITY GENERAL						
1010	General Admin	20,675.12	2,157.57	1,504.90	-4.50	21,323.29	
1030	Staff Vending	-79.59	0.00	0.00	0.00	-79.59	
	A Totals:	20,595.53	2,157.57	1,504.90	-4.50	21,243.70	
D	CLUBS AND ORGANIZATIONS						
4040	Art	11.76	0.00	0.00	0.00	11.76	
4580	Reading	0.00	0.00	0.00	0.00	0.00	
4610	SAFE/DARE/Drug Free	-160.76	0.00	0.00	0.00	-160.76	
4710	Student Council	1,901.10	151.50	0.00	0.00	2,052.60	
4750	Volunteer Club	0.00	0.00	0.00	0.00	0.00	
	D Totals:	1,752.10	151.50	0.00	0.00	1,903.60	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	0.00	0.00	0.00	0.00	0.00	
5070	Library	894.92	998.29	1,317.39	0.00	575.82	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5180	Teacher Fund/Grants	191.00	0.00	0.00	0.00	191.00	
	E Totals:	1,085.92	998.29	1,317.39	0.00	766.82	
Q	STUDENT FEE FUND						
7000	KG Field Trips	0.44	44.00	481.36	0.00	-436.92	
7010	1st Grade Field Trips	54.03	171.20	378.18	0.00	-152.95	
7020	2nd Grade Field Trips	-30.70	0.00	258.92	0.00	-289.62	
7030	3rd Grade Field Trips	224.69	168.00	152.50	0.00	240.19	
7040	4th Grade Field Trips	67.71	104.00	470.00	0.00	-298.29	
7050	5th Grade Field Trips	-712.11	1,127.50	821.20	0.00	-405.81	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	-395.94	1,614.70	2,562.16	0.00	-1,343.40	
	Cottonw Totals:	23,037.61	4,922.06	5,384.45	-4.50	22,570.72	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Disney	Disney Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	4,291.65	522.67	94.24	0.00	4,720.08
	1015		PACE	0.00	0.00	0.00	0.00	0.00
	1030		Staff Vending	0.00	0.00	0.00	0.00	0.00
	A	Totals:		4,291.65	522.67	94.24	0.00	4,720.08
D	CLUBS AND ORGANIZATIONS							
	4710		Student Council	1,095.01	0.00	121.12	0.00	973.89
	D	Totals:		1,095.01	0.00	121.12	0.00	973.89
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	1,014.85	90.52	34.48	0.00	1,070.89
	5070		Library	828.57	294.50	0.00	0.00	1,123.07
	5120		P.E.	2,810.66	21.00	1,813.88	0.00	1,017.78
	E	Totals:		4,654.08	406.02	1,848.36	0.00	3,211.74
Q	STUDENT FEE FUND							
	7000		KG Field Trips	205.60	0.00	0.00	0.00	205.60
	7010		1st Grade Field Trips	-4.00	358.25	0.00	0.00	354.25
	7020		2nd Grade Field Trips	0.00	143.00	136.50	0.00	6.50
	7030		3rd Grade Field Trips	165.29	110.00	230.00	0.00	45.29
	7040		4th Grade Field Trips	175.00	0.00	187.00	0.00	-12.00
	7050		5th Grade Field Trips	-79.00	0.00	0.00	0.00	-79.00
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	-1,631.36	0.00	1,692.72	0.00	-3,324.08
	Q	Totals:		-1,168.47	611.25	2,246.22	0.00	-2,803.44
	Disney	Totals:		8,872.27	1,539.94	4,309.94	0.00	6,102.27

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Ezra	Ezra Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	7,609.04	1,460.96	541.09	0.00	8,528.91	
1030	Staff Vending	152.99	0.00	0.00	0.00	152.99	
	A Totals:	7,762.03	1,460.96	541.09	0.00	8,681.90	
D	CLUBS AND ORGANIZATIONS						
4010	40 Assets	0.00	0.00	0.00	0.00	0.00	
4040	Art	0.00	0.00	0.00	0.00	0.00	
4090	Bowling Club	19.98	690.00	690.00	0.00	19.98	
4500	Music	1,475.72	0.00	0.00	0.00	1,475.72	
	D Totals:	1,495.70	690.00	690.00	0.00	1,495.70	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	17.00	0.00	0.00	0.00	17.00	
5060	Hospitality	0.00	0.00	0.00	0.00	0.00	
5070	Library	11,087.51	51.84	498.94	0.00	10,640.41	
5110	Other Student Activities	0.00	581.00	0.00	0.00	581.00	
5165	Logo Sales	1,075.45	0.00	0.00	-6.00	1,069.45	
5170	Student Notebooks	0.00	0.00	0.00	0.00	0.00	
	E Totals:	12,179.96	632.84	498.94	-6.00	12,307.86	
Q	STUDENT FEE FUND						
7000	KG Field Trips	256.62	814.25	1,109.86	0.00	-38.99	
7010	1st Grade Field Trips	-279.40	869.25	661.27	0.00	-71.42	
7020	2nd Grade Field Trips	30.81	0.00	0.00	0.00	30.81	
7030	3rd Grade Field Trips	6.62	539.50	593.31	6.00	-41.19	
7040	4th Grade Field Trips	-158.28	0.00	0.00	0.00	-158.28	
7050	5th Grade Field Trips	-474.34	1,075.00	362.78	0.00	237.88	
7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	-617.97	3,298.00	2,727.22	6.00	-41.19	
Ezra	Totals:	20,819.72	6,081.80	4,457.25	0.00	22,444.27	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
HarveyO Harvey Oaks Elementary						
A	ACTIVITY GENERAL					
1010	General Admin	2,676.89	853.37	1,023.17	0.00	2,507.09
1030	Staff Vending	62.26	0.00	0.00	0.00	62.26
1170	Wellness	2,883.90	721.00	2,068.72	0.00	1,536.18
	A Totals:	5,623.05	1,574.37	3,091.89	0.00	4,105.53
D	CLUBS AND ORGANIZATIONS					
4040	Art	300.00	0.00	0.00	0.00	300.00
4140	Choir	0.00	0.00	0.00	0.00	0.00
4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00
4710	Student Council	625.48	60.00	400.00	0.00	285.48
	D Totals:	925.48	60.00	400.00	0.00	585.48
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	39.69	0.00	0.00	0.00	39.69
5050	HAL	0.00	0.00	0.00	0.00	0.00
5070	Library	431.17	78.88	108.10	0.00	401.95
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	E Totals:	470.86	78.88	108.10	0.00	441.64
Q	STUDENT FEE FUND					
7000	KG Field Trips	50.70	107.25	157.61	0.00	0.34
7010	1st Grade Field Trips	150.64	305.25	154.64	0.00	301.25
7020	2nd Grade Field Trips	15.43	17.00	0.00	0.00	32.43
7030	3rd Grade Field Trips	141.86	100.00	265.40	0.00	-23.54
7040	4th Grade Field Trips	120.00	662.61	780.05	0.00	2.56
7050	5th Grade Field Trips	111.20	63.00	181.04	0.00	-6.84
	Q Totals:	589.83	1,255.11	1,538.74	0.00	306.20
	HarveyO Totals:	7,609.22	2,968.36	5,138.73	0.00	5,438.85

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Hitchco	Hitchcock Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	19,694.37	1,492.16	0.00	0.00	21,186.53	
1030	Staff Vending	329.96	0.00	0.00	0.00	329.96	
	A Totals:	20,024.33	1,492.16	0.00	0.00	21,516.49	
D	CLUBS AND ORGANIZATIONS						
4040	Art	1,677.21	0.00	0.00	0.00	1,677.21	
4540	Other Clubs	0.00	0.00	0.00	0.00	0.00	
4580	Reading	3,228.75	0.00	0.00	0.00	3,228.75	
4710	Student Council	368.32	0.00	0.00	0.00	368.32	
	D Totals:	5,274.28	0.00	0.00	0.00	5,274.28	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	1,957.50	0.00	0.00	0.00	1,957.50	
5060	Hospitality	32.50	0.00	0.00	0.00	32.50	
5070	Library	1,359.13	8.79	26.58	0.00	1,341.34	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5165	Logo Sales	84.62	0.00	0.00	0.00	84.62	
	E Totals:	3,433.75	8.79	26.58	0.00	3,415.96	
Q	STUDENT FEE FUND						
7000	KG Field Trips	112.48	0.00	0.00	0.00	112.48	
7010	1st Grade Field Trips	61.29	298.09	398.90	0.00	-39.52	
7020	2nd Grade Field Trips	186.38	0.00	165.34	0.00	21.04	
7030	3rd Grade Field Trips	0.00	225.97	0.00	0.00	225.97	
7040	4th Grade Field Trips	15.70	881.25	299.24	0.00	597.71	
7050	5th Grade Field Trips	0.00	199.80	0.00	0.00	199.80	
7090	ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00	
7140	Mini-Classes	0.00	0.00	0.00	0.00	0.00	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	375.85	1,605.11	863.48	0.00	1,117.48	
	Hitchcoc Totals:	29,108.21	3,106.06	890.06	0.00	31,324.21	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
HollingH Holling Heights Elementary							
A	ACTIVITY GENERAL						
1010	General Admin	17,470.27	808.78	236.69	0.00	18,042.36	
1030	Staff Vending	252.81	0.00	0.00	0.00	252.81	
	A Totals:	17,723.08	808.78	236.69	0.00	18,295.17	
D	CLUBS AND ORGANIZATIONS						
4710	Student Council	1,440.43	0.00	0.00	0.00	1,440.43	
	D Totals:	1,440.43	0.00	0.00	0.00	1,440.43	
E	ADMINISTRATIVE CUSTODIAL						
5070	Library	7,945.63	700.42	1,562.86	0.00	7,083.19	
5140	PayBac	4,395.29	674.79	22.00	0.00	5,048.08	
5180	Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00	
	E Totals:	12,340.92	1,375.21	1,584.86	0.00	12,131.27	
Q	STUDENT FEE FUND						
7000	KG Field Trips	19.25	0.00	0.00	0.00	19.25	
7010	1st Grade Field Trips	6.39	0.00	0.00	0.00	6.39	
7020	2nd Grade Field Trips	0.36	316.75	0.00	0.00	317.11	
7030	3rd Grade Field Trips	5.54	0.00	0.00	0.00	5.54	
7040	4th Grade Field Trips	-41.08	0.00	0.00	0.00	-41.08	
7050	5th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	-9.54	316.75	0.00	0.00	307.21	
	HollingHt Totals:	31,494.89	2,500.74	1,821.55	0.00	32,174.08	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Montclair Montclair Elementary								
A	ACTIVITY GENERAL							
	1010		General Admin	9,999.15	5,730.93	1,059.71	0.00	14,670.37
	1030		Staff Vending	504.11	0.00	54.60	0.00	449.51
	A	Totals:		10,503.26	5,730.93	1,114.31	0.00	15,119.88
D	CLUBS AND ORGANIZATIONS							
	4040		Art	2,307.48	0.00	595.47	0.00	1,712.01
	4440		Leadership Club	0.00	0.00	0.00	0.00	0.00
	4570		Play Production	6,853.08	8.00	702.10	0.00	6,158.98
	4610		SAFE/DARE/Drug Free	1.84	0.00	0.00	0.00	1.84
	4645		Show Choir	133.25	0.00	0.00	0.00	133.25
	4710		Student Council	1,691.59	329.23	0.00	0.00	2,020.82
	D	Totals:		10,987.24	337.23	1,297.57	0.00	10,026.90
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	4.82	0.00	0.00	0.00	4.82
	5070		Library	6,790.92	343.36	99.99	0.00	7,034.29
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5120		P.E.	165.15	125.00	0.00	0.00	290.15
	E	Totals:		6,960.89	468.36	99.99	0.00	7,329.26
Q	STUDENT FEE FUND							
	7000		KG Field Trips	528.72	0.00	146.08	0.00	382.64
	7010		1st Grade Field Trips	298.31	0.00	146.08	0.00	152.23
	7020		2nd Grade Field Trips	-11.97	0.00	0.00	0.00	-11.97
	7030		3rd Grade Field Trips	163.00	0.25	150.36	0.00	12.89
	7040		4th Grade Field Trips	-15.85	572.28	580.66	0.00	-24.23
	7050		5th Grade Field Trips	77.95	265.00	351.92	0.00	-8.97
	7110		Montessori PreK	167.82	446.11	563.60	0.00	50.33
	7120		Montessori 1-3	18.28	0.00	0.00	0.00	18.28
	7130		Montessori 4th & 5th	22.93	0.00	0.00	0.00	22.93
	7140		Mini-Classes	3,458.81	0.00	29.25	0.00	3,429.56
	7150		Jumpstart	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	5,618.01	805.00	6,840.00	0.00	-416.99
	Q	Totals:		10,326.01	2,088.64	8,807.95	0.00	3,606.70
Montclair Totals:				38,777.40	8,625.16	11,319.82	0.00	36,082.74

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Morton	Morton Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	366.12	0.58	0.00	0.00	366.70	
1030	Staff Vending	0.00	0.00	0.00	0.00	0.00	
	A Totals:	366.12	0.58	0.00	0.00	366.70	
D	CLUBS AND ORGANIZATIONS						
4230	Environmental Club	105.57	2,400.00	0.00	0.00	2,505.57	
4580	Reading	130.35	0.00	0.00	0.00	130.35	
4610	SAFE/DARE/Drug Free	0.00	0.00	0.00	0.00	0.00	
4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00	
4710	Student Council	2,996.86	0.00	1,079.88	0.00	1,916.98	
	D Totals:	3,232.78	2,400.00	1,079.88	0.00	4,552.90	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	823.49	0.00	34.52	0.00	788.97	
5070	Library	5,222.67	30.56	0.00	0.00	5,253.23	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5140	PayBac	3,437.16	1,604.54	1,848.52	0.00	3,193.18	
	E Totals:	9,483.32	1,635.10	1,883.04	0.00	9,235.38	
Q	STUDENT FEE FUND						
7000	KG Field Trips	8.50	163.00	333.14	0.00	-161.64	
7010	1st Grade Field Trips	-129.13	198.00	336.64	0.00	-267.77	
7020	2nd Grade Field Trips	0.00	378.75	0.00	0.00	378.75	
7030	3rd Grade Field Trips	0.00	497.00	741.46	0.00	-244.46	
7040	4th Grade Field Trips	0.00	132.00	482.00	0.00	-350.00	
7050	5th Grade Field Trips	-6.50	0.00	0.00	0.00	-6.50	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	-127.13	1,368.75	1,893.24	0.00	-651.62	
	Morton Totals:	12,955.09	5,404.43	4,856.16	0.00	13,503.36	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Neihardt Neihardt Elementary School							
A	ACTIVITY GENERAL						
1010	General Admin	10,687.13	2,361.02	800.00	0.00	12,248.15	
1030	Staff Vending	18.16	0.00	45.00	0.00	-26.84	
	A Totals:	10,705.29	2,361.02	845.00	0.00	12,221.31	
D	CLUBS AND ORGANIZATIONS						
4140	Choir	-321.51	0.00	44.83	0.00	-366.34	
4620	Safety Patrol	0.00	0.00	0.00	0.00	0.00	
4710	Student Council	-62.38	0.00	0.00	0.00	-62.38	
4770	Yearbook	3,747.23	1,123.00	46.14	0.00	4,824.09	
	D Totals:	3,363.34	1,123.00	90.97	0.00	4,395.37	
E	ADMINISTRATIVE CUSTODIAL						
5015	Circle of Friends	-121.00	0.00	0.00	121.00	0.00	
5035	Fuel Up to Play 60	2,038.04	0.00	0.00	0.00	2,038.04	
5040	Fundraising-General	-552.92	1,637.49	0.00	-121.00	963.57	
5070	Library	3,678.14	0.00	16.12	0.00	3,662.02	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5140	PayBac	169.75	622.28	0.00	0.00	792.03	
	E Totals:	5,212.01	2,259.77	16.12	0.00	7,455.66	
Q	STUDENT FEE FUND						
7000	KG Field Trips	1,006.96	936.25	0.00	-526.00	1,417.21	
7010	1st Grade Field Trips	-150.52	0.00	0.00	526.00	375.48	
7020	2nd Grade Field Trips	-901.42	1,268.00	556.60	0.00	-190.02	
7030	3rd Grade Field Trips	-234.18	651.00	0.00	0.00	416.82	
7040	4th Grade Field Trips	309.24	646.00	539.48	0.00	415.76	
7050	5th Grade Field Trips	187.50	290.00	0.00	0.00	477.50	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	217.58	3,791.25	1,096.08	0.00	2,912.75	
	Neihardt Totals:	19,498.22	9,535.04	2,048.17	0.00	26,985.09	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Norris	Norris Elementary School							
A	ACTIVITY GENERAL							
	1010		General Admin	14,352.87	1.57	268.80	0.00	14,085.64
	1030		Staff Vending	58.53	0.00	0.00	0.00	58.53
	1050		Projects/Support	3,689.35	0.00	0.00	0.00	3,689.35
	1055		After School Tutoring Programs	1,153.00	0.00	0.00	0.00	1,153.00
	A	Totals:		19,253.75	1.57	268.80	0.00	18,986.52
D	CLUBS AND ORGANIZATIONS							
	4010		40 Assets	1,739.71	166.57	0.00	0.00	1,906.28
	4040		Art	1,202.65	0.00	0.00	0.00	1,202.65
	4500		Music	-65.09	204.50	0.00	0.00	139.41
	4580		Reading	96.19	0.00	0.00	0.00	96.19
	4620		Safety Patrol	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	8,352.51	0.00	7,575.97	0.00	776.54
	D	Totals:		11,325.97	371.07	7,575.97	0.00	4,121.07
E	ADMINISTRATIVE CUSTODIAL							
	5060		Hospitality	119.95	0.00	0.00	0.00	119.95
	5080		Media	3,961.02	2,045.89	0.00	0.00	6,006.91
	5090		Montessori	834.10	0.00	0.00	0.00	834.10
	5140		PayBac	1,035.70	546.75	0.00	-1,035.70	546.75
	5141		Field Trips-paybac	0.00	0.00	0.00	1,035.70	1,035.70
	5180		Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	E	Totals:		5,950.77	2,592.64	0.00	0.00	8,543.41
Q	STUDENT FEE FUND							
	7000		KG Field Trips	41.60	359.75	0.00	0.00	401.35
	7010		1st Grade Field Trips	12.83	179.00	0.00	0.00	191.83
	7020		2nd Grade Field Trips	34.54	227.00	0.00	0.00	261.54
	7030		3rd Grade Field Trips	57.84	365.00	0.00	0.00	422.84
	7040		4th Grade Field Trips	418.12	0.00	204.00	0.00	214.12
	7050		5th Grade Field Trips	24.27	256.00	98.00	0.00	182.27
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7110		Montessori PreK	529.45	385.50	329.83	0.00	585.12
	7120		Montessori 1-3	245.46	146.50	147.47	0.00	244.49
	7130		Montessori 4th & 5th	7.31	462.50	63.06	0.00	406.75
	7150		Jumpstart	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q	Totals:		1,371.42	2,381.25	842.36	0.00	2,910.31
	Norris	Totals:		37,901.91	5,346.53	8,687.13	0.00	34,561.31

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Reagan	Reagan Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	30,717.07	1,467.88	422.37	0.00	31,762.58	
1020	Volunteers-General	37,765.98	11,587.42	2,636.18	0.00	46,717.22	
1022	Volunteers - Hospitality	0.00	0.00	0.00	0.00	0.00	
1030	Staff Vending	0.00	0.00	0.00	0.00	0.00	
1045	Gym Teachers Activity Account	238.47	0.00	0.00	0.00	238.47	
	A Totals:	68,721.52	13,055.30	3,058.55	0.00	78,718.27	
D	CLUBS AND ORGANIZATIONS						
4540	Other Clubs	0.00	0.00	0.00	0.00	0.00	
4710	Student Council	1,895.76	138.65	0.00	0.00	2,034.41	
	D Totals:	1,895.76	138.65	0.00	0.00	2,034.41	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	62.00	0.00	0.00	0.00	62.00	
5060	Hospitality	0.00	0.00	0.00	0.00	0.00	
5070	Library	5,238.50	171.22	0.00	0.00	5,409.72	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
5140	PayBac	0.00	0.00	0.00	0.00	0.00	
	E Totals:	5,300.50	171.22	0.00	0.00	5,471.72	
Q	STUDENT FEE FUND						
7000	KG Field Trips	657.58	805.00	608.38	0.00	854.20	
7010	1st Grade Field Trips	66.43	764.50	0.00	0.00	830.93	
7020	2nd Grade Field Trips	102.62	687.25	0.00	0.00	789.87	
7030	3rd Grade Field Trips	-702.57	920.00	0.00	0.00	217.43	
7040	4th Grade Field Trips	-866.83	1,821.73	247.86	0.00	707.04	
7050	5th Grade Field Trips	-66.64	328.25	245.72	0.00	15.89	
7900	Field Trips-Other	-111.09	376.00	162.00	0.00	102.91	
	Q Totals:	-920.50	5,702.73	1,263.96	0.00	3,518.27	
	Reagan Totals:	74,997.28	19,067.90	4,322.51	0.00	89,742.67	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Reeder	Reeder Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	2,855.31	858.78	89.03	-12.27	3,612.79
	1030		Staff Vending	-12.27	0.00	0.00	12.27	0.00
	A	Totals:		2,843.04	858.78	89.03	0.00	3,612.79
D	CLUBS AND ORGANIZATIONS							
	4500		Music	2,553.58	3,569.25	0.00	0.00	6,122.83
	4580		Reading	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	318.38	0.00	0.00	0.00	318.38
	D	Totals:		2,871.96	3,569.25	0.00	0.00	6,441.21
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	56.91	0.00	0.00	0.00	56.91
	5060		Hospitality	0.00	0.00	0.00	0.00	0.00
	5070		Library	4,388.37	568.90	270.00	0.00	4,687.27
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5120		P.E.	4,991.49	673.57	812.34	0.00	4,852.72
	5140		PayBac	4,366.08	681.89	1,902.56	0.00	3,145.41
	5180		Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	E	Totals:		13,802.85	1,924.36	2,984.90	0.00	12,742.31
Q	STUDENT FEE FUND							
	7000		KG Field Trips	39.47	805.50	0.00	0.00	844.97
	7010		1st Grade Field Trips	-67.49	834.00	760.36	0.00	6.15
	7020		2nd Grade Field Trips	6.04	757.50	0.00	0.00	763.54
	7030		3rd Grade Field Trips	97.17	2,030.80	309.28	0.00	1,818.69
	7040		4th Grade Field Trips	-53.58	346.24	339.24	0.00	-46.58
	7050		5th Grade Field Trips	26.38	0.00	0.00	0.00	26.38
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q	Totals:		47.99	4,774.04	1,408.88	0.00	3,413.15
	Reeder	Totals:		19,565.84	11,126.43	4,482.81	0.00	26,209.46

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Rockwell Rockwell Elementary							
A	ACTIVITY GENERAL						
1010	General Admin	4,956.80	1,542.47	1,581.36	0.00	4,917.91	
1030	Staff Vending	74.76	0.00	0.00	0.00	74.76	
1040	Donations	10,448.13	604.25	471.65	0.00	10,580.73	
	A Totals:	15,479.69	2,146.72	2,053.01	0.00	15,573.40	
D	CLUBS AND ORGANIZATIONS						
4230	Environmental Club	244.07	0.00	145.58	0.00	98.49	
4540	Other Clubs	663.94	198.00	202.19	0.00	659.75	
4610	SAFE/DARE/Drug Free	239.82	0.00	0.00	0.00	239.82	
4710	Student Council	1,431.80	168.00	341.82	0.00	1,257.98	
	D Totals:	2,579.63	366.00	689.59	0.00	2,256.04	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	3,656.82	0.00	0.00	0.00	3,656.82	
5070	Library	2,958.11	63.01	0.00	0.00	3,021.12	
5110	Other Student Activities	2,263.63	0.00	0.00	0.00	2,263.63	
5140	PayBac	835.40	113.98	64.17	0.00	885.21	
	E Totals:	9,713.96	176.99	64.17	0.00	9,826.78	
Q	STUDENT FEE FUND						
7000	KG Field Trips	-15.50	0.00	0.00	0.00	-15.50	
7010	1st Grade Field Trips	0.00	348.75	243.00	0.00	105.75	
7020	2nd Grade Field Trips	0.75	289.85	0.00	0.00	290.60	
7030	3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7040	4th Grade Field Trips	-4.00	410.75	332.00	0.00	74.75	
7050	5th Grade Field Trips	23.14	0.00	0.00	0.00	23.14	
7900	Field Trips-Other	4.19	0.00	0.00	0.00	4.19	
	Q Totals:	8.58	1,049.35	575.00	0.00	482.93	
	Rockwell Totals:	27,781.86	3,739.06	3,381.77	0.00	28,139.15	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Rohwer	Rohwer Elementary						
A	ACTIVITY GENERAL						
1010	General Admin	3,403.97	352.44	210.83	0.00	3,545.58	
1030	Staff Vending	98.92	0.00	0.00	0.00	98.92	
	A Totals:	3,502.89	352.44	210.83	0.00	3,644.50	
D	CLUBS AND ORGANIZATIONS						
4070	Birthday Book Club	1,989.01	10.00	0.00	0.00	1,999.01	
4140	Choir	-14.00	0.00	0.00	0.00	-14.00	
4620	Safety Patrol	25.00	0.00	0.00	0.00	25.00	
4710	Student Council	599.20	0.00	0.00	0.00	599.20	
	D Totals:	2,599.21	10.00	0.00	0.00	2,609.21	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	785.17	0.00	756.03	0.00	29.14	
5080	Media	298.20	118.58	0.00	0.00	416.78	
5100	Other Adm Custodial	1,000.00	0.00	0.00	0.00	1,000.00	
5110	Other Student Activities	1,706.51	0.00	0.00	0.00	1,706.51	
5140	PayBac	5,098.06	2,825.57	1,188.51	0.00	6,735.12	
5180	Teacher Fund/Grants	400.00	0.00	0.00	0.00	400.00	
	E Totals:	9,287.94	2,944.15	1,944.54	0.00	10,287.55	
Q	STUDENT FEE FUND						
7000	KG Field Trips	-115.96	123.50	344.78	0.00	-337.24	
7010	1st Grade Field Trips	638.30	16.50	774.68	0.00	-119.88	
7020	2nd Grade Field Trips	491.20	558.00	1,397.45	0.00	-348.25	
7030	3rd Grade Field Trips	1,217.64	827.00	2,363.13	0.00	-318.49	
7040	4th Grade Field Trips	1,397.98	376.00	1,156.30	0.00	617.68	
7050	5th Grade Field Trips	-249.26	585.25	569.68	0.00	-233.69	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	3,379.90	2,486.25	6,606.02	0.00	-739.87	
	Rohwer Totals:	18,769.94	5,792.84	8,761.39	0.00	15,801.39	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Sandoz	Sandoz Elementary							
A	ACTIVITY GENERAL							
	1010		General Admin	26,711.79	961.62	718.23	0.00	26,955.18
	1030		Staff Vending	611.00	0.00	0.00	0.00	611.00
	A	Totals:		27,322.79	961.62	718.23	0.00	27,566.18
D	CLUBS AND ORGANIZATIONS							
	4040		Art	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	0.97	0.00	0.00	0.00	0.97
	D	Totals:		0.97	0.00	0.00	0.00	0.97
E	ADMINISTRATIVE CUSTODIAL							
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5070		Library	980.26	88.87	106.80	0.00	962.33
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	E	Totals:		980.26	88.87	106.80	0.00	962.33
Q	STUDENT FEE FUND							
	7000		KG Field Trips	-51.15	198.00	146.08	-135.00	-134.23
	7010		1st Grade Field Trips	-63.80	194.44	254.65	0.00	-124.01
	7020		2nd Grade Field Trips	335.74	100.00	0.00	0.00	435.74
	7030		3rd Grade Field Trips	-52.85	383.00	304.82	0.00	25.33
	7040		4th Grade Field Trips	-223.19	100.00	0.00	0.00	-123.19
	7050		5th Grade Field Trips	259.10	340.45	207.92	-5.35	386.28
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7900		Field Trips-Other	135.00	0.00	0.00	135.00	270.00
	Q	Totals:		338.85	1,315.89	913.47	-5.35	735.92
	Sandoz	Totals:		28,642.87	2,366.38	1,738.50	-5.35	29,265.40

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Upchurc Upchurch Elementary							
A	ACTIVITY GENERAL						
1010	General Admin	11,765.37	2,691.83	18.60	0.00	14,438.60	
1030	Staff Vending	510.22	0.00	0.00	0.00	510.22	
	A Totals:	12,275.59	2,691.83	18.60	0.00	14,948.82	
D	CLUBS AND ORGANIZATIONS						
4040	Art	0.00	0.00	0.00	0.00	0.00	
4130	Chess Club	0.00	0.00	0.00	0.00	0.00	
4710	Student Council	10,535.00	0.00	3,168.38	0.00	7,366.62	
	D Totals:	10,535.00	0.00	3,168.38	0.00	7,366.62	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	4,656.51	215.00	0.00	0.00	4,871.51	
5070	Library	6,450.86	660.00	67.39	0.00	7,043.47	
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00	
	E Totals:	11,107.37	875.00	67.39	0.00	11,914.98	
Q	STUDENT FEE FUND						
7000	KG Field Trips	245.00	0.00	209.50	0.00	35.50	
7010	1st Grade Field Trips	106.78	0.00	0.00	0.00	106.78	
7020	2nd Grade Field Trips	905.64	0.00	450.00	0.00	455.64	
7030	3rd Grade Field Trips	686.52	460.00	919.37	0.00	227.15	
7040	4th Grade Field Trips	514.25	0.00	0.00	0.00	514.25	
7050	5th Grade Field Trips	131.82	0.00	0.00	0.00	131.82	
7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00	
	Q Totals:	2,590.01	460.00	1,578.87	0.00	1,471.14	
S	ATHLETIC						
9020	Cash Reserve	0.00	0.00	0.00	0.00	0.00	
	S Totals:	0.00	0.00	0.00	0.00	0.00	
	Upchurc Totals:	36,507.97	4,026.83	4,833.24	0.00	35,701.56	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Wheeler Wheeler Elementary						
A	ACTIVITY GENERAL					
1010	General Admin	1,765.80	73.25	239.89	0.00	1,599.16
1030	Staff Vending	132.83	0.00	0.00	0.00	132.83
1040	Donations	3,788.13	0.00	0.00	0.00	3,788.13
	A Totals:	5,686.76	73.25	239.89	0.00	5,520.12
D	CLUBS AND ORGANIZATIONS					
4040	Art	0.00	0.00	0.00	0.00	0.00
4070	Birthday Book Club	2,741.49	0.00	0.00	0.00	2,741.49
4500	Music	430.62	0.00	0.00	0.00	430.62
4710	Student Council	270.56	0.00	0.00	0.00	270.56
	D Totals:	3,442.67	0.00	0.00	0.00	3,442.67
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
5050	HAL	0.00	805.00	0.00	0.00	805.00
5060	Hospitality	30.00	0.00	0.00	0.00	30.00
5080	Media	4,147.02	47.12	265.94	0.00	3,928.20
5100	Other Adm Custodial	3,262.12	9,547.07	0.00	0.00	12,809.19
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5181	Grants	4,000.00	0.00	1,000.00	0.00	3,000.00
	E Totals:	11,439.14	10,399.19	1,265.94	0.00	20,572.39
Q	STUDENT FEE FUND					
7000	KG Field Trips	-0.11	639.85	0.00	0.00	639.74
7010	1st Grade Field Trips	4.57	492.50	214.00	0.00	283.07
7020	2nd Grade Field Trips	120.40	232.00	315.70	0.00	36.70
7030	3rd Grade Field Trips	150.00	618.00	0.00	0.00	768.00
7040	4th Grade Field Trips	593.91	816.00	308.00	0.00	1,101.91
7050	5th Grade Field Trips	499.92	0.00	0.00	0.00	499.92
7195	HAL Field Trips	0.00	0.00	0.00	0.00	0.00
7600	Garden Club	0.00	0.00	0.00	0.00	0.00
7900	Field Trips-Other	799.06	0.00	0.00	0.00	799.06
	Q Totals:	2,167.75	2,798.35	837.70	0.00	4,128.40
	Wheeler Totals:	22,736.32	13,270.79	2,343.53	0.00	33,663.58

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Willowd	Willowdale Elementary					
A	ACTIVITY GENERAL					
1010	General Admin	8,932.64	2,701.60	3,268.53	0.00	8,365.71
1030	Staff Vending	2,770.57	0.00	310.03	0.00	2,460.54
	A Totals:	11,703.21	2,701.60	3,578.56	0.00	10,826.25
D	CLUBS AND ORGANIZATIONS					
4040	Art	0.00	0.00	0.00	0.00	0.00
4140	Choir	-624.50	0.00	0.00	0.00	-624.50
4230	Environmental Club	0.00	0.00	0.00	0.00	0.00
4710	Student Council	597.97	1,618.13	1,394.88	0.00	821.22
	D Totals:	-26.53	1,618.13	1,394.88	0.00	196.72
E	ADMINISTRATIVE CUSTODIAL					
5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
5050	HAL	0.00	0.00	0.00	0.00	0.00
5080	Media	946.82	0.00	195.00	0.00	751.82
5100	Other Adm Custodial	240.33	0.00	0.00	0.00	240.33
5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
5180	Teacher Fund/Grants	31.25	0.00	0.00	0.00	31.25
5200	Outdoor Learning Environment	429.36	0.00	13.55	0.00	415.81
	E Totals:	1,647.76	0.00	208.55	0.00	1,439.21
Q	STUDENT FEE FUND					
7000	KG Field Trips	-90.01	416.00	130.20	0.00	195.79
7010	1st Grade Field Trips	169.29	446.00	278.88	0.00	336.41
7020	2nd Grade Field Trips	52.61	0.00	0.00	0.00	52.61
7030	3rd Grade Field Trips	0.00	516.00	188.50	0.00	327.50
7040	4th Grade Field Trips	-381.71	0.00	302.86	0.00	-684.57
7050	5th Grade Field Trips	-20.82	0.00	0.00	0.00	-20.82
7900	Field Trips-Other	210.00	244.00	260.78	0.00	193.22
	Q Totals:	-60.64	1,622.00	1,161.22	0.00	400.14
	Willowda Totals:	13,263.80	5,941.73	6,343.21	0.00	12,862.32
	Report Totals:	2,851,042.77	651,836.53	480,215.79	-96.84	3,022,566.67

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
AMS	Andersen Middle School						
A	ACTIVITY GENERAL						
1010	General Admin	23,877.38	626.65	309.81	0.00	24,194.22	
1025	Savings	0.00	0.00	0.00	0.00	0.00	
1030	Staff Vending	2,202.50	0.00	0.00	0.00	2,202.50	
1035	Student Vending	3,082.18	0.00	0.00	0.00	3,082.18	
1170	Wellness	1,099.86	0.00	0.00	0.00	1,099.86	
	A Totals:	30,261.92	626.65	309.81	0.00	30,578.76	
B	Athletics-Girls						
2013	Misc. Expenditures - Girls	3,190.49	0.00	713.57	0.00	2,476.92	
	B Totals:	3,190.49	0.00	713.57	0.00	2,476.92	
C	Athletics-Boys						
3003	Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00	
3013	Misc. Expenditures - Boys	5,652.64	140.00	427.07	1,760.00	7,125.57	
	C Totals:	5,652.64	140.00	427.07	1,760.00	7,125.57	
D	CLUBS AND ORGANIZATIONS						
4040	Art	473.49	0.00	0.00	0.00	473.49	
4060	Band	7,765.79	670.00	4,516.86	1,195.00	5,113.93	
4080	Book Club	213.17	0.00	0.00	0.00	213.17	
4100	Builders Club	562.06	0.00	102.22	0.00	459.84	
4220	Drama Club	49.75	0.00	0.00	0.00	49.75	
4260	FCS Club	2,090.07	0.00	0.00	0.00	2,090.07	
4370	Industrial Arts	11,075.70	690.00	47.44	0.00	11,718.26	
4440	Leadership Club	1,299.15	0.00	0.00	0.00	1,299.15	
4500	Music	1,804.45	455.00	777.00	0.00	1,482.45	
4540	Other Clubs	0.23	0.00	0.00	0.00	0.23	
4560	Photography Club	79.58	0.00	0.00	0.00	79.58	
4590	Renaissance Program	0.00	0.00	0.00	0.00	0.00	
4630	Science Club	0.00	0.00	0.00	0.00	0.00	
4710	Student Council	3,991.29	0.00	206.07	0.00	3,785.22	
4740	Volleyball Club	0.00	0.00	0.00	0.00	0.00	
4750	Volunteer Club	0.00	0.00	0.00	0.00	0.00	
4770	Yearbook	8,320.51	1,490.00	0.00	0.00	9,810.51	
4780	Youth to Youth	1,821.47	0.00	0.00	0.00	1,821.47	
	D Totals:	39,546.71	3,305.00	5,649.59	1,195.00	38,397.12	
E	ADMINISTRATIVE CUSTODIAL						
5020	Fines	7,283.87	91.12	0.00	0.00	7,374.99	
5027	Fines-Textbooks	0.00	0.00	0.00	0.00	0.00	
5030	Counseling Center	1,650.17	0.00	118.68	0.00	1,531.49	
5040	Fundraising-General	8,672.02	0.00	0.00	0.00	8,672.02	
5050	HAL	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	969.53	15.00	0.00	0.00	984.53	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5070	Library	1,732.73	119.06	0.00	0.00	1,851.79
		5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
		5110	Other Student Activities	-466.55	482.00	409.75	325.00	-69.30
		5120	P.E.	1,168.26	0.00	0.00	0.00	1,168.26
		5165	Logo Sales	5,431.21	0.00	0.00	0.00	5,431.21
		5200	Outdoor Learning Environment	1,639.96	0.00	0.00	0.00	1,639.96
		5215	Special Events	8,760.24	0.00	1,291.85	1,810.00	9,278.39
	E	Totals:		36,841.44	707.18	1,820.28	2,135.00	37,863.34
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	760.99	0.00	654.34	0.00	106.65
		7070	7th Grade Field Trips	-42.86	0.00	0.00	0.00	-42.86
		7080	8th Grade Field Trips	796.04	0.00	796.04	0.00	0.00
		7150	Jumpstart	0.00	0.00	0.00	0.00	0.00
		7160	Participation Fees - Athletics	0.00	1,760.00	0.00	-1,760.00	0.00
		7170	Participation Fees - Clubs & Orgs	0.00	3,330.00	0.00	-3,330.00	0.00
		7195	HAL Field Trips	143.00	375.50	518.50	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	0.00	1,440.00	1,440.00	0.00	0.00
	Q	Totals:		1,657.17	6,905.50	3,408.88	-5,090.00	63.79
S	ATHLETIC							
		9050	Athletic-General	12,426.70	380.43	0.00	0.00	12,807.13
	S	Totals:		12,426.70	380.43	0.00	0.00	12,807.13
	AMS	Totals:		129,577.07	12,064.76	12,329.20	0.00	129,312.63

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
BMS	Beadle Middle School						
A	ACTIVITY GENERAL						
1010	General Admin	8,732.34	1,152.00	1,408.27	-2,461.85	6,014.22	
1025	Savings	0.00	0.00	0.00	0.00	0.00	
1030	Staff Vending	66.32	0.00	74.92	76.00	67.40	
1035	Student Vending	-1,712.39	36.00	673.46	2,385.85	36.00	
1040	Donations	4,454.58	0.00	577.50	0.00	3,877.08	
1070	Start Up Cash	0.00	0.00	0.00	0.00	0.00	
1080	Next Year Monies	0.00	0.00	0.00	0.00	0.00	
1170	Wellness	0.00	0.00	0.00	0.00	0.00	
	A Totals:	11,540.85	1,188.00	2,734.15	0.00	9,994.70	
B	Athletics-Girls						
2013	Misc. Expenditures - Girls	4,063.81	190.21	1,692.03	0.00	2,561.99	
	B Totals:	4,063.81	190.21	1,692.03	0.00	2,561.99	
C	Athletics-Boys						
3004	Equipment - Boys	0.00	0.00	0.00	0.00	0.00	
3013	Misc. Expenditures - Boys	2,681.62	1,830.22	3,033.76	4,235.00	5,713.08	
	C Totals:	2,681.62	1,830.22	3,033.76	4,235.00	5,713.08	
D	CLUBS AND ORGANIZATIONS						
4040	Art	10.81	0.00	0.00	0.00	10.81	
4060	Band	0.00	0.00	0.00	0.00	0.00	
4170	Cross Country Club	80.67	0.00	0.00	0.00	80.67	
4190	Dance	3.71	0.00	0.00	0.00	3.71	
4200	Debate Team	0.00	0.00	0.00	0.00	0.00	
4220	Drama Club	0.00	0.00	0.00	0.00	0.00	
4230	Environmental Club	290.12	0.00	0.00	0.00	290.12	
4260	FCS Club	1,043.04	0.00	351.24	20.00	711.80	
4320	Future Educators	0.00	0.00	0.00	0.00	0.00	
4370	Industrial Arts	5,958.60	783.72	0.00	0.00	6,742.32	
4500	Music	54.79	0.00	0.00	0.00	54.79	
4540	Other Clubs	70.20	0.00	25.18	0.00	45.02	
4570	Play Production	5,310.81	0.00	0.00	0.00	5,310.81	
4630	Science Club	185.46	0.00	0.00	0.00	185.46	
4645	Show Choir	121.63	0.00	0.00	0.00	121.63	
4690	Spirit Shop	6,732.57	0.00	0.00	0.00	6,732.57	
4710	Student Council	685.54	1,385.90	275.00	0.00	1,796.44	
4770	Yearbook	31,587.06	945.00	8,400.56	0.00	24,131.50	
4780	Youth to Youth	361.82	0.00	166.90	0.00	194.92	
	D Totals:	52,496.83	3,114.62	9,218.88	20.00	46,412.57	
E	ADMINISTRATIVE CUSTODIAL						
5020	Fines	450.20	437.68	0.00	0.00	887.88	
5025	Fines - Library Book	2,277.54	304.11	0.00	0.00	2,581.65	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5027	Fines-Textbooks	0.00	0.00	0.00	0.00	0.00
		5030	Counseling Center	184.63	0.00	0.00	0.00	184.63
		5040	Fundraising-General	0.00	0.00	0.00	0.00	0.00
		5050	HAL	-373.25	0.00	837.00	1,082.75	-127.50
		5060	Hospitality	3,403.95	0.00	163.40	0.00	3,240.55
		5070	Library	0.00	50.00	0.00	0.00	50.00
		5120	P.E.	2,878.86	0.00	0.00	0.00	2,878.86
		5180	Teacher Fund/Grants	727.62	0.00	136.70	0.00	590.92
		5215	Special Events	1,061.90	476.51	0.00	0.00	1,538.41
		5220	Site Improvements	475.83	0.00	0.00	0.00	475.83
E Totals:				11,087.28	1,268.30	1,137.10	1,082.75	12,301.23
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	277.75	0.00	0.00	0.00	277.75
		7070	7th Grade Field Trips	158.95	0.00	0.00	0.00	158.95
		7080	8th Grade Field Trips	653.46	14.00	27.50	0.00	639.96
		7100	After School Program	0.00	0.00	0.00	0.00	0.00
		7150	Jumpstart	350.53	530.00	0.00	0.00	880.53
		7160	Participation Fees - Athletics	4,235.00	0.00	0.00	-4,235.00	0.00
		7170	Participation Fees - Clubs & Orgs	0.00	20.00	0.00	-20.00	0.00
		7195	HAL Field Trips	373.25	837.00	0.00	-1,082.75	127.50
		7901	Student Transportation	4,020.00	2,677.50	6,667.50	0.00	30.00
Q Totals:				10,068.94	4,078.50	6,695.00	-5,337.75	2,114.69
BMS Totals:				91,939.33	11,669.85	24,510.92	0.00	79,098.26

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
CMS	Central Middle School						
A	ACTIVITY GENERAL						
1010	General Admin	1,526.24	83.96	397.45	0.00	1,212.75	
1025	Savings	0.00	0.00	0.00	0.00	0.00	
1030	Staff Vending	223.11	0.00	0.00	0.00	223.11	
1035	Student Vending	1,781.49	0.00	0.00	0.00	1,781.49	
1040	Donations	-99.96	0.00	0.00	0.00	-99.96	
1050	Projects/Support	0.00	0.00	0.00	0.00	0.00	
1080	Next Year Monies	-105.00	0.00	0.00	0.00	-105.00	
	A Totals:	3,325.88	83.96	397.45	0.00	3,012.39	
B	Athletics-Girls						
2013	Misc. Expenditures - Girls	878.38	0.00	594.05	0.00	284.33	
	B Totals:	878.38	0.00	594.05	0.00	284.33	
C	Athletics-Boys						
3003	Entry Fees - Boys	-40.00	0.00	0.00	0.00	-40.00	
3013	Misc. Expenditures - Boys	520.53	0.00	228.11	0.00	292.42	
	C Totals:	480.53	0.00	228.11	0.00	252.42	
D	CLUBS AND ORGANIZATIONS						
4010	40 Assets	0.00	0.00	0.00	0.00	0.00	
4040	Art	37.47	0.00	0.00	0.00	37.47	
4060	Band	-186.97	0.00	0.00	0.00	-186.97	
4062	Band Trip	0.00	0.00	0.00	0.00	0.00	
4090	Bowling Club	18.03	0.00	0.00	0.00	18.03	
4140	Choir	-230.92	0.00	0.00	0.00	-230.92	
4170	Cross Country Club	-0.46	0.00	0.00	0.00	-0.46	
4220	Drama Club	2,866.27	0.00	0.00	0.00	2,866.27	
4260	FCS Club	7.74	0.00	0.00	0.00	7.74	
4370	Industrial Arts	572.29	153.50	33.19	0.00	692.60	
4500	Music	2,248.27	0.00	0.00	0.00	2,248.27	
4530	Orchestra	-374.30	0.00	0.00	0.00	-374.30	
4540	Other Clubs	-144.50	0.00	0.00	0.00	-144.50	
4670	SPARKS	0.00	0.00	0.00	0.00	0.00	
4710	Student Council	3,452.19	0.00	486.67	0.00	2,965.52	
4760	World Language	0.00	0.00	0.00	0.00	0.00	
4770	Yearbook	3,858.17	573.75	77.47	0.00	4,354.45	
	D Totals:	12,123.28	727.25	597.33	0.00	12,253.20	
E	ADMINISTRATIVE CUSTODIAL						
5020	Fines	312.56	0.00	0.00	0.00	312.56	
5027	Fines-Textbooks	582.89	0.00	0.00	0.00	582.89	
5040	Fundraising-General	4,204.90	2,772.54	1,591.00	0.00	5,386.44	
5050	HAL	0.00	0.00	0.00	0.00	0.00	
5060	Hospitality	0.00	0.00	0.00	0.00	0.00	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5070	Library	1,203.05	0.00	26.37	0.00	1,176.68
		5075	Mentoring	199.50	0.00	0.00	0.00	199.50
		5085	MSAP	0.00	0.00	0.00	0.00	0.00
		5090	Montessori	11.07	0.00	0.00	0.00	11.07
		5093	Montessori 7/8 Sales	0.00	0.00	0.00	0.00	0.00
		5095	Montessori Fundraising	7,234.90	289.10	1,296.71	0.00	6,227.29
		5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
		5110	Other Student Activities	0.00	0.00	0.00	0.00	0.00
		5120	P.E.	0.00	0.00	0.00	0.00	0.00
		5140	PayBac	16.48	0.00	0.00	0.00	16.48
		5170	Student Notebooks	2,114.82	0.00	385.00	0.00	1,729.82
		5180	Teacher Fund/Grants	1,833.50	0.00	1,324.50	0.00	509.00
		5185	Technology	0.00	0.00	0.00	0.00	0.00
		5210	Zone	186.89	150.00	0.00	0.00	336.89
	E	Totals:		17,900.56	3,211.64	4,623.58	0.00	16,488.62
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	848.05	3.00	886.11	0.00	-35.06
		7070	7th Grade Field Trips	-606.02	0.00	0.00	0.00	-606.02
		7080	8th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7135	Montessori 6-8	-3,460.21	9,534.00	537.60	0.00	5,536.19
		7150	Jumpstart	157.91	0.00	0.00	0.00	157.91
		7160	Participation Fees - Athletics	4,015.00	0.00	0.00	0.00	4,015.00
		7170	Participation Fees - Clubs & Orgs	635.00	0.00	0.00	0.00	635.00
		7195	HAL Field Trips	-4.00	406.75	406.75	0.00	-4.00
		7900	Field Trips-Other	226.67	440.00	104.37	0.00	562.30
		7901	Student Transportation	3,390.00	1,800.00	3,480.00	0.00	1,710.00
	Q	Totals:		5,202.40	12,183.75	5,414.83	0.00	11,971.32
S	ATHLETIC							
		9050	Athletic-General	4,403.32	0.00	0.00	0.00	4,403.32
		9070	Miscellaneous Receipts	1,584.48	227.00	220.66	0.00	1,590.82
		9080	Fundraising-Athletic	498.06	0.00	0.00	0.00	498.06
	S	Totals:		6,485.86	227.00	220.66	0.00	6,492.20
	CMS	Totals:		46,396.89	16,433.60	12,076.01	0.00	50,754.48

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
KMS	Kiewit Middle School							
A	ACTIVITY GENERAL							
	1010		General Admin	1,679.75	56.30	98.80	0.00	1,637.25
	1025		Savings	58,551.58	0.00	0.00	0.00	58,551.58
	1030		Staff Vending	2,290.73	0.00	45.00	0.00	2,245.73
	1035		Student Vending	57,669.87	85.50	2,296.18	0.00	55,459.19
	1050		Projects/Support	18,080.97	0.00	0.00	0.00	18,080.97
		A	Totals:	138,272.90	141.80	2,439.98	0.00	135,974.72
B	Athletics-Girls							
	2013		Misc. Expenditures - Girls	5,769.80	0.00	375.17	732.00	6,126.63
		B	Totals:	5,769.80	0.00	375.17	732.00	6,126.63
C	Athletics-Boys							
	3003		Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013		Misc. Expenditures - Boys	6,552.52	0.00	343.46	35.00	6,244.06
	3052		Camps - Boys Basketball	0.00	0.00	0.00	0.00	0.00
		C	Totals:	6,552.52	0.00	343.46	35.00	6,244.06
D	CLUBS AND ORGANIZATIONS							
	4040		Art	504.12	0.00	69.84	0.00	434.28
	4060		Band	100.00	0.00	0.00	0.00	100.00
	4130		Chess Club	0.00	0.00	0.00	0.00	0.00
	4220		Drama Club	3,028.58	0.00	0.00	0.00	3,028.58
	4260		FCS Club	600.57	0.00	0.00	0.00	600.57
	4370		Industrial Arts	14,981.33	0.00	0.00	0.00	14,981.33
	4380		International Club	0.00	0.00	0.00	0.00	0.00
	4500		Music	1,593.63	10.00	0.00	0.00	1,603.63
	4540		Other Clubs	83.16	0.00	75.32	0.00	7.84
	4630		Science Club	222.36	406.25	0.00	0.00	628.61
	4680		Speech Club	375.50	0.00	0.00	0.00	375.50
	4710		Student Council	4,373.47	0.00	72.68	0.00	4,300.79
	4750		Volunteer Club	8,291.21	515.70	0.00	0.00	8,806.91
	4770		Yearbook	47,936.37	2,270.00	8,796.46	0.00	41,409.91
	4780		Youth to Youth	0.00	0.00	0.00	0.00	0.00
		D	Totals:	82,090.30	3,201.95	9,014.30	0.00	76,277.95
E	ADMINISTRATIVE CUSTODIAL							
	5027		Fines-Textbooks	539.91	72.80	0.00	0.00	612.71
	5040		Fundraising-General	5,388.50	1,114.00	1,819.05	0.00	4,683.45
	5050		HAL	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	1,302.40	0.00	0.00	0.00	1,302.40
	5070		Library	5,324.69	425.41	170.58	0.00	5,579.52
	5100		Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
	5120		P.E.	680.80	72.00	0.00	0.00	752.80
	5140		PayBac	11,202.68	653.46	0.00	0.00	11,856.14

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5165	Logo Sales	41,066.58	0.00	0.00	0.00	41,066.58
		5175	Student Scholarships	1,536.06	0.00	0.00	0.00	1,536.06
		5180	Teacher Fund/Grants	412.01	0.00	0.00	0.00	412.01
		5185	Technology	0.00	0.00	0.00	0.00	0.00
	E	Totals:		67,453.63	2,337.67	1,989.63	0.00	67,801.67
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	0.00	3,513.75	3,744.22	0.00	-230.47
		7070	7th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7080	8th Grade Field Trips	1,187.80	1,640.00	2,858.28	0.00	-30.48
		7100	After School Program	1,476.27	15,041.79	6,288.93	0.00	10,229.13
		7140	Mini-Classes	0.00	0.00	0.00	0.00	0.00
		7150	Jumpstart	1,653.11	0.00	0.00	0.00	1,653.11
		7160	Participation Fees - Athletics	0.00	0.00	0.00	0.00	0.00
		7170	Participation Fees - Clubs & Orgs	767.00	0.00	0.00	-767.00	0.00
		7195	HAL Field Trips	0.00	842.50	842.50	0.00	0.00
		7901	Student Transportation	1,736.86	3,240.00	4,980.00	0.00	-3.14
	Q	Totals:		6,821.04	24,278.04	18,713.93	-767.00	11,618.15
S	ATHLETIC							
		9050	Athletic-General	8,678.22	3,282.60	2,902.15	0.00	9,058.67
	S	Totals:		8,678.22	3,282.60	2,902.15	0.00	9,058.67
	KMS	Totals:		315,638.41	33,242.06	35,778.62	0.00	313,101.85

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
NMS	North Middle School							
A	ACTIVITY GENERAL							
	1010		General Admin	10,037.46	765.33	1,312.96	1,157.16	10,646.99
	1025		Savings	0.00	0.00	0.00	0.00	0.00
	1030		Staff Vending	0.00	0.00	0.00	0.00	0.00
	1035		Student Vending	407.91	36.25	0.00	-126.82	317.34
	1040		Donations	19,319.28	324.10	0.00	0.00	19,643.38
	1170		Wellness	0.00	0.00	0.00	0.00	0.00
	A	Totals:		29,764.65	1,125.68	1,312.96	1,030.34	30,607.71
B	Athletics-Girls							
	2003		Entry Fees - Girls	0.00	0.00	0.00	0.00	0.00
	2013		Misc. Expenditures - Girls	-169.05	0.00	3,155.59	3,324.64	0.00
	2063		Misc. Expenditures - Girls Basketball	0.00	0.00	0.00	0.00	0.00
	B	Totals:		-169.05	0.00	3,155.59	3,324.64	0.00
C	Athletics-Boys							
	3003		Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013		Misc. Expenditures - Boys	-1,137.76	0.00	3,052.32	3,968.43	-221.65
	C	Totals:		-1,137.76	0.00	3,052.32	3,968.43	-221.65
D	CLUBS AND ORGANIZATIONS							
	4040		Art	69.77	0.00	95.49	10.00	-15.72
	4045		Art Projects	406.27	0.00	68.71	0.00	337.56
	4060		Band	-589.89	0.00	94.70	684.59	0.00
	4130		Chess Club	-2.13	0.00	0.00	0.00	-2.13
	4140		Choir	-126.82	0.00	0.00	126.82	0.00
	4170		Cross Country Club	-475.70	0.00	0.00	0.00	-475.70
	4220		Drama Club	6,445.34	0.00	0.00	0.00	6,445.34
	4260		FCS Club	0.00	0.00	0.00	0.00	0.00
	4265		FCS Projects	79.84	0.00	0.00	0.00	79.84
	4290		Forensics	145.00	228.50	216.00	0.00	157.50
	4370		Industrial Arts	694.25	147.99	0.00	0.00	842.24
	4380		International Club	307.10	0.00	0.00	0.00	307.10
	4490		M-Club	0.00	0.00	0.00	0.00	0.00
	4530		Orchestra	164.33	0.00	0.00	0.00	164.33
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4600		Robotics & Engineering Club	4.44	0.00	0.00	0.00	4.44
	4645		Show Choir	-776.90	0.00	0.00	776.90	0.00
	4690		Spirit Shop	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	11,971.39	0.00	612.00	0.00	11,359.39
	4750		Volunteer Club	0.00	0.00	0.00	0.00	0.00
	4770		Yearbook	-5,092.42	8,700.00	2,521.51	20.00	1,106.07
	4780		Youth to Youth	221.66	0.00	63.29	0.00	158.37
	D	Totals:		13,445.53	9,076.49	3,671.70	1,618.31	20,468.63

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
E	ADMINISTRATIVE CUSTODIAL						
5020	Fines	184.60	0.00	0.00	0.00	184.60	
5027	Fines-Textbooks	0.00	0.00	0.00	0.00	0.00	
5040	Fundraising-General	22,096.70	417.60	0.00	-1,461.49	21,052.81	
5050	HAL	281.46	424.25	404.75	-20.00	280.96	
5060	Hospitality	461.86	15.00	46.86	0.00	430.00	
5070	Library	1,946.06	240.99	146.20	0.00	2,040.85	
5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00	
5120	P.E.	0.00	0.00	0.00	0.00	0.00	
5175	Student Scholarships	0.00	0.00	0.00	0.00	0.00	
5200	Outdoor Learning Environment	0.00	0.00	226.70	226.70	0.00	
5215	Special Events	1,339.54	4,891.37	4,932.20	0.00	1,298.71	
5220	Site Improvements	26,985.24	0.00	0.00	0.00	26,985.24	
	E Totals:	53,295.46	5,989.21	5,756.71	-1,254.79	52,273.17	
Q	STUDENT FEE FUND						
7060	6th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7070	7th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7080	8th Grade Field Trips	0.00	0.00	0.00	0.00	0.00	
7100	After School Program	42,402.13	5,700.00	11,534.99	0.00	36,567.14	
7150	Jumpstart	158.73	1,300.00	0.00	0.00	1,458.73	
7160	Participation Fees - Athletics	7,484.73	0.00	0.00	-7,293.07	191.66	
7170	Participation Fees - Clubs & Orgs	1,157.16	10.00	0.00	-1,167.16	0.00	
7195	HAL Field Trips	0.00	0.00	0.00	0.00	0.00	
7200	Outdoor Ed	448.27	0.00	0.00	-226.70	221.57	
7900	Field Trips-Other	700.00	0.00	700.00	0.00	0.00	
7901	Student Transportation	1,020.00	660.00	1,680.00	0.00	0.00	
	Q Totals:	53,371.02	7,670.00	13,914.99	-8,686.93	38,439.10	
S	ATHLETIC						
9050	Athletic-General	2,677.87	380.43	140.00	0.00	2,918.30	
9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00	
9110	Activities	0.00	0.00	0.00	0.00	0.00	
	S Totals:	2,677.87	380.43	140.00	0.00	2,918.30	
	NMS Totals:	151,247.72	24,241.81	31,004.27	0.00	144,485.26	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
RMS	Russell Middle School							
A	ACTIVITY GENERAL							
	1010		General Admin	6,565.92	444.68	3,046.06	0.00	3,964.54
	1030		Staff Vending	691.52	0.00	0.00	0.00	691.52
	1035		Student Vending	223.57	0.00	163.00	0.00	60.57
	1040		Donations	36,959.03	50.00	85.98	0.00	36,923.05
	1170		Wellness	0.00	0.00	0.00	0.00	0.00
	A	Totals:		44,440.04	494.68	3,295.04	0.00	41,639.68
B	Athletics-Girls							
	2013		Misc. Expenditures - Girls	8,429.70	12.50	429.63	0.00	8,012.57
	B	Totals:		8,429.70	12.50	429.63	0.00	8,012.57
C	Athletics-Boys							
	3003		Entry Fees - Boys	0.00	0.00	0.00	0.00	0.00
	3013		Misc. Expenditures - Boys	11,677.44	12.50	618.79	0.00	11,071.15
	C	Totals:		11,677.44	12.50	618.79	0.00	11,071.15
D	CLUBS AND ORGANIZATIONS							
	4040		Art	555.28	78.00	0.00	0.00	633.28
	4045		Art Projects	76.71	0.00	0.00	0.00	76.71
	4060		Band	-80.00	80.00	0.00	0.00	0.00
	4170		Cross Country Club	151.00	0.00	0.00	0.00	151.00
	4180		Culinary Competition	249.57	0.00	58.64	22.00	212.93
	4190		Dance	248.95	0.00	0.00	0.00	248.95
	4260		FCS Club	922.03	886.50	912.33	0.00	896.20
	4370		Industrial Arts	513.28	562.30	0.00	0.00	1,075.58
	4500		Music	-35.00	0.00	0.00	0.00	-35.00
	4503		Music-Musicals	478.31	98.88	906.07	0.00	-328.88
	4530		Orchestra	158.34	0.00	0.00	0.00	158.34
	4532		Summer Camps	0.00	0.00	0.00	0.00	0.00
	4540		Other Clubs	0.00	0.00	0.00	0.00	0.00
	4710		Student Council	1,215.63	1,578.60	552.07	70.00	2,312.16
	4750		Volunteer Club	0.00	0.00	0.00	0.00	0.00
	4770		Yearbook	22,223.47	300.00	18,294.51	0.00	4,228.96
	D	Totals:		26,677.57	3,584.28	20,723.62	92.00	9,630.23
E	ADMINISTRATIVE CUSTODIAL							
	5008		Surplus Sales	49,529.75	0.00	0.00	0.00	49,529.75
	5025		Fines - Library Book	0.00	0.00	0.00	0.00	0.00
	5027		Fines-Textbooks	1,285.43	0.00	0.00	0.00	1,285.43
	5030		Counseling Center	622.94	0.00	0.00	0.00	622.94
	5040		Fundraising-General	10,588.75	1,004.37	0.00	0.00	11,593.12
	5050		HAL	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	715.42	0.00	64.07	0.00	651.35
	5070		Library	360.99	0.00	0.00	0.00	360.99

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		5100	Other Adm Custodial	0.00	0.00	0.00	0.00	0.00
		5110	Other Student Activities	4,064.36	272.00	1,749.33	0.00	2,587.03
		5120	P.E.	316.46	0.00	0.00	0.00	316.46
		5165	Logo Sales	1,435.11	411.15	366.00	0.00	1,480.26
	E	Totals:		68,919.21	1,687.52	2,179.40	0.00	68,427.33
Q	STUDENT FEE FUND							
		7060	6th Grade Field Trips	0.00	0.00	0.00	0.00	0.00
		7070	7th Grade Field Trips	67.83	0.00	0.00	0.00	67.83
		7080	8th Grade Field Trips	24.84	0.00	0.00	0.00	24.84
		7100	After School Program	28,092.88	630.00	1,401.80	-70.00	27,251.08
		7150	Jumpstart	0.00	10.00	0.00	0.00	10.00
		7160	Participation Fees - Athletics	35.00	0.00	0.00	0.00	35.00
		7170	Participation Fees - Clubs & Orgs	0.00	22.00	0.00	-22.00	0.00
		7195	HAL Field Trips	155.00	773.50	928.50	0.00	0.00
		7900	Field Trips-Other	0.00	0.00	0.00	0.00	0.00
		7901	Student Transportation	840.00	420.00	840.00	0.00	420.00
	Q	Totals:		29,215.55	1,855.50	3,170.30	-92.00	27,808.75
S	ATHLETIC							
		9050	Athletic-General	576.17	380.43	0.00	0.00	956.60
		9070	Miscellaneous Receipts	0.00	0.00	0.00	0.00	0.00
	S	Totals:		576.17	380.43	0.00	0.00	956.60
	RMS	Totals:		189,935.68	8,027.41	30,416.78	0.00	167,546.31

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Horizon	Millard Horizon High School						
A	ACTIVITY GENERAL						
1010	General Admin	1,386.96	0.22	0.00	0.00	1,387.18	
1030	Staff Vending	932.51	0.00	0.00	0.00	932.51	
	A Totals:	2,319.47	0.22	0.00	0.00	2,319.69	
D	CLUBS AND ORGANIZATIONS						
4650	Skills USA	1,263.95	2,060.00	0.00	0.00	3,323.95	
4710	Student Council	159.14	0.00	0.00	0.00	159.14	
4790	DLM Academy	353.19	0.00	0.00	0.00	353.19	
	D Totals:	1,776.28	2,060.00	0.00	0.00	3,836.28	
E	ADMINISTRATIVE CUSTODIAL						
5040	Fundraising-General	651.17	0.00	0.00	0.00	651.17	
	E Totals:	651.17	0.00	0.00	0.00	651.17	
	Horizon Totals:	4,746.92	2,060.22	0.00	0.00	6,807.14	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
NHS	Millard North High School						
A	ACTIVITY GENERAL						
1010	General Admin	5,564.38	261.30	428.38	0.00	5,397.30	
1025	Savings	-300,801.37	0.00	0.00	0.00	-300,801.37	
1030	Staff Vending	-3,914.11	1,102.11	7.29	0.00	-2,819.29	
1035	Student Vending	52,500.00	0.00	0.00	0.00	52,500.00	
1040	Donations	513.00	204.42	0.00	0.00	717.42	
1050	Projects/Support	24,099.58	2,441.00	0.00	0.00	26,540.58	
1070	Start Up Cash	-2,100.00	1,595.00	0.00	205.00	-300.00	
1090	Other Revenue	2,580.20	0.00	0.00	0.00	2,580.20	
1110	Extracurr Transportation	-52,148.97	0.00	2,354.43	0.00	-54,503.40	
	A Totals:	-273,707.29	5,603.83	2,790.10	205.00	-270,688.56	
B	Athletics-Girls						
2001	Awards - Girls	0.00	0.00	0.00	0.00	0.00	
2002	Camps - Girls	0.00	0.00	0.00	0.00	0.00	
2003	Entry Fees - Girls	4,275.00	680.00	0.00	0.00	4,955.00	
2004	Equipment - Girls	0.00	0.00	0.00	0.00	0.00	
2005	Lodging - Girls	0.00	0.00	0.00	0.00	0.00	
2006	Meals - Girls	0.00	0.00	0.00	0.00	0.00	
2007	Officials - Girls	0.00	0.00	0.00	0.00	0.00	
2008	Prof Devel - Girls	0.00	0.00	0.00	0.00	0.00	
2009	Scouting - Girls	0.00	0.00	0.00	0.00	0.00	
2010	Security - Girls	-40.00	0.00	0.00	0.00	-40.00	
2011	Transportation - Girls	0.00	0.00	0.00	0.00	0.00	
2012	Uniforms/Apparel - Girls	-980.00	0.00	0.00	0.00	-980.00	
2013	Misc. Expenditures - Girls	0.00	0.00	0.00	0.00	0.00	
2051	Awards - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2052	Camps - Girls Basketball	1,595.37	2,380.00	0.00	0.00	3,975.37	
2053	Entry Fees - Girls Basketball	-150.00	0.00	0.00	0.00	-150.00	
2054	Equipment - Girls Basketball	-1,403.40	0.00	0.00	0.00	-1,403.40	
2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2056	Meals - Girls Basketball	-77.00	0.00	0.00	0.00	-77.00	
2057	Officials - Girls Basketball	-4,905.00	0.00	0.00	0.00	-4,905.00	
2058	Prof. Development - Girls Basketball	-700.00	0.00	0.00	0.00	-700.00	
2059	Scouting - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2060	Security - Girls Basketball	-912.50	0.00	0.00	0.00	-912.50	
2061	Transportation - Girls Basketball	-5,982.66	0.00	0.00	0.00	-5,982.66	
2062	Uniforms/Apparel - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2063	Misc. Expenditures - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2101	Awards - Girls Cross Country	-33.02	0.00	0.00	0.00	-33.02	
2102	Camps - Girls Cross Country	2,017.26	945.00	62.49	0.00	2,899.77	
2103	Entry Fees - Girls Cross Country	-474.50	0.00	0.00	0.00	-474.50	
2104	Equipment - Girls Cross Country	-2,550.41	0.00	0.00	0.00	-2,550.41	
2105	Lodging - Girls Cross Country	-419.85	0.00	0.00	0.00	-419.85	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2106			Meals - Girls Cross Country	-144.00	0.00	0.00	0.00	-144.00
2107			Officials - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2108			Prof. Development - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2109			Scouting - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2110			Security - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2111			Transportation - Girls Cross Country	-1,855.53	0.00	0.00	0.00	-1,855.53
2112			Uniforms/Apparel - Girls Cross Country	-2,410.00	0.00	0.00	0.00	-2,410.00
2113			Misc. Expenditures - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2151			Awards - Girls Golf	0.00	0.00	0.00	0.00	0.00
2152			Camps - Girls Golf	768.76	825.00	0.00	0.00	1,593.76
2153			Entry Fees - Girls Golf	-735.00	0.00	0.00	0.00	-735.00
2154			Equipment - Girls Golf	-492.00	0.00	0.00	0.00	-492.00
2155			Lodging - Girls Golf	-534.00	0.00	0.00	0.00	-534.00
2156			Meals - Girls Golf	-152.00	0.00	0.00	0.00	-152.00
2157			Officials - Girls Golf	-153.00	0.00	0.00	0.00	-153.00
2158			Prof. Development - Girls Golf	0.00	0.00	0.00	0.00	0.00
2159			Scouting - Girls Golf	0.00	0.00	0.00	0.00	0.00
2160			Security - Girls Golf	0.00	0.00	0.00	0.00	0.00
2161			Transportation - Girls Golf	0.00	0.00	0.00	0.00	0.00
2162			Uniforms/Apparel - Girls Golf	0.00	0.00	0.00	0.00	0.00
2163			Misc. Expenditures - Girls Golf	-1,144.00	0.00	0.00	0.00	-1,144.00
2201			Awards - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2202			Camps - Girls Soccer	974.52	450.00	0.00	-40.00	1,384.52
2203			Entry Fees - Girls Soccer	-110.00	0.00	0.00	0.00	-110.00
2204			Equipment - Girls Soccer	-1,324.96	0.00	0.00	0.00	-1,324.96
2205			Lodging - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2206			Meals - Girls Soccer	-137.50	27.00	169.00	0.00	-279.50
2207			Officials - Girls Soccer	-1,458.00	0.00	654.00	0.00	-2,112.00
2208			Prof. Development - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2209			Scouting - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2210			Security - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2211			Transportation - Girls Soccer	-2,328.68	0.00	1,163.90	0.00	-3,492.58
2212			Uniforms/Apparel - Girls Soccer	-1,416.19	0.00	0.00	0.00	-1,416.19
2213			Misc. Expenditures - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2251			Awards - Girls Swimming	-261.95	0.00	0.00	0.00	-261.95
2252			Camps - Girls Swimming	1,082.52	245.00	0.00	-24.00	1,303.52
2253			Entry Fees - Girls Swimming	-150.00	0.00	0.00	0.00	-150.00
2254			Equipment - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2255			Lodging - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2256			Meals - Girls Swimming	-360.00	0.00	0.00	0.00	-360.00
2257			Officials - Girls Swimming	-465.00	0.00	0.00	0.00	-465.00
2258			Prof. Development - Girls Swimming	-125.00	0.00	0.00	0.00	-125.00
2259			Scouting - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2260			Security - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2261			Transportation - Girls Swimming	-747.64	0.00	0.00	0.00	-747.64

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2262			Uniforms/Apparel - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2263			Misc. Expenditures - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2301			Awards - Girls Tennis	-104.85	0.00	0.00	0.00	-104.85
2302			Camps - Girls Tennis	1,213.02	500.00	0.00	0.00	1,713.02
2303			Entry Fees - Girls Tennis	-85.00	0.00	90.00	0.00	-175.00
2304			Equipment - Girls Tennis	-348.80	0.00	490.80	0.00	-839.60
2305			Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306			Meals - Girls Tennis	0.00	0.00	145.46	0.00	-145.46
2307			Officials - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2308			Prof. Development - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2309			Scouting - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2310			Security - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2311			Transportation - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2312			Uniforms/Apparel - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2313			Misc. Expenditures - Girls Tennis	0.00	0.00	300.00	0.00	-300.00
2351			Awards - Girls Track	-476.08	0.00	0.00	0.00	-476.08
2352			Camps - Girls Track	1,015.61	273.00	406.00	0.00	882.61
2353			Entry Fees - Girls Track	-485.00	0.00	100.00	0.00	-585.00
2354			Equipment - Girls Track	-1,843.16	0.00	775.00	0.00	-2,618.16
2355			Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
2356			Meals - Girls Track	-203.00	0.00	0.00	-400.00	-603.00
2357			Officials - Girls Track	-180.00	0.00	0.00	0.00	-180.00
2358			Prof. Development - Girls Track	-538.00	0.00	0.00	0.00	-538.00
2359			Scouting - Girls Track	0.00	0.00	0.00	0.00	0.00
2360			Security - Girls Track	0.00	0.00	0.00	0.00	0.00
2361			Transportation - Girls Track	-992.57	0.00	1,767.13	0.00	-2,759.70
2362			Uniforms/Apparel - Girls Track	-2,143.00	61.00	0.00	0.00	-2,082.00
2363			Misc. Expenditures - Girls Track	-63.07	0.00	12.80	0.00	-75.87
2401			Awards - Girls Volleyball	-174.40	0.00	0.00	0.00	-174.40
2402			Camps - Girls Volleyball	2,351.12	3,860.00	337.95	-9.00	5,864.17
2403			Entry Fees - Girls Volleyball	-1,100.00	0.00	0.00	0.00	-1,100.00
2404			Equipment - Girls Volleyball	-1,848.00	0.00	0.00	0.00	-1,848.00
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	-396.52	0.00	0.00	0.00	-396.52
2407			Officials - Girls Volleyball	-4,295.00	0.00	0.00	0.00	-4,295.00
2408			Prof. Development - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2409			Scouting - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2410			Security - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2411			Transportation - Girls Volleyball	-3,063.49	0.00	0.00	0.00	-3,063.49
2412			Uniforms/Apparel - Girls Volleyball	-1,750.02	0.00	0.00	0.00	-1,750.02
2413			Misc. Expenditures - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2451			Awards - Girls Softball	-70.10	0.00	0.00	0.00	-70.10
2452			Camps - Girls Softball	3,109.09	550.00	346.34	0.00	3,312.75
2453			Entry Fees - Girls Softball	-550.00	0.00	257.95	257.95	-550.00
2454			Equipment - Girls Softball	-2,391.45	0.00	0.00	-257.95	-2,649.40

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
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Site ID Group ID	Site Name Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
2455	Lodging - Girls Softball	-1,247.20	0.00	0.00	0.00	-1,247.20	
2456	Meals - Girls Softball	-534.00	0.00	0.00	0.00	-534.00	
2457	Officials - Girls Softball	-2,530.00	0.00	0.00	0.00	-2,530.00	
2458	Prof. Development - Girls Softball	0.00	0.00	0.00	0.00	0.00	
2459	Scouting - Girls Softball	0.00	0.00	0.00	0.00	0.00	
2460	Security - Girls Softball	0.00	0.00	0.00	0.00	0.00	
2461	Transportation - Girls Softball	-2,890.36	0.00	0.00	0.00	-2,890.36	
2462	Uniforms/Apparel - Girls Softball	0.00	0.00	0.00	0.00	0.00	
2463	Misc. Expenditures - Girls Softball	-459.90	0.00	0.00	0.00	-459.90	
B Totals:		-47,493.49	10,796.00	7,078.82	-473.00	-44,249.31	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
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Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys							
3001	Awards - Boys			0.00	0.00	0.00	0.00	0.00
3002	Camps - Boys			0.00	0.00	0.00	0.00	0.00
3003	Entry Fees - Boys			3,120.00	750.00	0.00	0.00	3,870.00
3004	Equipment - Boys			0.00	0.00	0.00	0.00	0.00
3005	Lodging - Boys			0.00	0.00	0.00	0.00	0.00
3006	Meals - Boys			0.00	0.00	0.00	0.00	0.00
3007	Officials - Boys			-100.00	0.00	0.00	0.00	-100.00
3008	Prof. Development - Boys			0.00	0.00	0.00	0.00	0.00
3009	Scouting - Boys			0.00	0.00	0.00	0.00	0.00
3010	Security - Boys			-40.00	0.00	0.00	0.00	-40.00
3012	Uniforms/Apparel - Boys			0.00	0.00	0.00	0.00	0.00
3013	Misc. Expenditures - Boys			0.00	0.00	0.00	0.00	0.00
3051	Awards - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3052	Camps - Boys Basketball			2,164.13	5,129.21	1,223.48	-29.00	6,040.86
3053	Entry Fees - Boys Basketball			-300.00	0.00	0.00	0.00	-300.00
3054	Equipment - Boys Basketball			-803.40	0.00	0.00	0.00	-803.40
3055	Lodging - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3056	Meals - Boys Basketball			-126.50	0.00	0.00	0.00	-126.50
3057	Officials - Boys Basketball			-5,200.00	0.00	0.00	0.00	-5,200.00
3058	Prof. Development - Boys Basketball			-416.97	0.00	0.00	0.00	-416.97
3059	Scouting - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3060	Security - Boys Basketball			-862.50	0.00	0.00	0.00	-862.50
3061	Transportation - Boys Basketball			-6,659.33	0.00	0.00	0.00	-6,659.33
3062	Uniforms/Apparel - Boys Basketball			-5,637.00	0.00	58.00	0.00	-5,695.00
3063	Misc. Expenditures - Boys Basketball			0.00	0.00	0.00	0.00	0.00
3101	Awards - Boys Cross Country			-33.03	0.00	0.00	0.00	-33.03
3102	Camps - Boys Cross Country			1,197.19	0.00	62.50	0.00	1,134.69
3103	Entry Fees - Boys Cross Country			-474.50	0.00	0.00	0.00	-474.50
3104	Equipment - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3105	Lodging - Boys Cross Country			-279.90	0.00	0.00	0.00	-279.90
3106	Meals - Boys Cross Country			-54.00	0.00	0.00	0.00	-54.00
3107	Officials - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3108	Prof. Development - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3109	Scouting - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3110	Security - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3111	Transportation - Boys Cross Country			-1,928.65	0.00	0.00	0.00	-1,928.65
3112	Uniforms/Apparel - Boys Cross Country			-5,300.00	0.00	0.00	0.00	-5,300.00
3113	Misc. Expenditures - Boys Cross Country			0.00	0.00	0.00	0.00	0.00
3151	Awards - Boys Golf			-143.40	0.00	0.00	0.00	-143.40
3152	Camps - Boys Golf			463.32	0.00	0.00	0.00	463.32
3153	Entry Fees - Boys Golf			-950.00	0.00	560.00	0.00	-1,510.00
3154	Equipment - Boys Golf			-1,157.00	0.00	0.00	0.00	-1,157.00
3155	Lodging - Boys Golf			0.00	0.00	0.00	0.00	0.00
3156	Meals - Boys Golf			0.00	0.00	93.49	-205.00	-298.49

Current Cash Balance

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Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3157			Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00
3158			Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00
3159			Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00
3160			Security - Boys Golf	0.00	0.00	0.00	0.00	0.00
3161			Transportation - Boys Golf	0.00	0.00	0.00	0.00	0.00
3162			Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
3163			Misc. Expenditures - Boys Golf	-2,870.00	0.00	0.00	0.00	-2,870.00
3201			Awards - Boys Soccer	0.00	0.00	33.71	0.00	-33.71
3202			Camps - Boys Soccer	878.19	1,000.00	0.00	0.00	1,878.19
3203			Entry Fees - Boys Soccer	-110.00	0.00	0.00	0.00	-110.00
3204			Equipment - Boys Soccer	-1,946.00	25.00	0.00	0.00	-1,921.00
3205			Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3206			Meals - Boys Soccer	0.00	30.50	180.50	0.00	-150.00
3207			Officials - Boys Soccer	-1,714.00	0.00	500.00	0.00	-2,214.00
3208			Prof. Development - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3209			Scouting - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3210			Security - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3211			Transportation - Boys Soccer	-871.38	0.00	667.63	0.00	-1,539.01
3212			Uniforms/Apparel - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3213			Misc. Expenditures - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3251			Awards - Boys Swimming	-261.95	0.00	0.00	0.00	-261.95
3252			Camps - Boys Swimming	933.32	0.00	0.00	0.00	933.32
3253			Entry Fees - Boys Swimming	-150.00	0.00	0.00	0.00	-150.00
3254			Equipment - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3255			Lodging - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3256			Meals - Boys Swimming	-746.40	0.00	0.00	0.00	-746.40
3257			Officials - Boys Swimming	-465.00	0.00	0.00	0.00	-465.00
3258			Prof. Development - Boys Swimming	-125.00	0.00	0.00	0.00	-125.00
3259			Scouting - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3260			Security - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3261			Transportation - Boys Swimming	-747.61	0.00	0.00	0.00	-747.61
3262			Uniforms/Apparels - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3263			Misc. Expenditures - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3301			Awards - Boys Tennis	-108.25	0.00	0.00	0.00	-108.25
3302			Camps - Boys Tennis	661.25	0.00	0.00	0.00	661.25
3303			Entry Fees - Boys Tennis	-280.00	0.00	0.00	0.00	-280.00
3304			Equipment - Boys Tennis	-348.80	0.00	0.00	0.00	-348.80
3305			Lodging - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3306			Meals - Boys Tennis	-114.68	0.00	0.00	0.00	-114.68
3307			Officials - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3308			Prof. Development - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3309			Scouting - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3310			Security - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3311			Transportation - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3312			Uniforms/Apparel - Boys Tennis	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3313			Misc. Expenditures - Boys Tennis	-275.00	0.00	0.00	0.00	-275.00
3351			Awards - Boys Track	-476.09	0.00	0.00	0.00	-476.09
3352			Camps - Boys Track	303.89	630.00	0.00	0.00	933.89
3353			Entry Fees - Boys Track	-400.00	0.00	100.00	0.00	-500.00
3354			Equipment - Boys Track	-2,901.17	0.00	1,284.98	0.00	-4,186.15
3355			Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356			Meals - Boys Track	-203.00	0.00	1,160.00	400.00	-963.00
3357			Officials - Boys Track	-180.00	0.00	0.00	0.00	-180.00
3358			Prof. Development - Boys Track	-534.00	0.00	0.00	0.00	-534.00
3359			Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00
3360			Security - Boys Track	0.00	0.00	0.00	0.00	0.00
3361			Transportation - Boys Track	-992.56	0.00	1,767.10	0.00	-2,759.66
3362			Uniforms/Apparel - Boys Track	0.00	60.00	0.00	0.00	60.00
3363			Misc. Expenditures - Boys Track	0.00	0.00	0.00	0.00	0.00
3451			Awards - Boys Baseball	-79.65	0.00	0.00	0.00	-79.65
3452			Camps - Boys Baseball	-454.13	1,590.00	0.00	0.00	1,135.87
3453			Entry Fees - Boys Baseball	-60.00	0.00	100.00	0.00	-160.00
3454			Equipment - Boys Baseball	-2,994.15	0.00	89.00	0.00	-3,083.15
3455			Lodging - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3456			Meals - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3457			Officials - Boys Baseball	-2,677.00	0.00	423.00	0.00	-3,100.00
3458			Prof. Development - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3459			Scouting - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3460			Security - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3461			Transportation - Boys Baseball	-2,687.67	0.00	1,584.93	0.00	-4,272.60
3462			Uniforms/Apparel - Boys Baseball	-6,989.95	0.00	0.00	0.00	-6,989.95
3463			Misc. Expenditures - Boys Baseball	-37.50	0.00	0.00	0.00	-37.50
3501			Awards - Boys Football	-188.95	0.00	0.00	0.00	-188.95
3502			Camps - Boys Football	2,073.51	1,440.00	104.95	0.00	3,408.56
3503			Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00
3504			Equipment - Boys Football	-11,635.13	0.00	0.00	0.00	-11,635.13
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00
3506			Meals - Boys Football	-464.53	0.00	0.00	0.00	-464.53
3507			Officials - Boys Football	-6,155.00	0.00	0.00	0.00	-6,155.00
3508			Prof. Development - Boys Football	-482.08	0.00	0.00	0.00	-482.08
3509			Scouting - Boys Football	0.00	0.00	0.00	0.00	0.00
3510			Security - Boys Football	-3,261.52	0.00	0.00	0.00	-3,261.52
3511			Transportation - Boys Football	-7,809.46	0.00	0.00	0.00	-7,809.46
3512			Uniforms/Apparel - Boys Football	-1,551.02	0.00	0.00	0.00	-1,551.02
3513			Misc Expenditures-Boys Football	0.00	0.00	0.00	0.00	0.00
3515			Misc. Expenditures - Boys Football	-891.26	0.00	0.00	0.00	-891.26
3551			Awards - Boys Wrestling	-91.50	0.00	0.00	0.00	-91.50
3552			Camps - Boys Wrestling	2,399.30	230.00	0.00	0.00	2,629.30
3553			Entry Fees - Boys Wrestling	-2,025.00	0.00	0.00	0.00	-2,025.00
3554			Equipment - Boys Wrestling	-975.60	0.00	0.00	0.00	-975.60

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
3555	Lodging - Boys Wrestling	-3,217.91	0.00	0.00	0.00	-3,217.91	
3556	Meals - Boys Wrestling	-676.00	0.00	0.00	0.00	-676.00	
3557	Officials - Boys Wrestling	-810.00	0.00	0.00	0.00	-810.00	
3558	Prof. Development - Boys Wrestling	0.00	0.00	0.00	0.00	0.00	
3559	Scouting - Boys Wrestling	0.00	0.00	0.00	0.00	0.00	
3560	Security - Boys Wrestling	0.00	0.00	0.00	0.00	0.00	
3561	Transportation - Boys Wrestling	-7,287.55	0.00	0.00	0.00	-7,287.55	
3562	Uniforms/Apparel - Boys Wrestling	-4,132.00	0.00	0.00	0.00	-4,132.00	
3563	Misc. Expenditures - Boys Wrestling	0.00	0.00	0.00	0.00	0.00	
C Totals:		-100,727.53	10,884.71	9,993.27	166.00	-99,670.09	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
4010	40 Assets			179.76	0.00	0.00	0.00	179.76
4030	Amnesty International			310.86	0.00	0.00	0.00	310.86
4040	Art			443.16	0.00	120.06	0.00	323.10
4050	Astronomy Club			99.65	0.00	0.00	0.00	99.65
4059	Band Camp			349.44	0.00	0.00	0.00	349.44
4060	Band			6,300.85	199.10	1,055.24	0.00	5,444.71
4062	Band Trip			0.00	0.00	0.00	0.00	0.00
4063	Drums			1,946.45	0.00	0.00	0.00	1,946.45
4109	Cheer Uniforms			197.36	57.00	0.00	0.00	254.36
4110	Cheerleading			638.56	175.00	0.00	0.00	813.56
4115	Uniforms-Cheer/Dance			35,879.31	5,944.11	1,988.63	0.00	39,834.79
4120	Chemistry Club			68.50	0.00	0.00	0.00	68.50
4130	Chess Club			341.08	0.00	0.00	0.00	341.08
4140	Choir			1,254.21	0.00	1,000.00	0.00	254.21
4141	Choir Trip			-107.76	0.00	0.00	0.00	-107.76
4190	Dance			476.94	175.00	0.00	0.00	651.94
4200	Debate Team			-2,347.55	4,547.00	5,875.27	0.00	-3,675.82
4210	DECA			-9,366.69	2,182.00	111.95	470.00	-6,826.64
4220	Drama Club			8,272.31	0.00	-247.33	0.00	8,519.64
4224	Computer Club			0.00	0.00	0.00	0.00	0.00
4230	Environmental Club			2,937.34	0.00	91.00	0.00	2,846.34
4250	FCCLA			3,515.90	0.00	16.50	0.00	3,499.40
4260	FCS Club			5,574.91	0.00	15.94	0.00	5,558.97
4271	Film Club			29.90	0.00	0.00	0.00	29.90
4280	Flag Group			911.09	3,500.00	0.00	0.00	4,411.09
4290	Forensics			11,954.78	7,268.00	6,000.46	0.00	13,222.32
4310	French Club			365.96	0.00	0.00	0.00	365.96
4330	Garden Club			0.00	0.00	0.00	0.00	0.00
4340	German Club			479.56	0.00	0.00	0.00	479.56
4355	Habitat for Humanity			18.66	0.00	0.00	0.00	18.66
4360	History Club			3,381.30	0.00	0.00	0.00	3,381.30
4365	HOSA			1,013.51	105.00	0.00	0.00	1,118.51
4370	Industrial Arts			3,149.14	368.00	784.07	0.00	2,733.07
4390	Intramurals			93.05	0.00	0.00	0.00	93.05
4400	Japanese Club			0.00	0.00	0.00	0.00	0.00
4410	Junior Class			32,506.54	0.00	1,247.16	0.00	31,259.38
4420	Key Club			38.52	0.00	0.00	0.00	38.52
4430	Latin Club			511.63	0.00	0.00	0.00	511.63
4460	Literary Magazine			349.10	0.00	0.00	0.00	349.10
4480	Mascot Team			127.96	0.00	0.00	0.00	127.96
4490	M-Club			289.27	1,366.00	0.00	0.00	1,655.27
4500	Music			0.00	0.00	0.00	0.00	0.00
4503	Music-Musicals			5,314.73	50.93	0.00	0.00	5,365.66
4510	National Honor Society			2,243.80	0.00	945.50	0.00	1,298.30

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
		4520	Newspaper	338.84	0.00	284.97	0.00	53.87
		4530	Orchestra	458.42	80.00	91.82	0.00	446.60
		4531	Orchestra Trip	0.00	0.00	0.00	0.00	0.00
		4540	Other Clubs	1,221.98	0.00	0.00	0.00	1,221.98
		4560	Photography Club	0.00	0.00	0.00	0.00	0.00
		4570	Play Production	0.00	0.00	0.00	0.00	0.00
		4600	Robotics & Engineering Club	1,021.09	250.00	0.00	0.00	1,271.09
		4630	Science Club	25.00	0.00	0.00	0.00	25.00
		4631	Science Olympiad	2.00	0.00	0.00	0.00	2.00
		4640	Senior Class	1,113.11	0.00	0.00	0.00	1,113.11
		4645	Show Choir	10,650.62	4,572.75	1,328.58	0.00	13,894.79
		4650	Skills USA	7,399.48	334.00	2,871.86	30.00	4,891.62
		4660	Spanish Club	3,810.16	150.00	743.68	100.00	3,316.48
		4680	Speech Club	0.00	0.00	0.00	0.00	0.00
		4690	Spirit Shop	10,621.25	785.68	0.00	0.00	11,406.93
		4710	Student Council	21,414.19	0.00	248.12	0.00	21,166.07
		4725	Theater Workshop	0.00	0.00	0.00	0.00	0.00
		4730	VIA	1,404.60	0.00	0.00	0.00	1,404.60
		4770	Yearbook	28,336.67	7,808.00	705.50	0.00	35,439.17
D Totals:				207,560.50	39,917.57	25,278.98	600.00	222,799.09
E	ADMINISTRATIVE CUSTODIAL							
		5010	After Prom	1,216.83	0.00	0.00	0.00	1,216.83
		5020	Fines	346.18	833.09	307.94	0.00	871.33
		5025	Fines - Library Book	0.00	0.00	0.00	0.00	0.00
		5027	Fines-Textbooks	0.00	0.00	0.00	0.00	0.00
		5055	Hall of Fame	-90.19	0.00	0.00	0.00	-90.19
		5060	Hospitality	3,075.91	0.00	591.39	0.00	2,484.52
		5070	Library	370.71	230.31	47.83	0.00	553.19
		5100	Other Adm Custodial	-7,130.74	0.00	0.00	0.00	-7,130.74
		5120	P.E.	4,972.23	47.00	0.00	0.00	5,019.23
		5130	Parking	18,841.71	375.00	561.92	0.00	18,654.79
		5140	PayBac	286.35	0.00	0.00	0.00	286.35
		5150	Pool Maintenance	2,012.92	0.00	0.00	0.00	2,012.92
		5160	PSAT Exam	57.00	0.00	0.00	0.00	57.00
		5175	Student Scholarships	226.31	0.00	0.00	0.00	226.31
		5180	Teacher Fund/Grants	1,415.53	0.00	0.00	0.00	1,415.53
		5190	Transcripts	2,312.74	120.00	70.65	0.00	2,362.09
		5220	Site Improvements	3,041.89	0.00	0.00	0.00	3,041.89
E Totals:				30,955.38	1,605.40	1,579.73	0.00	30,981.05

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q	STUDENT FEE FUND							
	7160		Participation Fees - Athletics	68,785.34	0.00	0.00	0.00	68,785.34
	7170		Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
	7190		Field Trips	476.83	280.00	1,413.21	0.00	-656.38
	Q	Totals:		69,262.17	280.00	1,413.21	0.00	68,128.96
R	AP/IB EXAMS							
	8010		AP Exams	31,188.87	1,489.00	6,934.53	0.00	25,743.34
	8020		IB Exams	2,048.22	92.29	288.22	-100.00	1,752.29
	R	Totals:		33,237.09	1,581.29	7,222.75	-100.00	27,495.63
S	ATHLETIC							
	9010		Gate Receipts	108,302.67	4,542.00	974.19	0.00	111,870.48
	9020		Cash Reserve	102,567.39	0.00	0.00	0.00	102,567.39
	9030		Concessions	31,454.19	984.50	1,478.05	-398.00	30,562.64
	9040		Tickets	16,143.72	0.00	0.00	0.00	16,143.72
	9050		Athletic-General	-12,877.77	1,790.31	1,180.11	0.00	-12,267.57
	9055		Athletics - Projects	4,651.32	2,400.00	0.00	0.00	7,051.32
	9060		Athletic Director	-418.00	0.00	0.00	0.00	-418.00
	9070		Miscellaneous Receipts	44,062.94	0.00	0.00	0.00	44,062.94
	9080		Fundraising-Athletic	0.00	0.00	0.00	0.00	0.00
	9090		Strength & Conditioning	1,478.70	0.00	0.00	0.00	1,478.70
	9100		Athletic Training	-1,787.86	20.00	19.00	0.00	-1,786.86
	9110		Activities	-9,818.10	0.00	0.00	0.00	-9,818.10
	9120		Booster Contributions-Girls	0.00	0.00	0.00	0.00	0.00
	9130		Booster Contributions-Boys	0.00	0.00	0.00	0.00	0.00
	S	Totals:		283,759.20	9,736.81	3,651.35	-398.00	289,446.66
	NHS	Totals:		202,846.03	80,405.61	59,008.21	0.00	224,243.43

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
SHS	Millard South High School						
A	ACTIVITY GENERAL						
1010	General Admin	-7,539.08	0.00	413.53	0.00	-7,952.61	
1025	Savings	0.00	0.00	0.00	0.00	0.00	
1030	Staff Vending	778.99	0.00	0.00	0.00	778.99	
1035	Student Vending	47,500.00	0.00	0.00	0.00	47,500.00	
1040	Donations	1,494.18	0.00	0.00	0.00	1,494.18	
1041	Donations Students	2,016.03	0.00	200.00	0.00	1,816.03	
1050	Projects/Support	-3,980.01	71.00	0.00	0.00	-3,909.01	
1060	Public Relations	-999.52	0.00	0.00	0.00	-999.52	
1070	Start Up Cash	-4,750.00	4,250.00	0.00	0.00	-500.00	
1090	Other Revenue	3,802.75	0.00	0.00	0.00	3,802.75	
1100	Damage & Loss Property	0.00	0.00	0.00	0.00	0.00	
1110	Extracurr Transportation	-32,679.07	0.00	3,778.99	0.00	-36,458.06	
1120	Equipment Replacement/Repair	0.00	0.00	0.00	0.00	0.00	
1130	Building Maintenance	-495.00	0.00	55.00	0.00	-550.00	
1140	Student Recognition Incentive	-2,057.10	0.00	0.00	0.00	-2,057.10	
1150	Capital Outlay	0.00	0.00	0.00	0.00	0.00	
1160	Personnel Support	-8,271.64	0.00	1,320.84	0.00	-9,592.48	
1170	Wellness	894.34	15.00	140.00	0.00	769.34	
	A Totals:	-4,285.13	4,336.00	5,908.36	0.00	-5,857.49	
B	Athletics-Girls						
2051	Awards - Girls Basketball	-36.55	0.00	0.00	0.00	-36.55	
2052	Camps - Girls Basketball	-3.58	1,670.00	0.00	0.00	1,666.42	
2053	Entry Fees - Girls Basketball	-150.00	0.00	0.00	0.00	-150.00	
2054	Equipment - Girls Basketball	-1,585.69	0.00	0.00	0.00	-1,585.69	
2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2056	Meals - Girls Basketball	-504.22	0.00	0.00	0.00	-504.22	
2057	Officials - Girls Basketball	-4,458.71	0.00	0.00	0.00	-4,458.71	
2058	Prof. Development - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2059	Scouting - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2060	Security - Girls Basketball	-960.00	0.00	0.00	0.00	-960.00	
2061	Transportation - Girls Basketball	-5,207.38	0.00	530.82	0.00	-5,738.20	
2062	Uniforms/Apparel - Girls Basketball	-2,423.92	0.00	0.00	0.00	-2,423.92	
2063	Misc. Expenditures - Girls Basketball	-92.85	0.00	0.00	0.00	-92.85	
2101	Awards - Girls Cross Country	-131.25	0.00	0.00	0.00	-131.25	
2102	Camps - Girls Cross Country	59.39	0.00	0.00	0.00	59.39	
2103	Entry Fees - Girls Cross Country	327.50	0.00	0.00	0.00	327.50	
2104	Equipment - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	
2105	Lodging - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	
2106	Meals - Girls Cross Country	-41.95	0.00	0.00	0.00	-41.95	
2107	Officials - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	
2108	Prof. Development - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	
2109	Scouting - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
2110	Security - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	
2111	Transportation - Girls Cross Country	-684.88	0.00	0.00	0.00	-684.88	
2112	Uniforms/Apparel - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	
2113	Misc. Expenditures - Girls Cross Country	-1,014.97	0.00	0.00	0.00	-1,014.97	
2151	Awards - Girls Golf	-82.05	0.00	0.00	0.00	-82.05	
2152	Camps - Girls Golf	0.00	0.00	0.00	0.00	0.00	
2153	Entry Fees - Girls Golf	-231.00	0.00	0.00	0.00	-231.00	
2154	Equipment - Girls Golf	-972.49	0.00	0.00	0.00	-972.49	
2155	Lodging - Girls Golf	-267.00	0.00	0.00	0.00	-267.00	
2156	Meals - Girls Golf	-26.00	0.00	0.00	0.00	-26.00	
2157	Officials - Girls Golf	0.00	0.00	0.00	0.00	0.00	
2158	Prof. Development - Girls Golf	0.00	0.00	0.00	0.00	0.00	
2159	Scouting - Girls Golf	0.00	0.00	0.00	0.00	0.00	
2160	Security - Girls Golf	0.00	0.00	0.00	0.00	0.00	
2161	Transportation - Girls Golf	-101.65	0.00	0.00	0.00	-101.65	
2162	Uniforms/Apparel - Girls Golf	0.00	0.00	0.00	0.00	0.00	
2163	Misc. Expenditures - Girls Golf	-1,117.66	0.00	0.00	0.00	-1,117.66	
2201	Awards - Girls Soccer	-99.45	0.00	0.00	0.00	-99.45	
2202	Camps - Girls Soccer	1,468.76	3,520.00	410.41	0.00	4,578.35	
2203	Entry Fees - Girls Soccer	195.00	65.00	0.00	0.00	260.00	
2204	Equipment - Girls Soccer	-4,232.92	0.00	0.00	0.00	-4,232.92	
2205	Lodging - Girls Soccer	0.00	0.00	0.00	0.00	0.00	
2206	Meals - Girls Soccer	-152.00	0.00	0.00	0.00	-152.00	
2207	Officials - Girls Soccer	-2,592.00	0.00	99.00	0.00	-2,691.00	
2208	Prof. Development - Girls Soccer	0.00	0.00	0.00	0.00	0.00	
2209	Scouting - Girls Soccer	0.00	0.00	0.00	0.00	0.00	
2210	Security - Girls Soccer	0.00	0.00	0.00	0.00	0.00	
2211	Transportation - Girls Soccer	-1,241.90	0.00	404.00	0.00	-1,645.90	
2212	Uniforms/Apparel - Girls Soccer	-712.25	0.00	0.00	0.00	-712.25	
2213	Misc. Expenditures - Girls Soccer	-47.50	0.00	141.25	0.00	-188.75	
2251	Awards - Girls Swimming	-254.52	0.00	0.00	0.00	-254.52	
2252	Camps - Girls Swimming	0.00	0.00	0.00	0.00	0.00	
2253	Entry Fees - Girls Swimming	285.00	0.00	0.00	0.00	285.00	
2254	Equipment - Girls Swimming	-42.50	0.00	0.00	0.00	-42.50	
2255	Lodging - Girls Swimming	0.00	0.00	0.00	0.00	0.00	
2256	Meals - Girls Swimming	-6.50	0.00	0.00	0.00	-6.50	
2257	Officials - Girls Swimming	-450.00	0.00	0.00	0.00	-450.00	
2258	Prof. Development - Girls Swimming	0.00	0.00	0.00	0.00	0.00	
2259	Scouting - Girls Swimming	0.00	0.00	0.00	0.00	0.00	
2260	Security - Girls Swimming	0.00	0.00	0.00	0.00	0.00	
2261	Transportation - Girls Swimming	-720.42	0.00	0.00	0.00	-720.42	
2262	Uniforms/Apparel - Girls Swimming	-265.57	0.00	0.00	0.00	-265.57	
2263	Misc. Expenditures - Girls Swimming	-359.90	0.00	0.00	0.00	-359.90	
2301	Awards - Girls Tennis	0.00	0.00	0.00	0.00	0.00	
2302	Camps - Girls Tennis	192.00	229.00	0.00	-120.00	301.00	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2303			Entry Fees - Girls Tennis	-225.00	0.00	250.00	0.00	-475.00
2304			Equipment - Girls Tennis	0.00	0.00	205.06	0.00	-205.06
2305			Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306			Meals - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2307			Officials - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2308			Prof. Development - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2309			Scouting - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2310			Security - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2311			Transportation - Girls Tennis	-168.17	0.00	331.14	0.00	-499.31
2312			Uniforms/Apparel - Girls Tennis	-660.00	0.00	0.00	0.00	-660.00
2313			Misc. Expenditures - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2351			Awards - Girls Track	-656.25	0.00	0.00	0.00	-656.25
2352			Camps - Girls Track	0.00	0.00	0.00	0.00	0.00
2353			Entry Fees - Girls Track	65.00	75.00	75.00	0.00	65.00
2354			Equipment - Girls Track	-2,381.29	0.00	0.00	0.00	-2,381.29
2355			Lodging - Girls Track	-749.15	0.00	0.00	0.00	-749.15
2356			Meals - Girls Track	0.00	0.00	0.00	0.00	0.00
2357			Officials - Girls Track	-187.50	0.00	0.00	0.00	-187.50
2358			Prof. Development - Girls Track	0.00	0.00	0.00	0.00	0.00
2359			Scouting - Girls Track	0.00	0.00	0.00	0.00	0.00
2360			Security - Girls Track	0.00	0.00	0.00	0.00	0.00
2361			Transportation - Girls Track	-514.64	0.00	2,175.45	0.00	-2,690.09
2362			Uniforms/Apparel - Girls Track	0.00	40.00	0.00	0.00	40.00
2363			Misc. Expenditures - Girls Track	-446.20	0.00	0.00	0.00	-446.20
2401			Awards - Girls Volleyball	-303.22	0.00	0.00	0.00	-303.22
2402			Camps - Girls Volleyball	534.01	1,970.00	0.00	0.00	2,504.01
2403			Entry Fees - Girls Volleyball	340.00	0.00	0.00	0.00	340.00
2404			Equipment - Girls Volleyball	-44.00	0.00	0.00	0.00	-44.00
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	-217.87	0.00	0.00	0.00	-217.87
2407			Officials - Girls Volleyball	-4,740.10	0.00	0.00	0.00	-4,740.10
2408			Prof. Development - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2409			Scouting - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2410			Security - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2411			Transportation - Girls Volleyball	-1,442.65	0.00	0.00	0.00	-1,442.65
2412			Uniforms/Apparel - Girls Volleyball	-1,771.77	0.00	0.00	0.00	-1,771.77
2413			Misc. Expenditures - Girls Volleyball	-16.68	0.00	0.00	0.00	-16.68
2451			Awards - Girls Softball	-106.38	0.00	0.00	0.00	-106.38
2452			Camps - Girls Softball	3,954.87	760.00	0.00	0.00	4,714.87
2453			Entry Fees - Girls Softball	305.00	0.00	0.00	0.00	305.00
2454			Equipment - Girls Softball	-3,426.35	0.00	0.00	0.00	-3,426.35
2455			Lodging - Girls Softball	-3,358.80	0.00	0.00	0.00	-3,358.80
2456			Meals - Girls Softball	-869.81	0.00	0.00	0.00	-869.81
2457			Officials - Girls Softball	-2,930.00	0.00	0.00	0.00	-2,930.00
2458			Prof. Development - Girls Softball	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
2459	Scouting - Girls Softball	0.00	0.00	0.00	0.00	0.00	
2460	Security - Girls Softball	0.00	0.00	0.00	0.00	0.00	
2461	Transportation - Girls Softball	-2,265.98	0.00	0.00	0.00	-2,265.98	
2462	Uniforms/Apparel - Girls Softball	-7,244.80	0.00	0.00	0.00	-7,244.80	
2463	Misc. Expenditures - Girls Softball	-7,533.45	0.00	0.00	0.00	-7,533.45	
B Totals:		-65,804.76	8,329.00	4,622.13	-120.00	-62,217.89	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2016 to 05/31/2016.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
C	Athletics-Boys					
3007	Officials - Boys	0.00	0.00	0.00	0.00	0.00
3051	Awards - Boys Basketball	0.00	0.00	0.00	0.00	0.00
3052	Camps - Boys Basketball	1,886.29	3,503.00	850.00	0.00	4,539.29
3053	Entry Fees - Boys Basketball	-300.00	0.00	0.00	0.00	-300.00
3054	Equipment - Boys Basketball	-1,575.97	0.00	0.00	0.00	-1,575.97
3055	Lodging - Boys Basketball	0.00	0.00	0.00	0.00	0.00
3056	Meals - Boys Basketball	-277.50	0.00	0.00	0.00	-277.50
3057	Officials - Boys Basketball	-5,607.43	0.00	0.00	0.00	-5,607.43
3058	Prof. Development - Boys Basketball	0.00	0.00	0.00	0.00	0.00
3059	Scouting - Boys Basketball	0.00	0.00	0.00	0.00	0.00
3060	Security - Boys Basketball	-800.00	0.00	0.00	0.00	-800.00
3061	Transportation - Boys Basketball	-6,710.87	0.00	615.63	0.00	-7,326.50
3062	Uniforms/Apparel - Boys Basketball	-2,782.30	0.00	0.00	0.00	-2,782.30
3063	Misc. Expenditures - Boys Basketball	-92.84	0.00	0.00	0.00	-92.84
3101	Awards - Boys Cross Country	-131.25	0.00	0.00	0.00	-131.25
3102	Camps - Boys Cross Country	0.01	0.00	0.00	0.00	0.01
3103	Entry Fees - Boys Cross Country	327.50	0.00	0.00	0.00	327.50
3104	Equipment - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
3105	Lodging - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
3106	Meals - Boys Cross Country	-41.96	0.00	0.00	0.00	-41.96
3107	Officials - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
3108	Prof. Development - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
3109	Scouting - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
3110	Security - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
3111	Transportation - Boys Cross Country	-684.89	0.00	0.00	0.00	-684.89
3112	Uniforms/Apparel - Boys Cross Country	0.00	0.00	0.00	0.00	0.00
3113	Misc. Expenditures - Boys Cross Country	-1,014.96	0.00	0.00	0.00	-1,014.96
3151	Awards - Boys Golf	-165.95	0.00	0.00	0.00	-165.95
3152	Camps - Boys Golf	0.00	0.00	0.00	0.00	0.00
3153	Entry Fees - Boys Golf	-305.00	2,090.00	2,445.00	0.00	-660.00
3154	Equipment - Boys Golf	-1,331.47	0.00	0.00	0.00	-1,331.47
3155	Lodging - Boys Golf	0.00	0.00	0.00	0.00	0.00
3156	Meals - Boys Golf	0.00	46.30	140.00	0.00	-93.70
3157	Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00
3158	Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00
3159	Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00
3160	Security - Boys Golf	0.00	0.00	0.00	0.00	0.00
3161	Transportation - Boys Golf	-5.24	0.00	0.00	0.00	-5.24
3162	Uniforms/Apparel - Boys Golf	0.00	0.00	0.00	0.00	0.00
3163	Misc. Expenditures - Boys Golf	-500.00	0.00	0.00	0.00	-500.00
3201	Awards - Boys Soccer	-51.70	0.00	0.00	0.00	-51.70
3202	Camps - Boys Soccer	43.87	0.00	0.00	0.00	43.87
3203	Entry Fees - Boys Soccer	-10.00	65.00	0.00	0.00	55.00
3204	Equipment - Boys Soccer	-3,328.72	0.00	0.00	0.00	-3,328.72

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3205			Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3206			Meals - Boys Soccer	-146.76	0.00	0.00	0.00	-146.76
3207			Officials - Boys Soccer	-1,785.00	0.00	648.00	0.00	-2,433.00
3208			Prof. Development - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3209			Scouting - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3210			Security - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3211			Transportation - Boys Soccer	-1,707.81	0.00	1,314.72	0.00	-3,022.53
3212			Uniforms/Apparel - Boys Soccer	-128.11	0.00	0.00	0.00	-128.11
3213			Misc. Expenditures - Boys Soccer	-47.50	0.00	47.50	0.00	-95.00
3251			Awards - Boys Swimming	-254.53	0.00	0.00	0.00	-254.53
3252			Camps - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3253			Entry Fees - Boys Swimming	375.00	0.00	0.00	0.00	375.00
3254			Equipment - Boys Swimming	-42.50	0.00	0.00	0.00	-42.50
3255			Lodging - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3256			Meals - Boys Swimming	-6.50	0.00	0.00	0.00	-6.50
3257			Officials - Boys Swimming	-540.00	0.00	0.00	0.00	-540.00
3258			Prof. Development - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3259			Scouting - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3260			Security - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3261			Transportation - Boys Swimming	-720.44	0.00	0.00	0.00	-720.44
3262			Uniforms/Apparels - Boys Swimming	-265.57	0.00	0.00	0.00	-265.57
3263			Misc. Expenditures - Boys Swimming	-324.28	0.00	0.00	0.00	-324.28
3301			Awards - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3302			Camps - Boys Tennis	885.95	180.00	0.00	120.00	1,185.95
3303			Entry Fees - Boys Tennis	-395.00	0.00	0.00	0.00	-395.00
3304			Equipment - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3305			Lodging - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3306			Meals - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3307			Officials - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3308			Prof. Development - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3309			Scouting - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3310			Security - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3311			Transportation - Boys Tennis	-2,110.78	0.00	0.00	0.00	-2,110.78
3312			Uniforms/Apparel - Boys Tennis	-259.00	0.00	0.00	0.00	-259.00
3313			Misc. Expenditures - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3351			Awards - Boys Track	-656.24	0.00	0.00	0.00	-656.24
3352			Camps - Boys Track	1,175.85	640.00	0.00	0.00	1,815.85
3353			Entry Fees - Boys Track	65.00	75.00	75.00	0.00	65.00
3354			Equipment - Boys Track	-2,381.25	0.00	0.00	0.00	-2,381.25
3355			Lodging - Boys Track	-749.15	0.00	0.00	0.00	-749.15
3356			Meals - Boys Track	0.00	0.00	0.00	0.00	0.00
3357			Officials - Boys Track	-187.50	0.00	0.00	0.00	-187.50
3358			Prof. Development - Boys Track	0.00	0.00	0.00	0.00	0.00
3359			Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00
3360			Security - Boys Track	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
3361	Transportation - Boys Track	-514.64	0.00	2,175.49	0.00	-2,690.13	
3362	Uniforms/Apparel - Boys Track	0.00	0.00	0.00	0.00	0.00	
3363	Misc. Expenditures - Boys Track	-446.18	0.00	0.00	0.00	-446.18	
3451	Awards - Boys Baseball	-99.40	0.00	0.00	0.00	-99.40	
3452	Camps - Boys Baseball	2,775.29	1,898.00	0.00	0.00	4,673.29	
3453	Entry Fees - Boys Baseball	-15.00	445.00	100.00	0.00	330.00	
3454	Equipment - Boys Baseball	-5,226.43	0.00	0.00	0.00	-5,226.43	
3455	Lodging - Boys Baseball	0.00	0.00	0.00	0.00	0.00	
3456	Meals - Boys Baseball	0.00	0.00	0.00	0.00	0.00	
3457	Officials - Boys Baseball	-2,752.00	0.00	1,764.00	0.00	-4,516.00	
3458	Prof. Development - Boys Baseball	0.00	0.00	0.00	0.00	0.00	
3459	Scouting - Boys Baseball	0.00	0.00	0.00	0.00	0.00	
3460	Security - Boys Baseball	0.00	0.00	0.00	0.00	0.00	
3461	Transportation - Boys Baseball	-1,371.52	0.00	1,948.25	0.00	-3,319.77	
3462	Uniforms/Apparel - Boys Baseball	-4,283.05	0.00	0.00	0.00	-4,283.05	
3463	Misc. Expenditures - Boys Baseball	-6,145.38	3,383.68	1,130.00	0.00	-3,891.70	
3501	Awards - Boys Football	0.00	0.00	0.00	0.00	0.00	
3502	Camps - Boys Football	954.02	2,050.00	60.00	0.00	2,944.02	
3503	Entry Fees - Boys Football	0.00	0.00	0.00	0.00	0.00	
3504	Equipment - Boys Football	-21,651.13	0.00	0.00	0.00	-21,651.13	
3505	Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00	
3506	Meals - Boys Football	-1,066.17	0.00	0.00	0.00	-1,066.17	
3507	Officials - Boys Football	-4,990.07	0.00	0.00	0.00	-4,990.07	
3508	Prof. Development - Boys Football	0.00	0.00	0.00	0.00	0.00	
3509	Scouting - Boys Football	0.00	0.00	0.00	0.00	0.00	
3510	Security - Boys Football	-2,080.00	0.00	0.00	0.00	-2,080.00	
3511	Transportation - Boys Football	-9,570.36	0.00	0.00	0.00	-9,570.36	
3512	Uniforms/Apparel - Boys Football	-1,687.00	0.00	0.00	0.00	-1,687.00	
3515	Misc. Expenditures - Boys Football	-1,540.33	0.00	0.00	0.00	-1,540.33	
3551	Awards - Boys Wrestling	-172.40	0.00	0.00	0.00	-172.40	
3552	Camps - Boys Wrestling	0.00	0.00	0.00	0.00	0.00	
3553	Entry Fees - Boys Wrestling	-1,850.00	0.00	0.00	0.00	-1,850.00	
3554	Equipment - Boys Wrestling	-1,695.02	0.00	0.00	0.00	-1,695.02	
3555	Lodging - Boys Wrestling	-759.20	0.00	0.00	0.00	-759.20	
3556	Meals - Boys Wrestling	-1,199.80	0.00	0.00	0.00	-1,199.80	
3557	Officials - Boys Wrestling	-1,201.45	0.00	0.00	0.00	-1,201.45	
3558	Prof. Development - Boys Wrestling	0.00	0.00	0.00	0.00	0.00	
3559	Scouting - Boys Wrestling	0.00	0.00	0.00	0.00	0.00	
3560	Security - Boys Wrestling	-160.00	0.00	0.00	0.00	-160.00	
3561	Transportation - Boys Wrestling	-5,225.06	0.00	857.32	0.00	-6,082.38	
3562	Uniforms/Apparel - Boys Wrestling	186.00	100.00	0.00	0.00	286.00	
3563	Misc. Expenditures - Boys Wrestling	-1,641.50	0.00	0.00	0.00	-1,641.50	
C	Totals:	-107,094.28	14,475.98	14,170.91	120.00	-106,669.21	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
D	CLUBS AND ORGANIZATIONS						
4010	40 Assets	1,830.07	0.00	55.71	0.00	1,774.36	
4020	Academic Awards	0.00	0.00	0.00	0.00	0.00	
4030	Amnesty International	0.00	0.00	0.00	0.00	0.00	
4040	Art	141.76	0.00	0.00	0.00	141.76	
4050	Astronomy Club	367.58	0.00	36.00	0.00	331.58	
4055	Athletic Trainers Club	34.56	0.00	0.00	0.00	34.56	
4060	Band	2,446.25	355.75	544.82	0.00	2,257.18	
4061	Band Uniforms	0.00	0.00	0.00	0.00	0.00	
4062	Band Trip	0.00	0.00	0.00	0.00	0.00	
4080	Book Club	-50.00	0.00	0.00	0.00	-50.00	
4100	Builders Club	0.00	0.00	0.00	0.00	0.00	
4109	Cheer Uniforms	0.00	0.00	0.00	0.00	0.00	
4110	Cheerleading	9,029.15	0.00	678.01	1,195.00	9,546.14	
4115	Uniforms-Cheer/Dance	0.00	0.00	0.00	0.00	0.00	
4130	Chess Club	39.10	0.00	0.00	0.00	39.10	
4140	Choir	4,518.40	1,903.00	2,510.00	0.00	3,911.40	
4141	Choir Trip	0.00	0.00	0.00	0.00	0.00	
4160	Construction	-1,219.91	2,747.47	0.00	0.00	1,527.56	
4180	Culinary Competition	0.00	0.00	0.00	0.00	0.00	
4190	Dance	-1,053.26	1,408.00	4,984.90	2,300.00	-2,330.16	
4191	Dance Uniforms	0.00	0.00	0.00	0.00	0.00	
4200	Debate Team	292.54	0.00	283.49	0.00	9.05	
4210	DECA	4,257.40	795.00	4,086.75	0.00	965.65	
4215	Diversity-Friends	0.00	0.00	0.00	0.00	0.00	
4216	Patriot Pals	596.86	0.00	0.00	0.00	596.86	
4220	Drama Club	0.00	0.00	0.00	0.00	0.00	
4225	Engineering	0.00	0.00	0.00	0.00	0.00	
4230	Environmental Club	2,925.34	12.50	0.00	0.00	2,937.84	
4240	Fashion Merchandising	5.08	0.00	0.00	0.00	5.08	
4250	FCCLA	137.50	200.00	0.00	0.00	337.50	
4260	FCS Club	16.50	0.00	0.00	0.00	16.50	
4290	Forensics	2,383.05	0.00	0.00	0.00	2,383.05	
4300	Foundation/PEMS	185.27	0.00	0.00	0.00	185.27	
4310	French Club	94.25	40.00	0.00	0.00	134.25	
4320	Future Educators	0.00	0.00	0.00	0.00	0.00	
4330	Garden Club	0.00	0.00	0.00	0.00	0.00	
4340	German Club	532.27	18.00	34.17	0.00	516.10	
4350	Graphics	5.00	0.00	0.00	0.00	5.00	
4365	HOSA	285.63	0.00	0.00	0.00	285.63	
4380	International Club	66.67	0.00	0.00	0.00	66.67	
4390	Intramurals	1,219.39	0.00	0.00	0.00	1,219.39	
4410	Junior Class	4,434.81	70.00	790.00	0.00	3,714.81	
4450	LEO Club	1,131.19	0.00	0.00	0.00	1,131.19	
4460	Literary Magazine	54.82	0.00	0.00	0.00	54.82	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4470	Manufacturing	412.23	429.00	0.00	0.00	841.23
4501	Music-Auditorium	0.00	0.00	0.00	0.00	0.00
4502	Music-Donations	0.00	0.00	0.00	0.00	0.00
4503	Music-Musicals	0.00	0.00	0.00	0.00	0.00
4510	National Honor Society	2,767.59	0.00	51.96	0.00	2,715.63
4520	Newspaper	4,089.86	0.00	50.00	0.00	4,039.86
4530	Orchestra	-731.52	232.00	0.00	100.00	-399.52
4531	Orchestra Trip	0.00	0.00	0.00	0.00	0.00
4550	Patriot Photo	1,357.02	0.00	0.00	0.00	1,357.02
4570	Play Production	-2,388.61	5,023.25	1,035.50	2,700.00	4,299.14
4600	Robotics & Engineering Club	940.53	0.00	0.00	0.00	940.53
4640	Senior Class	2,300.94	1,320.00	3,095.00	0.00	525.94
4645	Show Choir	21,874.16	6,400.00	618.54	8,389.00	36,044.62
4650	Skills USA	1,176.56	0.00	0.00	0.00	1,176.56
4660	Spanish Club	166.26	92.00	15.00	0.00	243.26
4685	Squashfest	0.00	0.00	0.00	0.00	0.00
4690	Spirit Shop	23,381.11	1,888.36	1,423.68	0.00	23,845.79
4695	STARS	0.00	0.00	0.00	0.00	0.00
4710	Student Council	640.20	695.00	189.56	0.00	1,145.64
4725	Theater Workshop	0.00	0.00	0.00	0.00	0.00
4760	World Language	430.33	0.00	0.00	0.00	430.33
4770	Yearbook	37,852.94	8,055.00	0.00	0.00	45,907.94
D Totals:		128,976.87	31,684.33	20,483.09	14,684.00	154,862.11

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E	ADMINISTRATIVE CUSTODIAL							
	5010		After Prom	0.00	0.00	0.00	0.00	0.00
	5020		Fines	20,269.70	1,171.11	0.00	0.00	21,440.81
	5025		Fines - Library Book	726.38	244.81	266.00	0.00	705.19
	5027		Fines-Textbooks	0.00	0.00	0.00	0.00	0.00
	5030		Counseling Center	810.22	396.27	0.00	0.00	1,206.49
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5055		Hall of Fame	1,823.52	0.00	0.00	0.00	1,823.52
	5060		Hospitality	1,200.59	0.00	0.00	0.00	1,200.59
	5070		Library	408.59	30.00	0.00	0.00	438.59
	5097		New Frontier	239.68	0.00	0.00	0.00	239.68
	5100		Other Adm Custodial	7.64	0.00	0.00	0.00	7.64
	5110		Other Student Activities	0.00	0.00	0.00	0.00	0.00
	5130		Parking	27,977.55	2,587.50	0.00	0.00	30,565.05
	5135		Patriot Post	0.00	0.00	0.00	0.00	0.00
	5140		PayBac	1,055.48	0.00	0.00	0.00	1,055.48
	5150		Pool Maintenance	4,944.66	2,679.00	210.00	0.00	7,413.66
	5160		PSAT Exam	27.19	0.00	0.00	0.00	27.19
	5166		SpEd	122.94	0.00	0.00	0.00	122.94
	5167		Student ID Card Fee	1,187.52	0.00	0.00	0.00	1,187.52
	5170		Student Notebooks	50.00	0.00	0.00	0.00	50.00
	5180		Teacher Fund/Grants	1,500.00	0.00	0.00	0.00	1,500.00
	5185		Technology	128.50	0.00	0.00	0.00	128.50
	5190		Transcripts	1,555.00	0.00	0.00	0.00	1,555.00
	E Totals:			64,035.16	7,108.69	476.00	0.00	70,667.85
Q	STUDENT FEE FUND							
	7160		Participation Fees - Athletics	38,310.00	0.00	0.00	0.00	38,310.00
	7170		Participation Fees - Clubs & Orgs	0.00	14,684.00	0.00	-14,684.00	0.00
	7190		Field Trips	-593.77	367.50	1,077.63	0.00	-1,303.90
	Q Totals:			37,716.23	15,051.50	1,077.63	-14,684.00	37,006.10
R	AP/IB EXAMS							
	8010		AP Exams	22,150.29	330.00	0.00	0.00	22,480.29
	R Totals:			22,150.29	330.00	0.00	0.00	22,480.29

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETIC							
		9010	Gate Receipts	98,276.82	4,282.00	826.45	0.00	101,732.37
		9020	Cash Reserve	383,616.56	0.00	0.00	0.00	383,616.56
		9030	Concessions	13,478.93	0.00	0.00	0.00	13,478.93
		9040	Tickets	13,750.00	0.00	0.00	0.00	13,750.00
		9050	Athletic-General	-18,664.54	0.00	53.63	0.00	-18,718.17
		9060	Athletic Director	-626.90	0.00	0.00	0.00	-626.90
		9070	Miscellaneous Receipts	2,368.85	396.30	0.00	0.00	2,765.15
		9080	Fundraising-Athletic	100.00	0.00	0.00	0.00	100.00
		9090	Strength & Conditioning	-3,135.57	0.00	0.00	0.00	-3,135.57
		9100	Athletic Training	-4,018.46	0.00	0.00	0.00	-4,018.46
		9110	Activities	-11,654.03	119.21	1,916.25	0.00	-13,451.07
		9120	Booster Contributions-Girls	3,119.45	0.00	0.00	0.00	3,119.45
		9130	Booster Contributions-Boys	3,119.45	0.00	0.00	0.00	3,119.45
		9140	Metro Tournament	0.00	0.00	0.00	0.00	0.00
	S	Totals:		479,730.56	4,797.51	2,796.33	0.00	481,731.74
	SHS	Totals:		555,424.94	86,113.01	49,534.45	0.00	592,003.50

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
WHS	Millard West High School						
A	ACTIVITY GENERAL						
1010	General Admin	1,481.00	2,205.97	707.41	0.00	2,979.56	
1025	Savings	-407,150.52	0.00	114.54	0.00	-407,265.06	
1030	Staff Vending	-3,064.79	0.00	0.00	0.00	-3,064.79	
1035	Student Vending	47,500.00	0.00	0.00	0.00	47,500.00	
1040	Donations	11,704.05	135.00	0.00	0.00	11,839.05	
1050	Projects/Support	5,679.44	12.00	0.00	0.00	5,691.44	
1070	Start Up Cash	-17,302.86	522.96	0.00	65.70	-16,714.20	
1090	Other Revenue	524.24	114.54	181.47	0.00	457.31	
1100	Damage & Loss Property	78.20	0.00	0.00	0.00	78.20	
1110	Extracurr Transportation	0.00	0.00	0.00	0.00	0.00	
1120	Equipment Replacement/Repair	-105.00	0.00	0.00	0.00	-105.00	
1130	Building Maintenance	-256.39	0.00	0.00	0.00	-256.39	
1140	Student Recognition Incentive	0.00	0.00	0.00	0.00	0.00	
1150	Capital Outlay	0.00	0.00	0.00	0.00	0.00	
1160	Personnel Support	0.00	0.00	0.00	0.00	0.00	
1170	Wellness	-119.91	0.00	0.00	0.00	-119.91	
	A Totals:	-361,032.54	2,990.47	1,003.42	65.70	-358,979.79	
B	Athletics-Girls						
2051	Awards - Girls Basketball	-29.35	0.00	7.50	0.00	-36.85	
2052	Camps - Girls Basketball	7,325.24	6,740.00	250.00	0.00	13,815.24	
2053	Entry Fees - Girls Basketball	-250.00	0.00	0.00	0.00	-250.00	
2054	Equipment - Girls Basketball	-811.30	0.00	0.00	0.00	-811.30	
2055	Lodging - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2056	Meals - Girls Basketball	-170.00	0.00	0.00	0.00	-170.00	
2057	Officials - Girls Basketball	-4,290.00	0.00	0.00	0.00	-4,290.00	
2058	Prof. Development - Girls Basketball	-40.00	0.00	0.00	0.00	-40.00	
2059	Scouting - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2060	Security - Girls Basketball	-640.00	0.00	0.00	0.00	-640.00	
2061	Transportation - Girls Basketball	-5,890.93	0.00	0.00	0.00	-5,890.93	
2062	Uniforms/Apparel - Girls Basketball	0.00	0.00	0.00	0.00	0.00	
2063	Misc. Expenditures - Girls Basketball	-300.00	0.00	0.00	0.00	-300.00	
2101	Awards - Girls Cross Country	-427.82	2.75	0.00	0.00	-425.07	
2102	Camps - Girls Cross Country	6,174.34	0.00	0.00	0.00	6,174.34	
2103	Entry Fees - Girls Cross Country	75.00	0.00	0.00	0.00	75.00	
2104	Equipment - Girls Cross Country	-93.42	0.00	0.00	0.00	-93.42	
2105	Lodging - Girls Cross Country	-787.95	0.00	0.00	0.00	-787.95	
2106	Meals - Girls Cross Country	-576.55	0.00	0.00	0.00	-576.55	
2107	Officials - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	
2108	Prof. Development - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	
2109	Scouting - Girls Cross Country	0.00	0.00	0.00	0.00	0.00	
2110	Security - Girls Cross Country	-75.00	0.00	0.00	0.00	-75.00	
2111	Transportation - Girls Cross Country	-2,311.39	0.00	0.00	0.00	-2,311.39	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2112			Uniforms/Apparel - Girls Cross Country	0.00	0.00	0.00	0.00	0.00
2113			Misc. Expenditures - Girls Cross Country	-688.25	0.00	0.00	0.00	-688.25
2151			Awards - Girls Golf	-23.05	0.00	0.00	0.00	-23.05
2152			Camps - Girls Golf	-422.34	0.00	0.00	0.00	-422.34
2153			Entry Fees - Girls Golf	-1,121.70	0.00	0.00	0.00	-1,121.70
2154			Equipment - Girls Golf	-364.00	0.00	0.00	0.00	-364.00
2155			Lodging - Girls Golf	0.00	0.00	0.00	0.00	0.00
2156			Meals - Girls Golf	0.00	0.00	0.00	0.00	0.00
2157			Officials - Girls Golf	0.00	0.00	0.00	0.00	0.00
2158			Prof. Development - Girls Golf	0.00	0.00	0.00	0.00	0.00
2159			Scouting - Girls Golf	0.00	0.00	0.00	0.00	0.00
2160			Security - Girls Golf	0.00	0.00	0.00	0.00	0.00
2161			Transportation - Girls Golf	-743.79	0.00	0.00	0.00	-743.79
2162			Uniforms/Apparel - Girls Golf	-926.14	0.00	0.00	0.00	-926.14
2163			Misc. Expenditures - Girls Golf	-1,600.00	0.00	0.00	0.00	-1,600.00
2201			Awards - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2202			Camps - Girls Soccer	3,669.73	4.28	74.43	0.00	3,599.58
2203			Entry Fees - Girls Soccer	-120.00	0.00	0.00	0.00	-120.00
2204			Equipment - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2205			Lodging - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2206			Meals - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2207			Officials - Girls Soccer	-1,530.00	0.00	1,015.00	0.00	-2,545.00
2208			Prof. Development - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2209			Scouting - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2210			Security - Girls Soccer	0.00	0.00	0.00	0.00	0.00
2211			Transportation - Girls Soccer	-471.43	0.00	522.51	0.00	-993.94
2212			Uniforms/Apparel - Girls Soccer	-110.00	0.00	0.00	0.00	-110.00
2213			Misc. Expenditures - Girls Soccer	-1,149.98	0.00	78.00	0.00	-1,227.98
2251			Awards - Girls Swimming	0.00	0.00	11.25	0.00	-11.25
2252			Camps - Girls Swimming	9,448.27	403.44	715.32	0.00	9,136.39
2253			Entry Fees - Girls Swimming	-300.00	0.00	0.00	0.00	-300.00
2254			Equipment - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2255			Lodging - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2256			Meals - Girls Swimming	-266.06	0.00	0.00	0.00	-266.06
2257			Officials - Girls Swimming	-275.00	0.00	0.00	0.00	-275.00
2258			Prof. Development - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2259			Scouting - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2260			Security - Girls Swimming	-40.00	0.00	0.00	0.00	-40.00
2261			Transportation - Girls Swimming	-1,015.13	0.00	0.00	0.00	-1,015.13
2262			Uniforms/Apparel - Girls Swimming	0.00	0.00	0.00	0.00	0.00
2263			Misc. Expenditures - Girls Swimming	-50.00	0.00	0.00	0.00	-50.00
2301			Awards - Girls Tennis	-88.35	0.00	0.00	0.00	-88.35
2302			Camps - Girls Tennis	4,402.19	0.00	0.00	0.00	4,402.19
2303			Entry Fees - Girls Tennis	560.00	630.00	0.00	0.00	1,190.00
2304			Equipment - Girls Tennis	-219.35	0.00	97.81	0.00	-317.16

Current Cash Balance

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From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2305			Lodging - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2306			Meals - Girls Tennis	0.00	0.00	224.33	0.00	-224.33
2307			Officials - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2308			Prof. Development - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2309			Scouting - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2310			Security - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2311			Transportation - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2312			Uniforms/Apparel - Girls Tennis	0.00	0.00	0.00	0.00	0.00
2313			Misc. Expenditures - Girls Tennis	-63.59	0.00	78.00	0.00	-141.59
2351			Awards - Girls Track	-281.42	0.00	0.00	0.00	-281.42
2352			Camps - Girls Track	1,920.87	676.50	347.71	0.00	2,249.66
2353			Entry Fees - Girls Track	30.00	110.00	700.00	0.00	-560.00
2354			Equipment - Girls Track	-1,492.11	0.00	0.00	0.00	-1,492.11
2355			Lodging - Girls Track	0.00	0.00	0.00	0.00	0.00
2356			Meals - Girls Track	-371.42	0.00	682.00	0.00	-1,053.42
2357			Officials - Girls Track	0.00	0.00	0.00	0.00	0.00
2358			Prof. Development - Girls Track	-200.00	0.00	0.00	0.00	-200.00
2359			Scouting - Girls Track	0.00	0.00	0.00	0.00	0.00
2360			Security - Girls Track	0.00	0.00	0.00	0.00	0.00
2361			Transportation - Girls Track	-1,844.35	0.00	2,483.23	0.00	-4,327.58
2362			Uniforms/Apparel - Girls Track	0.00	20.00	0.00	0.00	20.00
2363			Misc. Expenditures - Girls Track	-50.00	0.00	84.00	0.00	-134.00
2401			Awards - Girls Volleyball	-46.45	0.00	0.00	0.00	-46.45
2402			Camps - Girls Volleyball	12,400.28	680.00	0.00	0.00	13,080.28
2403			Entry Fees - Girls Volleyball	-63.00	0.00	0.00	0.00	-63.00
2404			Equipment - Girls Volleyball	-2,070.91	0.00	0.00	0.00	-2,070.91
2405			Lodging - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2406			Meals - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2407			Officials - Girls Volleyball	-2,555.00	0.00	0.00	0.00	-2,555.00
2408			Prof. Development - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2409			Scouting - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2410			Security - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2411			Transportation - Girls Volleyball	-2,871.89	0.00	0.00	0.00	-2,871.89
2412			Uniforms/Apparel - Girls Volleyball	0.00	0.00	0.00	0.00	0.00
2413			Misc. Expenditures - Girls Volleyball	-100.00	0.00	0.00	0.00	-100.00
2451			Awards - Girls Softball	-45.88	0.00	0.00	0.00	-45.88
2452			Camps - Girls Softball	9,030.27	120.00	0.00	0.00	9,150.27
2453			Entry Fees - Girls Softball	-560.00	0.00	0.00	0.00	-560.00
2454			Equipment - Girls Softball	-12,451.60	0.00	0.00	0.00	-12,451.60
2455			Lodging - Girls Softball	-4,470.65	0.00	0.00	0.00	-4,470.65
2456			Meals - Girls Softball	-1,324.14	0.00	0.00	0.00	-1,324.14
2457			Officials - Girls Softball	-685.00	0.00	0.00	0.00	-685.00
2458			Prof. Development - Girls Softball	0.00	0.00	0.00	0.00	0.00
2459			Scouting - Girls Softball	0.00	0.00	0.00	0.00	0.00
2460			Security - Girls Softball	0.00	0.00	0.00	0.00	0.00

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
2461	Transportation - Girls Softball	-3,048.49	0.00	0.00	0.00	-3,048.49	
2462	Uniforms/Apparel - Girls Softball	-3,727.50	0.00	0.00	0.00	-3,727.50	
2463	Misc. Expenditures - Girls Softball	-565.00	0.00	1,523.24	0.00	-2,088.24	
B Totals:		-12,070.49	9,386.97	8,894.33	0.00	-11,577.85	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
C	Athletics-Boys						
3051	Awards - Boys Basketball	0.00	0.00	7.50	0.00	-7.50	
3052	Camps - Boys Basketball	-310.00	4,270.00	0.00	0.00	3,960.00	
3053	Entry Fees - Boys Basketball	-200.00	0.00	0.00	0.00	-200.00	
3054	Equipment - Boys Basketball	-55.26	0.00	0.00	0.00	-55.26	
3055	Lodging - Boys Basketball	0.00	0.00	0.00	0.00	0.00	
3056	Meals - Boys Basketball	-225.33	0.00	0.00	0.00	-225.33	
3057	Officials - Boys Basketball	-5,955.00	0.00	0.00	0.00	-5,955.00	
3058	Prof. Development - Boys Basketball	0.00	0.00	0.00	0.00	0.00	
3059	Scouting - Boys Basketball	0.00	0.00	0.00	0.00	0.00	
3060	Security - Boys Basketball	-650.00	0.00	0.00	0.00	-650.00	
3061	Transportation - Boys Basketball	-5,590.70	0.00	0.00	0.00	-5,590.70	
3062	Uniforms/Apparel - Boys Basketball	-303.00	0.00	0.00	0.00	-303.00	
3063	Misc. Expenditures - Boys Basketball	0.00	0.00	0.00	0.00	0.00	
3101	Awards - Boys Cross Country	-1,034.73	2.74	0.00	0.00	-1,031.99	
3102	Camps - Boys Cross Country	7,076.23	0.00	0.00	0.00	7,076.23	
3103	Entry Fees - Boys Cross Country	195.00	0.00	0.00	0.00	195.00	
3104	Equipment - Boys Cross Country	-93.42	0.00	0.00	0.00	-93.42	
3105	Lodging - Boys Cross Country	-787.95	0.00	0.00	0.00	-787.95	
3106	Meals - Boys Cross Country	-576.55	0.00	0.00	0.00	-576.55	
3107	Officials - Boys Cross Country	0.00	0.00	0.00	0.00	0.00	
3108	Prof. Development - Boys Cross Country	0.00	0.00	0.00	0.00	0.00	
3109	Scouting - Boys Cross Country	0.00	0.00	0.00	0.00	0.00	
3110	Security - Boys Cross Country	-75.00	0.00	0.00	0.00	-75.00	
3111	Transportation - Boys Cross Country	-2,568.00	0.00	0.00	0.00	-2,568.00	
3112	Uniforms/Apparel - Boys Cross Country	40.00	0.00	0.00	0.00	40.00	
3113	Misc. Expenditures - Boys Cross Country	-688.25	0.00	0.00	0.00	-688.25	
3151	Awards - Boys Golf	-22.80	0.00	0.00	0.00	-22.80	
3152	Camps - Boys Golf	3,592.98	0.00	3,382.64	0.00	210.34	
3153	Entry Fees - Boys Golf	-1,447.46	0.00	1,529.00	0.00	-2,976.46	
3154	Equipment - Boys Golf	0.00	1,200.00	693.60	0.00	506.40	
3155	Lodging - Boys Golf	0.00	0.00	0.00	0.00	0.00	
3156	Meals - Boys Golf	-137.00	0.00	437.25	0.00	-574.25	
3157	Officials - Boys Golf	0.00	0.00	0.00	0.00	0.00	
3158	Prof. Development - Boys Golf	0.00	0.00	0.00	0.00	0.00	
3159	Scouting - Boys Golf	0.00	0.00	0.00	0.00	0.00	
3160	Security - Boys Golf	0.00	0.00	0.00	0.00	0.00	
3161	Transportation - Boys Golf	-51.00	0.00	0.00	0.00	-51.00	
3162	Uniforms/Apparel - Boys Golf	1,158.00	0.00	0.00	0.00	1,158.00	
3163	Misc. Expenditures - Boys Golf	-3,390.75	0.00	2,899.00	0.00	-6,289.75	
3201	Awards - Boys Soccer	-842.26	0.00	0.00	0.00	-842.26	
3202	Camps - Boys Soccer	1,292.28	1,995.00	52.98	0.00	3,234.30	
3203	Entry Fees - Boys Soccer	-730.00	0.00	0.00	0.00	-730.00	
3204	Equipment - Boys Soccer	0.00	0.00	0.00	0.00	0.00	
3205	Lodging - Boys Soccer	0.00	0.00	0.00	0.00	0.00	

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2016 to 05/31/2016.

Site ID	Site Name					
Group ID	Group Name					
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3206	Meals - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3207	Officials - Boys Soccer	-1,242.00	0.00	0.00	0.00	-1,242.00
3208	Prof. Development - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3209	Scouting - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3210	Security - Boys Soccer	0.00	0.00	0.00	0.00	0.00
3211	Transportation - Boys Soccer	-460.71	0.00	2,349.29	0.00	-2,810.00
3212	Uniforms/Apparel - Boys Soccer	116.00	0.00	0.00	0.00	116.00
3213	Misc. Expenditures - Boys Soccer	-1,149.98	0.00	171.75	0.00	-1,321.73
3251	Awards - Boys Swimming	0.00	0.00	11.25	0.00	-11.25
3252	Camps - Boys Swimming	10,889.38	403.44	715.33	0.00	10,577.49
3253	Entry Fees - Boys Swimming	-300.00	0.00	0.00	0.00	-300.00
3254	Equipment - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3255	Lodging - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3256	Meals - Boys Swimming	-266.06	0.00	0.00	0.00	-266.06
3257	Officials - Boys Swimming	-275.00	0.00	0.00	0.00	-275.00
3258	Prof. Development - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3259	Scouting - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3260	Security - Boys Swimming	-40.00	0.00	0.00	0.00	-40.00
3261	Transportation - Boys Swimming	-873.83	0.00	0.00	0.00	-873.83
3262	Uniforms/Apparels - Boys Swimming	0.00	0.00	0.00	0.00	0.00
3263	Misc. Expenditures - Boys Swimming	-25.00	0.00	0.00	0.00	-25.00
3301	Awards - Boys Tennis	-146.85	0.00	0.00	0.00	-146.85
3302	Camps - Boys Tennis	444.33	0.00	0.00	0.00	444.33
3303	Entry Fees - Boys Tennis	50.00	0.00	0.00	0.00	50.00
3304	Equipment - Boys Tennis	-219.36	0.00	0.00	0.00	-219.36
3305	Lodging - Boys Tennis	-83.00	0.00	0.00	0.00	-83.00
3306	Meals - Boys Tennis	-115.45	0.00	0.00	0.00	-115.45
3307	Officials - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3308	Prof. Development - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3309	Scouting - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3310	Security - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3311	Transportation - Boys Tennis	-293.60	0.00	0.00	0.00	-293.60
3312	Uniforms/Apparel - Boys Tennis	-1,244.00	0.00	0.00	0.00	-1,244.00
3313	Misc. Expenditures - Boys Tennis	0.00	0.00	0.00	0.00	0.00
3351	Awards - Boys Track	-281.41	0.00	0.00	0.00	-281.41
3352	Camps - Boys Track	1,312.15	12.00	0.00	0.00	1,324.15
3353	Entry Fees - Boys Track	-265.00	110.00	700.00	0.00	-855.00
3354	Equipment - Boys Track	-1,528.55	0.00	60.00	0.00	-1,588.55
3355	Lodging - Boys Track	0.00	0.00	0.00	0.00	0.00
3356	Meals - Boys Track	-264.56	0.00	664.25	0.00	-928.81
3357	Officials - Boys Track	0.00	0.00	0.00	0.00	0.00
3358	Prof. Development - Boys Track	-556.50	0.00	0.00	0.00	-556.50
3359	Scouting - Boys Track	0.00	0.00	0.00	0.00	0.00
3360	Security - Boys Track	0.00	0.00	0.00	0.00	0.00
3361	Transportation - Boys Track	-2,219.39	0.00	2,512.17	0.00	-4,731.56

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3362			Uniforms/Apparel - Boys Track	50.00	0.00	0.00	0.00	50.00
3363			Misc. Expenditures - Boys Track	-75.00	0.00	0.00	0.00	-75.00
3451			Awards - Boys Baseball	-116.19	0.00	26.40	0.00	-142.59
3452			Camps - Boys Baseball	-2,852.25	75.00	3,367.00	0.00	-6,144.25
3453			Entry Fees - Boys Baseball	1,040.00	0.00	100.00	0.00	940.00
3454			Equipment - Boys Baseball	-3,098.80	0.00	0.00	0.00	-3,098.80
3455			Lodging - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3456			Meals - Boys Baseball	-111.94	0.00	0.00	0.00	-111.94
3457			Officials - Boys Baseball	-3,325.00	0.00	1,393.00	0.00	-4,718.00
3458			Prof. Development - Boys Baseball	-100.00	0.00	0.00	0.00	-100.00
3459			Scouting - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3460			Security - Boys Baseball	0.00	0.00	0.00	0.00	0.00
3461			Transportation - Boys Baseball	-3,853.79	0.00	626.94	0.00	-4,480.73
3462			Uniforms/Apparel - Boys Baseball	-900.00	0.00	0.00	0.00	-900.00
3463			Misc. Expenditures - Boys Baseball	2,620.45	0.00	378.61	0.00	2,241.84
3501			Awards - Boys Football	-283.40	0.00	0.00	0.00	-283.40
3502			Camps - Boys Football	23,536.35	0.00	256.80	0.00	23,279.55
3503			Entry Fees - Boys Football	-30.00	0.00	0.00	0.00	-30.00
3504			Equipment - Boys Football	-7,537.47	24.95	0.00	0.00	-7,512.52
3505			Lodging - Boys Football	0.00	0.00	0.00	0.00	0.00
3506			Meals - Boys Football	-1,387.57	0.00	0.00	0.00	-1,387.57
3507			Officials - Boys Football	-4,874.00	0.00	0.00	0.00	-4,874.00
3508			Prof. Development - Boys Football	-42.50	0.00	0.00	0.00	-42.50
3509			Scouting - Boys Football	0.00	0.00	0.00	0.00	0.00
3510			Security - Boys Football	-2,135.00	0.00	0.00	0.00	-2,135.00
3511			Transportation - Boys Football	-13,369.58	0.00	0.00	0.00	-13,369.58
3512			Uniforms/Apparel - Boys Football	-28,551.82	0.00	0.00	0.00	-28,551.82
3513			Misc Expenditures-Boys Football	-1,043.24	0.00	0.00	0.00	-1,043.24
3551			Awards - Boys Wrestling	-204.35	0.00	15.90	0.00	-220.25
3552			Camps - Boys Wrestling	6,762.87	0.00	450.11	0.00	6,312.76
3553			Entry Fees - Boys Wrestling	456.37	0.00	0.00	0.00	456.37
3554			Equipment - Boys Wrestling	-164.00	0.00	0.00	0.00	-164.00
3555			Lodging - Boys Wrestling	-2,010.11	0.00	0.00	0.00	-2,010.11
3556			Meals - Boys Wrestling	-1,844.23	0.00	0.00	0.00	-1,844.23
3557			Officials - Boys Wrestling	-3,310.00	0.00	0.00	0.00	-3,310.00
3558			Prof. Development - Boys Wrestling	-744.75	0.00	0.00	0.00	-744.75
3559			Scouting - Boys Wrestling	0.00	0.00	0.00	0.00	0.00
3560			Security - Boys Wrestling	-80.00	0.00	0.00	0.00	-80.00
3561			Transportation - Boys Wrestling	-7,239.69	0.00	0.00	0.00	-7,239.69
3562			Uniforms/Apparel - Boys Wrestling	-840.00	0.00	0.00	0.00	-840.00
3563			Misc. Expenditures - Boys Wrestling	78.89	0.00	0.00	0.00	78.89
C Totals:				-66,998.11	8,093.13	22,800.77	0.00	-81,705.75

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D	CLUBS AND ORGANIZATIONS							
4010	40 Assets			173.07	0.00	0.00	0.00	173.07
4030	Amnesty International			27.51	0.00	0.00	0.00	27.51
4040	Art			8,282.06	5.00	39.90	0.00	8,247.16
4060	Band			82,055.17	1,032.56	1,132.93	0.00	81,954.80
4061	Band Uniforms			2,702.28	0.00	120.60	0.00	2,581.68
4062	Band Trip			-87,042.25	225.00	0.00	0.00	-86,817.25
4110	Cheerleading			-13.25	0.00	0.00	0.00	-13.25
4111	Cheerleading-Varsity			5,965.33	1,162.50	6,766.66	0.00	361.17
4112	Cheerleading-JV			4,022.78	1,959.68	4,050.00	0.00	1,932.46
4113	Cheerleading-Freshman			4,467.13	0.00	3,690.00	0.00	777.13
4115	Uniforms-Cheer/Dance			-3,526.60	0.00	0.00	0.00	-3,526.60
4140	Choir			1,503.28	142.50	2,768.78	0.00	-1,123.00
4141	Choir Trip			-2.02	0.00	0.00	0.00	-2.02
4160	Construction			1,403.13	3,180.20	892.46	0.00	3,690.87
4180	Culinary Competition			0.00	0.00	0.00	0.00	0.00
4185	Cycling			1,116.20	375.00	0.00	0.00	1,491.20
4190	Dance			4,677.77	5,562.32	5,949.00	0.00	4,291.09
4200	Debate Team			-17,056.78	0.00	1,666.60	0.00	-18,723.38
4210	DECA			-19,217.54	1,440.00	4,684.70	0.00	-22,462.24
4215	Diversity-Friends			1,866.89	0.00	0.00	0.00	1,866.89
4220	Drama Club			1,803.15	210.00	0.00	0.00	2,013.15
4225	Engineering			1,283.56	0.00	0.00	261.12	1,544.68
4230	Environmental Club			4,757.86	0.00	0.00	0.00	4,757.86
4250	FCCLA			3,690.69	0.00	394.51	0.00	3,296.18
4251	FCCLA District 3			0.00	1,667.99	282.50	0.00	1,385.49
4260	FCS Club			46.31	10.00	0.00	0.00	56.31
4290	Forensics			-759.50	0.00	674.39	0.00	-1,433.89
4310	French Club			1,975.00	0.00	37.38	0.00	1,937.62
4320	Future Educators			-2,932.08	3,280.27	0.00	0.00	348.19
4340	German Club			140.71	0.00	0.00	0.00	140.71
4365	HOSA			1,495.43	0.00	0.00	-65.70	1,429.73
4370	Industrial Arts			3,785.84	0.00	0.00	-779.34	3,006.50
4380	International Club			100.00	0.00	0.00	0.00	100.00
4390	Intramurals			1,512.98	0.00	0.00	0.00	1,512.98
4395	Invisible Children-WHS			1.34	0.00	0.00	0.00	1.34
4400	Japanese Club			64.44	0.00	0.00	0.00	64.44
4410	Junior Class			10,723.29	0.00	412.67	0.00	10,310.62
4415	Justice League			-27.08	0.00	0.00	0.00	-27.08
4420	Key Club			3,779.18	0.00	69.23	0.00	3,709.95
4425	LaCrosse			525.31	3.82	0.00	0.00	529.13
4440	Leadership Club			30.00	0.00	0.00	0.00	30.00
4460	Literary Magazine			544.37	240.00	0.00	0.00	784.37
4470	Manufacturing			1,325.07	0.00	192.00	23.04	1,156.11
4480	Mascot Team			-2,983.58	0.00	0.00	0.00	-2,983.58

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4490	M-Club			1,105.69	0.00	0.00	0.00	1,105.69
4500	Music			3,412.99	0.00	768.09	0.00	2,644.90
4501	Music-Auditorium			-6,690.73	0.00	659.00	0.00	-7,349.73
4502	Music-Donations			0.00	0.00	0.00	0.00	0.00
4503	Music-Musicals			3,970.58	0.00	4,208.50	0.00	-237.92
4510	National Honor Society			7,942.21	193.34	0.00	0.00	8,135.55
4520	Newspaper			-1,743.19	0.00	0.00	0.00	-1,743.19
4530	Orchestra			4,073.49	1,070.97	889.63	0.00	4,254.83
4531	Orchestra Trip			3,709.99	3,886.68	0.00	0.00	7,596.67
4540	Other Clubs			0.00	0.00	0.00	0.00	0.00
4570	Play Production			11,134.29	1,388.00	1,952.19	0.00	10,570.10
4605	Power Robotics			12,779.59	0.00	0.00	495.18	13,274.77
4610	SAFE/DARE/Drug Free			-35.00	0.00	0.00	0.00	-35.00
4630	Science Club			-620.63	0.00	0.00	0.00	-620.63
4640	Senior Class			2,946.77	2,320.00	2,224.58	52.27	3,094.46
4645	Show Choir			-160,895.41	2,177.50	1,617.75	0.00	-160,335.66
4646	Show Choir Competition			108,751.14	0.00	38.03	0.00	108,713.11
4650	Skills USA			-155.00	0.00	0.00	0.00	-155.00
4660	Spanish Club			1,423.30	143.75	441.41	0.00	1,125.64
4690	Spirit Shop			30,306.69	426.91	0.00	0.00	30,733.60
4700	STUCO Workshops			157.93	0.00	0.00	0.00	157.93
4710	Student Council			21,781.46	0.00	1,912.80	0.00	19,868.66
4725	Theater Workshop			-543.82	215.00	0.00	0.00	-328.82
4760	World Language			139.00	0.00	0.00	0.00	139.00
4770	Yearbook			25,941.71	5,411.00	344.21	0.00	31,008.50
4780	Youth to Youth			513.37	0.00	0.00	0.00	513.37
D Totals:				91,692.87	37,729.99	48,880.50	-13.43	80,528.93

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E	ADMINISTRATIVE CUSTODIAL							
	5010		After Prom	0.00	0.00	0.00	0.00	0.00
	5020		Fines	-2,397.41	287.42	0.00	0.00	-2,109.99
	5025		Fines - Library Book	291.93	0.00	0.00	0.00	291.93
	5027		Fines-Textbooks	0.00	0.00	0.00	0.00	0.00
	5030		Counseling Center	4,948.43	25.00	13.68	-52.27	4,907.48
	5040		Fundraising-General	0.00	0.00	0.00	0.00	0.00
	5060		Hospitality	-325.43	0.00	0.00	0.00	-325.43
	5070		Library	298.53	0.00	0.00	0.00	298.53
	5110		Other Student Activities	-196.70	0.00	0.00	0.00	-196.70
	5120		P.E.	-2,473.47	0.00	0.00	0.00	-2,473.47
	5130		Parking	75,004.82	952.50	179.67	0.00	75,777.65
	5140		PayBac	0.00	0.00	0.00	0.00	0.00
	5150		Pool Maintenance	475.00	0.00	0.00	0.00	475.00
	5160		PSAT Exam	0.00	0.00	0.00	0.00	0.00
	5180		Teacher Fund/Grants	0.00	0.00	0.00	0.00	0.00
	5185		Technology	4,276.05	0.00	0.00	0.00	4,276.05
	5205		Vocational	80.00	0.00	0.00	0.00	80.00
	E	Totals:		79,981.75	1,264.92	193.35	-52.27	81,001.05
Q	STUDENT FEE FUND							
	7090		ACP (SpEd) Trips	0.00	0.00	0.00	0.00	0.00
	7160		Participation Fees - Athletics	50,871.21	1,100.00	0.00	0.00	51,971.21
	7170		Participation Fees - Clubs & Orgs	0.00	0.00	0.00	0.00	0.00
	7190		Field Trips	-6,023.69	4,936.10	6,388.46	0.00	-7,476.05
	7900		Field Trips-Other	0.00	0.00	0.00	0.00	0.00
	Q	Totals:		44,847.52	6,036.10	6,388.46	0.00	44,495.16
R	AP/IB EXAMS							
	8010		AP Exams	58,302.50	1,327.50	219.28	0.00	59,410.72
	R	Totals:		58,302.50	1,327.50	219.28	0.00	59,410.72

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.

From 05/01/2016 to 05/31/2016.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S	ATHLETIC							
		9010	Gate Receipts	107,098.65	5,830.15	1,347.16	0.00	111,581.64
		9020	Cash Reserve	-35,933.79	0.00	0.00	0.00	-35,933.79
		9030	Concessions	34,161.74	780.25	2,177.28	0.00	32,764.71
		9040	Tickets	21,922.68	0.00	0.00	0.00	21,922.68
		9050	Athletic-General	-17,724.59	0.00	4,970.24	0.00	-22,694.83
		9060	Athletic Director	8,504.49	117.00	305.00	0.00	8,316.49
		9070	Miscellaneous Receipts	-1,001.25	0.00	0.00	0.00	-1,001.25
		9080	Fundraising-Athletic	4,000.00	0.00	0.00	0.00	4,000.00
		9090	Strength & Conditioning	-3,471.40	0.00	0.00	0.00	-3,471.40
		9100	Athletic Training	-4,086.42	5,650.00	3,920.00	0.00	-2,356.42
		9110	Activities	-17,103.52	197.49	1,362.82	0.00	-18,268.85
		9120	Booster Contributions-Girls	-2,668.70	2,643.40	1,013.00	0.00	-1,038.30
		9130	Booster Contributions-Boys	4,756.46	0.00	2,217.15	0.00	2,539.31
		9140	Metro Tournament	724.51	0.00	57.05	0.00	667.46
	S	Totals:		99,178.86	15,218.29	17,369.70	0.00	97,027.45
	WHS	Totals:		-66,097.64	82,047.37	105,749.81	0.00	-89,800.08

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 05/01/2016 to 05/31/2016.

Site ID	Site Name						
Group ID	Group Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Summer Millard Admin Summer School							
A	ACTIVITY GENERAL						
1010	General Admin	3,863.40	3.29	0.00	0.00	3,866.69	
1011	Elementary School Summer School	16,400.00	1,200.00	600.00	0.00	17,000.00	
1012	Middle School Summer School	18,355.00	1,890.00	300.00	0.00	19,945.00	
1013	Senior High Summer School	36,271.00	2,290.00	510.00	0.00	38,051.00	
A Totals:		74,889.40	5,383.29	1,410.00	0.00	78,862.69	
Summer Totals:		74,889.40	5,383.29	1,410.00	0.00	78,862.69	

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **7/6/2016**BOE Meeting Date: **7/11/2016**Sale or Disposals Scheduled After: **7/11/2016**

Lot	Quantity	Description
1	1	music keyboard
2	1	sound mixer
3	2	microphones
4	3	talking book players
5	2	volleyball poles
6	1	set of 5 lockers
7		
8		
9		
10		
12		
13		
14		
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Committee Meeting Minutes

June 13, 2016

The members of the Board of Education met as a Committee of the Whole on Monday, June 13, 2016 at the Don Stroh Administration Center, 5606 South 147th Street.

Vice President, Dave Anderson called the meeting to order at 6:00 p.m.

Board members present were Dave Anderson, Paul Meyer, Mike Pate and Linda Poole.

Absent from the meeting were Mike Kennedy and Patrick Ricketts.

Dave Anderson stated this was the time for public questions and comments. There were none.

Dr. Mark Feldhausen, Dr. Heather Phipps, Dr. Nancy Johnston, and Dr. Darin Kelberlau presented on the first topic of discussion, *Proposed Assessment System Changes and Graduation Requirements*. For the last two months this team has been working closely with high school principals on a set of proposed assessment changes that are being presented to the Board for discussion purposes. Reasons for the proposed changes include the state's passage of LB930 which calls for the adoption and use of a college entrance exam, the elimination of NeSA at the 11th grade, changes to available assessment tools, and the desire to afford Millard students with more options by which proficiencies might be demonstrated. The rules affected by the changes are 6315.1- Millard Education Program – Use of Assessment Data and 6320.1 – Students: Requirements for Senior High School Graduation. Dr. Feldhausen stated that assuming there are no significant concerns or changes, the rules would be brought to the July 11th Board meeting for approval.

The presentation team went on to explain the recommended assessment changes that will take place in elementary school, middle school and high school and also the changes being made to Rules 6315.1 and 6320.1. One of the changes discussed was the adoption of MAP (Measures of Academic Progress) by NWEA (North West Evaluation Association). There was an extended conversation on the change to MAP which will provide the district, schools, and teachers with a high quality assessment tool with which to measure student growth and achievement. The test is online and adaptive and can determine the level of each student's proficiency in reading and math. The MAP test will be administered fall, winter and spring and will take the place of the Terra Nova and other assessments grades 2-8. Advantages to using MAP include:

- MAP test scores are immediate and can be used for intervention purposes,
- MAP tests adjusts for low achievers and also challenge the high achievers,
- MAP testing will take less time than the Terra Nova and other assessments thus restoring instructional time, and
- MAP will cost less than the Terra Nova and other assessments combined.

Other changes discussed were the use of MAP RIT scores, use of Pre-ACT versus ACTAspire, use of course assessment portfolios to demonstrate proficiencies, and the development and implementation of Capstone Options as additional means by which reading, writing, and mathematics might be demonstrated. The elimination of the science assessment requirement was also discussed. All recommended changes would be phased in over the next three years. The overall graduation requirement by which students must meet College and Career Readiness metrics remains unchanged.

Budget:

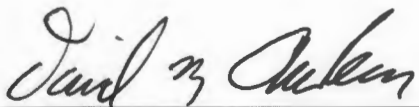
Ken Fossen supplied the Board members with a booklet containing the multilevel budgets and the results of Q-sort. He stated there will be a hearing on the budget in early August and then on August 20th, certified property values will be received and recalculations will be made. The budget will be brought before the Board for adoption at the September 7th Board of Education meeting.

Dr. Fossen stated our enrollment has leveled out and we no longer have the 1% growth that we have experienced in past years. With estimates of student growth for this next year, we are looking at a decline at the elementary level and an over-all growth of 100 students. Personnel numbers have gone down over the last five years.

The Learning Community will still be in effect this next year, so there will be a blending of property tax dollars as well as state aid. We were reminded that out of 19 surrounding school districts, MPS is third from the bottom for cost per student spending. Dr. Fossen also shared that MPS is one of the five lowest spending school districts in the Learning Community and these same five school districts are among the lowest six of the State of Nebraska.

The Selective Abandonment process was reviewed showing the reductions that have been made and the proposed reductions to be made this next school year. Dr. Sutfin stated that at the end of the school year, spending was frozen and all departments made a contribution to Educational Services for the adoption of the new math curriculum.

The meeting was adjourned at 7:40 p.m.

A handwritten signature in cursive script, appearing to read "David M. Sutfin", written over a horizontal line.

Chairman

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 3122 – Support Services – Business – Purchasing Cards

MEETING DATE: July 11, 2016 and August 1, 2016

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Policy 3122 – Support Services –Business – Purchasing Cards: A revised policy authorizing the use of purchasing cards in the District.

ACTION DESIRED: Approval x Discussion Information Only .

BACKGROUND: As you may recall, in 2011 the District engaged the services of outside consultants to conduct a study of the District’s purchasing processes and procedures. One of the recommendations made by the consultants was that the District use purchasing cards to reduce the cost of processing payments for certain transactions and to facilitate purchases where traditional purchase orders were not accepted or were not practical.

As a result, Policy 3122 was adopted. The term “procurement card” was used by the consultants, so that term was used in the original policy. Nebraska statutes, however, use the term “purchasing card.” In light of the above, when the Policy was being considered for reaffirmation, the decision was made to use the term “purchasing card” to match the term in Nebraska statutes. Additionally, a new rule (i.e., Rule 3122.1) was drafted to include other language in Nebraska statutes. The proposed new Rule 3122.1 is also attached for informational purposes.

Policy 3122.1 will be presented for first reading on July 11th. Both the Policy and the accompanying new Rule will be presented for adoption at the August 1st meeting.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that (after second reading) Policy 3122 – Support Services – Business – Purchasing Cards be approved as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT’S APPROVAL: 

Support Services – Business**Procurement-Purchasing Cards****3122**

Procurement-Purchasing cards may be used for purchases made on behalf of the District. The issuance and use of such procurement-purchasing cards shall be subject to the procedures promulgated by the superintendent (or designee).

Legal References: Neb. Rev. Stat. §13-610
 Rule 3122.1

Policy Adopted: May 16, 2011
Policy Revised: August 1, 2016

Millard Public Schools
Omaha NE

Support Services – Business

Purchasing Cards

3122.1

The Superintendent (or designee) shall have the authority to contract with one or more financial institutions, card-issuing banks, credit card companies, charge card companies, debit card companies, or third-party merchant banks capable of operating the purchasing card program on behalf of the District.

The persons assigned a purchasing card shall be limited to individuals (1) who have job responsibilities that include the authority and responsibility for making purchases on behalf of the District, (2) who have been recommended to be issued a purchasing card by his/her supervisor, (3) whose supervisor has agreed to review and approve monthly purchasing card statements submitted by him/her, (4) who has satisfactorily completed the District's purchasing card training and testing program, (5) who is determined by the superintendent (or designee) to have a need to have access to such purchasing card, and (6) who has received written approval from the superintendent (or designee) to be issued such purchasing card.

The Superintendent (or designee) shall also have the authority and responsibility for promulgating procedures related to the issuance and use of purchasing cards in the District.

Such procedures shall, *inter alia*, provide the following:

1. That an itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases. In the event that a receipt does not accompany such a purchase, purchasing card privileges shall be temporarily or permanently suspended in accordance with the District's policies, rules, and procedures.
2. That upon the termination or suspension of employment of an individual using a purchasing card, such individual's purchasing card account shall be immediately closed and he or she shall return the purchasing card to the District's business office.
3. That no officer or employee of a political subdivision shall use a District purchasing card for any unauthorized use.

Legal References: Neb. Rev. Stat. §13-610
 Rule 3122.1

Rule Adopted: August 1, 2016

Millard Public Schools
Omaha NE

AGENDA SUMMARY SHEET

AGENDA ITEM:	Rule 6315.1 Millard Education Program—Use of Assessment Data
MEETING DATE:	July 11, 2016
DEPARTMENT:	Educational Services
TITLE AND BRIEF	Rule 6315.1 Millard Education Program—Use of Assessment Data
DESCRIPTION:	Changes to Rule 6315.1 Millard Education Program—Use of Assessment Data were presented at the June 13, 2016, Committee of the Whole meeting.
ACTION DESIRED:	Approval: X
BACKGROUND:	<p>Changes discussed at the June 13, 2016, BOE Committee of the Whole meeting and included in proposed Rule 6315.1:</p> <p><u>Elementary</u></p> <ul style="list-style-type: none"> • Eliminate Terra Nova Testing • Utilize MAP for RtI+I and Rule 10 compliance • Realign and continue use of a writing assessment(s) • Focus on English/Language Arts, Mathematics, and Writing <p><u>Middle School</u></p> <ul style="list-style-type: none"> • Eliminate ACT Aspire • Utilize MAP for RtI+I and Rule 10 compliance • Realign and continue use of a writing assessment(s) • Focus on English/Language Arts, Mathematics, and Writing <p><u>High School</u></p> <ul style="list-style-type: none"> • Change from ACT Aspire to Pre-ACT • Utilize MAP for select courses • Realign and continue use of a writing assessment(s) • Focus on English/Language Arts, Mathematics, and Writing beginning with the Class of 2018 <p><u>Modification of Demonstration of Proficiency Options:</u></p> <ul style="list-style-type: none"> • Performance Portfolio of District developed course assessments (Effective Class of 2017) • Approved course grades and/or exam scores in Advanced Placement and/or Dual Enrollment courses as identified by the District (Effective Class of 2018) • Measures of Academic Performance (MAP) RIT scores in high school Reading and mathematics (Effective Class of 2019) • Acceptable performance scores on District Capstone Options (Effective Class of 2019) which may include: <ul style="list-style-type: none"> ○ College Board's Accuplacer ○ Metropolitan Community College (MCC) mathematics program ○ ACT WorkKeys

RECOMMENDATIONS: Approve changes to Rule 6315.1

STRATEGIC PLAN

REFERENCE: *Strategy 2, Action Plan 4 (2013)*

TIMELINE: Fall 2017

RESPONSIBLE

PERSONS: Dr. Mark Feldhausen, Dr. Nancy Johnston, Dr. Darin Kelberlau, Dr. Heather Phipps

**SUPERINTENDENT'S
SIGNATURE:**

—  —

Curriculum, Instruction, and Assessment

Millard Education Program – Use of Assessment Data

6315.1

The assessment system shall take its overall direction from the District strategic plan and from state and federal requirements. The assessment system shall be aligned with the written curriculum and shall measure student progress within the primary, intermediate, middle and high school grade levels and their level of College and Career Readiness. The system shall provide opportunities for support and appropriate interventions to occur if the student does not demonstrate proficiency.

The assessment system will include Essential Learner Outcome Assessments of College and Career Readiness ([ELOACCR](#)) designed to measure the Millard Education Plan outcomes as well as assessments designed to comply with state and federal legislation.

As curriculum revisions occur, the assessment system shall reflect those changes and modifications to assessments and shall be approved by the Millard Board of Education. The curriculum content areas, grade levels when administered, and the types of assessments shall be as follows:

Level: Primary Grades (2)

<u>Outcome</u>	<u>When Administered</u>	<u>Type of Assessment</u>
Reading Comprehension	2 nd Grade	ELOACCR
Mathematics	2 nd Grade	ELOACCR

Level: Intermediate Grades (3-5)

Outcome	When Administered	Type of Assessment
English/Language Arts :-Reading Comprehension, and Vocabulary, and Text Dependent Analysis	3 rd , 4 th , and 5 th Grade	NE Dept. of Education & ELOACCR
Writing	3 rd and 5 th Grade	ELO Assessments ELOACCR
Writing	4th Grade	NE Dept. of Education
Mathematics	3 rd , 4 th , and 5 th Grade	NE Dept. of Education & ELOACCR
Science	5 th Grade	NE Dept. of Education

Level: Middle School Grades (6-8)

Outcome	When Administered	Type of Assessment
English/Language Arts :-Reading Comprehension, and Vocabulary, and Text Dependent Analysis	6 th , 7 th , and 8 th Grade	NE Dept. of Education & ELOACCR
Writing	6 th and 7 th Grade	ELO Assessments ELOACCR
Mathematics	6 th , 7 th , and 8 th Grade	NE Dept. of Education & ELOACCR
Science	8 th Grade	NE Dept. of Education
Writing	8th Grade	NE Dept. of Education

Level: High School Grades

Outcome	When Administered	Type of Assessment
English	11 th Grade	ACT® Assessment & NE Dept. of Education
Writing	10 th Grade	ELO Assessment ELOACCR

Mathematics	11 th Grade	ACT [®] Assessment and NE Dept. of Education
Reading	11 th Grade	ACT [®] Assessment and NE Dept. of Education
Mathematics	11th Grade	NE Dept. of Education
Science	11 th Grade	ACT [®] Assessment and NE Dept. of Education
Writing	11th Grade	NE Dept. of Education

I. Implementation of Assessment System

In accordance with Policy 6301 and Rule 6301.1, the District shall use all reasonable efforts to provide adequate measurement by:

- A. Establishing or confirming the reliability and validity of each recommended assessment;
- B. Ensuring that the alignment of the assessment contents is consistent with the District's curriculum;
- C. Ensuring that the students of the District are provided with the opportunity to learn the material which is the subject of each assessment;
- D. Ensuring the establishment of adequate and necessary interventions; and
- E. Ensuring or confirming a proper College and Career Ready metric for each assessment is established through acceptable and reliable methods.

II. Description of the Standard Setting Processes for National, State, and Local Assessments

- A. Essential Learner Outcomes of College and Career Readiness ~~(Locally Developed Assessment)~~: Psychometrically accepted, standard methods shall be used for setting the cutscores on the assessments. All locally-developed assessments shall be re-examined and recalibrated as needed to ensure curriculum alignment as well as appropriateness of the College and Career Ready metric.
- B. ACT[®] Assessment: District locally defined College and Career Ready metric will be based on the most current ACT[®] College and Career Readiness Benchmarks that denote having attained or nearly attained status as established for the corresponding year in which the assessment was taken.
- C. Pre-ACT[®] or ACT[®] 10th Grade Aspire Assessment: District locally defined College and Career Ready metric will be based on the most current ACT[®] College and Career Readiness Benchmarks that denote having attained or nearly attained status as established for the corresponding year in which the assessment was taken. Pre-ACT and ACT Aspire benchmark scores are parallel to the ACT[®] Assessment Benchmarks.
- D. Nebraska State Accountability (NeSA) Tests: District locally defined College and Career Ready metric will be based on NeSA Scale Score ranges associated with Meets Expectation and Exceeds Expectation for the year in which the assessment was taken.
- E. District Course Assessments: Locally developed District assessments designed by Educational Services in conjunction with the Department of Assessment, Research, and Evaluation. Approved course assessments serve as a means by which students may demonstrate proficiency.
- F. Measures of Academic Progress (MAP) by NWEA, grades 2-8 and select high school courses, is a computer adaptive assessment developed and maintained using research-based psychometric

practices. MAP is used for benchmarking and progress monitoring for Essential Learner Outcomes of College and Career Readiness.

III. Effect of Student Performance

- A. When a student has successfully met the Essential Learner Outcomes of College and Career Readiness metric for each outcome:
 1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 2. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, students shall be eligible for a graduation diploma from the Millard Public Schools.
- B. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcome of College and Career Readiness, the following shall occur:
 1. The school/district will initiate a consistent and collaborative problem solving and intervention model called Response to Instruction and Intervention (RtI+I). Records of problem solving and intervention strategies are required.
 2. Utilizing the RtI+I problem solving process, school representatives will offer the student ~~supplemental~~ learning activities that address recognized Essential Learner Outcomes of College and Career Readiness deficiencies. ~~Supplemental~~ Learning activities may include, but are not limited to, the following:
 - a. Differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction);
 - b. Before or after school tutorials;
 - c. Study hall tutorials;
 - d. Change of interdisciplinary teams or level of instruction;
 - e. Repeat of specific course(s) of study;
 - f. Assignment to and Attendance at specific class(es) designed to address deficiencies;
 - g. Attendance at summer school; and/or
 - h. Use of specific District identified interventions designed to support student achievement.
 3. If the student is verified with a disability the IEP Team may reconvene to review the problem solving and intervention strategies and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.
 4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.
 5. If the student is identified as an English Language Learner (ELL), a school team responsible for planning the student's academic program may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.

C. Procedures for high school students

1. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness as measured by the ACT® Assessment, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review the student's results of [Pre-ACT®](#) or ACT® Plan or ACT® 10th Grade Aspire Assessment. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by [Pre-ACT®](#) or ACT® Plan or ACT® 10th Grade Aspire Assessment for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - c. Students may submit additional ACT® results for consideration in meeting the College and Career Ready metrics from testing occasions for which they have independently registered.
2. If after review of the student's results of [Pre-ACT®](#) or ACT® Plan or ACT® 10th Grade Aspire Assessment a student has not met the college and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review the student's results of Nebraska State Accountability (NeSA) Tests. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Nebraska State Accountability (NeSA) Tests for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
3. If after review of the student's results of Nebraska State Accountability (NeSA) Tests a student has not met the College and Career Readiness metric for the Essential Learner Outcomes of College and Career Readiness, the following shall occur:

- a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
- b. The building will review and administer locally-developed Essential Learner Outcome assessments. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by locally-developed ELO assessments for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - (ii) The student shall be retested using the appropriate Essential Learner Outcomes of College and Career Readiness assessment. Students shall be given the opportunity to be retested multiple times until the requisite College and Career Readiness metric is achieved. Students shall be given notice of the opportunities for retesting.
- 4. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite College and Career Readiness metrics are achieved for high school Essential Learner Outcomes of College and Career Readiness assessments.
- 5. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the College and Career Readiness metric.
 - a. Applications for approval of lowered College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
 - b. If the lowered College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools as provided in Rule 6320.1.

D. Demonstration of Proficiency

~~An~~~~a~~ Additional opportunity~~ies~~ ~~is~~ are available to demonstrate student proficiency.

After review of ACT® Assessment, Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment, Nebraska State Accountability (NeSA) Tests, and one or more attempts on Essential Learner Outcome of College and Career Readiness locally-developed assessments without achieving the College and Career Readiness metric, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, or science. A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the

essential criteria for graduating from the Millard Public Schools. [Mechanisms by which students may demonstrate proficiency include:](#)

1. [Performance portfolios comprised of District developed course assessment scores for specified courses which students were required to take. \(Effective for the Classes of 2017\)](#)
2. [Approved Advanced Placement course grades of a “C” or higher or an approved AP exam score of a 2 or higher for an AP English course as evidence of Reading and Writing competency, or grades of a “C” or higher or an AP exam score of a 2 or higher for an AP mathematics exam. All AP courses and exams used for this purpose shall have been provided by and/or taken while enrolled in an accredited institution. \(Effective for the Classes of 2018\)](#)
3. [Approved dual enrollment transferrable course grades as evidence of Reading, Writing, or Mathematics competencies. \(Effective Class of 2018\)](#)
4. [Measures of Academic Progress \(MAP\) RIT score in high school Reading or Mathematics comparable to near College and Career Ready ACT score. \(Effective Class of 2019\)](#)
5. [Acceptable performance scores on District Capstone Options which may include the use of the College Board’s Accuplacer, Metropolitan Community College \(MCC\) mathematics program, or WorkKeys. Acceptable scores are those that have been psychometrically identified as equivalent to comparable College and Career Ready metrics. \(Effective for the Classes of 2019\)](#)

IV. District Procedures for Opting Out of Recommended Reteaching

- A. Should a student participating in the Assessment Program not meet the requisite College and Career Readiness metric and be recommended for one of the problem solving and intervention strategies listed above, [including placement in a specific required course](#), the student’s parent(s)/guardian(s) shall have the right to refuse placement of their student within the recommended strategy and either:
 1. Request an alternative teaching strategy; or
 2. Refuse such placement at all.
- B. Such requests for an alternative teaching strategy shall be submitted in writing to the appropriate building principal. The building principal or designee shall respond within thirty (30) calendar days.

V. District Procedures for New Students

- A. At the high school level, incoming students who enroll after district administration of [Pre-ACT® or ACT® Assessment](#) and/or ACT® Plan or ACT® 10th Grade Aspire Assessment may provide verified results of these assessments from prior administration. If verified results are not provided, students will take all high school locally-developed assessments designated per Essential Learner Outcome of College and Career Readiness.

VI. District Procedures for Students with Disabilities and ELL Students

Pursuant to the Assessment Accommodations section of the District’s Assessment Procedures Manual, all students are to participate in the District’s regular assessments and the only students to be excluded are those with a disability or language proficiency which has excluded the student from the norm sample of the standardized assessment, and/or those students who have not participated in the area and/or level of the curriculum that the assessment measures. Even for such students, they are not totally exempt and they must take an alternate assessment.

A. Procedures for Students with Disabilities

The preceding assessments may not be appropriate for some students with disabilities whose individualized education programs prescribe a different course of instruction and/or different requirements for graduation. The participation of students with disabilities, the provision of accommodations, and the provision of alternate assessments will be in accordance with the District's Assessment Procedures, which include the process for identifying appropriate assessment accommodations and alternate assessments.

B. Procedure for ELL Students

Students must meet all graduation requirements in the English language to earn a Millard Public Schools diploma. ELL students who have not demonstrated adequate English language proficiencies may postpone testing according to district procedures.

VII. Student's Right to Appeal

A. Students who have not achieved the necessary high school College and Career Readiness metrics as approved by the Millard Board of Education may appeal the denial of a diploma.

B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cutscore is due to:

1. The failure of the District to provide a reasonable accommodation that was previously requested by the student and denied by the District.
2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

VIII. Procedures for Appeal

A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.

B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's decision and the reasons therefore.

C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent, or designee for a hearing before the Millard Board of Education, or a committee of the Board consisting of not less than two (2) members or more than three (3) members to be held on the issue whether the decision of the Superintendent or designee was unreasonable.

D. Such hearing shall be held before the Millard Board of Education or committee within thirty (30) days of the date the request for hearing was received. If a hearing request is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.

- E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education or committee.
- F. The parties may, by mutual written agreement, extend the time for hearing or final determination.
- G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
- H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education or committee shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.
- I. The decision of the Millard Board of Education or committee shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education or committee shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing. When conducting such proceedings, the Millard Board of Education or committee shall be exercising a judicial function and deciding a dispute of adjudicative facts.

IX. Annual Review

This Rule shall be reviewed annually.

Related Policies & Rules: 6301, 6301.1, 6315, 6320, 6320.1, 6320.2, 6320.3
 Rule Adopted: December 21, 1998
 Rule Revised: February 7, 2000; February 4, 2002; March 3, 2003;
 June 21, 2004; June 6, 2005; January 16, 2006; June 4, 2007; June 16, 2008;
 June 15, 2009; June 7, 2010, May 16, 2011, July 2, 2012; July 1, 2013;
 October 21, 2013; July 7, 2014, August 3, 2015, [July 11, 2016](#)

Millard Public Schools
 Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 6320.1 Students: Requirements for Senior High School Graduation

MEETING DATE: July 11, 2016

DEPARTMENT: Educational Services

TITLE AND BRIEF Rule 6320.1 Students: Requirements for Senior High School Graduation

DESCRIPTION: Changes to Rule 6320.1 Students: Requirements for Senior High School Graduation were presented at the June 13, 2016, Committee of the Whole meeting, and mirror the changes contained in 6315.1.

ACTION DESIRED: Approval: X


BACKGROUND: Graduation changes begin with the Class of 2018 and mirror the changes found in 6315.1.

RECOMMENDATIONS: Approve changes to Rule 6320.1
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STRATEGIC PLAN REFERENCE: *Strategy 2, Action Plan 4 (2013)*

TIMELINE: Fall 2017

RESPONSIBLE PERSONS: Dr. Mark Feldhausen, Dr. Nancy Johnston, Dr. Darin Kelberlau, Dr. Heather Phipps

SUPERINTENDENT'S SIGNATURE: —  —

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation

6320.1

Students differ widely in interests, abilities and expectations. For this reason, the following are stated as minimums to allow flexibility in the planning of individual student programs. However, on the assumption that some elements should be shared in common by educated persons, these basic uniform requirements are established for graduation from the Millard Public Schools. In addition to specified credit requirements students must successfully meet District Assessment requirements and complete a Personal Learning Plan according to District requirements.

- I. Credits: A minimum of **230 credits** is required for graduation. Each student's program shall include, but not be limited to, the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the Millard Public Schools High School Curriculum Handbook and Registration Guide.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications	5
		Choice of Speech, Forensics, Debate I, Professional Speaking (Education Academy) or the combination of IB Language A, IB Language B and 12 th Grade Theory of Knowledge	
		Choice of an English Selected Course	5

The student will take five (5) credits from the following:

English Selected Courses

AP English Language & Composition	IB English HL II
AP English Literature	Literacy for Life I
Contemporary Literature	Literacy for Life II
Creative Writing	Literature and Film
Global Perspectives through Literature	Research Methods
	21 st Century Media Literacy

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Social Studies	30	Class of 2017	
		American History (Since 1914) - 9 th	10
		World Geography - 10 th	10
		US Government & Economics - 11 th or 12 th	5
		Choice of a Social Studies Elective Course	5

The student will take five (5) credits from the following:

Social Studies Elective Courses

Human Diversity (Ethnic Studies)	AP Comparative Government & Politics
International Relations (World Affairs)	AP European History
Introduction to Behavioral Science	AP Human Geography
Law Studies	AP Psychology
Psychology	AP United States Government & Politics
Sociology	AP United States History
World History	AP World History
World Religions	IB 20 th Century World History Topics

IB History of America
IB Psychology SL

Class of 2018 and Beyond	<u>CREDITS</u>
World Geography - 9 th	5
World History - 10 th	10
United States History - 11 th or 12 th	10
United States Government & Economics - 11 th or 12 th	5

<u>PROGRAM</u>	TOTAL COURSE/SUBJECT <u>CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Mathematics	30	Algebra I or Algebra 1: Foundations I or appropriate course from the math sequence A course numbered 220 or higher One additional math course	10 10 10

Computer Science courses may not be applied toward math credit.

<u>PROGRAM</u>	TOTAL COURSE/SUBJECT <u>CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Science	30	Biology - 9 th Chemistry OR Physical Science: Chemistry - 10 th or 11 th Physics OR Physical Science: Physics - 10 th or 11 th Choice of Science Electives - dependent upon choice of 5 or 10 credit Chemistry and Physics courses	10 10 OR 5 10 OR 5 0-10

Curriculum Handbook describes science courses and recommended/optional course sequences.

<u>PROGRAM</u>	TOTAL COURSE/SUBJECT <u>CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Physical Education	15	Choice of grade appropriate course	15

Curriculum Handbook describes PE courses and recommends grade appropriate levels.

<u>PROGRAM</u>	TOTAL COURSE/SUBJECT <u>CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Health Education	5	Everyday Living taken in 10 th or 11 th grade	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Technology Education	5	Classes of 2017-2019 Choice of Technology Selected Courses	5

The student will take five (5) credits from the following:

Technology Selected Courses

Computer Science Principles
 Computer Technology Applications (Prior to 2015-2016)
 Digital Design
 Information Technology Applications
 Introduction to Engineering Design I
 Introduction to Computer Science (Prior to 2015-2016)
 Introduction to Graphics Communications (Prior to 2015-2016)

Beginning with the Class of 2020, a technology course will no longer be a requirement for graduation but will be available for elective credit options.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses	5

The student will take five (5) credits from the following:

Fine & Performing Arts Selected Courses

Any art course
 Any music course
 Drama I
 Theatre Appreciation

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Financial Literacy	5	Choice of Financial Literacy Selected Courses	5

The student will take five (5) credits from the following:

Financial Literacy Selected Courses

Personal Finance
 Wealth Building & Personal Finance (Entrepreneurship Academy)

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Human Resources	5	Choice of Human Resources Course	5

The student will take five (5) credits from the following:

Human Resources Selected Courses

Sociology	Human Diversity
Psychology	International Relations
Adult Living	Introduction to Behavioral Sciences
Child Development	IB Psychology
	IB Theory of Knowledge I

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Electives	60	Classes of 2017-2019 A total of 60 additional credits	60
	65	Classes of 2020 and Beyond A total of 65 additional credits	65

- A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.
 - B. Electives courses are offered in the subject areas previously listed and in business education, world language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.
 - C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
 - D. A student must complete credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
 - E. A student must complete a Personal Learning Plan, meeting district requirements.
- II. Assessments: In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments.
- III. Effect of Student Performance
- A. When a student has successfully met the Essential Learner Outcomes of College and Career Readiness metric for each outcome:
 - 1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - 2. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, students shall be eligible for a graduation diploma from the Millard Public Schools.
 - B. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcome of College and Career Readiness, the following shall occur:
 - 1. The school/district will initiate a consistent and collaborative problem solving and intervention model called Response to Instruction and Intervention (RtI+I). Records of problem solving and intervention strategies are required.
 - 2. Utilizing the RtI+I problem solving process, school representatives will offer the student ~~supplemental~~ learning activities that address recognized Essential Learner Outcomes of College and Career Readiness deficiencies. ~~Supplemental~~ Learning activities may include, but are not limited to, the following:

- a. Differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction);
 - b. Before or after school tutorials;
 - c. Study hall tutorials;
 - d. Change of interdisciplinary teams or level of instruction;
 - e. Repeat of specific course(s) of study;
 - f. [Assignment to and](#) [Attendance](#) at specific class(es) designed to address deficiencies;
 - g. Attendance at summer school; and/or
 - h. Use of specific District identified interventions designed to support student achievement.
3. If the student is verified with a disability the IEP Team may reconvene to review the problem solving and intervention strategies and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.
 4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.
 5. If the student is identified as an English Language Learner (ELL), a school team responsible for planning the student's academic program may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.

C. Procedures for high school students

1. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness as measured by the ACT[®] Assessment, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review the student's results of [Pre-ACT[®] or](#) ACT[®] Plan or ACT[®] 10th Grade Aspire Assessment. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by [Pre-ACT[®] or](#) ACT[®] Plan or ACT[®] 10th Grade Aspire Assessment for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - c. Students may submit additional ACT[®] results for consideration in meeting the College and Career Ready metrics from testing occasions for which they have independently registered.
2. If after review of the student's results of [Pre-ACT[®] or](#) ACT[®] Plan or ACT[®] 10th Grade Aspire Assessment a student has not met the college and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness, the following shall occur:

- a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review the student's results of Nebraska State Accountability (NeSA) Tests. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Nebraska State Accountability (NeSA) Tests for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
3. If after review of the student's results of Nebraska State Accountability (NeSA) Tests a student has not met the College and Career Readiness metric for the Essential Learner Outcomes of College and Career Readiness, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review and administer locally-developed Essential Learner Outcome assessments. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by locally-developed ELO assessments for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - (iii) The student shall be retested using the appropriate Essential Learner Outcomes of College and Career Readiness assessment. Students shall be given the opportunity to be retested multiple times until the requisite College and Career Readiness metric is achieved. Students shall be given notice of the opportunities for retesting.
4. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite College and Career Readiness metrics are achieved for high school Essential Learner Outcomes of College and Career Readiness assessments.
5. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the College and Career Readiness metric.
 - a. Applications for approval of lowered College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of

Educational Services for consideration and where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.

- b. If the lowered College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools as provided in Rule 6320.1.

D. Demonstration of Proficiency

~~An~~a Additional opportunityies ~~is~~ are available to demonstrate student proficiency.

After review of ACT® Assessment, Pre-ACT® or ACT® Plan or ACT® 10th Grade Aspire Assessment, Nebraska State Accountability (NeSA) Tests, and one or more attempts on Essential Learner Outcome of College and Career Readiness locally-developed assessments without achieving the College and Career Readiness metric, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, or science. A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools. Mechanisms by which students may demonstrate proficiency include:

1. Performance portfolios comprised of District developed course assessment scores for specified courses which students were required to take. (Effective for the Classes of 2017)
2. Approved Advanced Placement course grades of a "C" or higher or an approved AP exam score of a 2 or higher for an AP English course as evidence of Reading and Writing competency, or grades of a "C" or higher or an AP exam score of a 2 or higher for an AP mathematics exam. All AP courses and exams used for this purpose shall have been provided by and/or taken while enrolled in an accredited institution. (Effective for the Classes of 2018)
3. Approved dual enrollment transferrable course grades as evidence of Reading, Writing, or Mathematics competencies. (Effective Class of 2018)
4. Measures of Academic Progress (MAP) RIT score in high school Reading or Mathematics comparable to near College and Career Ready ACT score. (Effective Class of 2019)
5. Acceptable performance scores on District Capstone Options which may include the use of the College Board's Accuplacer, Metropolitan Community College (MCC) mathematics program, or WorkKeys. Acceptable scores are those that have been psychometrically identified as equivalent to comparable College and Career Ready metrics. (Effective for the Classes of 2019)

VI. Student's Right to Appeal

- A. Students who have not achieved the necessary high school College and Career Readiness metrics as approved by the Millard Board of Education may appeal the denial of a diploma.
- B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cut score is due to:
 1. The failure of the District to provide a reasonable accommodation, which was previously requested by the student and denied by the District.
 2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

V. Procedures for Appeal

- A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cut score or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.
- B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's or designee's decision and the reasons therefore
- C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education or committee of the Board consisting of not less than two (2) or more than three (3) members to be held on the issue whether the decision of the Superintendent or his designee was unreasonable.
- D. Such hearing shall be held before the Millard Board of Education or committee within thirty (30) days of the date the request for hearing was received. If a hearing request before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
- E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education or committee.
- F. The parties may, by mutual written agreement, extend the time for hearing or final determination.
- G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
- H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.
- I. The decision of the Millard Board of Education or committee shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing. When conducting such proceedings, the Millard Board of Education or committee shall be exercising a judicial function and deciding a dispute of adjudicative facts.

VI. Graduation

Upon successful completion of the required credits, assessments and Personal Learning Plan, a student shall be eligible for a graduation diploma from the Millard Public Schools.

VII. Annual Review

This rule shall be reviewed annually.

Related Policies and Rules: [6301](#), [6301.1](#), [6315](#), [6315.1](#), [6320](#), [6320.2](#), [6320.3](#), [6320.4](#)

Rule Approved: April 16, 2011


Millard Public Schools

Revised: Dec. 5, 1983; Dec. 17, 1990, May 17, 1999; Oct. 18, 1999, July 31, 2000; March 4, 2002; July 21, 2003; June 21, 2004; June 6, 2005; June 5, 2006; June 4, 2007; July 7, 2008; November 2, 2009; November 1, 2010; November 7, 2011; November 5, 2012; October 21, 2013; August 4, 2014; November 3, 2014, July 6, 2015, November 2, 2015; [July 11, 2016](#)

Omaha, NE

Reaffirmed: July 6, 2009

AGENDA SUMMARY SHEET

AGENDA ITEM:	Curriculum, Instruction, and Assessment Current Rule 6320.3 – Students Certificate of Attendance Requirements: Proposed Rule Number Change to 6320.5 New Rule 6320.3 – Students: Requirements for Senior High School Graduation - Air Force Junior Reserve Officer Training Corps (AFJROTC) Program
MEETING DATE:	July 11, 2016
DEPARTMENT:	Educational Services
TITLE AND BRIEF DESCRIPTION:	Approve Rule Number Change from 6320.3 to 6320.5 Approve New Rule: 6320.3
ACTION DESIRED:	Approval <u> X </u>
BACKGROUND:	Change current Rule number 6320.3 to 6320.5 to provide needed sequence for related Graduation Requirements Rules in order to add new Rule 6320.3 Students: Requirements for Senior High Graduation -Air Force Junior Reserve Officer Training Corps (AFJROTC) Program
RECOMMENDATIONS:	It is recommended that the Board of Education approve changing current Rule number 6320.3 to 6320.5 and approve new Rule 6320.3 Students: Requirements for Senior High Graduation -Air Force Junior Reserve Officer Training Corps (AFJROTC) Program
STRATEGIC PLAN REFERENCE:	N/A
TIMELINE:	Immediate to add BOE Rule to match previously Board of Education approved Millard Public Schools High School Curriculum Handbook & Registration Guide 2016-2017 for implementation of the AFJROTC Program in August of 2016.
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen and Dr. Nancy Johnston
SUPERINTENDENT'S APPROVAL:	

Curriculum, Instruction, and Assessment

Students' Certificate of Attendance Requirements

~~6320.3~~ [6320.5](#)

At the request of a parent or guardian, the District shall issue a certificate of attendance to a student who receives special education services under the Special Education Act, who has reached seventeen years of age, and who has not completed his or her individualized education plan. The District shall allow a student who receives a certificate of attendance under this Rule to participate in the high school graduation ceremony of such high school with students receiving high school diplomas. A student may receive only one certificate of attendance and may participate in only one graduation ceremony based on such certificate. The receipt of a certificate of attendance pursuant to this Rule shall not affect the District's obligation to continue to provide special education services to a student receiving such certificate.

This Rule does not preclude a student from receiving a high school diploma by meeting the District's graduation requirements pursuant to Neb. Stat. § 79-729 or in his or her individualized education plan or receiving a diploma of high school equivalency under Neb. Rev. Stat § 79-730 upon completing the requirements of such statute. The District may allow a student who has previously participated in a graduation ceremony based on a certificate of attendance to participate in an additional graduation ceremony when such student receives a high school diploma.

Related Policy and Rules: 6301, 6301.1, 6315, 6315.1, 6320, 6320.1, 6320.2, [6320.3](#), 6320.4

Legal Reference: Neb. Rev. Stat §79-770

Date of Adoption: July 7, 2008

Reaffirmed: July 6, 2009; October 21, 2013

[Revised: July 11, 2016](#)

Millard Public Schools
Omaha, NE

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation - Air Force Junior Reserve Officer Training Corps (AFJROTC) Program 6320.3

- I. Credits: A minimum of 230 credits is required for graduation.
- II. Assessments: In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments.
- III. Personal Learning Plan: A student must complete a Personal Learning Plan (PLP), meeting District requirements.
- IV. Each student's Air Force Junior Reserve Officer Training Corps (AFJROTC) Program shall include the courses of study as outlined in Rule 6320.1 with such adjustments (additions or substitutions) to the programs and courses as listed below. Such adjustments are made to avoid duplication in the program of study required for AFJROTC students.

Millard Public Schools' Graduation Requirement

AFJROTC Additions/Substitutions

Social Studies: World Geography (5 credits)

Substitute Cultural Studies: An Introduction to Global Awareness (5 credits) - Cadet Year 1

Science: Elective (5 credits)

Add The Science of Flight: A Gateway to New Horizons (5 credits) as a science elective - Cadet Year 2

Physical Education: (5 credits)

Add Citizenship, Character, and Air Force Tradition (5 credits) as one of three courses towards fulfilling the Physical Education Graduation Requirement - Cadet Year 1

Financial Literacy: Personal Finance (5 credits)

Substitute Life Skills and Career Opportunities (5 credits) to fulfill Financial Literacy Graduation Requirement - Cadet Year 3/4

These adjustments are applicable to students enrolled in the AFJROTC Program during the corresponding academic year as Millard Public Schools' courses are required and as applicable to the Cadet Year. Cadet Years equal the number of years within the AFJROTC Program and are not related to the grade level in high school (i.e., Cadet Year 1 could be a student in ninth, tenth, eleventh or twelfth grade).

All AFJROTC courses are required in the sequence outlined in the High School Curriculum Handbook and Registration Guide regardless of grade level when entering the AFJROTC Program and will count as elective credit if a student has already fulfilled a graduation requirement listed on the above chart.

Related Rule and Policy: 6320, 6320.1

Millard Public Schools

Approved: July 11, 2016

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of the RESOLUTION ADOPTING THE PAPIO MISSOURI RIVER NATURAL RESOURCES DISTRICT MULTI-JURISDICTIONAL HAZARD MITIGATION PLAN

MEETING DATE: July 11, 2016

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Approval of Resolution – A Resolution adopting the Papio-Missouri River Natural Resources Hazard Mitigation Plan

ACTION DESIRED: Approval ☒ Discussion ☐ Information Only ☐ .

BACKGROUND: FEMA now requires that a public entity must have a current Hazard Mitigation Plan in place before they are eligible for Federal funding for hazard mitigation projects and mitigation efforts resulting from natural disasters.

In order to meet the above requirement, the District (in August of last year) joined the Papio-Missouri River Natural Resources District which serves as the coordinating agency for the development of a multi-jurisdictional Multi-Hazard Mitigation Plan for a six-county area including Burt, Dakota, Douglas, Sarpy, Thurston, and Washington Counties and all associated local governmental entities.

The attached Resolution continues the District's participation in that cooperative plan for the coming year. There are no financial commitments related to participation. However, if the District should elect to apply for FEMA grants in the future, there may be "matching funds" requirements related to such grants.

OPTIONS AND ALTERNATIVES: Participation is optional.


RECOMMENDATION: It is recommended that approval be given to the **RESOLUTION ADOPTING THE PAPIO-MISSOURI RIVER NATURAL RESOURCES DISTRICT MULTI-JURISDICTIONAL HAZARD MITIGATION PLAN** as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: If the District does not participate, it will not be eligible to apply for FEMA grants in the future.

TIMELINE: Immediate

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

SUPERINTENDENT'S APPROVAL: 

**MILLARD PUBLIC SCHOOL DISTRICT
OMAHA, NEBRASKA**

RESOLUTION NO. _____

**A RESOLUTION ADOPTING THE
PAPIO MISSOURI RIVER NATURAL RESOURCES DISTRICT
MULTI-JURISDICTIONAL HAZARD MITIGATION PLAN**

WHEREAS the governing body of the Millard Public School District recognizes the threat that natural hazards pose to people and property within the Millard Public Schools; and

WHEREAS the Papio Missouri River Natural Resources District has prepared a multi-hazard, multi-jurisdictional hazard mitigation plan, hereby known as the 2016 Papio Missouri River Natural Resources District Multi-Jurisdictional Hazard Mitigation Plan in accordance with the Disaster Mitigation Act of 2000; and

WHEREAS the Papio Missouri River Natural Resources District Multi-Jurisdictional Hazard Mitigation Plan identifies mitigation goals and actions to reduce or eliminate long-term risk to people and property in the Millard Public School District from the impacts of future hazards and disasters; and

WHEREAS adoption by the governing body of the Millard Public School District demonstrates their commitment to the mitigation of hazards and achieving the goals outlined in the 2016 Papio Missouri River Natural Resources District Multi-Jurisdictional Hazard Mitigation Plan.

NOW, THEREFORE, the governing body of the Millard Public School District, does herewith adopt the 2016 Papio Missouri River Natural Resources District Multi-Jurisdictional Hazard Mitigation Plan Update in its entirety;

PASSED AND APPROVED this 11th day of July, 2016.

Board President

ATTEST:

FEBRUARY 2016

DOUGLAS COUNTY APPENDIX
PAPIO-MISSOURI RIVER NRD MULTI-JURISDICTIONAL
HAZARD MITIGATION PLAN

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PLAN OVERVIEW

This plan is an update to the Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Hazard Mitigation Plan (HMP) approved in 2011. The plan update was developed in compliance with the requirements of the Disaster Mitigation Act of 2000 (DMA 2000).

Hazard mitigation planning is a process in which hazards are identified and profiled, people and facilities at risk are identified and assessed for threats and potential vulnerabilities, and strategies and mitigation measures are identified. The goal of the process is to reduce risk and vulnerability, in order to lessen impacts to life, the economy, and infrastructure. Hazard mitigation planning increases the ability of communities to effectively function in the face of natural and manmade disasters.

The potential for disaster losses and the probability of occurrence of natural and manmade hazards present a significant concern for the communities participating in this plan update. The driving motivation behind the update of this hazard mitigation plan is to reduce vulnerability and the likelihood of impacts to the health, safety, and welfare of all citizens in the planning area. To this end, the Regional Planning Team and participating jurisdictions reviewed, updated, and approved goals and objectives which helped guide the process of identifying both broad-based and community specific mitigation strategies and projects that will, if implemented, reduce their vulnerability and help build stronger, more resilient communities. The goals and objectives for this plan update are as follows:

Goal 1: Protect the Health and Safety of the Public

Objective 1.1: Continued compliance with National Flood Insurance Program (NFIP) for participating communities; join NFIP if not currently participating

Objective 1.2: Construct safe rooms in schools, public buildings, and in select locations, at public outdoor venues

Objective 1.3: Update or obtain additional outdoor warning sirens, as needed, in the project area

Objective 1.4: Develop additional emergency notification methods to alert the public of potential hazards

Objective 1.5: Provide educational opportunities for the public to promote preparedness in the project area

Objective 1.6: Reduce flooding of developed residential and commercial areas

Goal 2: Reduce or Prevent Future Damage to Critical Facilities, Critical Infrastructure, and Maintain Their Operation after a Hazard

Objective 2.1: Protect power lines throughout the NRD by burying them or reinforcing them

Objective 2.2: Obtain generators and other backup power systems required to keep critical facilities, critical infrastructure, and emergency operations running after a hazard event

Objective 2.3: Evaluate and identify infrastructure systems that require improvements in order to reduce or prevent damage from hazards

Objective 2.4: Protect all existing public infrastructure from flooding

Goal 3: Reduce or Prevent Future Damage to Existing Properties and Natural Resources

Objective 3.1: Enforce regulations and building codes promoting wise development and construction that reduces the potential for damage to existing or future structures and property

Objective 3.2: Protect existing streambanks and beds from erosion/downcutting

Objective 3.3: Perform studies to determine locations of concern and evaluate projects to mitigate against the damage caused by hazards

Objective 3.4: Develop projects to reduce or prevent damage to public structures

Objective 3.5: Improve local drainage and stabilize creeks where necessary

Objective 3.6: Improve protection procedures for structures throughout the planning area to reduce damage from hazard events

Objective 3.7: Implement a mitigation plan for tree trimming and tree removal

Objective 3.8: Improve and protect area roads and drainage structures against hazards

Objective 3.9: Maintain and improve surface water quality

Goal 4: Promote Efficient Use of Public Funds

Objective 4.1: Maximize funding opportunities through grant money and other outside sources

Objective 4.2: Prioritize projects based on greatest risk

Objective 4.3: Encourage individual property owners to develop independent measures to protect their property and not rely on public funding

PLAN ORGANIZATION

This HMP is comprised of three primary components:

- The regional overview, analysis, and plan documentation
- Seven participant appendices (One for each of the six participating counties plus one for the Papio-Missouri River NRD)
- An appendix of procedural documentation and resolutions of participation and adoption

This participant appendix includes all of the participating jurisdictions from Douglas County, which includes jurisdictional specific information for each participant. Additional information regarding the planning process, demographics and asset inventory, regional risk assessment and methodology, mitigation strategy, and plan implementation and maintenance can be found in the regional portion of the plan.

PARTICIPANT SECTION
FOR
DOUGLAS COUNTY

Papio-Missouri River NRD
Multi-Jurisdictional Hazard Mitigation Plan

February 2016

INTRODUCTION

The 2016 Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Jurisdictional Hazard Mitigation Plan (HMP) is an update to the plan that was adopted by the P-MRNRD and Douglas County in August 2011. This HMP includes two primary sections: the Regional Hazard Mitigation Plan and the Community (i.e. County, Municipal, and School District) Profiles. Community Profiles include similar information that's also provided in the Regional section, but rather is specific information for Douglas County, including the following elements:

- Participation
- Location /Geography
- Climate
- Demographics
- Transportation
- Future Development Trends
- Parcel Improvements and Valuations
- Critical Infrastructure and Key Resources
- Historical Hazard Events
- Hazard Identification and Risk Assessment
- Governance
- Capability Assessment
- Plan Integration
- Mitigation Actions

PARTICIPATION

LOCAL PLANNING TEAM

Table DOC.1 provides the list of participating community members that comprised the Douglas County local planning team. Members of the planning team attended Round 1 and Round 2 meetings and provided important information including but not limited to: confirming demographic information, critical facilities, structural inventory, future development trends, hazard history and impacts, identifying hazards of greatest concern for the county, and prioritization of mitigation actions that address the hazards at risk to the county.

Table DOC.1: Douglas County Local Planning Team

Name	Title	Department / Jurisdictions
Paul W. Johnson	Director	Douglas County Emergency Management
Doug Cook	Planning and Zoning Coordinator	Douglas County
Michael Schonlau	GIS Coordinator	Douglas County

PUBLIC PARTICIPATION

The local planning team made efforts to notify the public of this planning effort and how they could participate in the development of the plan update. The following table identifies the dates and types of public outreach notifications.

Table DOC.2: Public Notification Efforts

Date	Notification	Location
February 17, 2015	Project Website	http://jeo.com/papiohmp/
April 8, 2015	Link to Project Website	http://www.dceservices.org/
May 12, 2015	Passed Resolution of Participation	Douglas County Courthouse
December 22, 2015 – January 30, 2016	Participant Section available for public comment and review	http://jeo.com/papiohmp/

LOCATION AND GEOGRAPHY

Douglas County is located in far eastern Nebraska and is bordered by Washington, Dodge, Saunders, and Sarpy Counties in Nebraska and Pottawattamie County in Iowa. The total area of Douglas County is 339 square miles. Major waterways within the county include the Missouri River, which forms the eastern boundary, the Platte River, forming the western boundary, Elkhorn River, and Big Papillion Creek.

Figure DOC.1: Douglas County Map

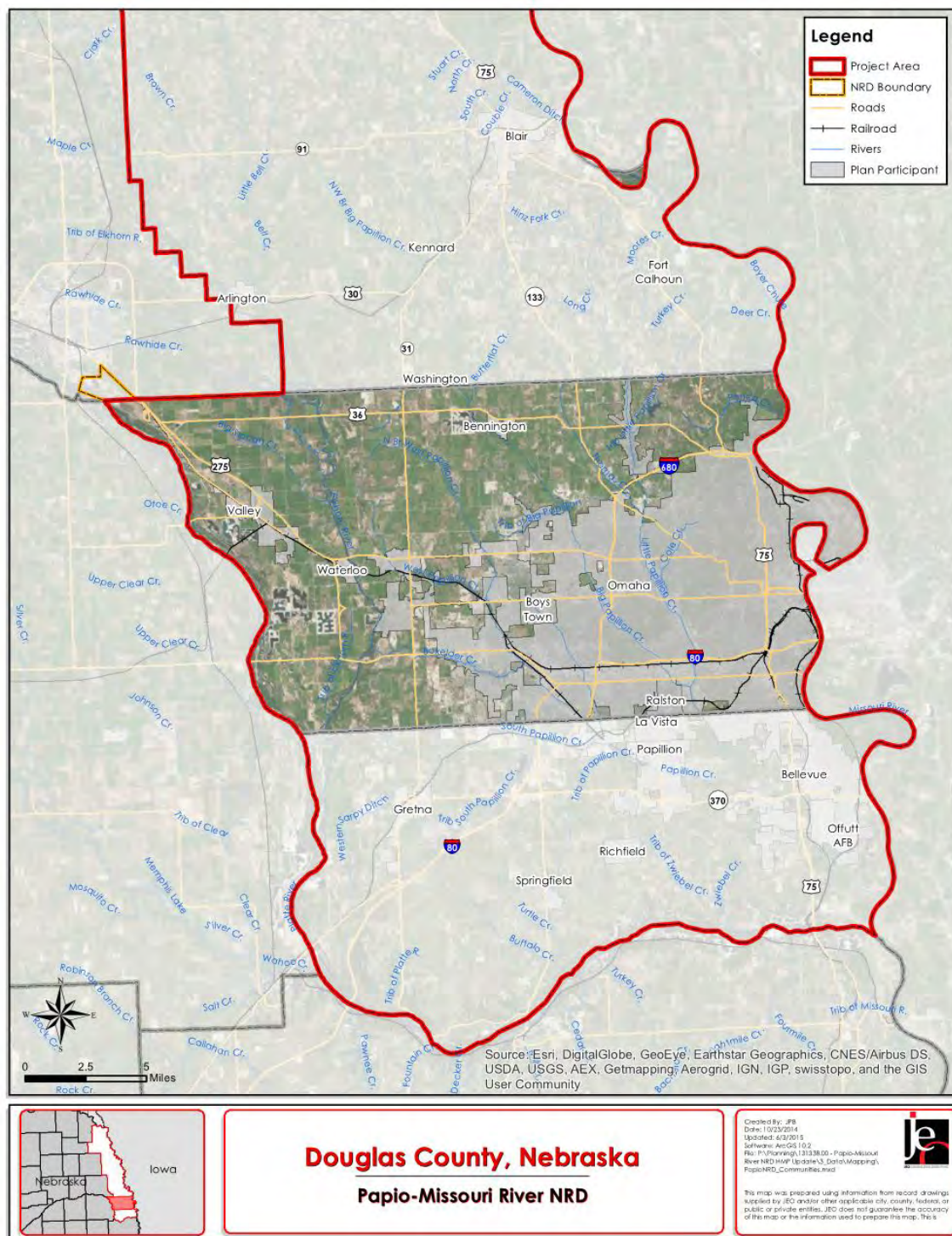


Figure DOC.2: Douglas County ETJ Map



Figure DOC.2 shows the extent of the extraterritorial jurisdictional (ETJ) boundaries within the county. It indicates that there is not much left to unincorporated Douglas County outside of the ETJs.

CLIMATE

For Douglas County, the normal high temperature for the month of July is 84.8 degrees and the normal low temperature for the month of January is 12.7 degrees. On average, Douglas County gets 31.21 inches of rain and 26.5 inches of snowfall per year. The following table compares these climate indicators with those of the entire state.

Table DOC.3: Climate Data for Douglas County

Age	Douglas County	Planning Area	State of Nebraska
July Normal High Temp	84.8°F	85.6°F	88.0°F
January Normal Low Temp	12.7°F	11.8°F	12.0°F
Annual Normal Rainfall	31.21 inches	30.64 inches	30.3 inches
Annual Normal Snowfall	26.5 inches	31.2 inches	25.9 inches

Source: NCDC Climate Data Online, 1981-2010 Climate Normals

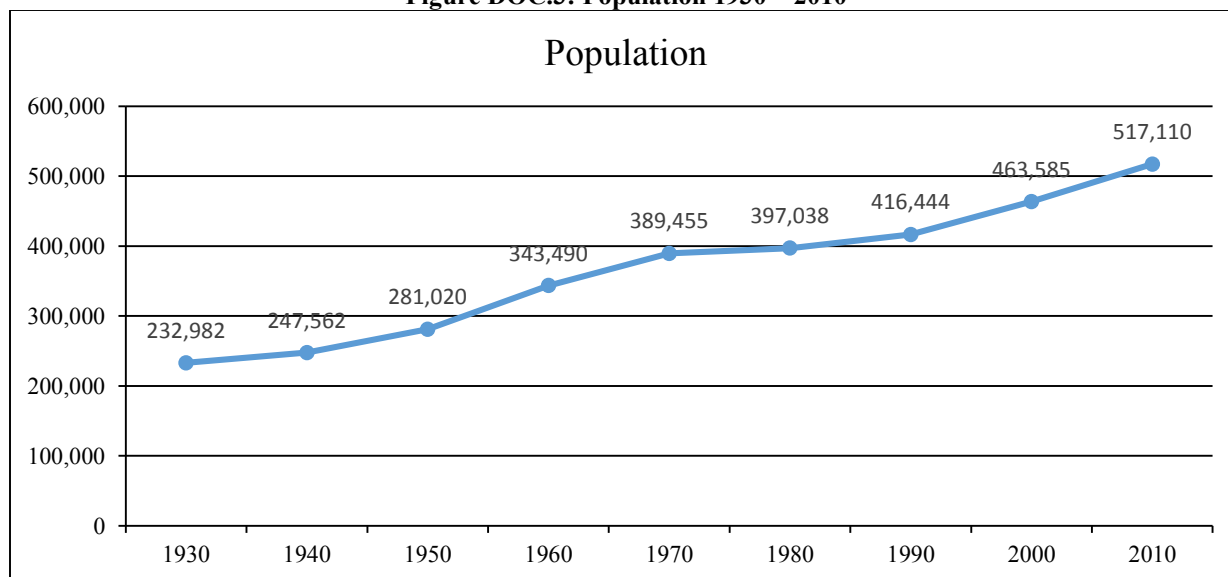
TRANSPORTATION

Douglas County's major transportation corridors include Interstates 80, 480, and 680; U.S. Highways 275, 75, and 6; and Nebraska Highways 31, 64, and 133. Interstate 80 is the busiest highway in the county with over 170,000 vehicles on average per day with 11,200 of those as heavy commercial vehicles. Union Pacific Railroad, Burlington Northern Santa Fe Railroad, and Amtrak all have rail lines that go through the county. The county also has Eppley Airfield and Millard Airport within the county as well. This information is important to hazard mitigation plans insofar as it suggests possible evacuation corridors in the county, as well as areas more at risk to transportation incidents.

DEMOGRAPHICS

The following figure displays the historical population trend from 1930 to 2010. This figure indicates that the population of Douglas County has been increasing since 1930. When population is increasing, areas of the county may experience housing developments. Increasing populations can also represent increasing tax revenue for the county, which could make implementation of mitigation actions possible.

Figure DOC.3: Population 1930 – 2010



Source: U.S. Census Bureau

The following table indicates that Douglas County has a slightly higher percentage of people under the age of 5 than the rest of the State of Nebraska. Young populations may be more vulnerable to certain hazards than other population groups. For a more elaborate discussion of this vulnerability, please see *Section Four: Risk Assessment*.

Table DOC.4: Population by Age

Age	Douglas County	State of Nebraska
<5	7.7%	7.2%
5-64	81.5%	79.2%
>64	10.8%	13.6%
Median	33.7	36.2

Source: U.S. Census Bureau, 2010, Table DP-1

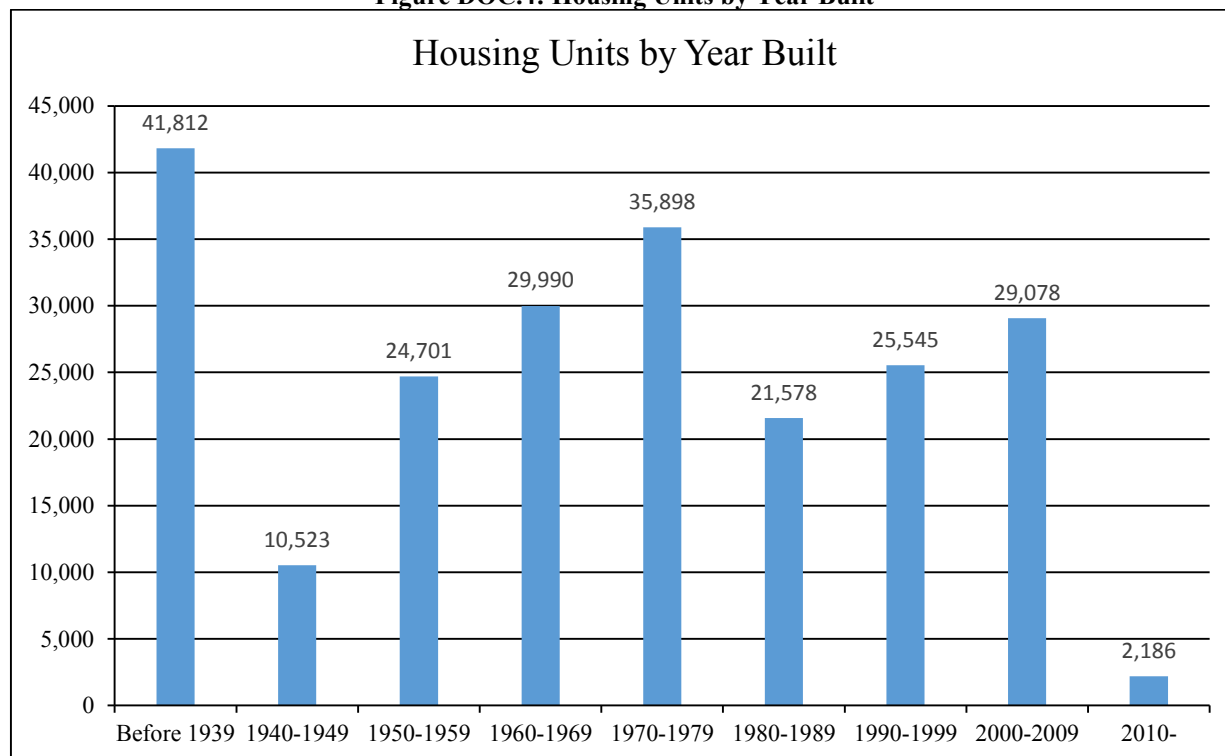
The following table indicates that the median household income is higher than the State of Nebraska as well as the median home values. These economic indicators are relevant to hazard mitigation because they indicate the relative economic strength compared to the state as a whole. Areas with economic indicators which are relatively low may influence a county's level of resiliency during hazardous events.

Table DOC.5: Housing and Income

	Douglas County	State of Nebraska
Median Household Income	\$53,325	\$51,672
Per Capita Income	\$29,180	\$26,899
Median Home Value	\$143,000	\$128,000
Median Rent	\$790	\$706

Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP03 and DP04

The following figure indicates that the majority of the housing in Douglas County was built prior to 1980. According to 2009-2013 ACS 5-year estimates, the county has 221,311 housing units with 92.3 percent of those units occupied. There are approximately 3,032 mobile homes in the county and 52.4 percent of the county's housing was built before 1980. The initial Flood Insurance Rate Map (FIRM) was developed in January 1981. Housing built prior to 1981 may not be constructed to include the base-flood elevation requirements and may be at risk to flooding. Furthermore, housing age can serve as an indicator of risk as structures built prior to state building codes being developed may be at greater risk, and unoccupied housing may suggest that future development may be less likely to occur. Finally, residents that live in mobile homes may be more vulnerable to the impacts of high winds, tornados, and severe winter storms.

Figure DOC.4: Housing Units by Year Built

Source: Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP04

Table DOC.4: Housing Units

Table BOC-11: Housing Units

Jurisdiction	Total Housing Units					Occupied Housing Units			
	Occupied		Vacant			Owner		Renter	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Douglas County	204,226	92.3%	17,085	7.7%		128,058	62.7%	76,168	37.3%
Nebraska	725,787	90.7%	74,490	9.3%		486,533	67.0%	239,254	33.0%

Source: Selected Housing Characteristics: 2009 - 2013 ACS 5-year estimate

MAJOR EMPLOYERS

According to 2012 Census Data, Douglas County had 14,875 business establishments. The following table presents the number of establishments, number of paid employees, and the annual payroll in thousands of dollars. This information is relevant to hazard mitigation insofar as it indicates the diversification of industry. Communities which have a diverse economic makeup may be more resilient following a hazardous event, especially if certain industries are more impacted than others.

Table DOC.5: Business in Douglas County

	Total Businesses	Number of Paid Employees	Annual Payroll (in thousands)
Total for all Sectors	14,875	304,368	\$13,963,532

Source: U.S Census 2012, Table CB1200A11

Agriculture is also important to the economic fabric of Douglas County, and the state of Nebraska as a whole. Douglas County's 396 farms cover 86,123 acres of land. Crop and livestock production are the visible parts of the agricultural economy, but many related businesses contribute as well by producing,

processing and marketing farm and food products. These businesses generate income, employment and economic activity throughout the region.

Table DOC.6: Douglas County Agricultural Inventory

Douglas County Agricultural Inventory	
Number of Farms	396
Land in Farms	86,123 acres

Source: USDA 2012 Census of Agriculture

FUTURE DEVELOPMENT TRENDS

Over the past five years there has been a significant amount of development in Douglas County. An approximate 150 home development west of Valley was recently built. The Bennington area is a popular spot for new homes according to the local planning team. Although there is no new specific housing or business development planned today, future development would likely occur in the southwestern portion of the county, and in the Bennington area as infrastructure becomes more accessible.

PARCEL IMPROVEMENTS AND VALUATION

GIS parcel data was requested from the County Assessor. This data was analyzed for the location, number, and value of property improvements at the parcel level. The data did not contain the number of structures on each parcel. A summary of the results of this analysis is provided in the following table.

Table DOC.7: Parcel Improvements

Number of Improvements	Total Improvement Value	Mean Value of Improvements Per Parcel	Number of Improvements in Floodplain	Value of Improvements in Floodplain
193,360	\$38,686,786,095	200,076	8,057	\$3,265,190,760

Source: Douglas County Assessor

CRITICAL INFRASTRUCTURE/KEY RESOURCES

CHEMICAL STORAGE FIXED SITES

According to the Tier II System reports submitted to the Nebraska Department of Environmental Quality, there are hundreds of chemical storage sites located throughout Douglas County, particularly in incorporated areas. To see a list of storage sites housing materials that are categorized as hazardous, please refer to each jurisdiction's participant section.

Figure DOC.5: Developed Areas

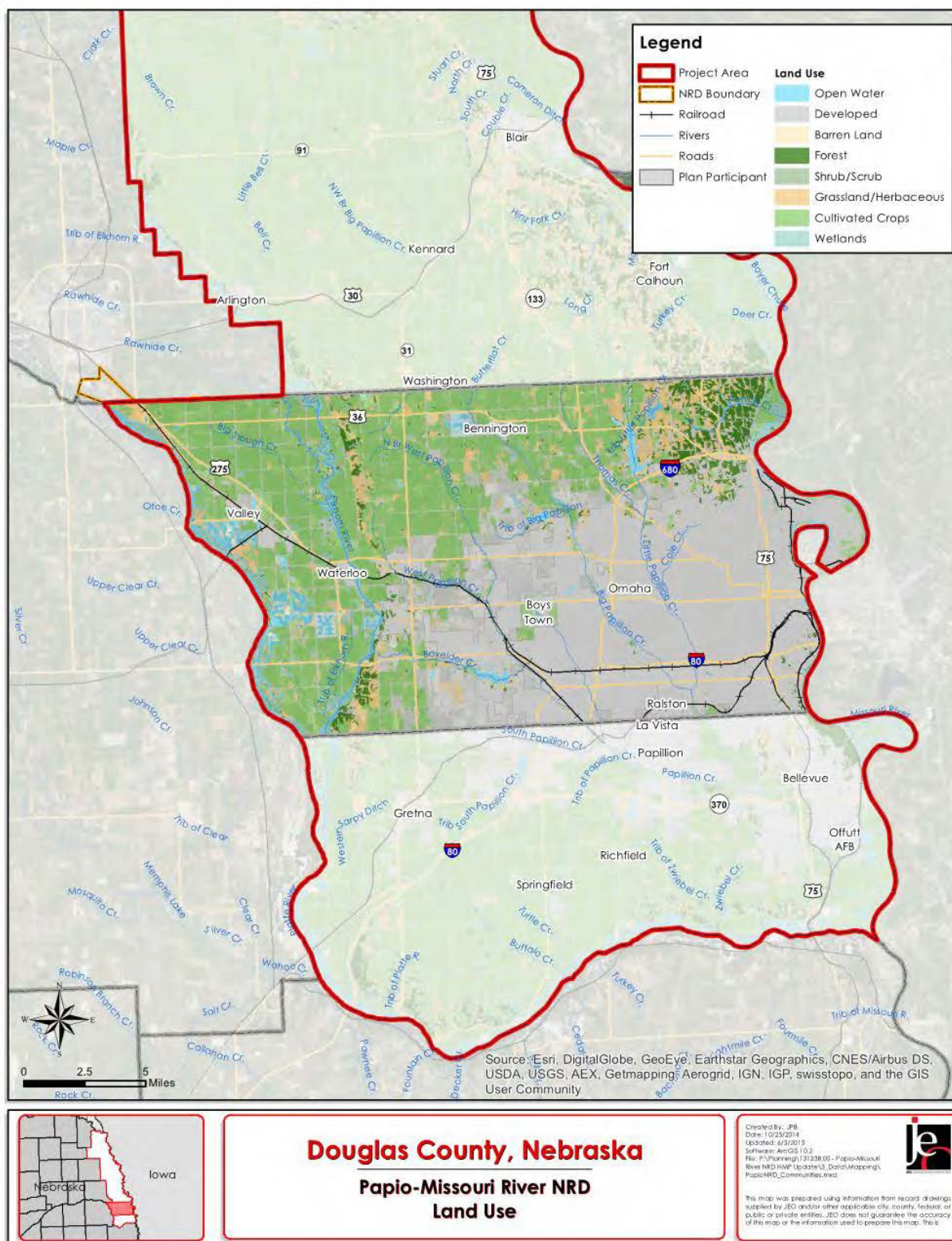
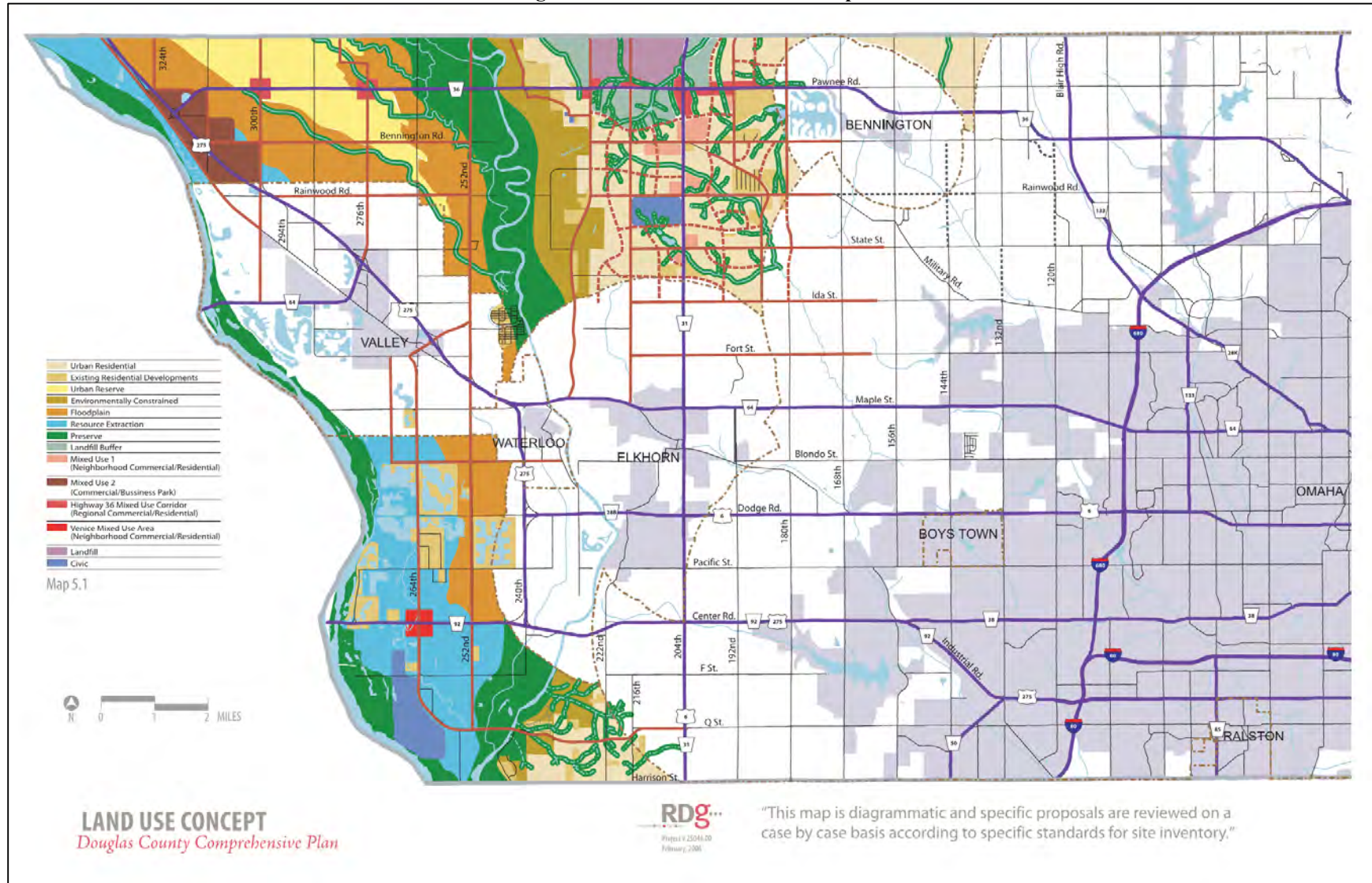


Figure DOC.6: Future Land Use Map



Source: Douglas County Comprehensive Plan

HISTORIC SITES

According to the National Register of Historic Places for Nebraska, there are four historic sites located in rural Douglas County or are noted as a county structure (i.e. Douglas County Courthouse). Urban sites for Douglas County can be found in their respective community participant sections.

Table DOC.8: National Historic Registry

Site Name	Date Listed	In Floodplain?
Champe-Fremont 1 Archeological Site	10/21/1975	Unknown
Cabanne Archeological Site	5/5/1972	Unknown
Frank Parker Archeological Site	3/4/2009	Unknown
Douglas County Courthouse	10/11/1979	No

Source: Nebraska State Historical Society

CRITICAL FACILITIES

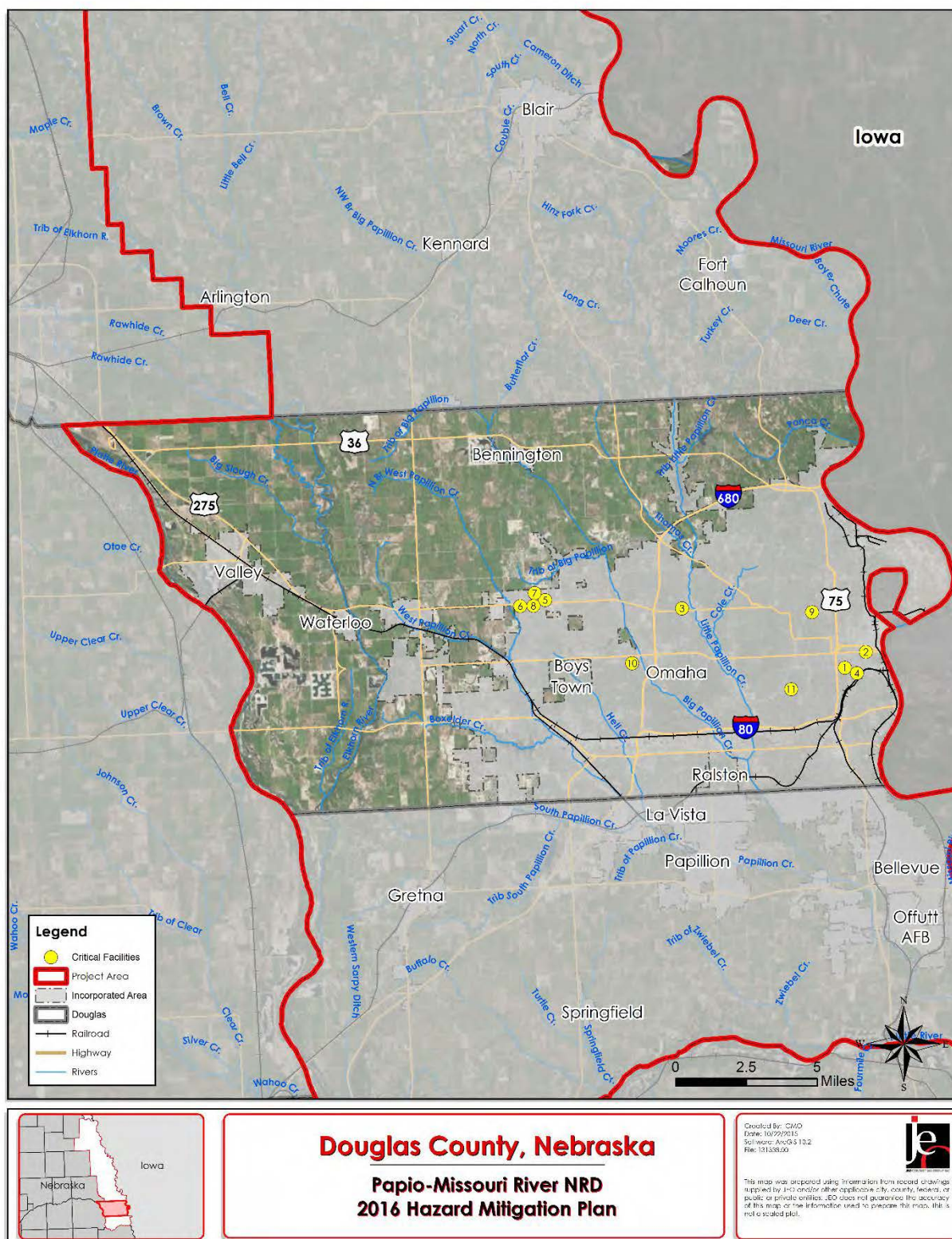
Each participating jurisdiction identified critical facilities vital for disaster response, providing shelter to the public (i.e. Red Cross Shelter), and essential for returning the jurisdiction's functions to normal during and after a disaster. Critical facilities were identified during the original planning process and updated by the local planning team as a part of this plan update. The following table and figure provide a summary of the critical facilities for the jurisdiction. Critical facilities for Douglas County are located primarily in the county's incorporated communities.

Table DOC.9: List of Critical Facilities in Douglas County

CF Number	Type	Name	Address	Red Cross Shelter (Y/N)	Generator (Y/N)	Located in Floodplain (Y/N)
1	County Facility	Civic Center	1819 Farnam St	N	Y	N
2	County Facility	Douglas County Courthouse	1701 Farnam St	N	Y	N
3*	County Facility	Environmental Services	3015 Menke Cir	N	N	N
4	Law Enforcement	Douglas County Corrections	710 S 17th St	N	Y	N
5	Maintenance	Douglas County Garage	15445 West Maple Rd	N	N	N
6	County Facility	Douglas County Engineer's Office	15505 West Maple Rd	N	N	N
7	Law Enforcement	Douglas County Sheriff Task Force	15430 West Maple Rd	N	N	N
8	Law Enforcement	Douglas County 911/Sheriff	3601 N 156th St	N	Y	N
9	County Facility	Douglas County Social Services	3737 Lake St	N	N	N
10	County Facility	Election Commission	225 N 115th St	N	N	N
11	Health Care	Douglas County Health Center	1225 S 40th St	N	N	N

**Critical facility has a storm shelter*

Figure DOC.7: Critical Facilities



HISTORICAL OCCURRENCES

The events recorded by NCDC are broken down to two types: county-based and zone-based events. The county-based records are events that affect the jurisdictions within the county while the zone-based records are those affecting the zone that include the county as part of the affected zone. Please refer to specific villages or cities within the county for the previous county-based severe weather events retrieved from NCDC. For zone-based events, there are 115 recorded events from January 1996 through July 2015, but due to the large number of records, only those that resulted in property or crop damages or fatalities or injuries are demonstrated in the following table.

The property damages from the NCDC Storm Events Database should be considered as broad estimates only. The National Weather Service makes a best guess on these amounts at the time of the publication from a variety of sources. Sources include but are not limited to emergency management, local law enforcement, skywarn spotters, NWS damage surveys, newspaper clipping services, insurance industry, and the general public.

Table DOC.10: NCDC Severe Weather Events

Date	Hazard	Magnitude	Deaths	Injuries	Property Damage
4/25/1996	High Wind	44 kts.	1	0	\$0
10/29/1996	High Wind	58 kts.	0	0	\$34,000
12/30/1997	High Wind	48 kts.	0	0	\$40,000
10/25/1997	Heavy Snow	6-14 in.	0	0	\$14,000,000
3/16/1998	Flood	Ice Jam	0	0	\$5,000
3/7/1998	Winter Storm	11-16 in.	0	0	\$15,000
7/22/2005	Heat	H.I. 105F-115F	0	0	\$3,000,000
12/7/2009	Winter Storm	8-12 in.	3	0	\$0
1/6/2010	Winter Weather		1	0	\$0
5/22/2010	Strong Wind	35 kts. MG	1	0	\$0
7/17/2010	Heat	H.I. 105F-110F	0	10	\$0
6/27/2012	Heat	H.I. 105F-115F	1	45	\$0
3/10/2013	Blizzard	6-11 in.	1	0	\$0
		Total	8	55	\$17,094,000

Source: January 1996-July 2015 NCDC

in. = inches; kts = knots; H.I. = Heat Index; W.C. = Wind Chill; MG = Measured Gust

The USDA Risk Management Agency provides data for crop insurance claims due to hazardous events. The following table provides claim information due to hazards from January 2000 through December 2014.

Table DOC.11: USDA RMA Severe Weather Events

Hazard	Number of Claims	Total Crop Damage	Average Annual Damage	Average Damage Per Event
Plant Disease	19	\$60,471.82	\$4,031.45	\$3,182.73
Drought	42	\$5,287,938.40	\$352,529.23	\$125,903.30
Extreme Heat	18	\$1,065,148.63	\$71,009.91	\$59,174.92
Flood	7	\$359,377.00	\$23,958.47	\$51,339.57
Hail	37	\$5,841,524.68	\$389,434.98	\$157,879.05
High Wind	6	\$21,737.50	\$1,449.17	\$3,622.92
Severe Thunderstorms	57	\$1,152,720.00	\$76,848.00	\$20,223.16
Severe Winter Storms	9	\$16,779.00	\$1,118.60	\$1,864.33
Tornado	1	\$115,547.00	\$7,703.13	\$115,547.00
Totals	196	\$13,921,244.03	\$103,120.33	\$59,859.66

Source: 2000-2014 USDA RMA

RISK ASSESSMENT

HAZARD IDENTIFICATION

The following table is a localized risk assessment of hazards identified specifically for Douglas County. Refer to the beginning of *Section Seven: Participant Sections* for a detailed explanation as to what this methodology is and why certain hazards did not pose a significant enough threat and were eliminated from detailed discussion.

Table DOC.12: Risk Assessment

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Agricultural Animal Disease	Yes	-	None
Agricultural Plant Disease	Yes	\$60,471.82	None
Chemical Spills (Fixed Site)	No	-	Public safety; possible evacuations
Chemical Spills (Transportation)	Yes	-	Public safety; possible evacuations
Civil Disorder	Yes	-	None
Dam Failure	No	-	None
Drought	Yes	\$5,287,938.40	Water supply
Earthquakes	No	-	None
Extreme Heat	Yes	\$4,065,148.63	Vulnerable populations
Flooding*	Yes	\$364,377.00	Property damages; road closures; public safety
Grass/Wildfires	Yes	-	Property damage
Hail*	Yes	\$5,841,524.68	Property damage; critical facility damage; tree damage
High Winds	Yes	\$95,737.50	Power outages; property damage
Landslides	Yes	-	None

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Levee Failure*	Yes	-	Public safety; property and critical facility damage; road closures
Radiological Incident (Fixed Site)	No	-	None
Radiological Incident (Transportation)	No	-	None
Severe Thunderstorms	Yes	\$1,132,720.00	Power outages; critical facilities damaged; property damages
Severe Winter Storms	Yes	\$14,031,779.00	Road closures; power outages
Terrorism	Yes	-	None
Tornados*	Yes	\$115,547.00	Loss of life and injury; property damage; critical facility damage; power outages; economic impacts
Urban Fire	Yes	-	Property damage; public safety

*Identified by the planning team as a top concern for the jurisdiction

For more information regarding these area wide hazards, please see *Section Four: Risk Assessment*. The five hazards of most concern to Douglas County as identified by the local planning team are: agricultural plant disease, flooding, grass/wildfires, hail, and severe winter storms. The following provides county specific information, reported in Douglas County's Risk Assessment Summary that is relevant to each hazard.

Dam Failure

While dam failure was not among the top concerns of the county, there is some risk and vulnerability for the county in this regard. There are 34 dams in Douglas County. Of these, 17 dams have been identified as a high hazard dam. A dam is classified as high hazard due to the probable loss of life in the event of a failure. There have been no reported dam failures in Douglas County. Figure DOC.8 shows the locations of dams in the county, and for a list of the high hazard dams located throughout incorporated areas of Omaha and Bennington, please see their participant sections.

Table DOC.13: Dams in Douglas County

	Number of Dams	Low	Significant	High
Douglas County	34	15	2	17*
Planning Area	150	102	13	35

Source: NDNR

*Two are approved for construction

Implemented mitigation projects:

- The county emergency operations plan is in place with evacuation plan
- Dams are well maintained and inspected regularly

Identified mitigation projects:

- Pursue educational outreach opportunities

Levee Failure

Levee failure was identified as a top concern for the county. Levee failure would impact road and railroad infrastructure in unincorporated areas of the county. The City of Fremont's water wells may also be affected. There is no major development in rural Douglas County that would likely be affected in the event

of levee failure. However, if the northwest corner of the county continues to develop it may be a concern in the future. For a discussion on the levees located within incorporated areas, please refer to the individual community sections.

Implemented mitigation projects:

- The county emergency operations plan is in place with evacuation plan
- Levees are regularly maintained and inspected

Identified mitigation projects:

- Pursue educational outreach opportunities

Flooding

The local planning team identified flooding as a top concern for the county as flooding has produced damages in the past. In June 2014, flash flooding caused significant damages and impacts to the county. RMA data also indicates that 7 flood events since 2000 have caused over \$359,000 in crop damages. The unincorporated area of Douglas County has 318 NFIP policies in-force for \$53,752,100. There are 16 single family homes, 1 assumed condo, and 1 non-residential property that are repetitive flood loss properties in the unincorporated area of Douglas County.

The following table is parcel improvement information as provided by the Douglas County Assessor for the entire county area. It indicates 4.2% of all parcel improvements in the county are located in the floodplain.

Table DOC.15: Improvements in the Floodplain

Value of Improvements in Floodplain	Number of Improvements Affected	Number of Improvements in County	Percentage of Affected Improvements
\$3,265,190,760	8,057	193,360	4.2%

Source: Douglas County Assessor

Implemented mitigation projects:

- County emergency operations plan is in place
- County is a member of the NFIP

Identified mitigation projects:

- Property acquisition of repetitive flood loss properties
- Parcel evaluation of flood prone properties
- Facility flood proofing

Figure DOC.8: Dam Locations in Douglas County

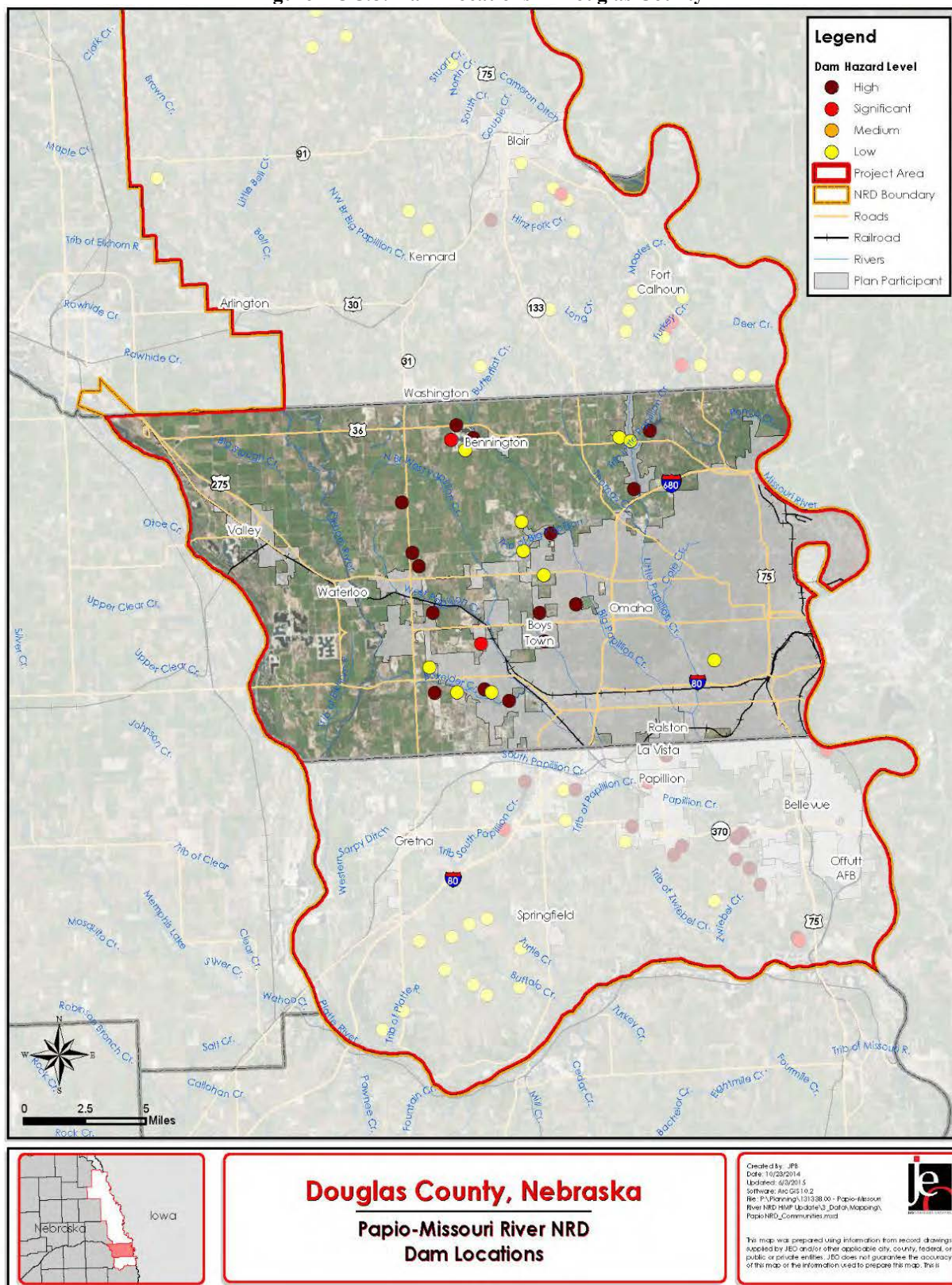


Figure DOC.9: Levee Protected Areas in Douglas County

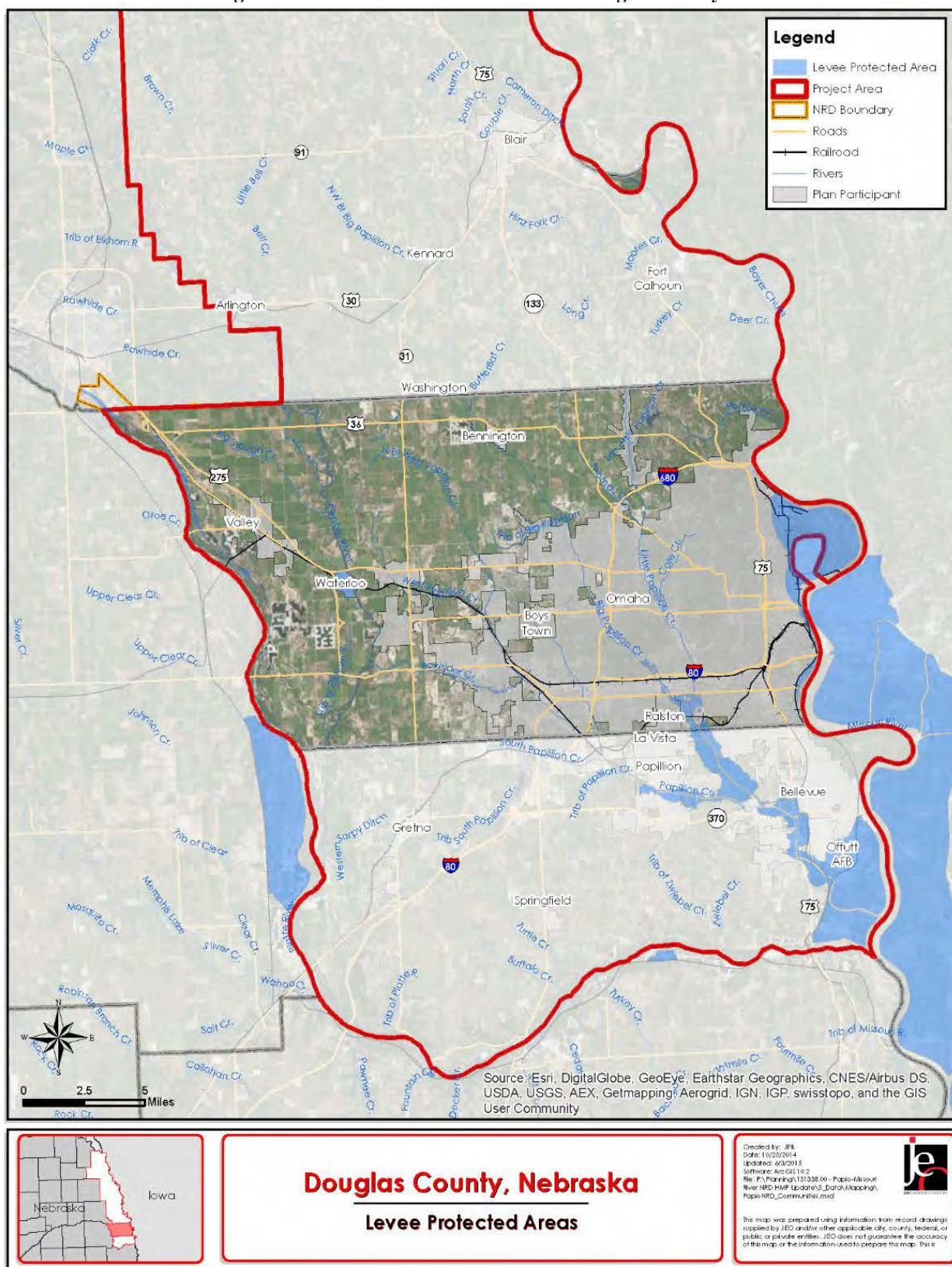
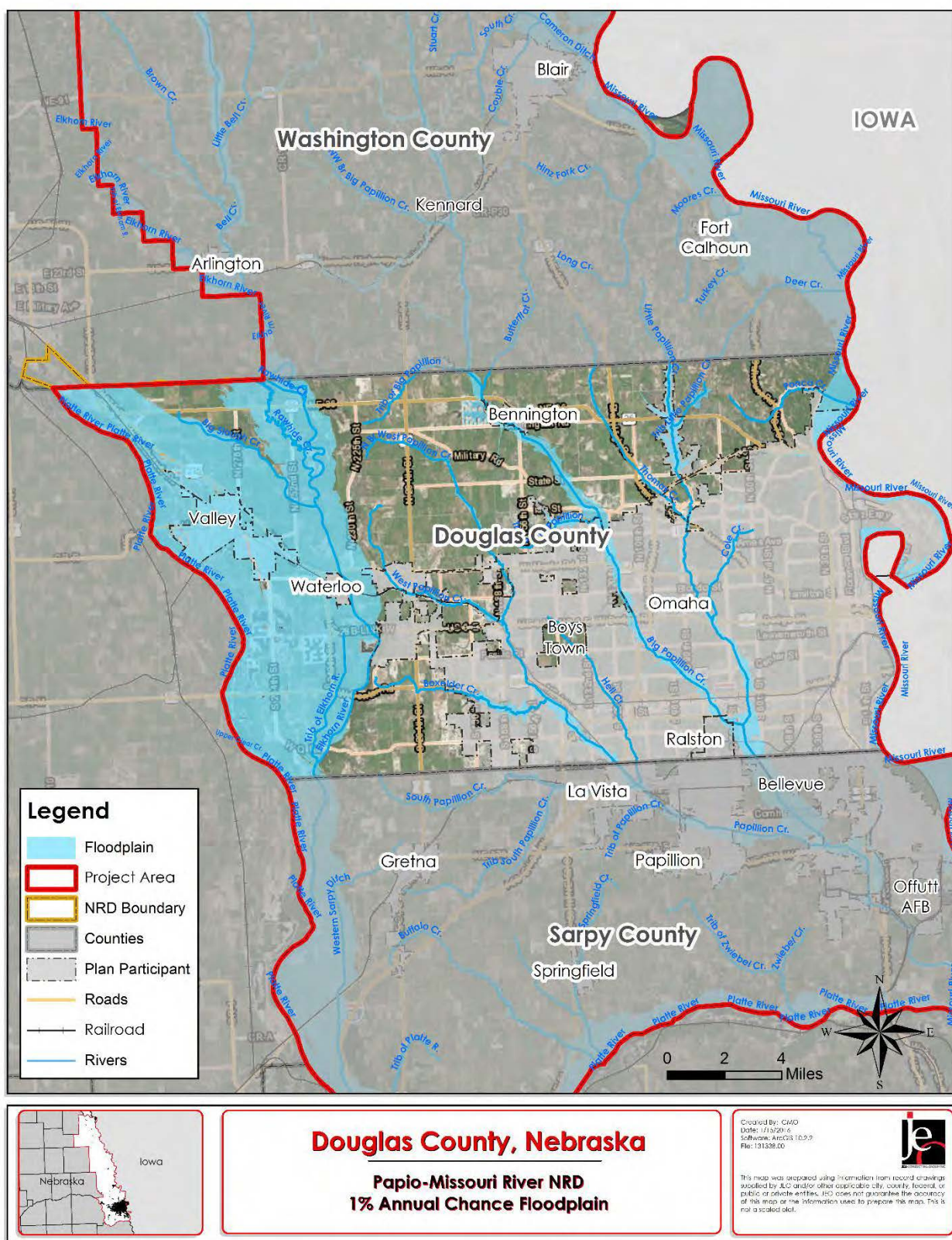


Figure DOC.10: Douglas County 1% Annual Chance Floodplain



Hail

Hail was identified as a significant concern by the local planning team due to the amount of damages hail events have caused. According to the RMA, hail has caused over 5.8 million dollars in damages throughout Douglas County from 2000 to 2014. Although there were no specific events identified, the local planning team identified that public buildings have been damaged from previous hail events.

Implemented mitigation projects:

- Weather radios are available in critical facilities

Identified mitigation projects:

- Provide educational outreach opportunities
- Replace or provide new weather radios

Severe Winter Storms

The local planning team is concerned about power outages and stranded motorists related to severe winter storms. These conditions can be deadly, as severe winter weather can be attributed to eight deaths in Douglas County from 1996 to 2015.

Implemented mitigation projects

- Educational materials are provided to residents

Identified mitigation projects:

- High-resolution photography and LiDAR in GIS
- Continue educational outreach opportunities

Tornados

Tornados have the potential to cause significant damages, economic impacts, and loss of life. There have been four tornados in Douglas County since 1996. The worst of the three was the Millard tornado on June 8, 2008, which was rated an EF-2. The tornado crossed over from Sarpy County and impacted the western portions of the metro area. Many roofs were damaged or blown off as well as siding torn off and several trees damaged. The tornado also damaged a business district on L Street. Omaha Public Power District reported nearly 14,000 customers lost power from the storm. Three people were injured and seven homes were destroyed and 21 others sustained major damage.

One of the critical facilities, the Environmental Services building, has a concrete shelter located just outside the facility (see Figures DOC.11 and DOC12). It has two doors, two vents, and small light, which is powered by solar power. The local planning team noted that it is quite tight to fit all staff within the shelter, and it is unknown if this shelter is FEMA certified.

Implemented mitigation projects:

- Educational materials are provided to residents
- Weather radios are available in critical facilities

Identified mitigation projects:

- Bury power lines to warning sirens
- Construct storm shelters in vulnerable areas
- Identify storm shelter areas

Figure DOC.11: Environmental Services Storm Shelter – View 1



Figure DOC.12: Environmental Services Storm Shelter – View 2



Source: Doug Cook - personal photos (Used with permission)

GOVERNANCE

A community's governance structure impacts its capability to implement mitigation actions. Douglas County is governed by a 7 member board of commissioners. The county also has the following offices and departments that could help implement mitigation projects:

- County Clerk
- County Treasurer
- County Assessor
- Emergency Management
- GIS
- Environmental Services
- Human Resources
- Sheriff's Department
- Cooperative Extension

According to the 2012 Census of Governments, there are 204 total general or special purpose governments located in Douglas County. The following table presents the number of governments by type. These are all potential mitigation partners and may be involved in implementing mitigation actions.

Table DOC.16: Governments in Douglas County

Level	Number
County	1
Municipal	6
Town or Township	0
Special District	187
Independent School District	10

Source: U.S. Census, 2012 Table: ORG014

CAPABILITY ASSESSMENT

The capability assessment consisted of two main components: a Capability Assessment Survey completed by the jurisdiction and a review of local existing policies, regulations, plans, and the programs. The survey is used to gather information regarding the jurisdiction's planning and regulatory capability; administrative and technical capability; fiscal capability; and educational and outreach capability.

Table DOC.17: Capability Assessment

Survey Components/Subcomponents		Existing (Yes/No)
Planning and Regulatory Capability	Comprehensive Plan	Yes (2006)
	Capital Improvements Plan	No
	Hazard Mitigation Plan	Yes
	Economic Development Plan	No
	Emergency Operational Plan	Yes
	Natural Resources Protection Plan	Yes
	Open Space Preservation Plan	Yes
	Floodplain Management Plan	Yes
	Storm Water Management Plan	Yes
	Zoning Ordinance	Yes
	Subdivision Regulation/Ordinance	Yes
	Floodplain Ordinance	Yes
	Building Codes	Yes

Survey Components/Subcomponents		Existing (Yes/No)
	National Flood Insurance Program	Yes
	Community Rating System	No
	Other (if any)	
Administrative and Technical Capability	Planning Commission	Yes
	Hazard Mitigation Planning Commission	No
	Floodplain Administration	Yes
	Emergency Manager	Yes
	GIS Coordinator	Yes
	Chief Building Official	Yes
	Civil Engineering	No
	Staff Who Can Assess Community's Vulnerability to Hazards	Yes
	Grant Manager	Yes
	Other (if any)	
Fiscal Capability	Capital Improvement Project Funding	Yes
	Community Development Block Grant	Yes
	Authority to Levy Taxes for Specific Purposes	Yes
	Gas/Electric Service Fees	Yes
	Storm Water Service Fees	Yes
	Water/Sewer Service Fees	Yes
	Development Impact Fees	Yes
	General Obligation Revenue or Special Tax Bonds	Yes
	Other (if any)	
Education and Outreach Capability	Local citizen groups or non-profit organizations focused on environmental protection, emergency preparedness, access and functional needs populations, etc.	No
	Ongoing public education or information program (e.g., responsible water use, fire safety, household preparedness, environmental education)	Yes
	Natural Disaster or Safety related school programs	Yes
	StormReady Certification	Yes
	Firewise Communities Certification	No
	Public-private partnership initiatives addressing disaster-related issues	No
	Other (if any)	

PLANS, DOCUMENTS, AND INFORMATION USED

Throughout the planning process, a number of studies, reports, and technical information have been used to develop the plan. A listing of general sources of information used for all sections of the plan is listed in *Section 2: Planning Process*. Below is a list of specific sources used to establish Douglas County's participant section.

Table DOC.18: Sources, Plans, Reports, and Regulations

Source/Report/Regulation	Date Completed
Hazard Mitigation Plan	2011
Local Emergency Operations Plan (LEOP)	2015
Comprehensive Plan	2006

PLAN INTEGRATION

Building safe and stronger communities can be accomplished through effective Plan integration. Integrating hazard mitigation principles into other local planning mechanisms, such as plans addressing land use, transportation, climate change, sustainability, natural and cultural resource protection, watershed management, economic development and others can greatly increase an area's level of resiliency. While this HMP planning process involved interdepartmental coordination at the local level, this planning process also sought to analyze how existing planning mechanisms were presently integrated and make suggestions for further integration. The plans listed in the preceding table were analyzed using guidance from FEMA's 2014 *Plan Integration Guide*. The following paragraphs present a summary of the findings of this analysis.

Douglas County participated in the 2011 Papio-Missouri River NRD Hazard Mitigation Plan, which was an update to the original 2006 plan. The 2011 HMP was referred to throughout the development of the 2016 HMP update.

The Local Emergency Operations Plan (LEOP), which was last updated in 2015, is an all-hazards plan that provides clear assignment of responsibility in case of an emergency. It includes, as annexes, LEOPs for the Cities of Bennington, Omaha, Ralston, Valley, and Waterloo, and the Village of Boys Town.

The Douglas County Emergency Management Agency emphasizes an 'all hazards' approach to planning and preparedness for the area. They organize planning efforts for identified hazard scenarios including the following:

- Chemical Release / Hazardous Material Transportation Incident
- Flood / Ice Jam / Flash Flood
- Snow / Ice Storm
- Tornado / Severe Wind
- Explosion / Large Fire
- Structural Collapse / Building Evacuation
- Interruption of Utilities, Energy Supplies or Essential Commodities
- Ground Transportation Incident
- Airplane Crash
- Active Shooter
- Mass Illness
- Nuclear Release
- Biological Agent Release
- Earth Movement / Dam Failure / Land Slide / Earthquake
- Civil Unrest
- Reception of Evacuees
- Agricultural or Food Chain Contamination / Disease / Infestation
- Cyber Disruption

More information is available on their website at <http://readyomaha.org>.

MITIGATION STRATEGY

Completed Mitigation Actions

Description	Remote Monitoring and Warning Unit
Analysis	Purchase a remote monitoring and warning unit (Ping 4)
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	\$20,000
Funding	County Budget
Completed	2014

Description	Floodplain Map Updates
Analysis	Update County floodplain map
Goal/Objective	Goal 1/ Objective 1.1
Hazard(s) Addressed	Flood
Estimated Cost	Unknown
Funding	FEMA
Completed	2012

Ongoing and New Mitigation Actions

Description	Information and Training Modules for Public and First Responders
Analysis	Develop online information, educational, and training modules for the public as well as first responders. Online modules were be specific to the Douglas County and Omaha metro areas. The project would require the addition of hiring a new staff member or consultant.
Goal/Objective	Goal 1/ Objective 1.5
Hazard(s) Addressed	All hazards
Estimated Cost	\$100,000
Funding	County general funds, HMGP, PDM
Timeline	2-5 years
Priority	High
Lead Agency	Emergency Management
Status	Not started

Description	Burial of power supply to outdoor warning sirens
Analysis	Bury power supply to warning sirens
Goal/Objective	Goal 1/ Objective 1.3
Hazard(s) Addressed	Tornado
Estimated Cost	\$100,000
Funding	Hazard Mitigation Grant Program (HMGP), Pre-Disaster Mitigation Grant (PDM)
Timeline	5+ years
Priority	Low
Lead Agency	Emergency Management
Status	Some power supplies have been buried. Ongoing as funds become available

Description	High-Resolution Aerial Photography
Analysis	Acquire high-resolution aerial photograph for use in GIS applications supporting hazard mitigation projects
Goal/Objective	Goal 2/ Objective 2.3
Hazard(s) Addressed	All hazards
Estimated Cost	Varies

Description	High-Resolution Aerial Photography
Funding	County general funds
Timeline	2-5 years
Priority	High
Lead Agency	GIS
Status	Not yet started

Description	High-Resolution LiDAR
Analysis	Acquire high-resolution LiDAR for use in GIS applications supporting hazard mitigation projects
Goal/Objective	Goal 2/ Objective 2.3
Hazard(s) Addressed	All hazards
Estimated Cost	Varies
Funding	County general funds
Timeline	2-5 years
Priority	High
Lead Agency	GIS
Status	Not yet started

Description	Parcel Level Evaluation of Flood Prone Properties
Analysis	Conduct a study examining parcels located in flood prone areas and identify mitigation measures that can reduce future impacts.
Goal/Objective	Goal 3/Objective 3.3
Hazard(s) Addressed	Flooding
Estimated Cost	\$75,000+
Funding	County funds, PDM, Flood Mitigation Assistance Grant (FMA)
Timeline	2-5 years
Priority	Low
Lead Agency	GIS, Environmental Services, Emergency Management
Status	Not started

Description	Drainage Study/Stormwater Master Plan
Analysis	Preliminary drainage studies and assessments can be conducted to identify and prioritize design improvements to address site specific localized flooding/drainage issues. Stormwater master plan can be developed to help identify stormwater problem areas and potential drainage improvements.
Goal/Objective	Goal 3/ Objective 3.3
Hazard(s) Addressed	Flooding
Estimated Cost	\$50,000
Funding	County funds, FMA, PDM
Timeline	2-5 years
Priority	Medium
Lead Agency	Environmental Services
Status	Not yet started

Description	Flood Prone Property Acquisition
Analysis	Voluntary acquisition and demolition of properties prone to flooding will reduce the general threat of flooding. Repetitive flood loss properties are typically highest priority.
Goal/Objective	Goal 3/ Objective 3.1
Hazard(s) Addressed	Flooding
Estimated Cost	Varies
Funding	County funds, P-MRNRD, FMA
Timeline	Ongoing

Description	Flood Prone Property Acquisition
Priority	High
Lead Agency	P-MRNRD, Floodplain Administrator
Status	Ongoing

Description	Maintain Good Standing with NFIP
Analysis	Maintain good standing with National Flood Insurance Program (NFIP) including floodplain management practices/ requirements and regulation enforcements and updates.
Goal/Objective	Goal 1/ Objective 1.1
Hazard(s) Addressed	Flooding
Estimated Cost	Existing Staff
Funding	N/A
Timeline	Ongoing
Priority	High
Lead Agency	Floodplain Administrator
Status	Ongoing

Removed Mitigation Actions

None

PARTICIPANT SECTION
FOR THE
CITY OF BENNINGTON

Papio-Missouri River NRD
Multi-Jurisdictional Hazard Mitigation Plan

February 2016

INTRODUCTION

The 2016 Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Jurisdictional Hazard Mitigation Plan (HMP) is an update to the plan that was adopted by the P-MRNRD in August 2011. This HMP includes two primary sections: the Regional Hazard Mitigation Plan and the Participant (i.e. County, Municipal, and School District) Sections. Participant Sections include similar information that's also provided in the Regional section, but rather is specific information for the City of Bennington, including the following elements:

- Participation
- Location /Geography
- Climate
- Transportation
- Demographics
- Future Development Trends
- Parcel Improvements and Valuations
- Critical Infrastructure and Key Resources
- Historical Hazard Events
- Hazard Identification and Risk Assessment
- Governance
- Capability Assessment
- Plan Integration
- Mitigation Actions

PARTICIPATION

LOCAL PLANNING TEAM

Table BNT.1 provides the list of participating members that comprised the City of Bennington local planning team. Members of the planning team attended Round 1 and Round 2 meetings and provided important information including but not limited to: confirming demographic information, critical facilities, future development trends, hazard history and impacts, identifying hazards of greatest concern for the community, and prioritization of mitigation actions that address the hazards that pose a risk to the community.

Table BNT.1: City of Bennington Local Planning Team

Name	Title	Department / Jurisdiction
Mindi Laaker	City Clerk	City of Bennington

PUBLIC PARTICIPATION

The local planning team made efforts to notify the public of this planning effort and how they could participate in the development of the plan update. The following table identifies the dates and types of public outreach notifications.

Table BNT.2: Public Notification Efforts

Date	Notification	Location
February 17, 2015	Project Website	http://jeo.com/papiohmp/
July 13, 2015	Passed Resolution of Participation	City Hall
December 22, 2015 – January 30, 2016	Participant Section available for public comment and review	http://jeo.com/papiohmp/

LOCATION AND GEOGRAPHY

The City of Bennington is located in the far north-central portion of Douglas County and covers an area of 0.84 square miles. Major waterways in the area include the Big Papillion Creek and Bennington Lake west of the city.

Figure BNT.1: Map of the City of Bennington



CLIMATE

For Bennington, the normal high temperature for the month of July is 84.8 degrees Fahrenheit and the normal low temperature for the month of January is 12.7 degrees Fahrenheit. On average, Bennington gets 31.21 inches of rain and 26.5 inches of snowfall per year. The following table compares these climate indicators with those of the entire state.

Table BNT.3: Climate Data for the City of Bennington

Age	Bennington	Planning Area	State of Nebraska
July High Temp	84.8°F	85.6°F	88.0°F
January Low Temp	12.7°F	11.8°F	12.0°F
Annual Rainfall	31.21 inches	30.64 inches	30.3 inches
Annual Snowfall	26.5 inches	31.2 inches	25.9 inches

Source: NCDC Climate Data Online, 1981-2010 Climate Normals

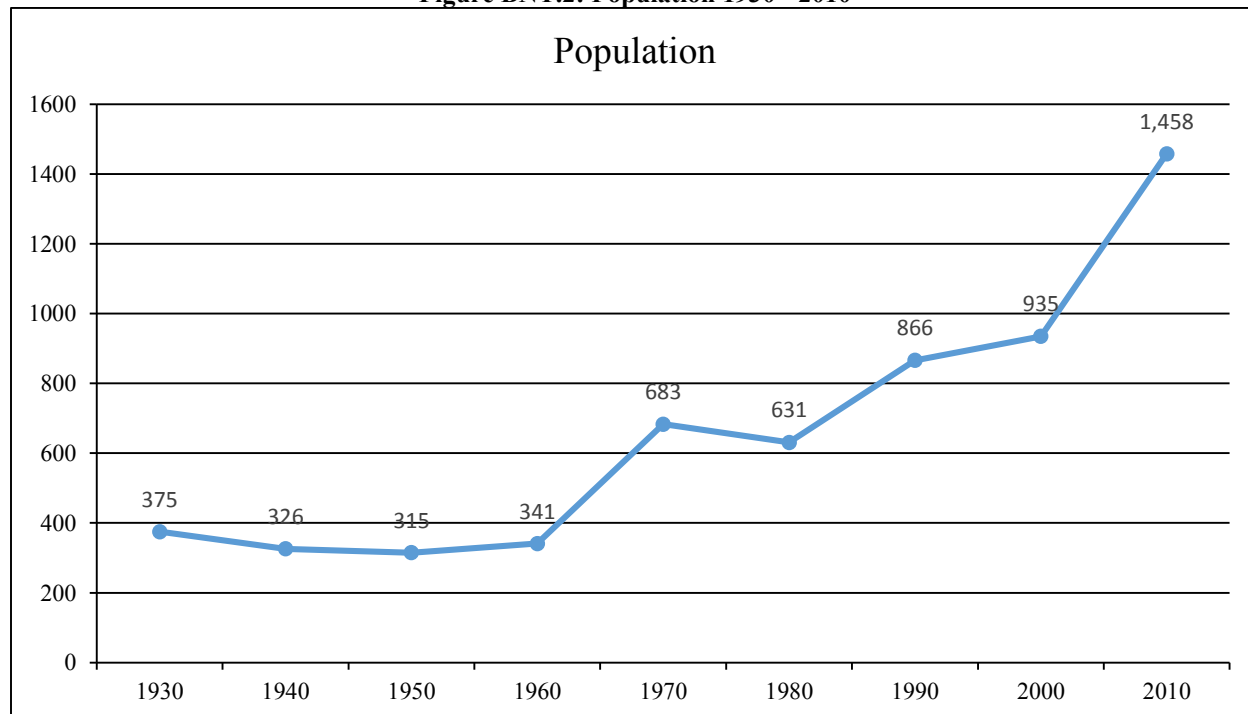
TRANSPORTATION

Bennington's major transportation corridors include Nebraska Highway 36 and County Route 60. Nebraska Highway 36 has 7,085 vehicles on average per day with 1,030 of those being heavy commercial vehicles. There are no rail lines in the City of Bennington. Transportation information is important to hazard mitigation plans because it suggests possible evacuation corridors in the community, as well as areas more at risk to transportation incidents.

DEMOGRAPHICS

The following figure displays the historical population trend from 1930 to 2010. This figure indicates that the population of Bennington has been increasing since 1980. When population is increasing, areas of the city may experience housing developments or a lack of properties available for rent or to own. Increasing populations can also represent increasing tax revenue for the community, which could make implementation of mitigation actions possible.

Figure BNT.2: Population 1930 - 2010



Source: U.S. Census Bureau

The following table indicates that Bennington has a higher percentage of residents under the age of 5 and over the age of 64 when compared to the rest of the county. Young and elderly populations may be more vulnerable to certain hazards than other population groups. For a more elaborate discussion of this vulnerability, please see *Section Four: Risk Assessment*.

Table BNT.4: Population by Age

Age	Bennington	Douglas County	State of Nebraska
<5	9.3%	7.7%	7.2%
5-64	76.8%	81.5%	79.2%
>64	13.9%	10.8%	13.6%
Median	35.9	33.7	36.2

Source: U.S. Census Bureau, 2010, Table DP-1

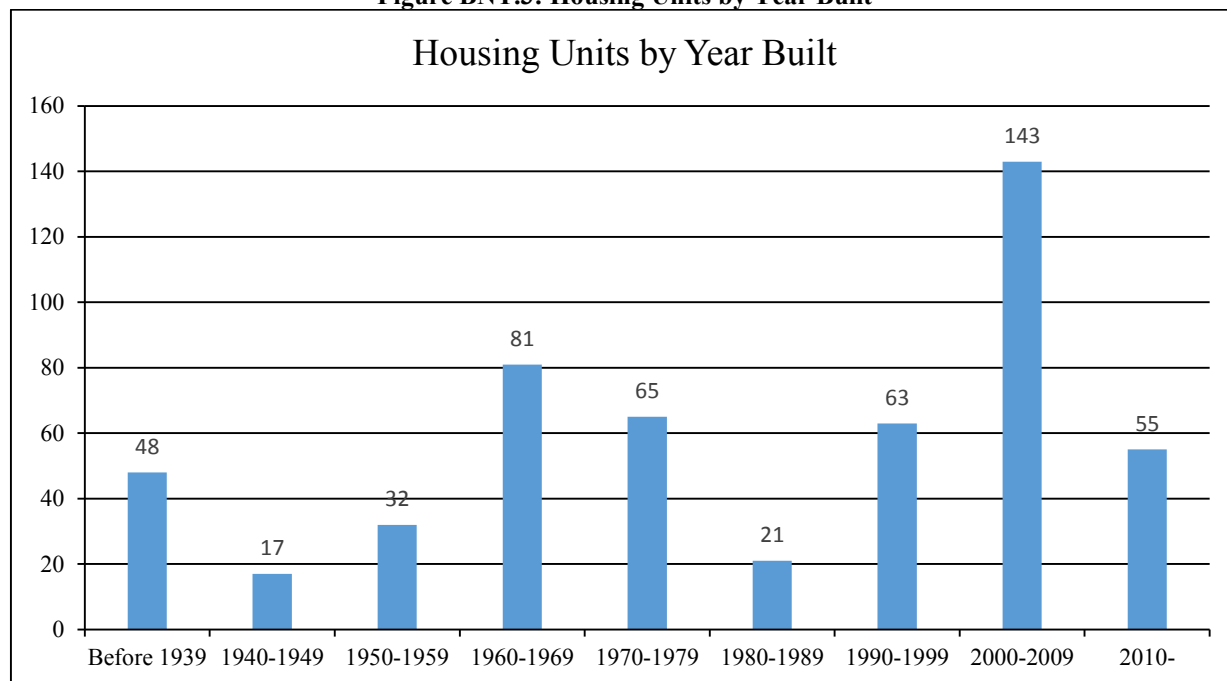
The following table indicates that Bennington's median household income is higher than the rest of the county as well as the median home values being higher than the county. However, rent is slightly lower. These economic indicators are relevant to hazard mitigation because they indicate the relative economic strength compared to the county and state as a whole. Economic indicators may also influence a community's resiliency to hazardous events.

Table BNT.5: Housing and Income

	Bennington	Douglas County	State of Nebraska
Median Household Income	\$70,703	\$53,325	\$51,672
Per Capita Income	\$29,080	\$29,180	\$26,899
Median Home Value	\$166,200	\$143,000	\$128,000
Median Rent	\$654	\$790	\$706

Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP03 and DP04

The following figure indicates that the majority of the housing in Bennington was built after 1980. According to 2009-2013 ACS 5-year estimates, the community has 525 housing units with 95.0 percent of those units occupied. There are no mobile homes in the community and 53.7 percent of the community's housing was built after 1980. In fact, there have been approximately 55 new homes built since 2010. This housing information is relevant to hazard mitigation because the age of housing may indicate which housing units were built prior to state building codes being developed. Further, unoccupied housing may suggest that future development may be less likely to occur.

Figure BNT.3: Housing Units by Year Built

Source: Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP04

Table BNT.6: Housing Units

Jurisdiction	Total Housing Units					Occupied Housing Units			
	Occupied		Vacant			Owner		Renter	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Bennington	499	95.0%	26	5.0%		362	72.5%	137	27.5%
Douglas County	204,226	92.3%	17,085	7.7%		128,058	62.7%	76,168	37.3%

Source: Selected Housing Characteristics: 2009 - 2013 ACS 5-year estimate

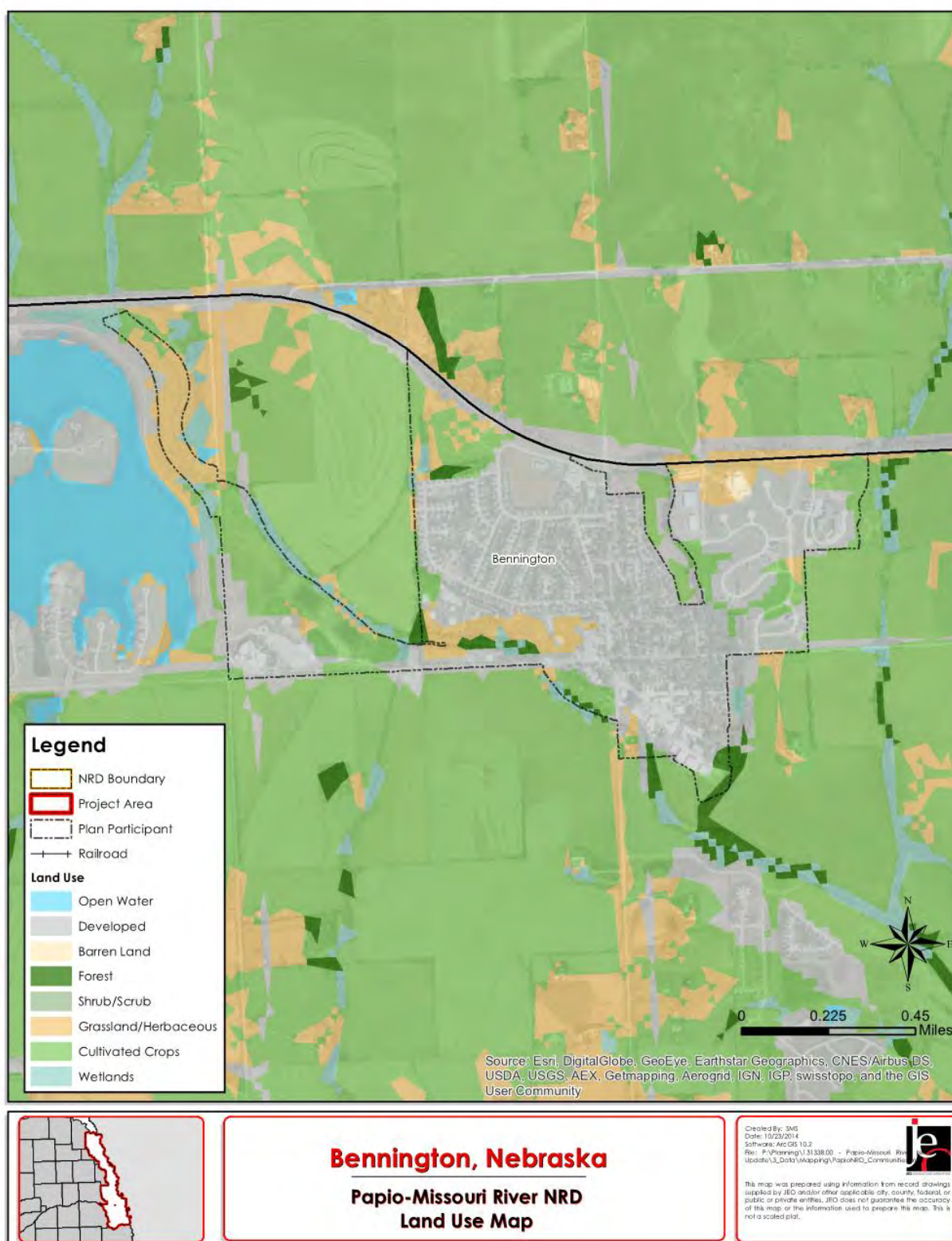
MAJOR EMPLOYERS

The major employer in Bennington is Bennington Public Schools, along with several smaller, locally owned businesses. A large percentage of residents also commute to Omaha.

FUTURE DEVELOPMENT TRENDS

In 2016, an apartment complex may be built in the city. Otherwise, there are no plans at this time for future development in housing or businesses for the City of Bennington. And there are no plans for further annexations at this time.

Figure BNT.4: Developed Areas



PARCEL IMPROVEMENTS AND VALUATION

The planning team requested GIS parcel data from the County Assessor. This data allowed the planning team to analyze the location, number, and value of property improvements at the parcel level. The data did not contain the number of structures on each parcel. A summary of the results of this analysis is provided in the following table.

Table BNT.7: Parcel Improvements

Number of Improvements	Total Improvement Value	Mean Value of Improvements Per Parcel	Number of Improvements in Floodplain	Value of Improvements in Floodplain
596	\$94,114,900	\$157,910	26	\$3,775,500

Source: Douglas County Assessor

CRITICAL INFRASTRUCTURE/KEY RESOURCES

CHEMICAL STORAGE FIXED SITES

According to the Tier II System reports submitted to the Nebraska Department of Environmental Quality, there are a total of 3 chemical storage sites in Bennington, and 2 of these house materials that are categorized as hazardous. The following table lists facilities that house hazardous materials only.

Table BNT.8: Chemical Storage Fixed Sites

Facility	Address	Hazardous Material
CenturyLink	15600 Warehouse St, Bennington	Sulfuric Acid
Monke Bros Fertilizer Co	16311 Bennington Rd, Bennington	Liquefied Anhydrous Ammonia

Source: Nebraska Department of Environmental Quality

HISTORIC SITES

According to the National Register of Historic Places for Nebraska, there are 3 historic sites located in Bennington.

Table BNT.9: National Historic Registry

Site Name	Date Listed	In Floodplain?
Ackerhurst-Eipperhurst Dairy Barn	3/28/2002	N
Bennington State Bank	11/8/2006	N
Carl Penke Farm	3/21/2007	N

Source: Nebraska State Historical Society

CRITICAL FACILITIES

Each participating jurisdiction identified critical facilities vital for disaster response, providing shelter to the public (i.e. Red Cross Shelter), and essential for returning the jurisdiction's functions to normal during and after a disaster. Critical facilities were identified during the original planning process and updated by the local planning team as a part of this plan update. The following table and figure provide a summary of the critical facilities for the jurisdiction.

Table BNT.10: List of Critical Facilities in Bennington

CF Number	Type	Name	Address	Red Cross Shelter (Y/N)	Generator (Y/N)	Located in Floodplain (Y/N)
1	Fire Station	Bennington Fire Station 1	15509 Warehouse St, Bennington	N	Y	Y

CF Number	Type	Name	Address	Red Cross Shelter (Y/N)	Generator (Y/N)	Located in Floodplain (Y/N)
2	Fire Station	Bennington Fire Station 2	10801 N 156 th Street	N	N	Y
3	Municipal Building	City Offices	15512 Warehouse St, Bennington	N	N	Y
4	Police Station	Bennington Police Department	11402 N. 156 th St, Bennington	N	Y	Y
5	Nursing Home	Ridgewood	12301 N. 149 th St., Bennington	N	N	N
6	School	Bennington Elementary School	11620 N. 156 th St., Bennington	N	N	N
7	School	Bennington Secondary School	16610 Bennington Rd, Bennington	N	N	N
8	School	Heritage Elementary	9950 Rosewater Parkway, Bennington	N	N	N
9	School	Pine Creek Elementary	7801 N. Hws Cleveland Blvd, Bennington	N	N	N

Figure BNT.6: Critical Facilities



HISTORICAL OCCURRENCES

The NCDC Storm Events Database reported 24 severe weather events from January 1996 through July 2015. Refer to the table below for detailed information of each severe weather event including date, magnitude, and property damage.

The property damages from the NCDC Storm Events Database should be considered as broad estimates only. The National Weather Service makes a best guess on these amounts at the time of the publication from a variety of sources. Sources include but are not limited to emergency management, local law enforcement, skywarn spotters, NWS damage surveys, newspaper clipping services, insurance industry, and the general public. The USDA Risk Management Agency provides crop damage by hazard, but at the county level only. For this information, please refer to Douglas County's participant section.

Table BNT.11: NCDC Severe Weather Events

Date	Hazard	Magnitude	Deaths	Injuries	Property Damage
4/14/1998	Thunderstorm Wind		0	0	\$100,000
8/20/1998	Thunderstorm Wind	56 kts.	0	0	\$0
7/21/1998	Hail	0.75 in.	0	0	\$0
4/14/1998	Thunderstorm Wind		0	0	\$10,000
10/4/1998	Hail	1.00 in.	0	0	\$0
5/9/2001	Hail	0.88 in.	0	0	\$0
5/13/2001	Hail	1.75 in.	0	0	\$0
10/1/2002	Hail	1.75 in.	0	0	\$0
9/25/2002	Hail	1.50 in.	0	0	\$0
5/14/2003	Hail	1.75 in.	0	0	\$0
5/8/2005	Hail	0.75 in.	0	0	\$0
9/16/2006	Thunderstorm Wind	53 kts. MG	0	0	\$0
9/16/2006	Hail	0.75 in.	0	0	\$0
6/27/2008	Hail	0.75 in.	0	0	\$0
6/11/2008	Thunderstorm Wind	52 kts. EG	0	0	\$0
6/5/2010	Heavy Rain		0	0	\$0
6/1/2010	Hail	0.75 in.	0	0	\$0
6/18/2010	Thunderstorm Wind	55 kts. EG	0	0	\$0
7/20/2010	Hail	0.88 in.	0	0	\$0
6/1/2010	Hail	1.50 in.	0	0	\$0
3/22/2011	Hail	2.50 in.	0	0	\$0
8/6/2011	Thunderstorm Wind	56 kts. EG	0	0	\$0
8/15/2012	Hail	0.75 in.	0	0	\$0
7/22/2013	Hail	2.50 in.	0	0	\$0
		Total	0	0	\$110,000

Source: January 1996-July 2015 NCDC

in. = inches; kts = knots; EG = Estimated Gust; MG = Measured Gust

RISK ASSESSMENT

HAZARD IDENTIFICATION

The following table is a localized risk assessment of hazards identified specifically for Bennington. Refer to the beginning of *Section Seven: Participant Sections* for a detailed explanation as to what this methodology is and why certain hazards did not pose a significant enough threat and were eliminated from detailed discussion.

Table BNT.12: Risk Assessment

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Agricultural Animal Disease	Yes	-	None
Agricultural Plant Disease	Yes	-	None
Chemical Spills (Fixed Site)	No	-	None
Chemical Spills (Transportation)	Yes	-	Public safety; road closures
Civil Disorder	No	-	None
Dam Failure	No	-	Public safety; possible evacuations; building damage
Drought	Yes	-	Water supply
Earthquakes	No	-	None
Extreme Heat	Yes	-	None
Flooding*	Yes	-	Big Papio Creek floods; public safety; building damages
Grass/Wildfires	Yes	-	None
Hail*	Yes	-	Building, vehicle, and tree damage
High Winds	Yes	-	Tree damages; power outages
Landslides	Yes	-	None
Levee Failure	No	-	None
Radiological Incident (Fixed Site)	No	-	None
Radiological Incident (Transportation)	No	-	None
Severe Thunderstorms*	Yes	\$110,000	Building and tree damages; power outages; cost of cleanup
Severe Winter Storms*	Yes	-	Power outages; road closures; public safety
Terrorism	No	-	None
Tornados*	No	-	Public safety and loss of life; economic impacts; power outages; critical facilities damaged
Urban Fire	Yes	-	Building damages; public safety

*County level data

For more information regarding these area wide hazards, please see *Section Four: Risk Assessment*. The following provides community specific information, reported in Bennington's Risk Assessment Summary, that is relevant to each hazard. The top concerns for Bennington are: flooding, hail, high winds, severe thunderstorms, severe winter storms, and tornados.

Dam Failure

Although dam failure was not identified as a top concern for the community, there are two high hazard dams located just west of the community. The following table provides a list of high hazard dams for Bennington. If either of these dams was to fail, people located in the inundation zones would be affected and the significant damages to businesses and homes are possible.

Table BNT.13: High Hazard Dams

NIDID	Dam Name	Location	Stream Name	Owner
NE02631	Bennington Lake Basin No 2	Bennington	Trib. Big Papio Creek	Newport Landing Homeowners Association
NE02585	Newport Landing Dam	Bennington	Big Papio Creek	P-MRNRD

Implemented mitigation projects:

- The local emergency operations plan is in place with evacuation plan
- Dams are regularly inspected and maintained

Identified mitigation projects:

- Continue inspections and maintenance

Flooding

Although the local planning team did not report damages to critical facilities within the City of Bennington, it was noted that when the Big Papillion Creek floods, the Johns-Bohn Park on the south side of the creek on Bennington Road will be flooded. Areas along and south of the creek tend to flood during flooding events. Bennington has 6 NFIP policies in-force for \$875,000. There are no repetitive flood loss properties in the City of Bennington.

Table BNT.14: Improvements in the Floodplain

Value of Improvements in Floodplain	Number of Improvements Affected	Number of Improvements in Community	Percentage of Affected Improvements
\$3,775,500	26	596	4.4%

Source: Douglas County Assessor

Implemented mitigation projects:

- Member of the NFIP

Identified mitigation projects:

- Public awareness and educational outreach
- Enforcement of floodplain regulations

Figure BNT.7: Dam Locations



Figure BNT.8: Bennington 1% Annual Chance Floodplain



Hail

Hail was identified as a top concern for the city. As indicated in Table BNT.9, there have been 16 reports of hail since 1998, but none of these hail storms caused reported damage in the community. Hail size ranged from under an inch to 2.50 inches. Hail of this magnitude can cause significant damage to vehicles, buildings, siding, windows, roofs, trees, and much more.

Implemented mitigation projects:

- City has a local tree board for identifying hazardous trees
- Bennington is a member of Tree City USA for 26 years

Identified mitigation projects:

- Consider installing impact resistant roof material

Severe Thunderstorms

Severe thunderstorms are a common occurrence for the area. They can bring a combination of high winds, heavy rain and flooding, hail, and lightning, which any one of these can cause significant damage. In 1998, high winds from a severe thunderstorm did \$100,000 in damages when several sheds were damaged or destroyed as well as several trees damaged. A pontoon boat that was in storage inside a barn west of the community was also damaged. A few years ago another severe thunderstorm produced high winds that damaged a large number of trees in the community. The community cleaned up the fallen branches and damaged trees, which left large wood pile that took a long time to get rid of according to the local planning team. There is a concern for the community when a large amount of branches are downed and the cost for tree removal and debris.

Implemented mitigation projects:

- City has a local tree board for identifying hazardous trees
- Bennington is a member of Tree City USA for 26 years
- Some of the municipal records are on surge protectors

Identified mitigation projects:

- Obtain back-up power generators for critical facilities
- Continue to identify and remove hazardous trees and branches

Severe Winter Storms

The local planning team identified severe winter storms as a top concern for the community. The Christmas blizzard of 2009 caused significant disruptions to the community and region. Heavy snow and high winds gusting to over 40 mph created dangerous driving conditions. The storm was prolonged, which made it difficult for snow plows to keep up with the snow removal and blowing snow would continue to cover the roadways. Several people had to be rescued when they became stuck their vehicles. The City of Bennington hires out for snow removal and their services seem to be sufficient at this time for most snow events. The local planning team did not report any damages to critical facilities. The city does use designated snow routes on 156th Street, Bennington Road, and South Second Street.

Implemented mitigation projects:

- Designated snow routes identified
- Snow removal is sufficient at this time

Identified mitigation projects:

- Obtain back-up power generators for critical facilities

Tornados

Although there have not been any tornados reported in or near Bennington, it is a concern for the community. Tornados are possible, especially during the spring and summer months, and the impacts can be long lasting. Roadways can be blocked with debris, prolonged power outages, damage to critical facilities, businesses and homes, and the safety of citizens. The community does have a safe room located near the police station. The community has a mutual aid agreement with Valley, Waterloo, and Douglas County.

Implemented mitigation projects:

- City has a local tree board for identifying hazardous trees
- Safe room near the police station
- Municipal records are backed-up regularly

Identified mitigation projects:

- Obtain back-up power generators for critical facilities

GOVERNANCE

A community's governance indicates the number of boards or offices that may be available to help implement hazard mitigation actions. The City of Bennington is governed by a Mayor and City Council. Bennington has a number of offices or departments that may be involved in implementing hazard mitigation initiatives.

- Clerk/Treasurer
- Fire Department
- Police Department
- City Maintenance
- Street & Parks
- Health & Safety
- Planning Commission
- Tree Board

CAPABILITY ASSESSMENT

The capability assessment consisted of two main components: a Capability Assessment Survey completed by the jurisdiction and a review of local existing policies, regulations, plans, and the programs. The survey is used to gather information regarding the jurisdiction's planning and regulatory capability; administrative and technical capability; fiscal capability; and educational and outreach capability.

Table BNT.15: Capability Assessment

Survey Components/Subcomponents		Existing (Yes/No)
Planning and Regulatory Capability	Comprehensive Plan	Yes (2000)
	Capital Improvements Plan	No
	Hazard Mitigation Plan	Under Development
	Economic Development Plan	No
	Emergency Operational Plan	Yes (County)
	Natural Resources Protection Plan	No
	Open Space Preservation Plan	Yes
	Floodplain Management Plan	No
	Storm Water Management Plan	No

Survey Components/Subcomponents		Existing (Yes/No)
	Zoning Ordinance	Yes
	Subdivision Regulation/Ordinance	Yes
	Floodplain Ordinance	Yes
	Building Codes	Yes
	National Flood Insurance Program	Yes
	Community Rating System	No
	Other (if any)	
Administrative and Technical Capability	Planning Commission	Yes
	Hazard Mitigation Planning Commission	No
	Floodplain Administration	Yes
	Emergency Manager	Yes (County)
	GIS Coordinator	No
	Chief Building Official	Yes
	Civil Engineering	No
	Staff Who Can Assess Community's Vulnerability to Hazards	No
	Grant Manager	No
	Other (if any)	
Fiscal Capability	Capital Improvement Project Funding	No
	Community Development Block Grant	No
	Authority to Levy Taxes for Specific Purposes	Yes
	Gas/Electric Service Fees	No
	Storm Water Service Fees	No
	Water/Sewer Service Fees	No
	Development Impact Fees	No
	General Obligation Revenue or Special Tax Bonds	No
	Other (if any)	
Education and Outreach Capability	Local citizen groups or non-profit organizations focused on environmental protection, emergency preparedness, access and functional needs populations, etc.	No
	Ongoing public education or information program (e.g., responsible water use, fire safety, household preparedness, environmental education)	No
	Natural Disaster or Safety related school programs	No
	StormReady Certification	No
	Firewise Communities Certification	No
	Public-private partnership initiatives addressing disaster-related issues	No
	Other (if any)	

PLANS, DOCUMENTS, AND INFORMATION USED

Throughout the planning process, a number of studies, reports, and technical information have been used to develop the plan. A listing of general sources of information used for all sections of the plan is listed in *Section 2: Planning Process*. Below is a list of specific sources used to establish Bennington's participant section.

Table BNT.16: Sources, Plans, Reports, and Regulations

Source/Report/Regulation	Date Completed
Local Emergency Operations Plan (LEOP)	2015

Source/Report/Regulation	Date Completed
Comprehensive Plan	2000

PLAN INTEGRATION

Building safe and smart communities can be accomplished through effective Plan integration. Integrating hazard mitigation principles into other local planning mechanisms, such as plans addressing land use, transportation, climate change, sustainability, natural and cultural resource protection, watershed management, economic development and others can greatly increase an area's level of resiliency. While this HMP planning process involved interdepartmental coordination at the local level, this planning process also sought to analyze how existing planning mechanisms were presently integrated and make suggestions for further integration. The plans listed in the preceding table were analyzed using guidance from FEMA's 2014 *Plan Integration Guide*. The following paragraphs present a summary of the findings of this analysis.

The Local Emergency Operations Plan (LEOP) for Bennington, which was last updated in 2015, is an annex of Douglas County's LEOP. It is an all hazards plan that does not address specific natural and man-made disasters. It provides a clear assignment of responsibility in case of an emergency.

The Comprehensive Plan, updated in 2000, includes a section on the Flood Hazard Area for Bennington. The plan does discourage development in the floodplain, and encourages flood hazard areas be utilized for open space and recreation. It is recommended that in future updates that the plan include a brief section on the Hazard Mitigation Plan, the hazards addressed, and the mitigation actions identified for implementation.

New Mitigation Actions

Description	Maintain Good Standing in the NFIP
Analysis	Maintain good standing with National Flood Insurance Program (NFIP) including floodplain management practices/ requirements and regulation enforcements and updates.
Goal/Objective	Goal 1/Objective 1.1
Hazard(s) Addressed	Flooding
Estimated Cost	Existing Staff
Funding	N/A
Timeline	Ongoing
Priority	High
Lead Agency	Floodplain Administrator
Status	Ongoing

Description	Update Comprehensive Plan
Analysis	Update comprehensive plan. Integrate plan with Hazard Mitigation Plan components.
Goal/Objective	Goal 3/Objective 3.1
Hazard(s) Addressed	All hazards
Estimated Cost	Existing Staff
Funding	N/A
Timeline	1-3 years
Priority	Medium
Lead Agency	Planning Commission
Status	Not yet started

Description	Back-up Power Generators
Analysis	Provide a portable or stationary source of back-up power to redundant power supplies, water facilities, municipal hall, and other critical facilities.

Description	Back-up Power Generators
Goal/Objective	Goal 2/Objective 2.2
Hazard(s) Addressed	Tornados, High Winds, Severe Winter Storms, Flooding, Severe Thunderstorms
Estimated Cost	\$50,000+
Funding	City funds, HMGP, PDM
Timeline	2-5 years
Priority	Medium
Lead Agency	City Maintenance
Status	Not yet started

PARTICIPANT SECTION
FOR THE

CITY OF OMAHA

Papio-Missouri River NRD
Multi-Jurisdictional Hazard Mitigation Plan

February 2016

INTRODUCTION

The 2016 Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Jurisdictional Hazard Mitigation Plan (HMP) is an update to the plan that was adopted by the P-MRNRD and the City of Omaha in August 2011. This HMP includes two primary sections: the Regional Hazard Mitigation Plan and the Community (i.e. County, Municipal, and School District) Profiles. Community Profiles include similar information that's also provided in the Regional section, but rather is specific information for the City of Omaha, including the following elements:

- Participation
- Location /Geography
- Climate
- Demographics
- Transportation
- Future Development Trends
- Parcel Improvements and Valuations
- Critical Infrastructure and Key Resources
- Historical Hazard Events
- Hazard Identification and Risk Assessment
- Governance
- Capability Assessment
- Plan Integration
- Mitigation Actions

PARTICIPATION

LOCAL PLANNING TEAM

Table OMA.1 provides the list of participating community members that comprised the Omaha local planning team. Members of the planning team attended Round 1 and Round 2 meetings and provided important information including but not limited to: confirming demographic information, critical facilities, future development trends, hazard history and impacts, identifying hazards of greatest concern for the community, and prioritization of mitigation actions that address the hazards at risk to the community.

Table OMA.1: The City of Omaha Local Planning Team

Name	Title	Department / Jurisdiction
Travis Gibbons	Floodplain Administrator/City Planner	Omaha Planning Department
Gordon Anderson	Director	Omaha Public Works
Tracy Stratman	Recreation Manager	Omaha Parks and Recreation
Jake Lindner	Park Supervisor	Omaha Parks and Recreation
Dennis E. Bryers	Park Planner II	Omaha Parks and Recreation
Pat Simen	Park Planner II	Omaha Parks and Recreation
Scott McIntyre	Street Maintenance Engineer	City of Omaha
Paul Johnson	Emergency Management	Douglas County/City of Omaha
Mitch Paine	Flood Mitigation Planning Coordinator	NDNR
Lori Laster	Stormwater Engineer	P-MRNRD
Jeff Henson	Department Manager	JEO Consulting Group, Inc.
Rebecca Appleford	Project Coordinator	JEO Consulting Group, Inc.

Members of the local planning team attended the following meetings, which were open to the public.

Table OMA.2: Meeting Dates and Times

Meeting Type	Date and Time
HMP Kick-off (Regional Planning Team)	February 19, 2015 2:00 PM
CRS/HMP Strategy	March 31, 2015 2:00 PM
Round 1 Meeting	May 7, 2015 2:00 PM
Second Regional Planning Team Meeting	June 24, 2015 2:00 PM
Round 2/Flood Mitigation Strategy	September 8, 2015 2:00 PM

PUBLIC PARTICIPATION

The local planning team made efforts to notify the public of this planning effort and how they could participate in the development of the plan update. The following table identifies the dates and types of public outreach notifications.

Table OMA.3: Public Notification Efforts

Date	Notification	Location
February 17, 2015	Project Website	http://jeo.com/papiohmp/
April 1, 2015 – October 1, 2015	MindMixer Survey Website	http://papiohmp.mindmixer.com/
April 15, 2015	Link to Project Website	http://www.cityofomaha.org/planning/
April 15, 2015	Post Project Flyer	http://www.cityofomaha.org/planning/
April 28, 2015	Passed Resolution of Participation	City Hall Council Chambers
December 22, 2015 – January 30, 2016	Participant Section available for public comment and review	http://jeo.com/papiohmp/

COORDINATION WITH AGENCIES

The following agencies were contacted for hazard information, particularly flooding, as it pertains to the City of Omaha. The representatives from these agencies also attended at least one public meeting during the course of the planning effort.

Name	Title	Agency
Lori Laster	Stormwater Engineer	P-MRNRD
Mary Baker	State Hazard Mitigation Officer	NEMA
Mitch Paine	Flood Mitigation Planning Coordinator	NDNR

For additional stakeholders and neighboring communities that were contacted to participate or provide information but were not involved in the planning process, please see *Section Two: Planning Process*.

LOCATION AND GEOGRAPHY

The City of Omaha is located in the eastern portion of Douglas County and covers an area of 130.58 square miles. Major waterways in the area include the Missouri River, which forms the eastern boundary of the city, Papillion Creek, and Carter Lake.

CLIMATE

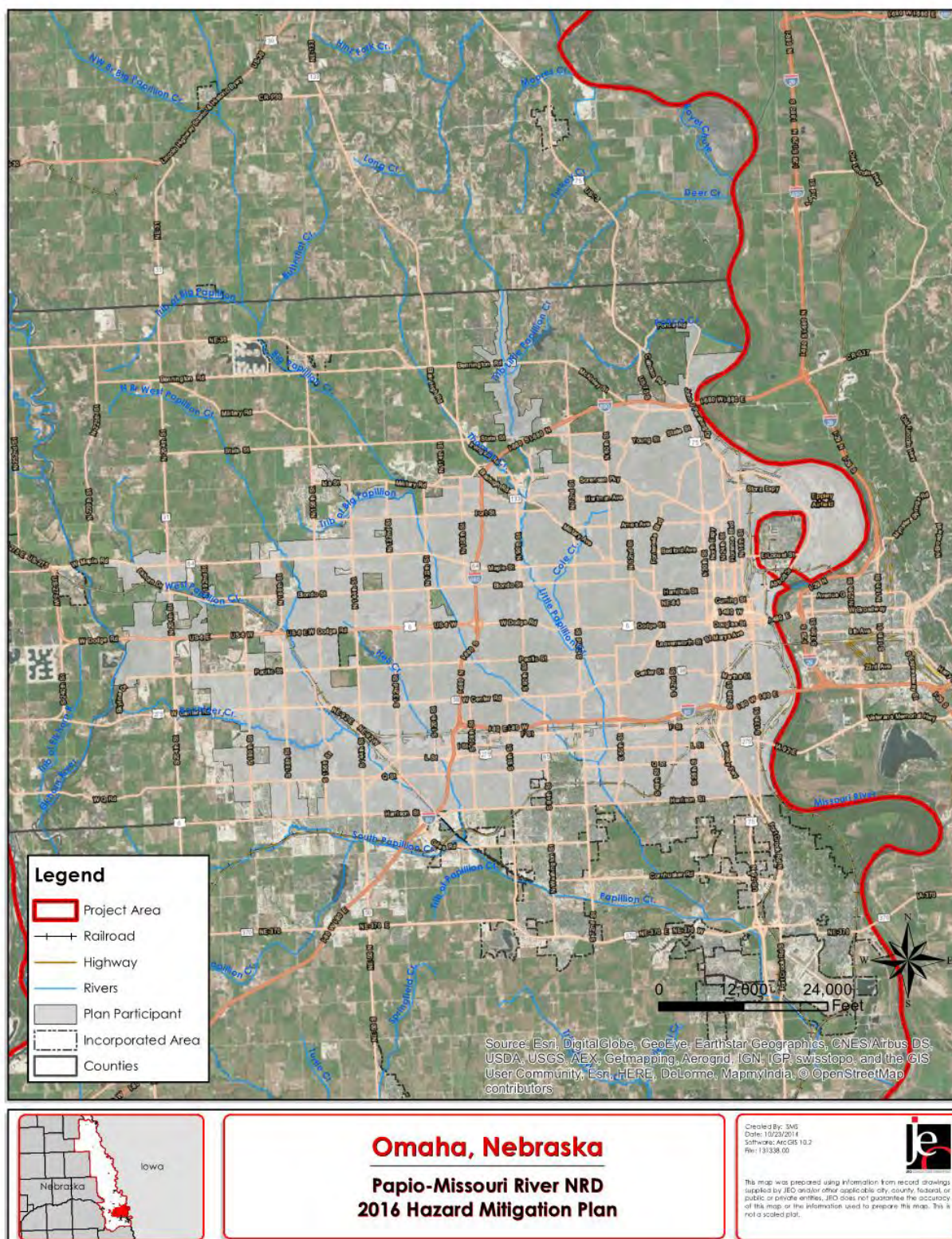
For Omaha, the normal high temperature for the month of July is 84.8 degrees Fahrenheit and the normal low temperature for the month of January is 12.7 degrees Fahrenheit. On average, Omaha gets 31.21 inches of rain and 26.5 inches of snowfall per year. The following table compares these climate indicators with those of the entire state. Climate data are helpful in determining if certain events are higher or lower than normal. For example, if the high temperatures in the month of July are running well into the 90s, then this indicates extreme heat events, which could impact vulnerable populations such as the very young and the elderly if cooling areas are not provided.

Table OMA.4: Climate Data for the City of Omaha

Age	Omaha	Planning Area	State of Nebraska
July High Temp	84.8°F	85.6°F	88.0°F
January Low Temp	12.7°F	11.8°F	12.0°F
Annual Rainfall	31.21 inches	30.64 inches	30.3 inches
Annual Snowfall	26.5 inches	31.2 inches	25.9 inches

Source: NCDC Climate Data Online, 1981-2010 Climate Normals

Figure OMA.1: Map of the City of Omaha



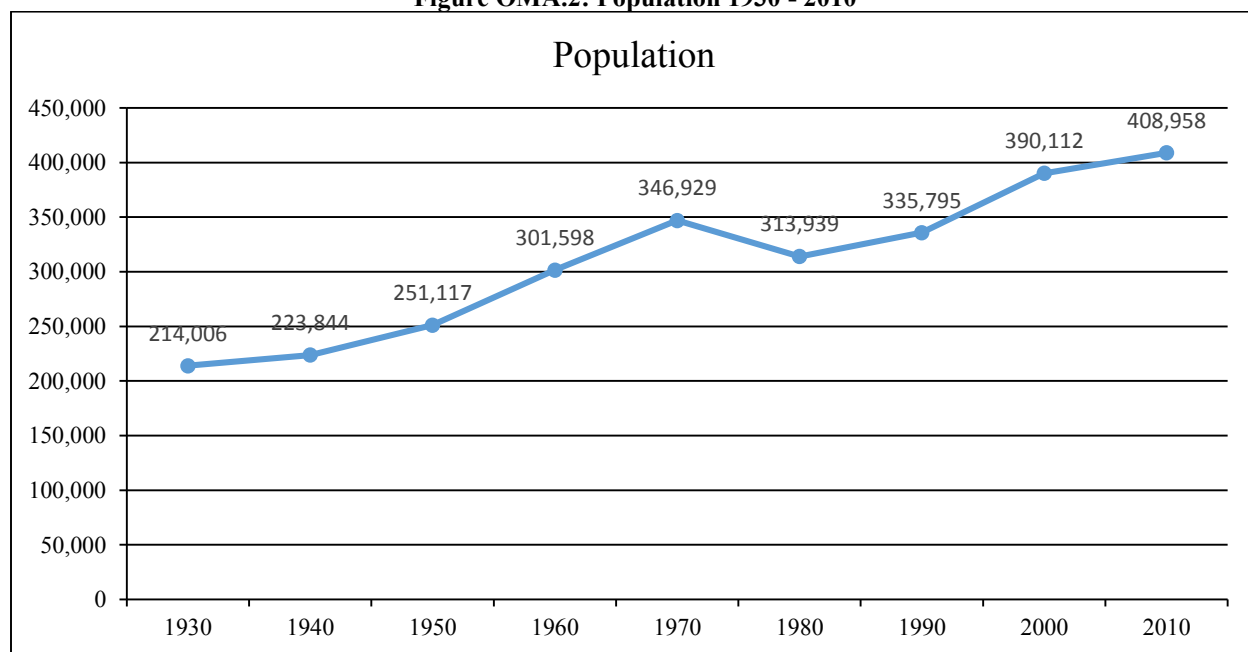
TRANSPORTATION

Omaha's major transportation corridors include Interstates 80, 480, and 680; U.S. Highways 275, 75, and 6; and Nebraska Highways 31, 64, and 133. Interstate 80 is the busiest highway in the city with over 170,000 vehicles on average per day with 11,200 of those as heavy commercial vehicles. Union Pacific Railroad, Burlington Northern Santa Fe Railroad, and Amtrak all have rail lines that go through the City of Omaha. Eppley Airfield and Millard Airport are both located within the city. Transportation information is important to hazard mitigation plans because it suggests possible evacuation corridors in the community, as well as areas more at risk to transportation incidents.

DEMOGRAPHICS

The following figure displays the historical population trend from 1930 to 2010. This figure indicates that the population of Omaha has been increasing since 1980. The City of Omaha is the largest city in the State of Nebraska. When population is increasing, areas of the city may experience housing developments or a lack of properties available for rent or to own. Increasing populations can also represent increasing tax revenue for the community, which could make implementation of mitigation actions possible.

Figure OMA.2: Population 1930 - 2010



Source: U.S. Census Bureau

The following table indicates the City of Omaha has a slightly higher percentage of residents over the age of 64 when compared to Douglas County elderly populations may be more vulnerable to certain hazards than other population groups. For a more elaborate discussion of this vulnerability, please see *Section Four: Risk Assessment*.

Table OMA.5: Population by Age

Age	Omaha	Douglas County	State of Nebraska
<5	7.4%	7.7%	7.2%
5-64	81.2%	81.5%	79.2%
>64	11.4%	10.8%	13.6%
Median	33.9	33.7	36.2

Source: U.S. Census Bureau, 2010, Table DP-1

The following table indicates that Omaha's median household income is about \$5,000 less than the median for the county, but median home values are also lower. These economic indicators are relevant to hazard mitigation because they indicate the relative economic strength compared to the county and state as a whole. Economic indicators may also influence a community's resiliency to hazardous events.

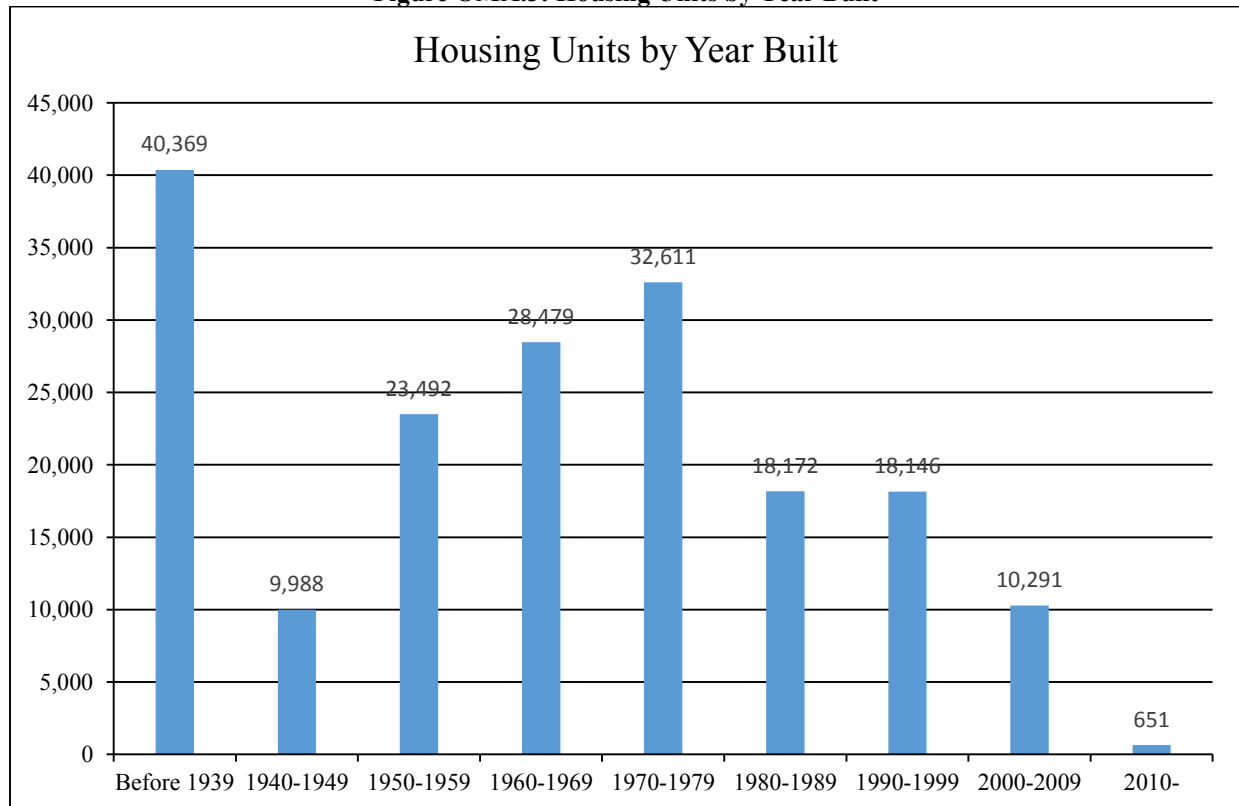
Table OMA.6: Housing and Income

	Omaha	Douglas County	State of Nebraska
Median Household Income	\$48,052	\$53,325	\$51,672
Per Capita Income	\$27,165	\$29,180	\$26,899
Median Home Value	\$133,500	\$143,000	\$128,000
Median Rent	\$776	\$790	\$706

Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP03 and DP04

The following figure indicates that the majority of the housing in Omaha was built prior to 1980. According to 2009-2013 ACS 5-year estimates, the community has 182,199 housing units with 91.7 percent of those units occupied. There are approximately 2,097 mobile homes in the community and 74.1 percent of the community's housing was built before 1980. The initial Flood Insurance Rate Map (FIRM) was developed in October 1980. Housing built prior to 1980 may not be constructed to include the base-flood elevation requirements and may be at risk to flooding. Furthermore, housing age can serve as an indicator of risk as structures built prior to state building codes being developed may be at greater risk, and unoccupied housing may suggest that future development may be less likely to occur. Finally, communities with a substantial number of mobile homes may be more vulnerable to the impacts of high winds, tornados, and severe winter storms.

Figure OMA.3: Housing Units by Year Built



Source: Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP04

Table OMA.7: Housing Units

Jurisdiction	Total Housing Units				Occupied Housing Units			
	Occupied		Vacant		Owner		Renter	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Omaha	167,120	91.7%	15,079	8.3%	97,747	58.5%	69,373	41.5%
Douglas County	204,226	92.3%	17,085	7.7%	128,058	62.7%	76,168	37.3%

Source: Selected Housing Characteristics, 2009 - 2013 ACS 5-year estimate

MAJOR EMPLOYERS

There are a number of public and private businesses that employ the majority population in the City of Omaha. According to the Nebraska Department of Economic Development, among the largest employers in the private sector are Union Pacific Corp., CHI Health, First Data Corp., Mutual of Omaha, Hy-Vee Food Stores, First National of Nebraska, Nebraska Methodist Health System, Burlington Northern and ConAgra Inc. Among public companies are University of Nebraska Medical Center and Omaha Public Power District. A number of residents also commute to nearby communities for work. A hazard event would have a detrimental effect on the economy and people.

FUTURE DEVELOPMENT TRENDS

According to census data, the Omaha City population has been steadily growing since 1980. The city's comprehensive plan identifies a number of development, redevelopment and improvement strategies to accommodate this growth in the future and provide a high quality of life to the people including transportation improvement, public safety and environmental projects. According to Omaha's comprehensive plan, due to declining property values and tax base, quality maintenance projects and upkeep of existing infrastructure will prioritize over the addition to infrastructure capacity.

PARCEL IMPROVEMENTS AND VALUATION

GIS parcel data was requested from the County Assessor. This data allowed for the analysis of the location, number, and value of property improvements at the parcel level. The data did not contain the number of structures on each parcel. A summary of the results of this analysis is provided in the following table.

Table OMA.8: Parcel Improvements

Number of Improvements	Total Improvement Value	Mean Value of Improvements Per Parcel	Number of Improvements in Floodplain	Value of Improvements in Floodplain
131,618	\$23,739,271,700	\$180,365	2,374	\$1,633,332,200

Source: Douglas County Assessor

Figure OMA.4: Developed Areas

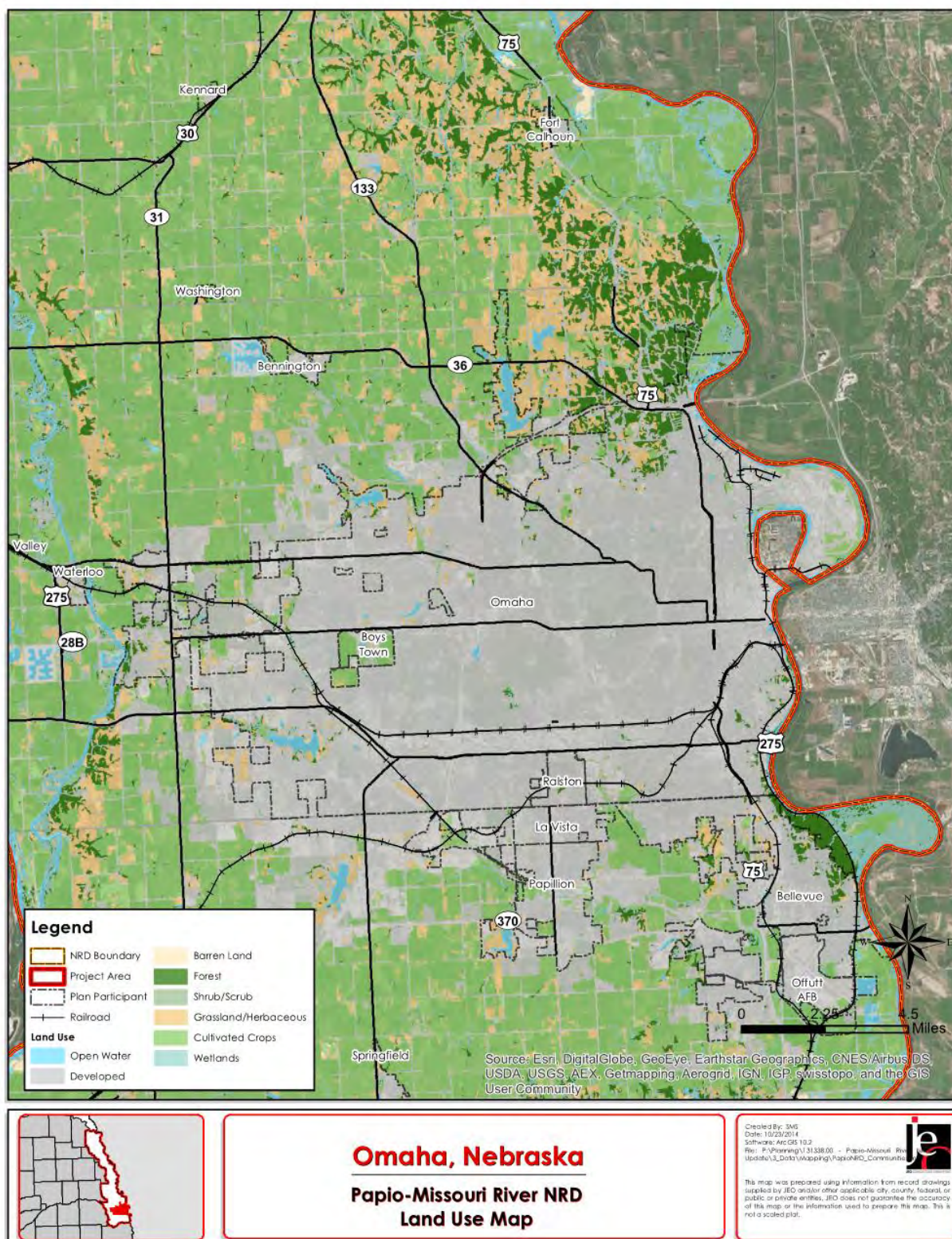
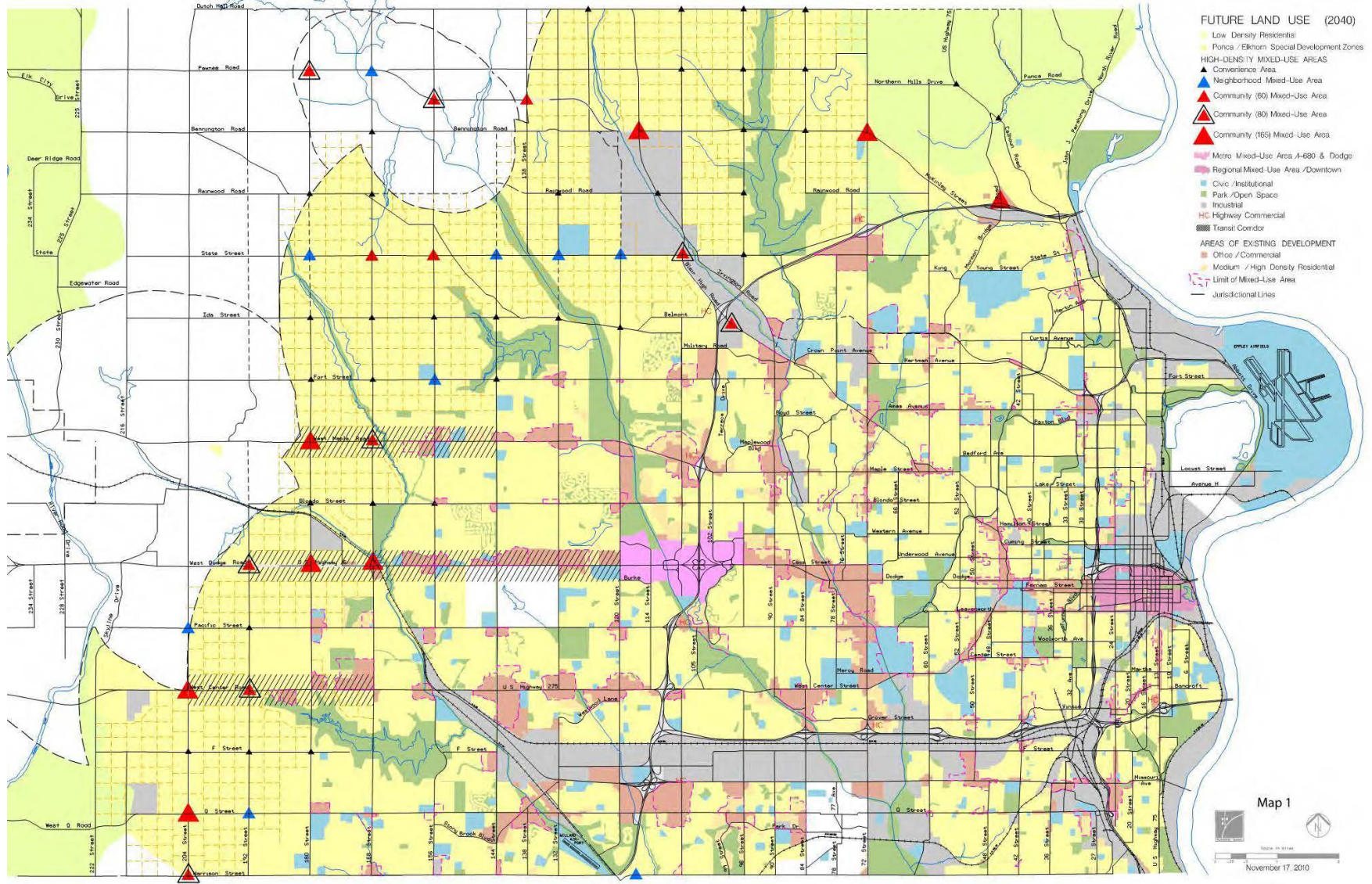


Figure OMA.5: Future Land Use Map



CRITICAL INFRASTRUCTURE/KEY RESOURCES

CHEMICAL STORAGE FIXED SITES

According to the Tier II System reports submitted to the Nebraska Department of Environmental Quality, there are hundreds of chemical storage sites in Omaha. The following table lists facilities that house hazardous materials only.

Table OMA.9: Chemical Storage Fixed Sites

Facility	Address	Hazardous Material
Action Batteries Unlimited Inc	7911 J St	Sulfuric Acid
Airgas USA LLC	10433 J St	Anhydrous Ammonia
Airlite Plastics CO	6110 Abbott Dr	Batteries
Alter Trading Corporation	2828 N 11 th St	Lead Acid Batteries
American Laboratories	5020 S. 33 rd St	Ammonia
AmSan Omaha	6260 Abbott Dr	Sulfuric Acid
Arctic Glacier Nebraska Inc	8211 F St	Sulfuric Acid, Ammonia
Ardent Mills LLC	2900 C St	Phosphine Pellets
Armour Eckrich Meats LLC	5015 S. 33 rd St	Sulfuric Acid, Ammonia
Birko Corp	4624 S. 88 th St	Sulfuric Acid, Peracetic Acid
Bottling Group LLC	4603 S. 72 nd St	Sulfuric Acid
Brenntag Great Lakes LLC	3720 D St	Formaldehyde 37%, w/ 11% Methanol
Bunzl Processor Distribution	6720 N. 16 th St	Sulfuric Acid
BHJ USA	2516 Edward Babe Gomez Ave	Battery Acid, Ammonia
Cardinal Health	4225 S. 57 th St	Sulfuric Acid
Coca-Cola Refreshments	5415 Dayton St	Sulfuric Acid
Costco Wholesale 1012	12300 W. Dodge Rd	Sulfuric Acid
D&D Foods	9425 N 48 th St	Anhydrous Ammonia
Darling Ingredients Inc	4115 S. 33 rd St	Sal CURB
Eaton Omaha Power Center	3900 Dahlman Ave	Sulfuric Acid
Elliott Equipment Company	4427 S. 76 th Cir	Sulfuric Acid, Nitrogen Dioxide, Liquefied Gas
Exoxemis Inc	6029 N 16 th St	Anhydrous Ammonia
G&G Manufacturing Company	4432 McKinley St	Sulfuric Acid
Genuine Parts Company	61600 Grover St	Sulfuric Acid
Gilisa Dairy Products	7122 J St	Nitric Acid, Sulfuric Acid, Peroxyacetic Acid, Anhydrous Ammonia
GTL Truck Lines Inc	4228 S. 72 nd St	Sulfuric Acid, Anhydrous Ammonia
Harcros Chemicals Inc	9000 F St	Formaldehyde 37%, Nitric Acid 30%, Sulfuric Acid
Industrial Plating Inc	1149 Florence Blvd	Sodium Cyanide, Potassium Cyanide, Nitric Acid, Sulfuric Acid
JF O'Neill Packing Co	3120 G St	Anhydrous Ammonia
Kellogg USA Inc	9601 F St	Mandate Plus, Sulfuric Acid
Lindsay Transportation	505 Crown Point Ave	Sulfuric Acid
Lineage Logistics LLC	13039 Renfro Cir	Sulfuric Acid, Anhydrous Ammonia
Mission Foods Omaha	4433 S. 94 th St	Electrolyte (Sulfuric Acid), NHS
Monarch Oil Inc	2200 Avenue HE	HF Asphalt
MUD Florence Potable Water	9100 John J Pershing Dr	Chlorine
Nash Finch Omaha Distr Center	7401 F St	Sulfuric Acid

Facility	Address	Hazardous Material
Nebraska Beef	4501 S. 36 th St	Battery Electrolyte, Ammonia Solution
Needham Inc	1204 Jones St	Ammonia
Nox-Crete Manufacturing Inc	1444 S. 20 th St	Toluene-2, 4-Diisocyanate
NRG Energy Center Omaha LLC	2152 Howard St	Sulfuric Acid, PHA-82
Omaha Steaks International	9203 F St	Anhydrous Ammonia
Omaha Steaks International	4400 S. 96 th St	Anhydrous Ammonia
Quality Pork International Inc	10404 F Plz	Anhydrous Ammonia
Quality Refrigerated Service	3301 G St	Ammonia, Sulfuric Acid
Reinhart Food Service LLC	6720 N. 9 th St	Sulfuric Acid
Republic National Distributing	4320 S. 94 th St	Sulfuric Acid
Roberts Dairy Co	2901 Cumming St	Ammonia, AC-55-5 Red
Roeder Mortuaries	2727 N 108 th St	Formaldehyde, x-tone
Skylark Meats LLC	4430 S. 110 th St	Anhydrous Ammonia
Tyson Processing Services Inc	13076 Renfro Cir	Anhydrous Ammonia, Sulfuric Acid
United States Cold Storage Inc	4302 S 30 th St	Ammonia, Sulfuric Acid
West Plains Co	1230 Ohio St	Phosfume
Westway Feed Products LLC	1201 M St	Sulfuric Acid
XL Four Star Beef Inc	3435 Edward Babe Gomez Ave	Industrial Batteries, Ammonia

Source: Nebraska Department of Environmental Quality

HISTORIC SITES

According to the National Register of Historic Places for Nebraska, there are 54 historic sites located in or near Omaha.

Table OMA.10: National Historic Registry

Site Name	Date Listed	In Floodplain?
The Anderson Building	11/20/2009	No
Anheuser-Busch Office Building	2/1/1979	No
Apartments at 2514 n. 16 th Street	8/30/2010	No
Aquila Court Building	10/2/1973	No
Astro Theater	8/13/1974	No
Bank of Florence	10/15/1969	No
Barker Building	7/2/2008	No
Beebe and Runyan Furniture Showroom and Warehouse	7/23/1998	No
Bemis Omaha Bag Company Building	1/11/1985	No
The Berkeley Apartments	7/19/1996	No
Blackstone Hotel	1/11/1985	No
Bradford-Pettis House	7/21/1983	No
Brandeis-Millard House	11/28/1980	No
Broomfield Rowhouse	3/21/2007	No
Burlington Headquarters Building	12/4/1974	No
Burlington Station	8/7/1974	No
Capitol Garage	5/11/2012	No
Center School	8/23/1985	No

Site Name	Date Listed	In Floodplain?
Charles D. McLaughlin House	11/8/1982	No
Christian Specht Building	9/19/1977	No
City National Bank Building / Orpheum Theater	3/26/1973	No
Columbian School	11/28/1990	No
Country Club Historic District	12/30/2004	No
Dr. Samuel D. Mercer House	6/17/1976	No
Douglas County Courthouse	10/11/1979	No
Drake Court Apartments and Dartmore Apartments Historic District	11/10/1980	No
Drake Court Historic District Amendment	6/4/2014	No
Dundee/Happy Hollow Historic District	7/22/2005	No
Edgar Zabriskie House	11/28/1978	No
Eggers-O'Flyng Building	12/13/1991	No
Farm Credit Building	3/29/2011	No
The Farnam Building	3/9/2000	No
Federal Office Building	3/17/2009	No
Field Club Historic District	11/15/2000	No
First National Building	6/25/1982	No
First Unitarian Church	3/27/1980	No
Ford Hospital	3/20/1986	No
Fort Omaha Historic District	3/27/1974	No
Gallagher Building	7/1/1994	No
Garneau-Kilpatrick House	10/7/1982	No
General George Crook House	4/16/1969	No
George A. Joslyn Mansion	8/25/1972	No
George H. Kelly House	7/21/1983	No
Georgia Row House	11/12/1982	No
Gold Coast Historic District	3/14/1997	No
Gottlieb Storz House	8/7/1974	No
Havens-Page House	10/7/1982	No
Henry B. Neef House	7/16/2010	No
Hill Hotel	4/20/1988	No
Holy Family Church	7/17/1986	No
Hospe Music Warehouse	7/23/1998	No
Howard Street Apartment District	11/22/1996	No
Hupmobile Building	11/12/2014	No
Jewell Building	7/21/1983	No
Lincoln Highway	3/13/2003	Yes

Source: Nebraska State Historical Society

CRITICAL FACILITIES

Each participating jurisdiction identified critical facilities vital for disaster response, providing shelter to the public, and essential for returning the jurisdiction's functions to normal during and after a disaster. Critical facilities were identified during the original planning process and updated by the local planning team as a part of this plan update. Below is a summary of the critical facilities for Omaha. Due to the large number of critical facilities in Omaha, a list of all the facilities is not provided.

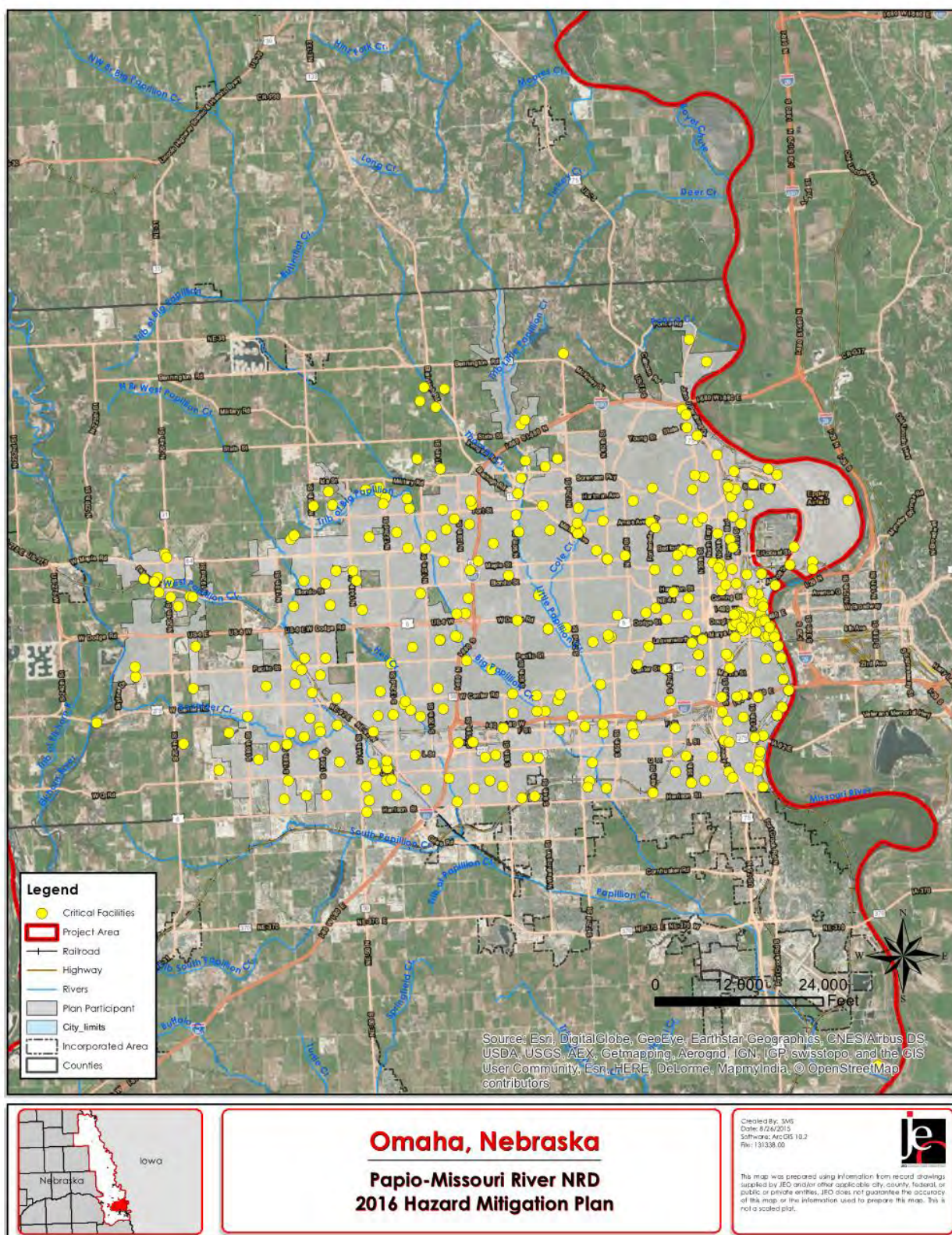
Table OMA.11: Critical Facilities

Critical Facility Type	Number
Fire Department	26
Law Enforcement/Police Station	12
Hospital Emergency Center	15
Lift Stations/Pump Stations	58
Community Center/Auditorium	16

Table OMA.12: Critical Facilities in 1 Percent Annual Chance Floodplain

Type	Name	Address
Fire Station	Fire Station #23	9090 N 30th St
Public Works	Public Works Sewer Maintenance Building	6880 Q St
Public Works	Public Works Elkhorn Wastewater Treatment Plant	19615 Old Lincoln Hwy
Public Works	64th & Dupont Grit Facility	2502 S. 64TH ST.
Lift Station	East Omaha Lift Station	2305 N. 15TH ST.
Infrastructure	North Omaha Div Structure	7th St & Grace St
Pump House	Standing Bear Lake Pump House Omahawks Field 5	5902 N 144th St
Public Works	Public Works Waste Water Treatment Plant 1	5404 S. 10th St

Figure OMA.6: Critical Facilities



HISTORICAL OCCURRENCES

The NCDC Storm Events Database reported 265 severe weather events from January 1996 through July 2015, but due to the large number of records, only those that resulted in property damages, fatalities, or injuries are demonstrated in the following table.

Property damages from the NCDC Storm Events Database should be considered as broad estimates only. The National Weather Service makes a best guess on these amounts at the time of the publication from a variety of sources. Sources include but are not limited to emergency management, local law enforcement, skywarn spotters, NWS damage surveys, newspaper clipping services, insurance industry, and the general public. The USDA Risk Management Agency provides crop damage by hazard, but at the county level only. For this information, please refer to Douglas County's participant section.

Table OMA.13: NCDC Severe Weather Events for the City of Omaha

Date	Hazard	Magnitude	Deaths	Injuries	Property Damage
5/17/1996	Hail	2.75	0	0	\$200,000
6/20/1996	Hail	2.75	0	0	\$2,000
9/3/1996	Lightning	-	0	0	\$30,000
9/23/1996	Lightning	-	0	0	\$10,000
6/11/1997	Lightning	-	0	1	\$0
6/21/1997	Lightning	-	0	0	\$20,000
5/15/1998	Thunderstorm Wind	75 kts	0	0	\$40,000
9/19/1998	Lightning	-	0	0	\$20,000
8/7/1999	Flash Flood	10-11 in.	1	0	\$11,000,000
5/18/2000	Lightning	-	0	0	\$25,000
6/25/2000	Lightning	-	0	0	\$40,000
7/6/2000	Lightning	-	0	0	\$5,000
7/6/2000	Lightning	-	0	0	\$150,000
4/10/2001	Hail	1.75 in.	0	1	\$300,000,000
4/22/2001	Lightning	-	0	0	\$165,000
4/30/2001	Hail	1.75 in.	0	0	\$200,000,000
5/13/2001	Hail	2.50 in.	0	0	\$1,000,000
6/13/2001	Lightning	-	0	0	\$12,000
7/17/2001	Lightning	-	1	0	\$0
7/5/2003	Thunderstorm Wind	51 kts. MG	0	0	\$2,000,000
5/29/2004	Lightning	-	0	2	\$0
7/2/2004	Lightning	-	0	1	\$0
7/2/2004	Lightning	-	0	0	\$50,000
7/13/2004	Lightning	-	0	0	\$20,000
7/22/2004	Flash Flood	2-4 in.	1	0	\$0
5/10/2005	Thunderstorm Wind	54 kts. MG	0	0	\$500,000
8/10/2005	Lightning	-	0	0	\$2,000,000
3/21/2007	Lightning	-	0	0	\$5,000
3/31/2007	Lightning	-	0	0	\$40,000
4/24/2007	Lightning	-	0	0	\$150,000

Date	Hazard	Magnitude	Deaths	Injuries	Property Damage
4/24/2007	Lightning	-	0	0	\$60,000
5/4/2007	Heavy Rain	4-8 in.	0	0	\$1,000,000
10/13/2007	Lightning	-	0	0	\$250,000
6/8/2008	Tornado	EF2	0	3	Unknown
6/27/2008	Thunderstorm Wind	100 kts. EG	0	0	\$53,000,000
7/15/2008	Flash Flood	-	0	0	\$2,000
4/6/2010	Lightning	-	0	0	\$90,000
6/20/2010	Flood	-	0	0	\$25,000
7/1/2010	Flood	-	0	0	\$25,000
8/1/2010	Flood	-	0	0	\$20,000
5/27/2011	Flood	-	0	0	\$5,000
7/1/2011	Flood	-	0	0	\$500,000
8/1/2011	Flood	-	0	0	\$5,000,000
8/18/2011	Hail	4.25 in.	0	1	\$0
8/18/2011	Flash Flood	-	0	0	\$5,000
8/22/2011	Flash Flood	2-4 in.	0	0	\$50,000
9/1/2011	Flood	-	0	0	\$1,000,000
5/11/2014	Flash Flood	-	0	0	\$10,000
6/3/2014	Flash Flood	-	0	0	\$100,000
		Total	3	9	\$578,626,000

Source: January 1996-July 2015 NCDC
in. = inches; kts = knots; MG = Measured Gust

RISK ASSESSMENT

HAZARD IDENTIFICATION

The following table is a localized risk assessment of hazards identified specifically for Omaha. Refer to the beginning of *Section Seven: Participant Sections* for a detailed explanation as to what this methodology is and why certain hazards did not pose a significant enough threat and were eliminated from detailed discussion.

Table OMA.14: Risk Assessment

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Agricultural Animal Disease	Yes	-	None
Agricultural Plant Disease	Yes	-	None
Chemical Spills (Fixed Site)*	Yes	-	Public safety; road closures; possible evacuations
Chemical Spills (Transportation)	Yes	-	Public safety; road closures
Civil Disorder	Yes	-	None
Dam Failure	No	-	Flooding; property damages; economic impacts; public safety
Drought	Yes	-	Water main breaks; fires; roadway damage

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Earthquakes	No	-	None
Extreme Heat	Yes	-	Vulnerable populations
Flooding	Yes	\$17,742,000	Property damages; public safety; utility damages; economic impacts
Grass/Wildfires	No	-	None
Hail*	Yes	\$501,202,000	Property damages; public safety
High Wind*	Yes	-	Public safety; property damages; economic impacts
Landslides	Yes	-	None
Levee Failure	Yes	-	Flooding; property damages; public safety
Radiological Incident (Fixed Site)	No	-	None
Radiological Incident (Transportation)	No	-	None
Severe Thunderstorms*	Yes	\$58,682,000	Public safety; property damages; economic impacts
Severe Winter Storms	Yes	-	Public safety; property damages; economic impacts
Terrorism	Yes	-	None
Tornados*	Yes	Unknown	Public safety; property damages; economic impacts
Urban Fire	Yes	-	Public safety; property damages

*Identified by the local planning team as a top concern for the jurisdiction

For more information regarding these area wide hazards, please see *Section Four: Risk Assessment*. The following discussion provides community specific information as reported in Omaha's Risk Assessment Summary, that is relevant to each hazard. Only hazards identified either as a concern to the community by the local planning team or based on the occurrence and risk of the hazard to the community are discussed in detail below.

Chemical Spills (Fixed Sites)

The local planning team identified chemical spills from fixed site locations as one of the concerns for the City of Omaha. According to the U.S. Coast Guard's National Response Center database, there have been 140 fixed site chemical spill events in Omaha between 1982 and 2014. Property damages were reported for three separate chemical spill events totaling \$185,000, which were all caused by fire from natural gas leaks. Thirteen people were injured in three separate spills and no deaths. The following table shows only the largest spills recorded in Omaha, events that caused damage, or spills that caused injuries.

Table OMA.15: Fixed Site Chemical Spills in Omaha

Date of Event	Location of Release	Quantity Spilled	Material Involved	Number of Injuries	Property Damage
12/20/1990	Omaha	Unknown	Unknown Material	2	\$0
3/22/1991	Omaha	Unknown	Chlorine	10	\$0

Date of Event	Location of Release	Quantity Spilled	Material Involved	Number of Injuries	Property Damage
4/6/1991	Omaha	11,000 Gallons	Asphalt Emulsion	0	\$0
5/19/1992	Omaha	2,800 Gallons	Sodium Hypochlorite	0	\$0
6/1/1992	Omaha	5,000 Gallons	Sulfuric Acid (Diluted to 8% Solution)	0	\$0
6/23/1996	Omaha	5,000 Gallons	Waste Oil	0	\$0
11/25/1996	Omaha	78,000 Pounds	Sodium Hypochlorite	0	\$0
10/31/1998	Omaha	10,000 Pounds	Sulfuric Acid	0	\$0
2/28/2006	Omaha	Unknown	Unknown Material	1	\$0
8/26/2010	Omaha	0	Natural Gas	0	\$75,000
9/18/2010	Omaha	0	Natural Gas	0	\$60,000
11/14/2010	Omaha	0	Natural Gas	0	\$50,000
6/26/2011	Omaha	16,000,000 Gallons	Sewage	0	\$0

Source: National Response Center, 1982-2014

The local planning team is especially concerned with facilities that are not known registered with the city. In one instance, an unregistered plant was found working near a school. However, the city was notified and was able to shut down the facility. The team also noted two explosions in the past. The first occurred while a train car was being cleaned, and the second was from a fertilizer plant. The fire department is trained to respond to these situations, and there is a local hazardous materials team in Omaha.

Implemented mitigation projects:

- County-wide emergency operations plan is in place for the city
- Hazard materials team is located in Omaha to respond to incidents

Identified mitigation projects:

- Emergency management exercise to identify gaps in planning
- Pursue educational outreach opportunities

Dam Failure

Although not identified as one of the top concerns for the City of Omaha, the city could be significantly impacted by failure of high hazards dams located in the city. According to the Emergency Operations Plan, the failure of the Papillion Creek Site 11 Dam would affect an area slightly greater than the 1 percent annual chance floodplain with the greatest effect on areas along the creek through Omaha. It would approach 100 percent inundation. While there are no records of dam failure reported for the City of Omaha, the event has a potential for significant losses due to flooding, economic impacts, and business and housing damages.

Implemented mitigation projects:

- County-wide emergency operations plan is in place for the city
- Dams are inspected and maintained regularly

Identified mitigation projects:

- Conduct regular dam maintenance
- Emergency management exercise to identify gaps in planning

The following table provides a list of the high hazard dams located in Omaha.

Table OMA.16: High Hazard Dams in Omaha

NIDID	Dam Name	Location	Stream Name	Owner
NE00307	Boys Town Dam No 1	Omaha	Hell Creek	Father Flanagan's Boys Home
NE00031	Boys Town Dam No 2	Omaha	Big Papio Creek	First National Business Park Owners Association
NE00138	Candlewood Dam	Omaha	Big Papio Creek	P-MRNRD
NE00032	Legacy Dam	Omaha	Box Elder Creek	Legacy Homeowners Association
NE00030	Lonergan Dam	Omaha	Little Papio Creek	Conagra Foods
NE02784	Papio Dam Site 13-Youngman	Omaha	W. Papio Creek	P-MRNRD
NE01518	Papio Site 11-Cunningham Lake	Omaha	Little Papio Creek	US Army Corps
NE01065	Papio Site 15- Standing Bear Lake	Omaha	Papio Creek	US Army Corps
NE02185	Papio Site 18- Zorinsky Lake	Omaha	Box Elder Creek	US Army Corps
NE02735	Zorinsky Basin No 3- Whitehawk	Omaha	Box Elder Creek	P-MRNRD
NE03289*	Papio Creek 15-A	Omaha	North Branch W. Papillion Creek	P-MRNRD
NE09714*	Adams Park Dam	Omaha	Tributary to Missouri River	City of Omaha

Source: NDNR

*Approved for construction

Levee Failure

While the local planning team did not identify levee failure as one of the top hazards, levee failure may cause loss of life and injuries as well as damages to property, the environment, and the economy. There have been no reports of levee failure in Omaha.

The following table identifies the levees that are located in the City of Omaha.

Table OMA.17: Omaha Levees

Name	Sponsor	City	Watercourse	Length (miles)	Type of Protection	Protected Area (sq miles)	Approximate Level of Protection
Omaha Channel Improvements	Papio-Missouri River NRD	Omaha	Little Papio Creek	6.9	Urban	25-49	0-24 year flood
Omaha FPP	City of Omaha	Omaha	Missouri	12.76	Urban	5-24	100-500 year flood

Source: Nebraska State Mitigation Plan and the 2011 P-MRNRD HMP

Implemented mitigation projects:

- County-wide emergency operations plan is in place for the city
- Levees are inspected and maintained regularly

Identified mitigation projects:

- Working with P-MRNRD on levee improvements
- Emergency management exercise to identify gaps in planning

Flooding

As a large metropolitan area, stormwater runoff causes flooding issues as intense rainfalls occasionally surpass the capabilities of the stormwater management systems. Furthermore, Omaha has a combined stormwater and wastewater system, which can result in additional flooding issues. In addition to stormwater runoff flooding, there are several riverine flood sources which impact the city. These include the Missouri River, Big Papillion Creek, Little Papillion Creek, Hell Creek, Cole Creek, Thomas Creek, and Boxelder Creek.

The following history of flooding in Omaha is primarily taken from the Douglas County Flood Insurance Study dated May 2010:

Missouri River

The first flood record that could be found was dated April 6, 1881, which was a major flood because a large ice jam was breached in Cedar County. This flood swept away entire towns and the Missouri was five miles wide at Omaha. People were forced to evacuate to the roofs of their homes on 9th Street. Along the Missouri, there was a total of three people killed, thousands of livestock perished, and damaged was placed in the “many millions”. Another major flood occurred in 1943. At Omaha, the river crested at 22.45 feet and had a discharge of 200,000 cubic feet/second (89,760,000 gallons/minute). Three thousand men helped fight the flood, but after a week, the Missouri found a weak spot in the temporary dike and the battle was lost. One hundred homes were flooded when the floodwater also breached a new dike at Locust Street. The industrial section on Grace Street was flooded, and businesses were closed several days. One thousand people were evacuated from Carter Lake and East Omaha as the old Lake Florence bed filled and inundated the airport with seven feet of water in 18 hours. One person was killed in Omaha, and the damage estimate there was \$1.4 million. A \$6 million floodwall was constructed as a result of the 1943 flood, which served Omaha well during major floods in 1947 and 1950. The flood of record on the Missouri River took place on April 16, 1952 with a recorded discharge of 396,000 cfs (177,724,800 gallons per minute) with a record stage of 40.2 feet (flood stage at Omaha is 29 feet). Emergency freeboard was added to the top of the floodwall in order to keep Omaha from being flooded. The severe flooding on the Missouri River in the 1940s and 50s lead to the authorization for the construction of six large dams by the United States Army Corps of Engineers. These dams were completed in the early 1960s, and flooding on the Missouri has not been a significant problem since. The Corps also constructed a levee/floodwall system in Omaha which provides protection to the 500-year (0.2% change per-year) flood. The only significant flooding at Omaha after the completion of the dams took place in 1993, the year with record flooding over the entire Midwest. However, Missouri River flooding was much more pronounced south of Omaha, below the juncture with the Platte River and other large rivers from Iowa.

For information regarding the Missouri River flood of 2011, please refer to *Section Four: Risk Assessment*.

Big Papillion Creek

The two largest floods of record on the Big Papillion Creek took place in 1964 (45,900 cfs) and 1965 (31,200 cfs). The flood of June 16th and 17th, 1964, killed seven people and caused \$5 million in damage, not including losses to personal property. 95 trailer homes were destroyed, with several being swept more

than a half-mile downstream by the torrent. Flood damages were recorded in the Big Papio Creek watershed from the consistent heavy downpours in the summer of 1993. Many homeowners had problems with bowing or collapsed foundation and retaining walls.

Little Papillion Creek

The flood of record for Little Papillion Creek took place on June 21, 1960. Intense localized thunderstorms in the watershed led to a discharge of 15,300 cfs at Irvington Street and 10,000 cfs at Cass Street. The severe thunderstorm of September 6, 1965 caused a discharge of 12,800 cfs at the mouth with the Big Papillion Creek.

West Papillion Creek

The largest flood on West Papillion Creek occurred in June 1964 having an approximate discharge of 40,800 cfs in the Elkhorn area and 31,500 cfs at the mouth with Big Papillion Creek. Mobile homes were swept away by this flood in the Millard area.

Hell Creek

Hell Creek flows from Boys Town to its confluence with West Papillion Creek. The flood of June 16-17, 1964, was caused by eight inches of rain falling in three hours. The 500-year flood discharge was exceeded, and reports noted that Hell Creek was fifty feet wide and had five-foot waves. Houses were moved from their foundations and garages were destroyed by these floodwaters. After some channel improvements earlier in 1965, the September 7, 1965, flood event on Hell Creek nearly equaled the severity of the 1964 event.

Cole Creek

Up to ten inches of rain fell overnight on August 6-7, 1999, forcing Cole Creek out of its banks. Cole Creek flows through the fully-urbanized watershed in northern Omaha of Debolt and Benson neighborhoods before joining the Little Papillion Creek near 77th & Dodge. One man was killed from the 1999 flood as a result of a basement wall caving in on top of him.

Thomas Creek

Thomas Creek flows primarily north-to-south past Irvington before joining Little Papillion Creek at Blair High Road. The Thomas Creek watershed has been rapidly developing in the last ten years, and downstream flood problems have been the result. During the August 1999 storm, one property owner was trapped by the rising water and nearly lost her life while trying to open the fences for her horses.

Boxelder Creek

Much of rapidly developing west Omaha is drained by Boxelder Creek. As a result, it should be expected that runoff rates will cause more water to flow in the creek more quickly. However, Zorinsky Lake is a flood control structure on Boxelder Creek which will minimize flooding.

Omaha has 1,022 NFIP policies in-force for \$270,226,200. There are 2 single family, 2 non-residential, and 5 other residential (i.e. not single family or 2-4 family home) properties that are repetitive flood loss properties in the City of Omaha.

Table OMA.18: Improvements in the Floodplain

Value of Improvements in Floodplain	Number of Improvements Affected	Number of Improvements in Community	Percentage of Affected Improvements
\$1,633,332,200	2,374	131,618	1.8%

Source: Douglas County Assessor

Implemented mitigation projects:

- Stormwater management and floodplain ordinances
- Participant in the Papillion Creek Watershed Partnership
- Member of the NFIP
- CRS Class 9

Identified mitigation projects:

- Partner with P-MRNRD on flood warning system
- Continue to encourage low impact development
- Ongoing bank stabilization projects
- Conduct a parcel level evaluation of flood prone properties
- Continue educational outreach opportunities

Hail

Hail events can cause significant, widespread damages to critical facilities, business, and personal property. The NCDC reports 4 hail events in the period from 1996 to 2014 that resulted in \$501,000,000 of combined property damages, 2 injuries and the biggest recorded hailstone size. The hail event recorded in 2001 reported hailstone size of 2.50 inches, while the event in 2011 had a record high hailstone size of 4.25 inches.

Implemented mitigation projects:

- County offers text alerts to warn residents of hazards
- Tree City USA community for 37 years

Identified mitigation projects:

- Continue Tree City USA participation
- Develop an urban tree management plan
- Provide weather radios for critical facilities in need

Severe Thunderstorms

Severe Thunderstorms are identified as a significant concern to the community due to the previous occurrences and reported property damage. Severe thunderstorms are part of regular climate in the region, including the City of Omaha. The NCDC reports 4 severe thunderstorm events in the period from 1996 to 2014 in the City of Omaha that resulted in \$55,540,000 of combined property damages. The event recorded in Omaha in 2008 alone experienced a severe thunderstorm event of 100 kts that resulted in \$53,000,000 in property damages. Severe thunderstorms combined with heavy rain can produce flash flood, power outages tree damages along with groundwater in basements.

Implemented mitigation projects:

- County offers text alerts to warn residents of hazards
- Tree City USA community for 37 years

Identified mitigation projects:

- Critical facility evaluation
- Provide weather radios for critical facilities in need
- Site hardening for critical facilities to elevate electrical systems above ground
- Develop an urban tree management plan

Tornados and High Winds

Tornados and high winds are identified as a high concern for the community due to the previous occurrences and reported economic losses. Previous occurrences reported in Douglas County include a high wind event reported County in 1996 causing one death, while another wind event that same year resulted in \$34,000 in property damages. Tornados and high winds have the potential for significant damages and loss of life. The NCDC reports an EF2 tornado that was recorded in the City of Omaha in 2008 that caused 3 injuries and unknown damages. According to the USDA Risk Assessment Management Agency claim reports in the period from 2000 to 2014 in Douglas County, a single tornado event produced \$115, 54 in crop damages.

Implemented mitigation projects:

- County offers text alerts to warn residents of hazards
- Tree City USA community for 37 years
- County-wide emergency operations plan is in place for the city

Identified mitigation projects:

- Identify, designate, and publicize tornado shelters
- Provide weather radios for critical facilities in need

Figure OMA.7: Map of High Hazard Dams in Omaha

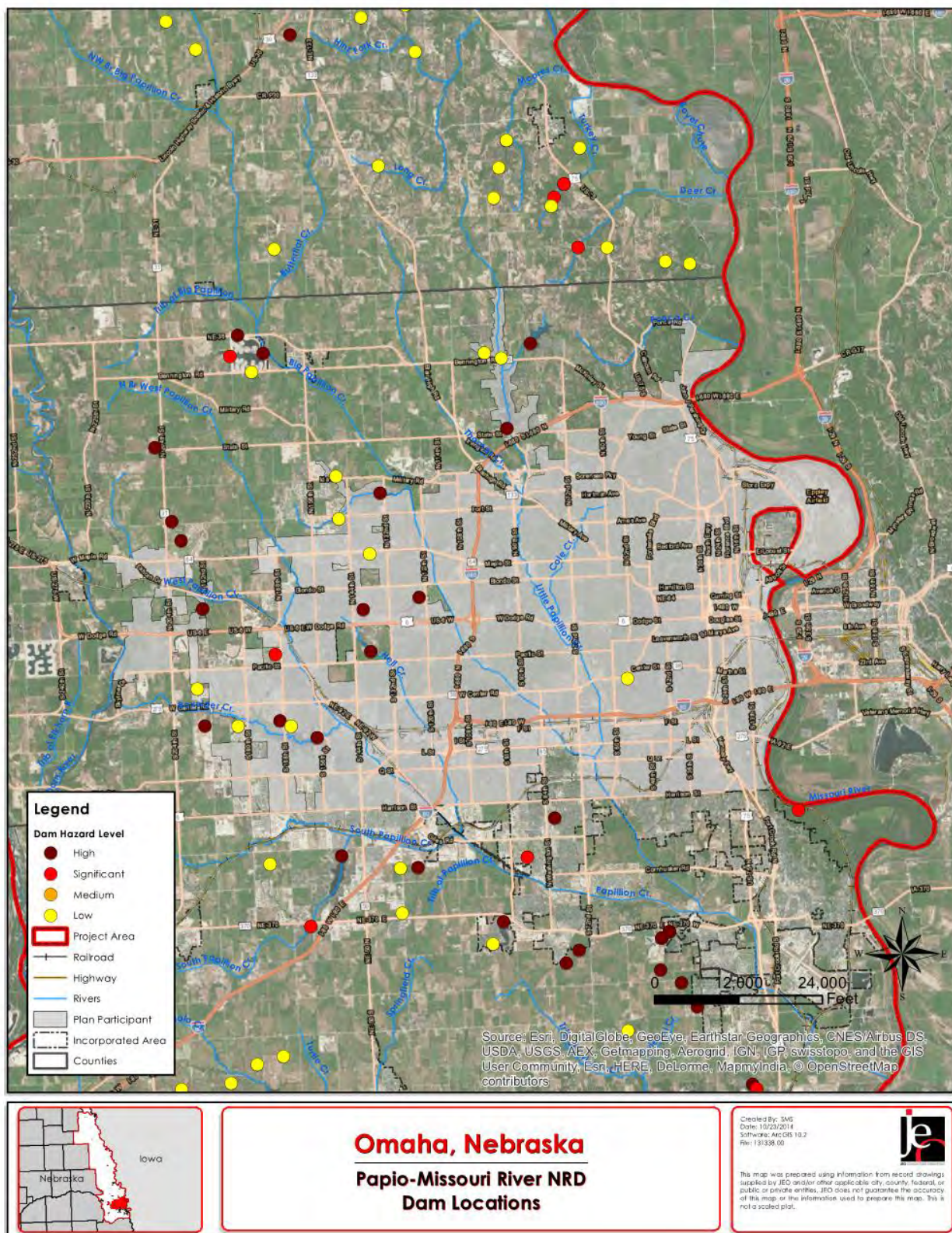


Figure OMA.8: Leveed Areas in Omaha

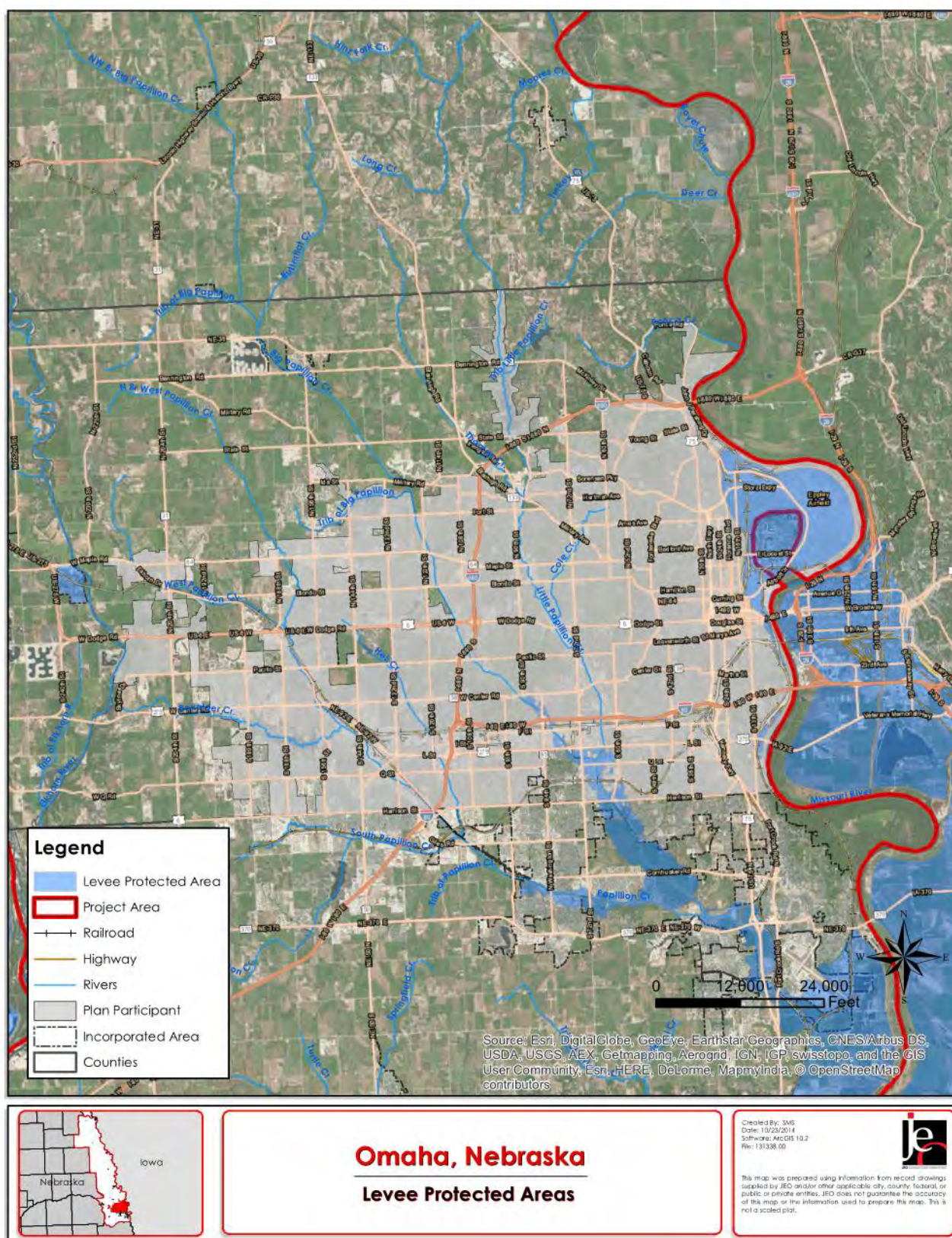


Figure OMA.9: Omaha 1% and 0.2% Annual Chance Floodplain



GOVERNANCE

A community's governance indicates the number of boards or offices that may be available to help implement hazard mitigation actions. The City of Omaha has a seven member city council led by a mayor, and a number of offices and departments that may be involved in implementing hazard mitigation initiatives.

- Mayor's Office
- City Clerk
- Finance Department
- Fire Department
- Human Resources
- Library
- Parks, Recreation, & Public Property
- Planning Department
- Police Department
- Public Works
- Tree Board

CAPABILITY ASSESSMENT

The capability assessment consisted of two main components: a Capability Assessment Survey completed by the jurisdiction and a review of local existing policies, regulations, plans, and the programs. The survey is used to gather information regarding the jurisdiction's planning and regulatory capability; administrative and technical capability; fiscal capability; and educational and outreach capability.

Table OMA.19: Capability Assessment

Survey Components/Subcomponents		Existing (Yes/No)
Planning and Regulatory Capability	Comprehensive Plan	Yes
	Capital Improvements Plan	Yes
	Hazard Mitigation Plan	Yes
	Economic Development Plan	Yes
	Emergency Operational Plan	Yes
	Natural Resources Protection Plan	No
	Open Space Preservation Plan	Yes
	Floodplain Management Plan	Yes
	Storm Water Management Plan	Yes
	Zoning Ordinance	Yes
	Subdivision Regulation/Ordinance	Yes
	Floodplain Ordinance	Yes
	Building Codes	Yes
	National Flood Insurance Program	Yes
	Community Rating System	Yes (Class 9)
	Other (if any)	Tree City USA 37 years
Administrative and Technical Capability	Planning Commission	Yes
	Hazard Mitigation Planning Commission	No
	Floodplain Administration	Yes
	Emergency Manager	Yes
	GIS Coordinator	Yes
	Chief Building Official	Yes

Survey Components/Subcomponents		Existing (Yes/No)
	Civil Engineering	Yes
	Staff Who Can Assess Community's Vulnerability to Hazards	Yes
	Grant Manager	Yes
	Other (if any)	
Fiscal Capability	Capital Improvement Project Funding	Yes
	Community Development Block Grant	Yes
	Authority to Levy Taxes for Specific Purposes	Yes
	Gas/Electric Service Fees	Yes
	Storm Water Service Fees	Yes
	Water/Sewer Service Fees	Yes
	Development Impact Fees	Yes
	General Obligation Revenue or Special Tax Bonds	Yes
	Other (if any)	
Education and Outreach Capability	Local citizen groups or non-profit organizations focused on environmental protection, emergency preparedness, access and functional needs populations, etc.	No
	Ongoing public education or information program (e.g., responsible water use, fire safety, household preparedness, environmental education)	Yes
	Natural Disaster or Safety related school programs	Yes
	StormReady Certification	No
	Firewise Communities Certification	No
	Public-private partnership initiatives addressing disaster-related issues	No
	Other (if any)	

PLANS, DOCUMENTS, AND INFORMATION USED

Throughout the planning process, a number of studies, reports, and technical information have been used to develop the plan. A listing of general sources of information used for all sections of the plan is listed in *Section 2: Planning Process*. Below is a list of specific sources used to establish Omaha's participant section.

Table OMA.20: Sources, Plans, Reports, and Regulations

Source/Report/Regulation	Date Completed
Hazard Mitigation Plan	2011
Local Emergency Operations Plan (LEOP)	2015
Master Plan	2013
Floodplain Ordinance	Revised 2014
Zoning Ordinance	Revised 2015
Building Code	2006
Subdivision Regulations	1995
Stormwater Management Ordinance	Revised 2014

PLAN INTEGRATION

Building safe and smart communities can be accomplished through effective Plan integration. Integrating hazard mitigation principles into other local planning mechanisms, such as plans addressing land use, transportation, climate change, sustainability, natural and cultural resource protection, watershed

management, economic development and others can greatly increase an area's level of resiliency. While this HMP planning process involved interdepartmental coordination at the local level, this planning process also sought to analyze how existing planning mechanisms were presently integrated and make suggestions for further integration. The plans listed in the preceding table were analyzed using guidance from FEMA's 2014 *Plan Integration Guide*. The following paragraphs present a summary of the findings of this analysis.

Omaha participated in the 2011 Papio-Missouri River NRD Hazard Mitigation Plan, which was an update to the original 2006 plan. The 2011 HMP was referred to throughout the development of the 2016 HMP update.

The Local Emergency Operations Plan (LEOP) for Omaha, which was last updated in 2015, is an annex of Douglas County's LEOP. It is an all hazards plan that does not address specific natural and man-made disasters. It provides a clear assignment of responsibility in case of an emergency.

Omaha's Master Plan includes the following elements: Concept Element, Environment Element, Public Facilities Element, Housing Element, Transportation Element, Future Land Use Element, Parks Master Plan Element, and Urban Development Element. The Environmental Element mentions Hazard Mitigation, and the hazards identified in the plan. Furthermore, it discusses the need for mitigation to reduce or eliminate the vulnerability of people and property from natural hazards and their effects. One of several objectives listed in the plan includes the need to minimize the potential for flooding as well as the potential cost of damage and loss of life in case of flooding. It also suggest that development within the floodplain should be prevented or reduced. Additionally, it suggests that the city strengthen the emergency response warning system to reach all residents and address language barriers and to actively plan for community safety, including climate change and emergency prevention and adaptability.

Omaha's Floodplain Ordinance was last updated in 2014. The ordinance requires all new construction, cumulative substantial improvements, or substantial improvements of residential structures have the lowest floor elevated to or above one foot above the base flood elevation. Since the ordinance includes a one foot freeboard, this should be sufficient in reducing losses in current and most likely future flooding conditions. Development of residential structures in the floodway are prohibited. The Zoning Ordinance contains flood fringe and floodway overlay districts that set conditions, as described in the floodplain ordinance, for land use within these districts. Buoyant, flammable, explosive, or could be injurious is prohibited in the floodplain. The storage of material is allowed if firmly anchored to prevent flotation during a flood.

The city has adopted the International Building Code, 2006 edition.

The Subdivision Regulations contain restrictions for subdivision development where land is known to flood or have poor drainage. It states that if a subdivision is traversed by the Big Papillion, Little Papillion, or West Branch Papillion Creeks, there must be a permanent easement allowed for construction, operation, and maintenance of the channel and flood control improvements and public recreational trails.

MITIGATION STRATEGY

REVIEW POSSIBLE ACTIVITIES

The local planning team met to discuss a wide range of possible mitigation activities that the city could include in the HMP to be more resilient to flooding. As required for Activity 510 *Floodplain Management Planning* for consideration of CRS points, the discussion included activities that are currently implemented or ongoing, activities that should be added to the 2016 HMP, and also activities that were not selected because they were either inappropriate for the community or not feasible. The following table provides a list of the discussed mitigation actions, whether the activity was selected or not selected, and reasons for the selection.

Table OMA.21: Selection of Mitigation Actions

Flood Mitigation Action	Selected	Not Selected	Reason
Parcel Level Evaluation of Floodprone Properties	X		Interested as a long range project.
Emergency Management Exercise	X		Ongoing project with Douglas County.
Bank Stabilization	X		Ongoing project P-MRNRD
Wetlands Protection	X		Ongoing project as part of the Master Plan Preservation
Maintain Good Standing in NFIP	X		High priority for community
Community Rating System Continuation	X		High priority for community
Community-Wide Master Plan to Prioritize all Flood Related Projects	X		A member of the Papillion Creek Watershed Partnership
Develop Flood Assistance Strategies	X		Ongoing project with Douglas County
Elevate Pad Mounted Transformers and Switch Gear		X	Not a priority at this time.
Facility Flood Proofing	X		Ongoing since 2011 flood.
Floodplain Management	X		Ongoing. Easements are included in regulations.
Mitigate Repetitive Loss Properties	X		Ongoing. Working with P-MRNRD
Floodplain Regulation Enforcements/Updates	X		Ongoing. Floodplain Administrator enforces regulations.
Improvements to Flood Warning System	X		Ongoing project with P-MRNRD
Upgrades and Improvements to Levees	X		Ongoing partnership with P-MRNRD, Bellevue, and Sarpy County
Low Impact Development	X		Encouraged at a private level
Promote Infiltration	X		Ongoing for Hell Creek and Rockbrook Creek
Relocation of Hazardous Storage		X	Not a priority at this time.
Continue Enforcement Stormwater Management Ordinance	X		Ongoing project for city.
Create a Stormwater Management Committee	X		A member of the Papillion Creek Watershed Partnership
Floodplain Regulations/Development Restrictions	X		Regulations include floodway restrictions and cumulative substantial improvements.
Risk Communication/Community Outreach	X		Ongoing project for city

Flood Mitigation Action	Selected	Not Selected	Reason
Site Hardening	X		Critical facilities needing site hardening.

An action plan with included prioritization for each of the selected mitigation projects can be found under the “Ongoing Mitigation Actions” or “New Mitigation Actions” below. The ongoing mitigation actions are updates to mitigation actions that were included in the 2011 HMP.

MITIGATION STRATEGY

Ongoing Mitigation Actions from 2011 HMP

Description	Mitigate Repetitive Loss Properties
Analysis	Mitigate repetitive loss properties through voluntary acquisition, elevation, etc.
Goal/Objective	Goal 3/ Objective 3.1
Hazard(s) Addressed	Flood
Category of Floodplain Management	Property Protection
Estimated Cost	Varies
Funding	Douglas County EM, City of Omaha, FEMA, NEMA, P-MRNRD, HMGP, PDM
Timeline	5+ years
Priority	High
Lead Agency	Public Works
Status	Ongoing
Meets Expectations	Yes although there are funding issues at this time.

Description	Continue Enforcement of Stormwater Management Ordinance
Analysis	Continue enforcement of stormwater management ordinance
Goal/Objective	Goal 3/ Objective 3.1
Hazard(s) Addressed	Flood, Thunderstorm, High Wind, Hail
Category of Floodplain Management	Preventive
Estimated Cost	Existing Staff
Funding	Cost is absorbed by current staff, City of Omaha, P-MRNRD
Timeline	5+ years
Priority	High
Lead Agency	Public Works
Status	Ongoing
Meets Expectations	Yes

Description	Identify, Designate and Publicize Tornado Shelters
Analysis	Identify, designate and publicize tornado shelters
Goal/Objective	Goal 1/ Objective 1.5
Hazard(s) Addressed	Tornado, Thunderstorm, High Wind, Hain
Estimated Cost	Unknown
Funding	City of Omaha
Timeline	5+ years
Priority	Medium
Lead Agency	Emergency Management
Status	Not started
Meets Expectations	N/A

Description	Complete Inventory of Vulnerable Structures
Analysis	Complete inventory of vulnerable structures
Goal/Objective	Goal 3/ Objective 3.3
Hazard(s) Addressed	All
Estimated Cost	Unknown
Funding	Deferred until staffing/budget allows
Timeline	5+ years
Priority	Low
Lead Agency	Planning Department
Status	Not started
Meets Expectations	N/A

Description	Purchase Weather Radios
Analysis	Ensure adequate severe weather notifications to critical facilities by purchasing weather radios
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	\$50/radio
Funding	City of Omaha, HMGP
Timeline	2-5 years
Priority	Medium
Lead Agency	Every department responsible
Status	Ongoing
Meets Expectations	Yes

Description	Develop an Urban Tree Management Program
Analysis	Develop an urban tree management program, particularly for the Emerald Ash Borer. This would include an inventory of the location, size, and whether the tree can be or has been removed.
Goal/Objective	Goal 3/ Objective 3.7
Hazard(s) Addressed	All
Estimated Cost	Unknown
Funding	City of Omaha
Timeline	Ongoing
Priority	Medium
Lead Agency	Parks Department
Status	Ongoing
Meets Expectations	Yes

Description	Bury Power Lines
Analysis	Initiate a power line burying project
Goal/Objective	Goal 2/ Objective 2.1
Hazard(s) Addressed	Tornado, Thunderstorm, High Wind, Hail, Sever Winter Storm
Estimated Cost	Unknown
Funding	Not identified
Timeline	5+ years
Priority	Low
Lead Agency	Not identified
Status	Deferred for budgeting
Meets Expectations	N/A

Description	Maintain Good Standing in NFIP
Analysis	Maintain good standing with National Flood Insurance Program (NFIP) including floodplain management practices/ requirements and regulation enforcements and updates.
Goal/Objective	Goal 1/ Objective 1.1
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Property Protection
Estimated Cost	Staff time
Funding	City of Omaha
Timeline	Ongoing
Priority	High
Lead Agency	Planning Department
Status	Ongoing
Meets Expectations	Yes

New Mitigation Actions

Description	Parcel Level Evaluation of Floodprone Properties
Analysis	Conduct a study examining parcels located in floodprone areas and identify mitigation measures that can reduce future impacts.
Goal/Objective	Goal 3/ Objective 3.3
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Property Protection
Estimated Cost	\$50,000
Funding	City budget, FMA
Timeline	5+ years
Priority	Low
Lead Agency	Planning and Zoning, Public Works
Status	Not yet started.

Description	Emergency Management Exercise
Analysis	Develop and facilitate an exercise to identify gaps in planning and to ensure that community response plans are sufficient to meet the needs of the jurisdiction.
Goal/Objective	Goal 1/Objective 1.5
Hazard(s) Addressed	Flooding, Dam Failure, Levee Failure, Tornado, Chemical Spills
Category of Floodplain Management	Emergency Services
Estimated Cost	\$10,000
Funding	City budget, PDM, HMGP
Timeline	Ongoing
Priority	Low
Lead Agency	Planning Department, Emergency Management
Status	Ongoing. City works with EM, county, and P-MRNRD on emergency exercises.

Description	Bank Stabilization for Erosion Control
Analysis	Stabilize banks along streams and rivers. This may include, but is not limited to: reducing bank slope, addition of riprap, installation of erosion control materials/fabrics.
Goal/Objective	Goal 3/Objective 3.2
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Natural Resource Protection
Estimated Cost	Varies

Description	Bank Stabilization for Erosion Control
Funding	City budget, FMA, PDM, P-MRNRD
Timeline	Ongoing
Priority	High
Lead Agency	Public Works, P-MRNRD
Status	Ongoing project – Hell Creek.

Description	Wetlands Protection
Analysis	Preserve and protect wetland areas
Goal/Objective	Goal 3/Objective 3.5
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Natural Resource Protection
Estimated Cost	Varies
Funding	City budget, FMA
Timeline	Ongoing
Priority	High
Lead Agency	Planning and Zoning
Status	Ongoing as part of the Plan Development Ordinance and Master Plan Preservation.

Description	Community Rating System Continuation
Analysis	Maintain status as a Community Ratings System (CRS) community to reduce flood insurance premiums.
Goal/Objective	Goal 1/Objective 1.1
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Property Protection
Estimated Cost	Staff Time
Funding	N/A
Timeline	Ongoing
Priority	High
Lead Agency	Floodplain Administrator
Status	CRS Class 9

Description	Community Wide Master Plan to Prioritize all Flood Projects
Analysis	Identify potential flooding sources and flood-vulnerable areas. Explore solutions and prioritize projects.
Goal/Objective	Goal 4/ Objective 4.2
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Staff Time
Funding	City budget
Timeline	Ongoing
Priority	High
Lead Agency	Public Works, Planning Department
Status	Ongoing through the Papillion Creek Watershed Partnership

Description	Develop Flood Assistance Strategies
Analysis	Develop strategies to provide necessary services in the event of flooding.
Goal/Objective	Goal 1/Objective 1.5
Hazard(s) Addressed	Flooding

Description	Develop Flood Assistance Strategies
Category of Floodplain Management	Emergency Services
Estimated Cost	Staff Time
Funding	N/A
Timeline	Ongoing
Priority	Medium
Lead Agency	Emergency Management, Planning Department
Status	LEOP identifies temporary shelters and provides instructions for evacuation.

Description	Facility Flood proofing
Analysis	Explore the possibility of flood proofing for facilities which fall into the one percent annual floodplain.
Goal/Objective	Goal 2/Objective 2.4
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Property Protection
Estimated Cost	Varies
Funding	City budget, PDM, FMA
Timeline	Ongoing
Priority	High
Lead Agency	Public Works
Status	Ongoing project since 2011 project

Description	Floodplain Management
Analysis	Preserve natural and beneficial functions of floodplain land through measures such as retaining natural vegetation, restoring streambeds, and preserving open space in the floodplain.
Goal/Objective	Goal 3/Objective 3.5
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Natural Resource Protection
Estimated Cost	Varies
Funding	City budget, FMA, PDM
Timeline	Ongoing
Priority	Medium
Lead Agency	Planning and Zoning Department, Public Works
Status	Ongoing

Description	Floodplain Regulation Enforcement/Updates
Analysis	Continue to enforce local floodplain regulations for structures located in the 1 percent floodplain. Continue education of building inspectors or Certified Floodplain Managers.
Goal/Objective	Goal 3/ Objective 3.1
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Staff Time
Funding	N/A
Timeline	Ongoing
Priority	High
Lead Agency	Floodplain Administrator, Planning Department
Status	Ongoing. Reduced floodplain development included in floodplain ordinance.

Description	Improvements to Flood Warning System
Analysis	Update equipment, ensure equipment is in a secure location, and install additional gauges.
Goal/Objective	Goal 1/Objective 1.5
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Emergency Services
Estimated Cost	Varies
Funding	City budget, FMA, PDM, P-MRNRD
Timeline	Ongoing
Priority	Low
Lead Agency	Planning Department
Status	Stream gauges installed in partnership with P-MRNRD. Additional or replacement equipment may be needed in the future.

Description	Upgrades and Improvements to Levees MR-R-613 and MR-R-616
Analysis	Complete construction upgrades and improvements to levees MR-R-613 and 616 in order to maintain FEMA accreditation
Goal/Objective	Goal 2/Objective 2.3
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Structural Projects
Estimated Cost	\$25 million
Funding	P-MRNRD, City of Bellevue, City of Omaha, and Sarpy County
Timeline	2 year construction timeframe
Priority	High
Lead Agency	P-MRNRD, Public Works
Status	A memorandum of Understanding was agreed between the NRD, Omaha, Bellevue, and Sarpy County. Design work for the levee improvements are nearing completion. 404 and 408 permits have been submitted. Construction anticipated to begin in late 2016.

Description	Low Impact Development
Analysis	Utilize low impact development practices and green infrastructure to reduce flood risk.
Goal/Objective	Goal 4/Objective 4.3
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Variable
Funding	City budget, PDM, FMA
Timeline	Ongoing
Priority	Medium
Lead Agency	Planning Department
Status	Ongoing. City encourages low impact development, particularly at the private level.

Description	Promote Infiltration
Analysis	Convert concrete-lined channels to natural channels to promote infiltration.
Goal/Objective	Goal 3/Objective 3.5
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Structural Projects
Estimated Cost	Varies
Funding	City budget, FMA
Timeline	Ongoing

Description	Promote Infiltration
Priority	Medium
Lead Agency	Public Works
Status	Hell Creek and Rockbrook Creek identified as projects.

Description	Stormwater Management Committee
Analysis	Establish a stormwater development committee to oversee improvements to the stormwater system and to respond to community concerns.
Goal/Objective	Goal 2/Objective 2.3
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Staff Time
Funding	N/A
Timeline	Ongoing
Priority	Medium
Lead Agency	Public Works
Status	Papillion Creek Watershed Partnership project

Description	Risk Communication
Analysis	Provide information on the floodplain to area residents. Outreach activities may include distributing maps, evacuation plans, environmental education, etc.
Goal/Objective	Goal 1/Objective 1.5
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Public Information
Estimated Cost	\$20,000
Funding	City budget, HMGP, FMA, PDM
Timeline	Ongoing
Priority	High
Lead Agency	Planning Department
Status	The city sends informational flyers to repetitive flood loss properties annually. The city website also includes information on floodplain maps, resources, etc. City would like to include information in electric bills but it cost prohibitive at this time.

Description	Floodplain Regulations/Development Restrictions
Analysis	Continue to enforce floodplain regulations and floodplain development restrictions.
Goal/Objective	Goal 3/ Objective 3.1
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Staff Time
Funding	N/A
Timeline	Ongoing
Priority	High
Lead Agency	Floodplain Administrator, Planning and Zoning
Status	Ongoing

Description	Site Hardening
Analysis	Identify needs for critical systems and consider moving electrical systems to higher floors or the roof rather than the basement
Goal/Objective	Goal 2/ Objective 2.4
Hazard(s) Addressed	Flooding, Thunderstorm, High Wind, Hail

Description	Site Hardening
Category of Floodplain Management	Property Protection
Estimated Cost	Varies
Funding	City budget, FMA, PDM, HMGP
Timeline	5+ years
Priority	Low
Lead Agency	Public Works
Status	Not yet started

Removed Mitigation Actions

None

PARTICIPANT SECTION
FOR THE

CITY OF RALSTON

Papio-Missouri River NRD
Multi-Jurisdictional Hazard Mitigation Plan

February 2016

INTRODUCTION

The 2016 Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Jurisdictional Hazard Mitigation Plan (HMP) is an update to the plan that was adopted by the P-MRNRD in August 2011. This HMP includes two primary sections: the Regional Hazard Mitigation Plan and the Participant (i.e. County, Municipal, and School District) Sections. Participant Sections include similar information that's also provided in the Regional section, but rather is specific information for the City of Ralston, including the following elements:

- Participation
- Location /Geography
- Climate
- Transportation
- Demographics
- Future Development Trends
- Parcel Improvements and Valuations
- Critical Infrastructure and Key Resources
- Historical Hazard Events
- Hazard Identification and Risk Assessment
- Governance
- Capability Assessment
- Plan Integration
- Mitigation Actions

PARTICIPATION

LOCAL PLANNING TEAM

Table RTN.1 provides the list of participating members that comprised the City of Ralston local planning team. Members of the planning team attended Round 1 and Round 2 meetings and provided important information including but not limited to: confirming demographic information, critical facilities, future development trends, hazard history and impacts, identifying hazards of greatest concern for the community, and prioritization of mitigation actions that address the hazards that pose a risk to the community.

Table RTN.1: City of Ralston Local Planning Team

Name	Title	Department / Jurisdiction
Dan Freshman	Public Works Director/Building Inspector	City of Ralston

PUBLIC PARTICIPATION

The local planning team made efforts to notify the public of this planning effort and how they could participate in the development of the plan update. The following table identifies the dates and types of public outreach notifications.

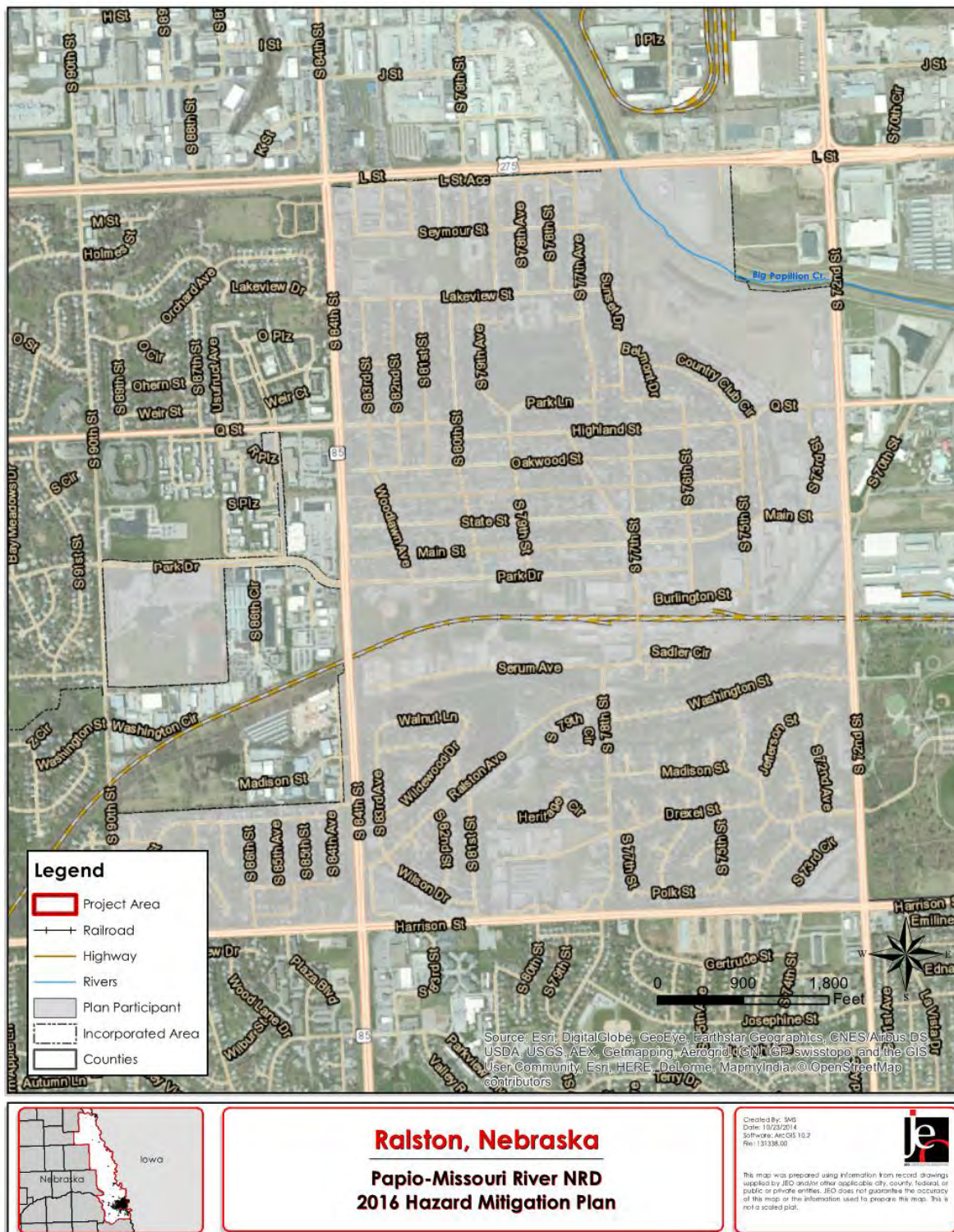
Table RTN.2: Public Notification Efforts

Date	Notification	Location
February 17, 2015	Project Website	http://jeo.com/papiohmp/
June 16, 2015	Passed Resolution of Participation	City Council Meeting
December 22, 2015 – January 30, 2016	Participant Section available for public comment and review	http://jeo.com/papiohmp/

LOCATION AND GEOGRAPHY

The City of Ralston is located in the south-central portion of Douglas County and covers an area of 1.65 square miles. The major waterway in the area is the Big Papillion Creek in northeast Ralston.

Figure RTN.1: Map of the City of Ralston



CLIMATE

For Ralston, the normal high temperature for the month of July is 84.8 degrees Fahrenheit and the normal low temperature for the month of January is 12.7 degrees Fahrenheit. On average, Ralston gets 31.21 inches of rain and 26.5 inches of snowfall per year. The following table compares these climate indicators with those of the entire state.

Table RTN.3: Climate Data for the City of Ralston

Age	Ralston	Planning Area	State of Nebraska
July High Temp	84.8°F	85.6°F	88.0°F
January Low Temp	12.7°F	11.8°F	12.0°F
Annual Rainfall	31.21 inches	30.64 inches	30.3 inches
Annual Snowfall	26.5 inches	31.2 inches	25.9 inches

Source: NCDC Climate Data Online, 1981-2010 Climate Normals

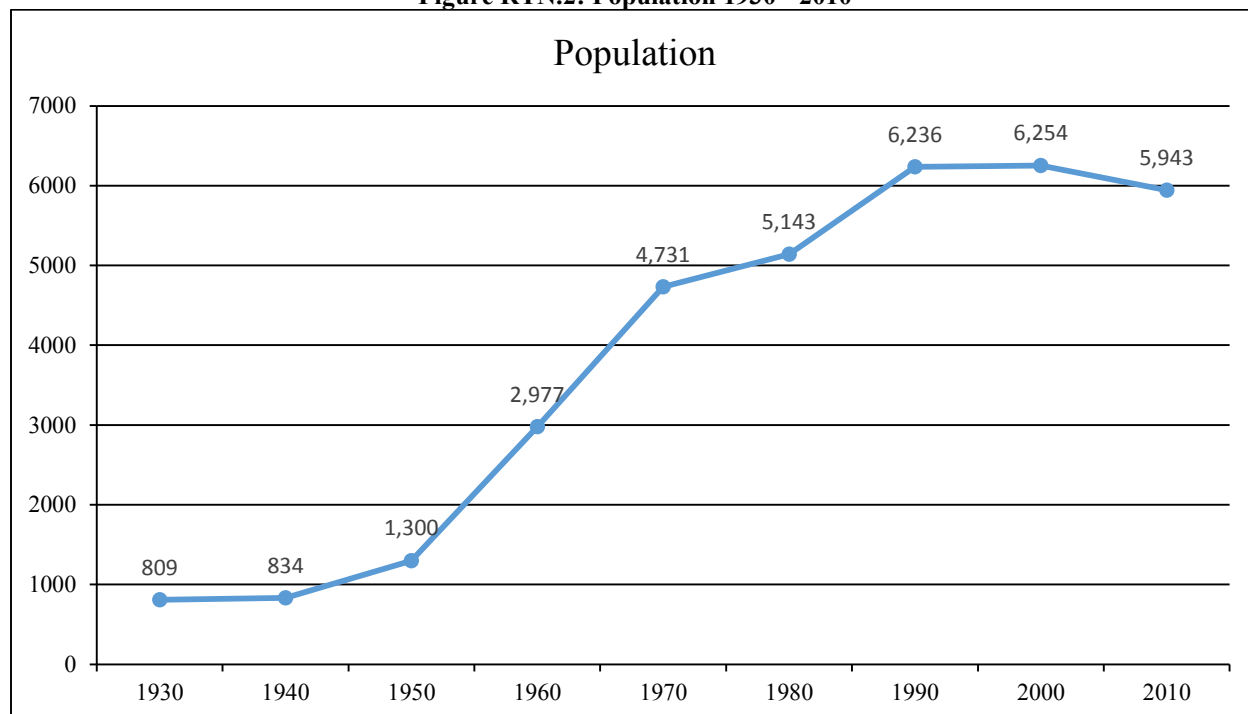
TRANSPORTATION

Ralston's major transportation corridors include Nebraska Highways 92 and 85. Highway 92 has on average 25,850 vehicles per day with 1,885 of those being heavy commercial vehicles. Highway 85 has 24,535 vehicles on average per day with 980 heavy commercial vehicles. Burlington North Santa Fe Railroad and Amtrak both have rail lines going through the center of Ralston. Transportation information is important to hazard mitigation plans because it suggests possible evacuation corridors in the community, as well as areas more at risk to transportation incidents.

Transportation routes of most concern to the local planning team are 84th Street, 72nd Street, L Street, and Harrison Street. The critical facilities City Hall, Fire Station, and Police Station are located along main transportation routes

DEMOGRAPHICS

The following figure displays the historical population trend from 1930 to 2010. This figure indicates that the population of Ralston had been increasing through 2000, but has experienced a recent decline in population in 2010. A decreasing population can result in decreasing revenue for the city, making it difficult to implement mitigation projects.

Figure RTN.2: Population 1930 - 2010

Source: U.S. Census Bureau

The following table indicates the City of Ralston has a higher percentage of residents over the age of 64 when compared to the county. Elderly populations may be more vulnerable to certain hazards than other population groups. For a more elaborate discussion of this vulnerability, please see *Section Four: Risk Assessment*.

Table RTN.4: Population by Age

Age	Ralston	Douglas County	State of Nebraska
<5	6.6%	7.7%	7.2%
5-64	78.8%	81.5%	79.2%
>64	14.6%	10.8%	13.6%
Median	37.5	33.7	36.2

Source: U.S. Census Bureau, 2010, Table DP-1

The following table indicates that Ralston's median household income is about \$5,000 lower than the county, but the median home value and rent are also lower. These economic indicators are relevant to hazard mitigation because they indicate the relative economic strength compared to the county and state as a whole. Economic indicators may also influence a community's resiliency to hazardous events.

Table RTN.5: Housing and Income

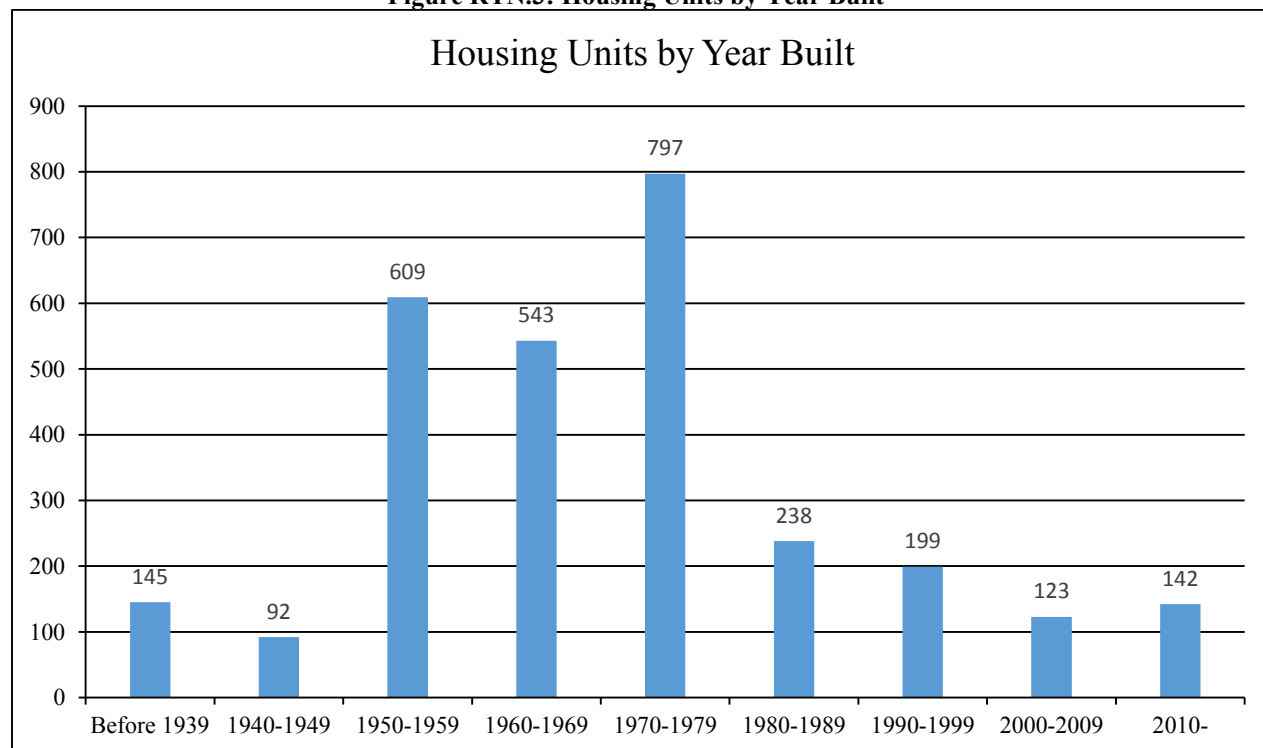
	Ralston	Douglas County	State of Nebraska
Median Household Income	\$48,304	\$53,325	\$51,672
Per Capita Income	\$25,359	\$29,180	\$26,899
Median Home Value	\$127,600	\$143,000	\$128,000
Median Rent	\$690	\$790	\$706

Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP03 and DP04

The following figure indicates that the majority of the housing in Ralston was built prior to 1980. According to 2009-2013 ACS 5-year estimates, the community has 2,888 housing units with 94.2 percent of those

units occupied. There are no mobile home parks located within Ralston. This housing information is relevant to hazard mitigation insofar as the age of housing may indicate which housing units were built prior to state building codes being developed. Further, unoccupied housing may suggest that future development may be less likely to occur. Finally, communities with a substantial number of mobile homes may be more vulnerable to the impacts of high winds, tornados, and severe winter storms.

Figure RTN.3: Housing Units by Year Built



Source: Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP04

Table RTN.6: Housing Units

Jurisdiction	Total Housing Units					Occupied Housing Units			
	Occupied		Vacant			Owner		Renter	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Ralston	2,721	94.2%	167	5.8%		1,887	69.3%	834	30.7%
Douglas County	204,226	92.3%	17,085	7.7%		128,058	62.7%	76,168	37.3%

Source: Selected Housing Characteristics: 2009 - 2013 ACS 5-year estimate

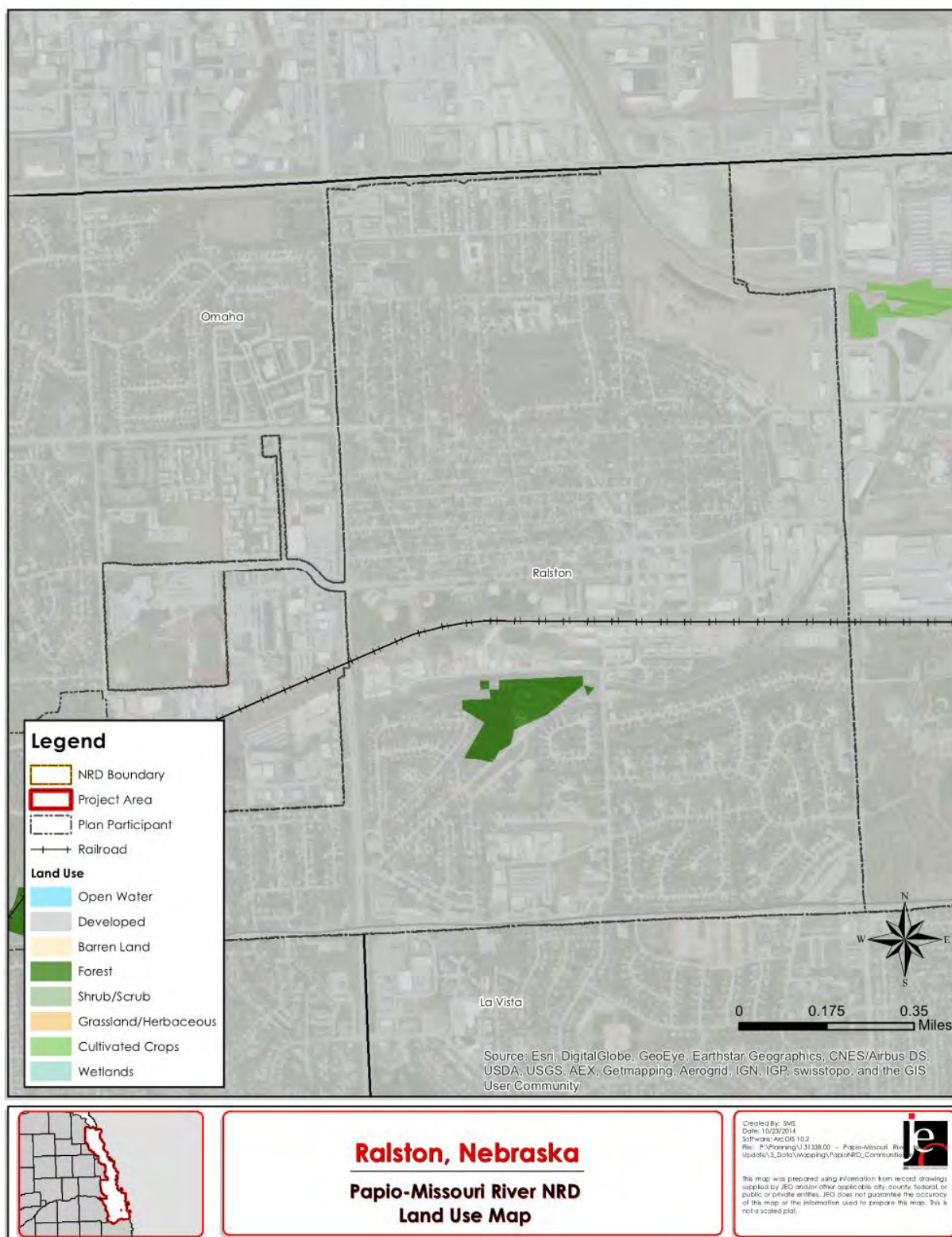
MAJOR EMPLOYERS

Major employers in Ralston include: Trane, Safelite, Ralston Arena, Enterprise, and Ralston Schools. A large percentage of residents also commute to Omaha.

FUTURE DEVELOPMENT TRENDS

In the last five years, the City of Ralston has added over 30 homes, 300 apartment, an 84 room hotel, and built the Ralston Arena. Future development in the community will be mixed use and some businesses development.

Figure RTN.4: Developed Areas



PARCEL IMPROVEMENTS AND VALUATION

The planning team requested GIS parcel data from the County Assessor. This data allowed the planning team to analyze the location, number, and value of property improvements at the parcel level. The data did not contain the number of structures on each parcel. A summary of the results of this analysis is provided in the following table.

Table RTN.7: Parcel Improvements

Number of Improvements	Total Improvement Value	Mean Value of Improvements Per Parcel	Number of Improvements in Floodplain	Value of Improvements in Floodplain
2,206	\$344,040,800	\$155,957	46	\$52,084,300

Source: Douglas County Assessor

CRITICAL INFRASTRUCTURE/KEY RESOURCES

CHEMICAL STORAGE FIXED SITES

According to the Tier II System reports submitted to the Nebraska Department of Environmental Quality, there is 1 chemical storage site in Ralston, and it does not house materials that are categorized as hazardous.

Table RTN. 8: Chemical Storage Fixed Sites

Facility	Address	Hazardous Material
Omega Chemical Co Inc	7577 Burlington St, Ralston	None

Source: Nebraska Department of Environmental Quality

HISTORIC SITES

According to the National Register of Historic Places for Nebraska, there are no historic sites located in or near Ralston.

CRITICAL FACILITIES

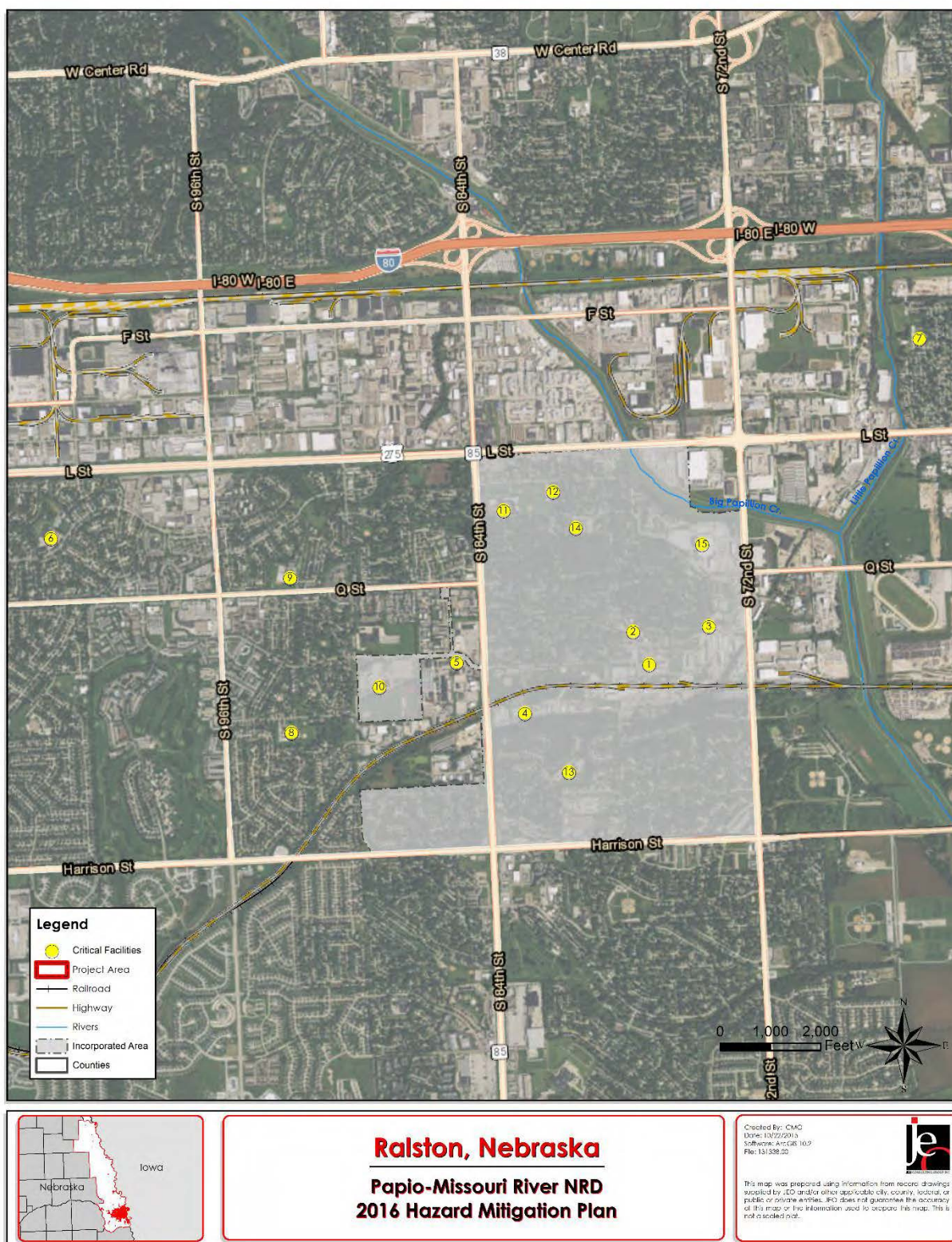
Each participating jurisdiction identified critical facilities vital for disaster response, providing shelter to the public (i.e. Red Cross Shelter), and essential for returning the jurisdiction's functions to normal during and after a disaster. Critical facilities were identified during the original planning process and updated by the local planning team as a part of this plan update. The following table and figure provide a summary of the critical facilities for the jurisdiction.

Table RTN.9: List of Critical Facilities in Ralston

CF Number	Type	Name	Address	Red Cross Shelter (Y/N)	Generator (Y/N)	Located in Floodplain (Y/N)
1	Fire Station	Ralston Volunteer Fire Department	7623 Park Dr, Ralston	Y	Y	N
2	Municipal Building	Ralston City Hall	5500 S. 77 th St, Ralston	N	Portable Plugin	N
3	Police Station	Ralston Police Department	7400 Main St, Ralston	N	Portable Plugin	N
4	Municipal Building	Ralston Public Works	8220 Serum Avenue	N	N	N

CF Number	Type	Name	Address	Red Cross Shelter (Y/N)	Generator (Y/N)	Located in Floodplain (Y/N)
5	School	Ralston Public Schools Administration	8545 Park Dr, Ralston	N	N	N
6	School	Blumfield Elementary School	10310 Mockingbird Dr, Omaha	N	N	N
7	School	Karen Western Elementary School	6224 H St, Omaha	N	N	Y
8	School	Meadows Elementary School	9225 Berry, Omaha	N	N	N
9	School	Mockingbird Elementary School	5100 S. 93 rd St, Omaha	N	N	N
10	School	Ralston High School	8969 Park Dr, Ralston	Y	N	N
11	School	Ralston Middle School	8202 Lakeview, Ralston	N	N	N
12	School	Seymour Elementary School	4900 S. 79 th St, Ralston	N	N	N
13	School	Wildewood Elementary School	8071 Ralston Ave, Ralston	N	N	N
14	School	St. Gerald Elementary School	7857 Lakeview St, Ralston	N	N	N
15	City Arena	Ralston Arena	7300 Q St, Ralston	Y	Y	Y

Figure RTN.6: Critical Facilities



HISTORICAL OCCURRENCES

The NCDC Storm Events Database reported 11 severe weather events from January 1996 through July 2015. Refer to the table below for detailed information of each severe weather event including date, magnitude, and property damage.

The property damages from the NCDC Storm Events Database should be considered as broad estimates only. The National Weather Service makes a best guess on these amounts at the time of the publication from a variety of sources. Sources include but are not limited to emergency management, local law enforcement, skywarn spotters, NWS damage surveys, newspaper clipping services, insurance industry, and the general public. The USDA Risk Management Agency provides crop damage by hazard, but at the county level only. For this information, please refer to Douglas County's participant section.

Table RTN.10: NCDC Severe Weather Events

Date	Hazard	Magnitude	Deaths	Injuries	Property Damage
7/27/1996	Thunderstorm Wind	62 kts.	0	0	\$50,000
5/24/1996	Hail	1.00 in.	0	0	\$0
6/26/1998	Hail	0.88 in.	0	0	\$0
6/26/1998	Hail	0.88 in.	0	0	\$0
7/3/1999	Hail	0.75 in.	0	0	\$0
5/10/2005	Thunderstorm Wind	50 kts. EG	0	0	\$0
5/31/2005	Hail	0.75 in.	0	0	\$0
6/27/2005	Hail	0.75 in.	0	0	\$0
3/30/2006	Thunderstorm Wind	50 kts. EG	0	0	\$0
6/11/2008	Thunderstorm Wind	50 kts. EG	0	0	\$0
6/20/2014	Flash Flood	-	0	0	\$0
		Total	0	0	\$50,000

Source: January 1996-July 2015 NCDC
in. = inches; kts = knots; EG = Estimated Gust

RISK ASSESSMENT

HAZARD IDENTIFICATION

The following table is a localized risk assessment of hazards identified specifically for Ralston. Refer to the beginning of *Section Seven: Participant Sections* for a detailed explanation as to what this methodology is and why certain hazards did not pose a significant enough threat and were eliminated from detailed discussion.

Table RTN.11: Risk Assessment

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Agricultural Animal Disease	Yes	-	None
Agricultural Plant Disease	Yes	-	None
Chemical Spills (Fixed Site)	No	-	Adequate equipment and training
Chemical Spills (Transportation)	Yes	-	Adequate equipment and training
Civil Disorder	No	-	None
Dam Failure	No	-	Public safety; property damage

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Drought	Yes	-	Water restrictions
Earthquakes	No	-	None
Extreme Heat	Yes	-	Elderly and vulnerable populations; drought; economic impacts
Flooding*	Yes	-	Economic impacts; public safety; property damages
Grass/Wildfires	No	-	None
Hail*	Yes	-	Property damages; economic impacts
High Winds*	Yes	-	Property and critical facility damages; power outages
Landslides	Yes	-	None
Levee Failure	No	-	Public safety; property damage
Radiological Incident (Fixed Site)	No	-	None
Radiological Incident (Transportation)	No	-	None
Severe Thunderstorms	Yes	\$50,000	Property damage; power outages
Severe Winter Storms*	Yes	-	Power outages; road closures
Terrorism	No	-	None
Tornados*	No	-	Public safety; power outages; property and critical facility damages; economic impacts
Urban Fire	Yes	-	Property damage

**Identified by the local planning team as a top concern for the jurisdiction*

For more information regarding these area wide hazards, please see *Section Four: Risk Assessment*. The following discussion provides community specific information as reported in Ralston's Risk Assessment Summary that is relevant to each hazard. Only hazards identified either as a concern to the community by the local planning team or based on the occurrence and risk of the hazard to the community are discussed in detail below.

Flooding

The local planning team identified flooding as a hazard of top concern for the city. Ralston Creek and Big Papillion Creek have reached high capacity two to four times in the last ten years, according to the local planning team. There are also several areas that were noted by the team as having poor stormwater drainage including an area southeast of the police station and two areas near the rail line. Ralston has 15 NFIP policies in-force for \$4,938,500. There are no repetitive flood loss properties in the City of Ralston.

Table RTN.12: Improvements in the Floodplain

Value of Improvements in Floodplain	Number of Improvements Affected	Number of Improvements in Community	Percentage of Affected Improvements
\$52,084,300	46	2,206	2.1%

Source: Douglas County Assessor

Implemented mitigation projects:

- Member of the NFIP
- Local emergency operations plan is in place

Identified mitigation projects:

- Drainage and erosion control projects
- Stabilize banks along streams and rivers
- Complete stormwater system and drainage improvements

Levee Failure

Although the local planning team did not identify levee failure as a top concern for the city, there is a levee along the Big Papillion Creek in the northeastern part of the city. If a levee were to fail, flood waters would impact the areas along the river with inundation being similar to the one percent floodplain.

Implemented mitigation projects:

- Local emergency operations plan
- Levees are regularly maintained

Identified mitigation projects:

- Pursue public education and outreach opportunities

Hail

Hail events can cause significant, widespread damages to critical facilities, businesses, and personal property. The NCDC reports six hail events since 1996 with the largest hail stone at 1.00 inch. However, climatologically it is possible for hail to reach 2.50 inches or greater, which can damage siding, roofs, vehicles, HVAC systems, and windows. Critical facilities have had their roofs damaged by hail in the past, and they are insured for hail with a high deductible.

Implemented mitigation projects:

- Local tree board – Ralston Park and Tree Commission
- Tree City USA for 29 years

Identified mitigation projects:

- Continue participation in Tree City USA
- Install hail resistant roofing material

Severe Winter Storms

Severe winter storms are a regular part of the climate in Ralston. An early winter storm in on October 26, 1997 brought heavy, wet snow of 12 inches or more, which severely damaged trees and brought down power lines. Many residences and businesses were without power for several days. The storm system also left in its wake record low temperatures, reaching the single digits on October 27. The local planning team noted that it was difficult for the snow crew to manage snow storms that drop large amounts of snow in a short period of time or if the storm is prolonged. The team estimates that the city's snow removal resources are sufficient for about 80-90 percent of winter storms.

Implemented mitigation projects:

- Back-up power generators at City Hall, Police Station, and Public Works

Identified mitigation projects:

- Obtain additional back-up power generators for critical facilities
- Purchase additional snow plows

Tornados and High Winds

Tornados and high winds have the potential for significant damages, economic impacts, and loss of life. Although there haven't been recent tornadic events, there was an F-4 tornado that damaged critical facilities, homes, and businesses in parts of Ralston and killed three people in the Omaha metro area in 1975. Straight-line winds from severe thunderstorms have also impacted the city with tree damage and downed power lines. The city does not have a community safe room at this time.

Implemented mitigation projects:

- Power lines buried mainly south of rail line
- Municipal records are routinely backed-up
- Back-up power generators at City Hall, Police Station, and Public Works
- Weather radios available in critical facilities

Identified mitigation actions:

- Construct a tornado safe room
- Obtain additional back-up power generators for critical facilities
- Establish an Emergency Operations Center

Figure RTN.7: Ralston 1% Annual Chance Floodplain

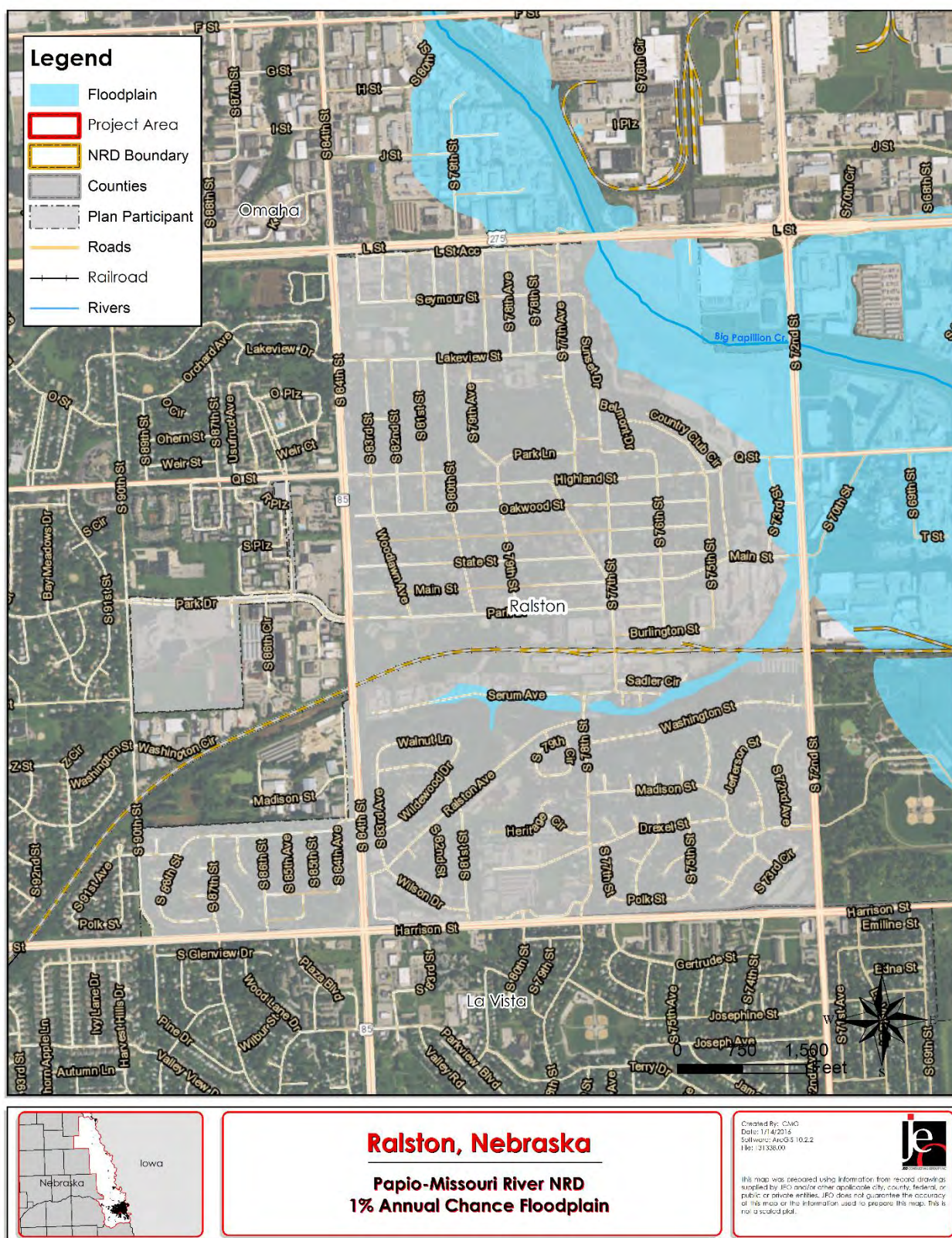
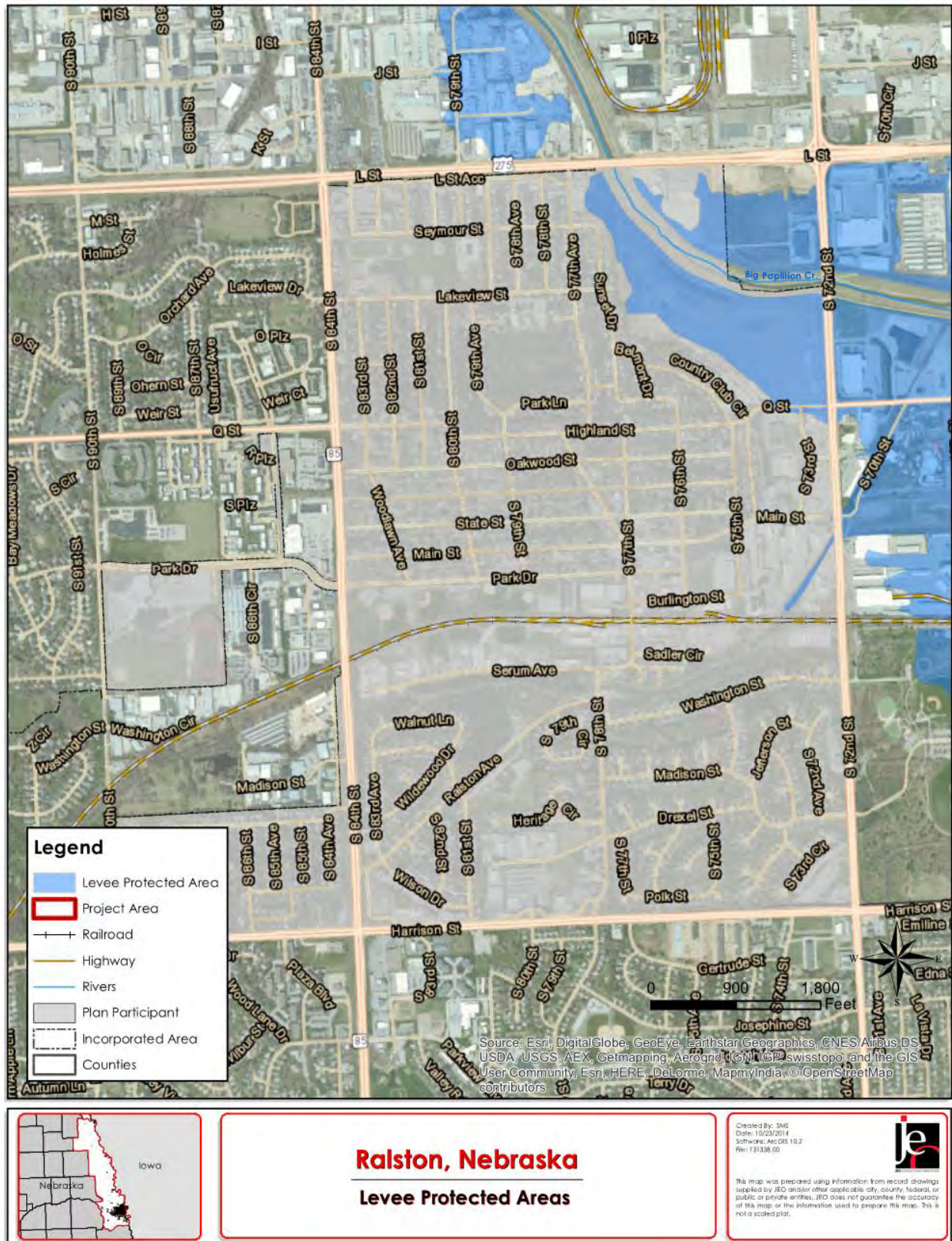


Figure RTN.8: Leveed Areas in Ralston



GOVERNANCE

A community's governance indicates the number of boards or offices that may be available to help implement hazard mitigation actions. The City of Ralston has a number of offices and departments that may be involved in implementing hazard mitigation initiatives.

- City Clerk/Treasurer
- Economic Development
- Zoning Department
- Library
- Police Department
- Volunteer Fire Department
- Public Works
- Board of Adjustment
- Civil Service Commission
- Community Redevelopment Authority
- Parks & Tree Commission
- Planning Commission
- Chamber of Commerce
- CDBG Board
- PRT Committee (Problem Resolution Team)

CAPABILITY ASSESSMENT

The capability assessment consisted of two main components: a Capability Assessment Survey completed by the jurisdiction and a review of local existing policies, regulations, plans, and the programs. The survey is used to gather information regarding the jurisdiction's planning and regulatory capability; administrative and technical capability; fiscal capability; and educational and outreach capability.

Table RTN.13: Capability Assessment

Survey Components/Subcomponents		Existing (Yes/No)
Planning and Regulatory Capability	Comprehensive Plan	Yes
	Capital Improvements Plan	Yes
	Hazard Mitigation Plan	Yes
	Economic Development Plan	Yes
	Emergency Operational Plan	Yes (County)
	Natural Resources Protection Plan	No
	Open Space Preservation Plan	Yes
	Floodplain Management Plan	Yes
	Storm Water Management Plan	Yes
	Zoning Ordinance	Yes
	Subdivision Regulation/Ordinance	Yes
	Floodplain Ordinance	Yes
	Building Codes	Yes
	National Flood Insurance Program	Yes
	Community Rating System	No
	Other (if any)	
Administrative and Technical	Planning Commission	Yes
	Hazard Mitigation Planning Commission	No

Survey Components/Subcomponents		Existing (Yes/No)
Capability	Floodplain Administration	Yes
	Emergency Manager	Yes (County)
	GIS Coordinator	Yes
	Chief Building Official	Yes
	Civil Engineering	Yes
	Staff Who Can Assess Community's Vulnerability to Hazards	Yes
	Grant Manager	No
	Other (if any)	
Fiscal Capability	Capital Improvement Project Funding	Yes
	Community Development Block Grant	Yes
	Authority to Levy Taxes for Specific Purposes	Yes
	Gas/Electric Service Fees	Yes
	Storm Water Service Fees	Yes
	Water/Sewer Service Fees	Yes
	Development Impact Fees	Yes
	General Obligation Revenue or Special Tax Bonds	Yes
	Other (if any)	
Education and Outreach Capability	Local citizen groups or non-profit organizations focused on environmental protection, emergency preparedness, access and functional needs populations, etc.	No
	Ongoing public education or information program (e.g., responsible water use, fire safety, household preparedness, environmental education)	Yes
	Natural Disaster or Safety related school programs	Yes
	StormReady Certification	No
	Firewise Communities Certification	No
	Public-private partnership initiatives addressing disaster-related issues	No
	Other (if any)	

PLANS, DOCUMENTS, AND INFORMATION USED

Throughout the planning process, a number of studies, reports, and technical information have been used to develop the plan. A listing of general sources of information used for all sections of the plan is listed in *Section 2: Planning Process*. Below is a list of specific sources used to establish Waterloo's participant section.

Table RTN.14: Sources, Plans, Reports, and Regulations

Source/Report/Regulation	Date Completed
Hazard Mitigation Plan	2011
Local Emergency Operations Plan (LEOP)	2015

PLAN INTEGRATION

Building safe and smart communities can be accomplished through effective Plan integration. Integrating hazard mitigation principles into other local planning mechanisms, such as plans addressing land use, transportation, climate change, sustainability, natural and cultural resource protection, watershed management, economic development and others can greatly increase an area's level of resiliency. While

this HMP planning process involved interdepartmental coordination at the local level, this planning process also sought to analyze how existing planning mechanisms were presently integrated and make suggestions for further integration. The plans listed in the preceding table were analyzed using guidance from FEMA's 2014 *Plan Integration Guide*. The following paragraphs present a summary of the findings of this analysis.

Ralston participated in the 2011 Papio-Missouri River NRD Hazard Mitigation Plan, which was an update to the original 2006 plan. The 2011 HMP was referred to throughout the development of the 2016 HMP update.

The Local Emergency Operations Plan (LEOP) for Ralston, which was last updated in 2015, is an annex of Douglas County's LEOP. It is an all hazards plan that does not address specific natural and man-made disasters. It provides a clear assignment of responsibility in case of an emergency.

Ongoing or New Mitigation Actions

Description	Maintain Good Standing in the NFIP
Analysis	Maintain good standing in the NFIP by enforcing floodplain management requirements, including regulating new construction in Special Flood Hazard Areas (SFHAs)
Goal/Objective	Goal 1/ Objective 1.1
Hazard(s) Addressed	Flood
Estimated Cost	Staff time
Funding	N/A
Timeline	Ongoing
Priority	High
Lead Agency	Floodplain administrator
Status	Ongoing

Description	Drainage and Erosion Control
Analysis	Drainage and erosion control
Goal/Objective	Goal 3/ Objective 3.5
Hazard(s) Addressed	Flood
Estimated Cost	Unknown
Funding	City budget, HMGP, PDM, FMA
Timeline	2-5 years
Priority	High
Lead Agency	Public works/ Engineering consultant
Status	Awaiting budget approval

Description	Structural Inventory
Analysis	Complete structural inventory of Ralston
Goal/Objective	Goal 3/ Objective 3.3
Hazard(s) Addressed	All
Estimated Cost	Unknown
Funding	City budget
Timeline	2-5 years
Priority	High
Lead Agency	City Staff/Consultant
Status	Awaiting budget approval

Description	Back-up Power Generator
Analysis	Provide a portable or stationary source of backup power to redundant power supplies, municipal wells, lift stations, and other critical facilities and shelters.
Goal/Objective	Goal 2/ Objective 2.2

Description	Back-up Power Generator
Hazard(s) Addressed	All hazards
Estimated Cost	\$50,000+
Funding	City budget, HMGP, PDM
Timeline	2-5 years
Priority	High
Lead Agency	Public Works
Status	City Hall and the Police Department are in need of generators.

Description	Emergency Operations
Analysis	Identify and establish an Emergency Operations Center
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	All hazards
Estimated Cost	\$20,000+
Funding	City budget, HMGP
Timeline	5+ years
Priority	Medium
Lead Agency	Emergency Management
Status	Not yet started

Description	Bank Stabilization
Analysis	Stabilize banks along streams and rivers. This may include but is not limited to: reducing bank slope, addition of riprap, installation of erosion control materials/fabrics
Goal/Objective	Goal 3/ Objective 3.2
Hazard(s) Addressed	Flooding
Estimated Cost	\$1,000,000
Funding	City budget, FMA, PDM, HMGP
Timeline	2-5 years
Priority	High
Lead Agency	Public Works
Status	Not yet started

Description	Stormwater System and Drainage Improvements
Analysis	Survey existing system to determine which improvements are needed.
Goal/Objective	Goal 3/ Objective 3.3
Hazard(s) Addressed	Flooding
Estimated Cost	\$400,000
Funding	City budget, FMA, PDM
Timeline	2-5 years
Priority	High
Lead Agency	Public Works
Status	Not yet started

Description	Snow Plow
Analysis	Purchase additional snow plow.
Goal/Objective	Goal 3/ Objective 3.8
Hazard(s) Addressed	Severe Winter Storms
Estimated Cost	\$750,000
Funding	City budget
Timeline	2-5 years
Priority	High
Lead Agency	Public Works
Status	Not yet started

Description	Tornado Shelters/Safe Rooms
Analysis	Identify, construct and publicize tornado shelters or safe rooms
Goal/Objective	Goal 1/Objective 1.2
Hazard(s) Addressed	Tornado
Estimated Cost	\$200-\$300/sqft stand alone; \$150-\$200/sqft addition/retrofit
Funding	City budget, HMGP, PDM
Timeline	2-5 years
Priority	High
Lead Agency	Public Works
Status	Not started

Description	Impact Resistant Roof Coverings
Analysis	Use roofing materials that are resistant to hail impacts for new buildings. Retrofit existing building with hail resistant roofing.
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	Hail, High Winds, Severe Thunderstorms
Estimated Cost	\$1,000,000
Funding	City budget
Timeline	2-5 years
Priority	Medium
Lead Agency	Public Works
Status	Not started

Removed Mitigation Actions

None

PARTICIPANT SECTION
FOR THE

CITY OF VALLEY

Papio-Missouri River NRD
Multi-Jurisdictional Hazard Mitigation Plan

February 2016

INTRODUCTION

The 2016 Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Jurisdictional Hazard Mitigation Plan (HMP) is an update to the plan that was adopted by the P-MRNRD in August 2011. This HMP includes two primary sections: the Regional Hazard Mitigation Plan and the Participant (i.e. County, Municipal, and School District) Sections. Participant Sections include similar information that's also provided in the Regional Hazard Mitigation Plan, but rather is specific information for the City of Valley, including the following elements:

- Participation
- Location /Geography
- Climate
- Transportation
- Demographics
- Future Development Trends
- Parcel Improvements and Valuations
- Critical Infrastructure and Key Resources
- Historical Hazard Events
- Hazard Identification and Risk Assessment
- Governance
- Capability Assessment
- Plan Integration
- Mitigation Actions

PARTICIPATION

LOCAL PLANNING TEAM

Table VLY.1 provides the list of participating members that comprised the City of Valley local planning team. Members of the planning team attended Round 1 and Round 2 meetings and provided important information including but not limited to: confirming demographic information, critical facilities, future development trends, hazard history and impacts, identifying hazards of greatest concern for the community, and prioritization of mitigation actions that address the hazards that pose a risk to the community.

Table VLY.1: City of Valley Local Planning Team

Name	Title	Department / Jurisdiction
Shawn Isom	Deputy Clerk	City of Valley
Michael Burns	Zoning & Floodplain Administrator/Building Inspector	City of Valley
Mitch Paine	Flood Mitigation Planning Coordinator	NDNR
Lori Laster	Stormwater Engineer	P-MRNRD
Jeff Henson	Department Manager	JEO Consulting Group, Inc.
Rebecca Appleford	Project Coordinator	JEO Consulting Group, Inc.

Members of the local planning team attended the following meetings, which were open to the public.

Table VLY.2: Meeting Dates and Times

Meeting Type	Date and Time
HMP Kick-off (Regional Planning Team)	February 19, 2015 2:00 PM
CRS/HMP Strategy	April 9, 2015 9:00 AM
Round 1 Meeting	May 7, 2015 2:00 PM
Second Regional Planning Team Meeting	June 24, 2015 2:00 PM
Round 2/Flood Mitigation Strategy	August 31, 2015 2:00 PM

PUBLIC PARTICIPATION

The local planning team made efforts to notify the public of this planning effort and how they could participate in the development of the plan update. The following table identifies the dates and types of public outreach notifications.

Table VLY.2: Public Notification Efforts

Date	Notification	Location
February 17, 2015	Project Website	http://jeo.com/papiohmp/
April 1, 2015 – October 1, 2015	MindMixer Survey Website	http://papiohmp.mindmixer.com/
April 15, 2015	MindMixer Website Engagement Tool	http://papiohmp.mindmixer.com/
June 8, 2015	Post Project Flyer	City Hall, Public Library
May 12, 2015	Passed Resolution of Participation	City Council Meeting
December 22, 2015 – January 30, 2016	Participant Section available for public comment and review	http://jeo.com/papiohmp/

COORDINATION WITH AGENCIES

The following agencies were contacted for hazard information, particularly flooding, as it pertains to the City of Omaha. The representatives from these agencies also attended at least one public meeting during the course of the planning effort.

Name	Title	Agency
Lori Laster	Stormwater Engineer	P-MRNRD
Mary Baker	State Hazard Mitigation Officer	NEMA
Mitch Paine	Flood Mitigation Planning Coordinator	NDNR

For additional stakeholders and neighboring communities that were contacted to participate or provide information but were not involved in the planning process, please see *Section Two: Planning Process*.

LOCATION AND GEOGRAPHY

The City of Valley is located in the northwestern portion of Douglas County and covers an area of 3.62 square miles. Major waterways in the area are the Platte River, which flows from northwest to southeast about 1.5 miles southwest of the city, and the Elkhorn River, which is east of the city about 3 miles. The Platte River causes the most severe flooding in the city, and the Elkhorn River has caused flooding primarily within Valley's extraterritorial area. The most severe flooding has occurred in the early spring, as a result of snowmelt and heavy rains in conjunction with ice jams.

CLIMATE

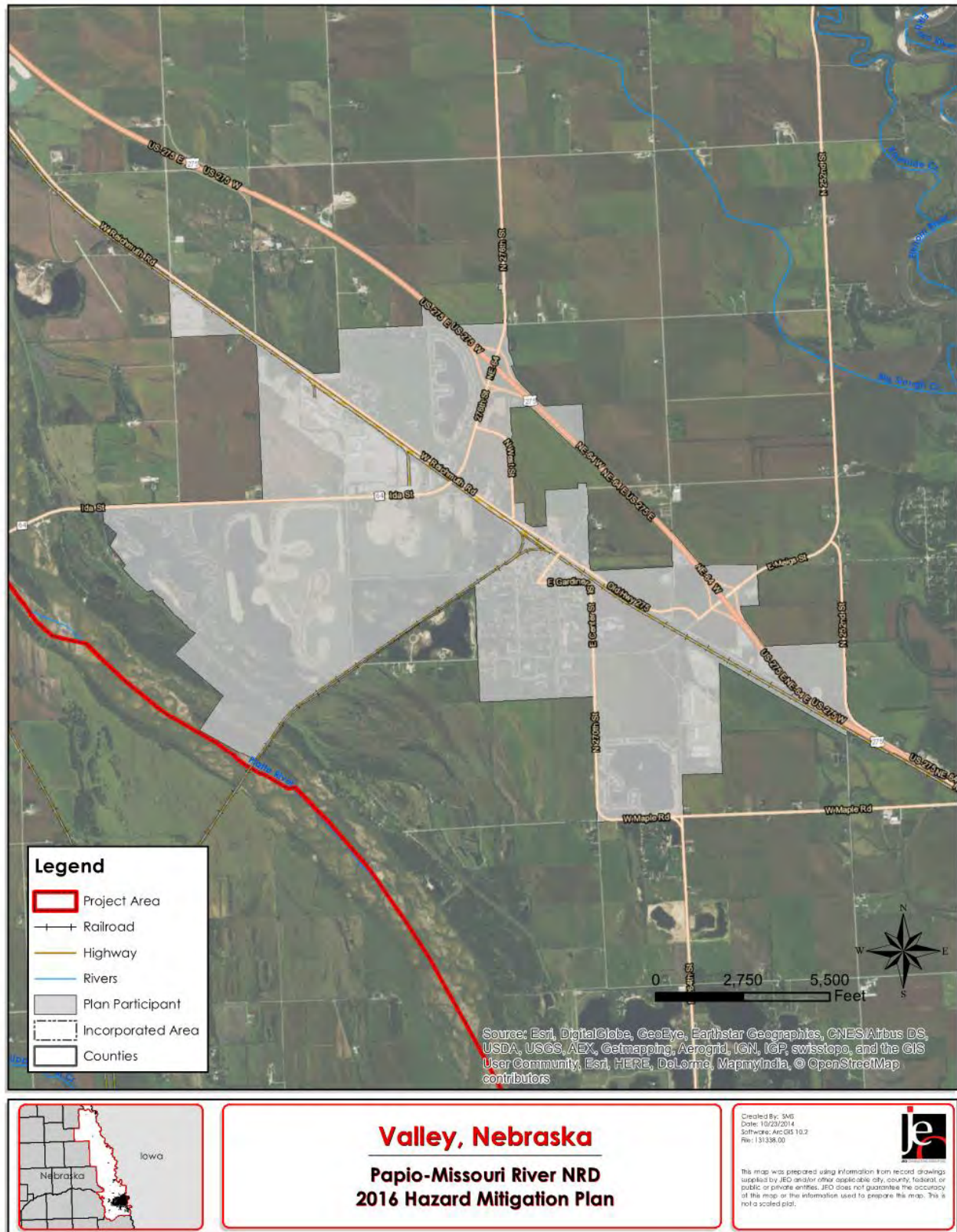
For Valley, the normal high temperature for the month of July is 84.8 degrees Fahrenheit and the normal low temperature for the month of January is 12.7 degrees Fahrenheit. On average, Valley gets 31.21 inches of rain and 26.5 inches of snowfall per year. The following table compares these climate indicators with those of the entire state.

Table VLY.3: Climate Data for the City of Valley

Age	Valley	Planning Area	State of Nebraska
July High Temp	84.8°F	85.6°F	88.0°F
January Low Temp	12.7°F	11.8°F	12.0°F
Annual Rainfall	31.21 inches	30.64 inches	30.3 inches
Annual Snowfall	26.5 inches	31.2 inches	25.9 inches

Source: NCDC Climate Data Online, 1981-2010 Climate Normals

Figure VLY.1: Map of the City of Valley



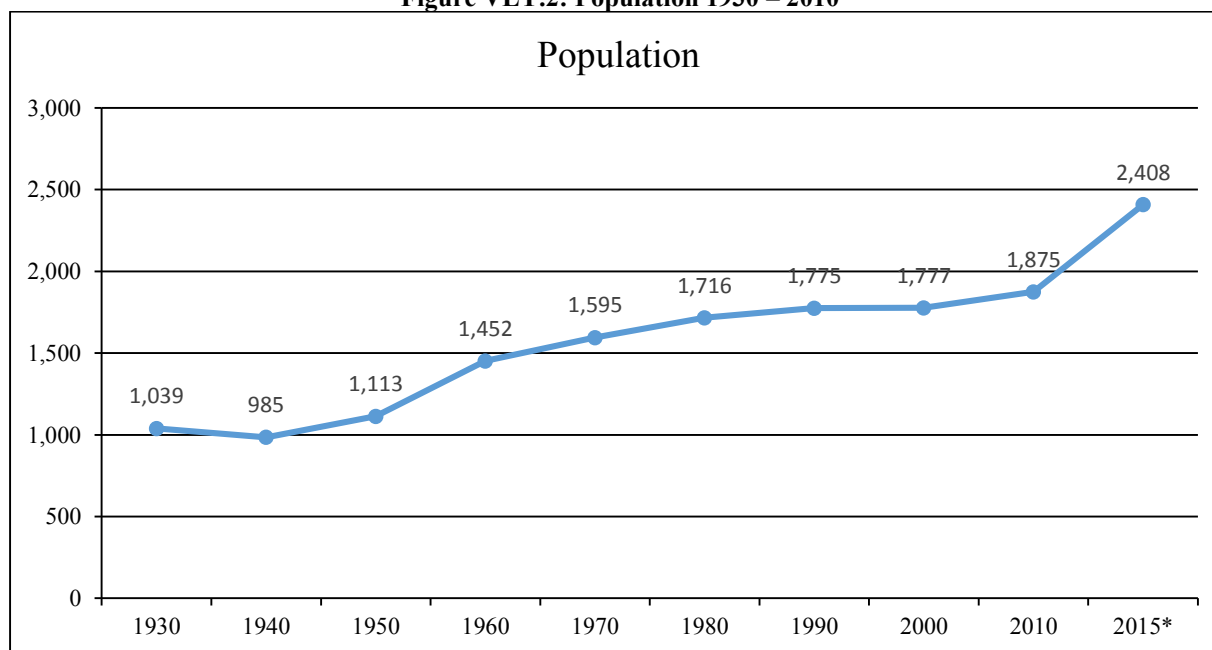
TRANSPORTATION

Valley's major transportation corridors include U. S. Highway 275 and Nebraska Highway 64. Highway 275 has an average of 24,040 vehicles per day with 2,205 of those being heavy commercial vehicles. The local planning team identified chemicals are regularly transported along local routes. The Union Pacific Railroad has rail lines that go through the center of the city. Transportation information is important to hazard mitigation plans because it suggests possible evacuation corridors in the community, as well as areas more at risk to transportation incidents.

DEMOGRAPHICS

The following figure displays the historical population trend from 1930 to 2010. This figure indicates that the population of Valley has been increasing since 1930. When population is increasing, areas of the city may experience housing developments or a lack of properties available for rent or to own. Increasing populations can also represent increasing tax revenue for the community, which could make implementation of mitigation actions possible. The local planning team estimates the population of Valley to be approximately 2,408 with recent annexations and new housing development.

Figure VLY.2: Population 1930 – 2010



Source: U.S. Census Bureau; City of Valley 2015 estimate

The following table indicates the City of Valley has a higher percentage of residents over the age of 64 when compared to the county. Elderly populations may be more vulnerable to certain hazards than other population groups. For a more elaborate discussion of this vulnerability, please see *Section Four: Risk Assessment*.

Table VLY.4: Population by Age

Age	Valley	Douglas County	State of Nebraska
<5	6.8%	7.7%	7.2%
5-64	77.0%	81.5%	79.2%
>64	16.2%	10.8%	13.6%
Median	39.0	33.7	36.2

Source: U.S. Census Bureau, 2010, Table DP-1

The following table indicates that Valley's median household income is about \$10,000 lower than the county. The median home value is also lower than the county median home value, but the median rent is higher than the county. These numbers may have changed with recent housing development. These economic indicators are relevant to hazard mitigation because they indicate the relative economic strength compared to the county and state as a whole. Economic indicators may also influence a community's resiliency to hazardous events.

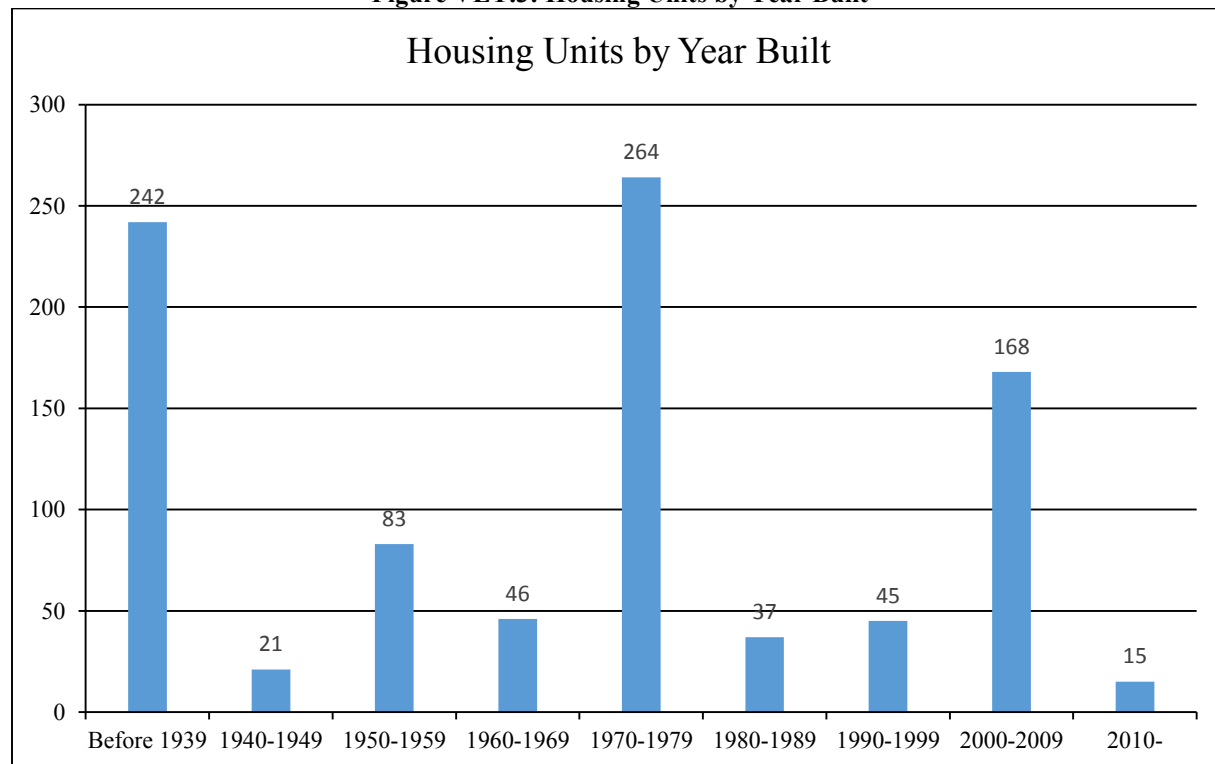
Table VLY.5: Housing and Income

	Valley	Douglas County	State of Nebraska
Median Household Income	\$43,819	\$53,325	\$51,672
Per Capita Income	\$24,424	\$29,180	\$26,899
Median Home Value	\$115,500	\$143,000	\$128,000
Median Rent	\$825	\$790	\$706

Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP03 and DP04

The following figure indicates that the majority of the housing in Valley (71 percent) was built prior to 1980. According to 2009-2013 ACS 5-year estimates, the community has 921 housing units with 97.5 percent of those units occupied. According to the local planning team, there are approximately 30 mobile homes in the community, many of which are located near the intersection of Meigs and West Streets. Furthermore, the team noted that the estimated housing units built since 2010 is too low. This housing information is relevant to hazard mitigation insofar as the age of housing may indicate which housing units were built prior to state building codes being developed. Further, unoccupied housing may suggest that future development may be less likely to occur. Finally, communities with a substantial number of mobile homes may be more vulnerable to the impacts of high winds, tornados, and severe winter storms.

Figure VLY.3: Housing Units by Year Built



Source: Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP04

Table VLY.6: Housing Units

Jurisdiction	Total Housing Units					Occupied Housing Units			
	Occupied		Vacant			Owner		Renter	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Valley	898	97.5%	23	2.5%		553	61.6%	345	38.4%
Douglas County	204,226	92.3%	17,085	7.7%		128,058	62.7%	76,168	37.3%

Source: Selected Housing Characteristics: 2009 - 2013 ACS 5-year estimate

MAJOR EMPLOYERS

Major employers include: Valmont, 3M, Valley Public Schools, and Midwest Manufacturing. A large percentage of residents commute to Omaha and Fremont.

FUTURE DEVELOPMENT TRENDS

The City of Valley has been steadily growing for several decades, and in 2010, the city annexed areas south and west of the city. This led to a population increase of over 600 people. The annexation included two Sanitary and Improvement Districts, gravel and sand mines, individual acreages, and two homes on a private lake. Furthermore, there has been new lakefront development and growth along Highway 275, which is attracting new residents to the city. Also, the local planning team indicated that a new housing development is planned for the 288th and Ida Streets area. The Valley Shores subdivision is still in development and has additional requirements to meet builder certification. The requirements include a sump pump must be installed and rebar reinforcement must be included in the foundation. New businesses include a truck stop planned for the intersection of Meigs Street and Highway 275, and a retail store planned for the intersection of Highway 275 and Ida Street.

PARCEL IMPROVEMENTS AND VALUATION

The planning team requested GIS parcel data from the County Assessor. This data allowed the planning team to analyze the location, number, and value of property improvements at the parcel level. The data did not contain the number of structures on each parcel. A summary of the results of this analysis is provided in the following table.

Table VLY.7: Parcel Improvements

Number of Improvements	Total Improvement Value	Mean Value of Improvements Per Parcel	Number of Improvements in Floodplain	Value of Improvements in Floodplain
815	\$158,795,200	\$194,841	755	\$150,532,800

Source: Douglas County Assessor

Figure VLY.4: Developed Areas

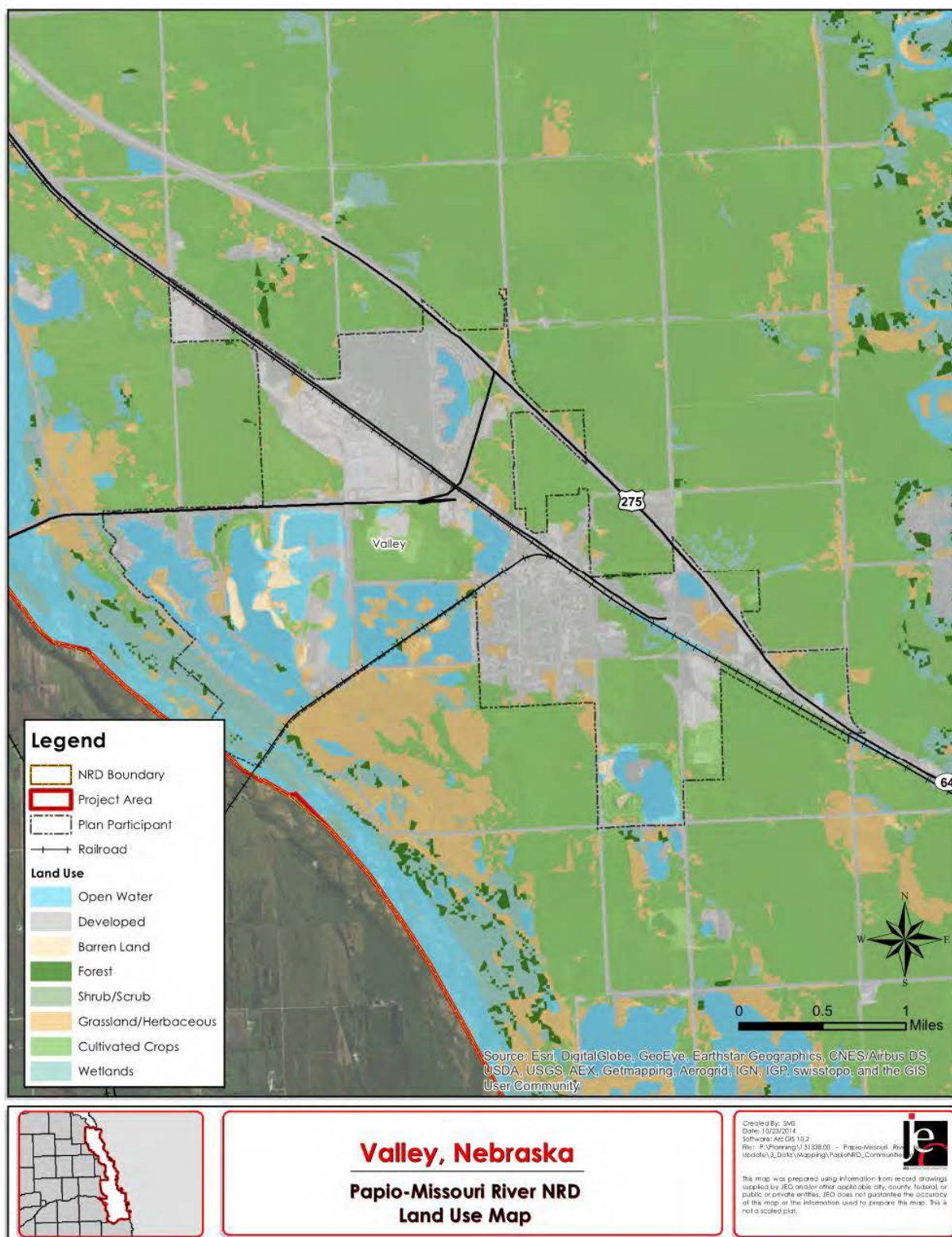


Figure VLY.5: Future Land Use Map

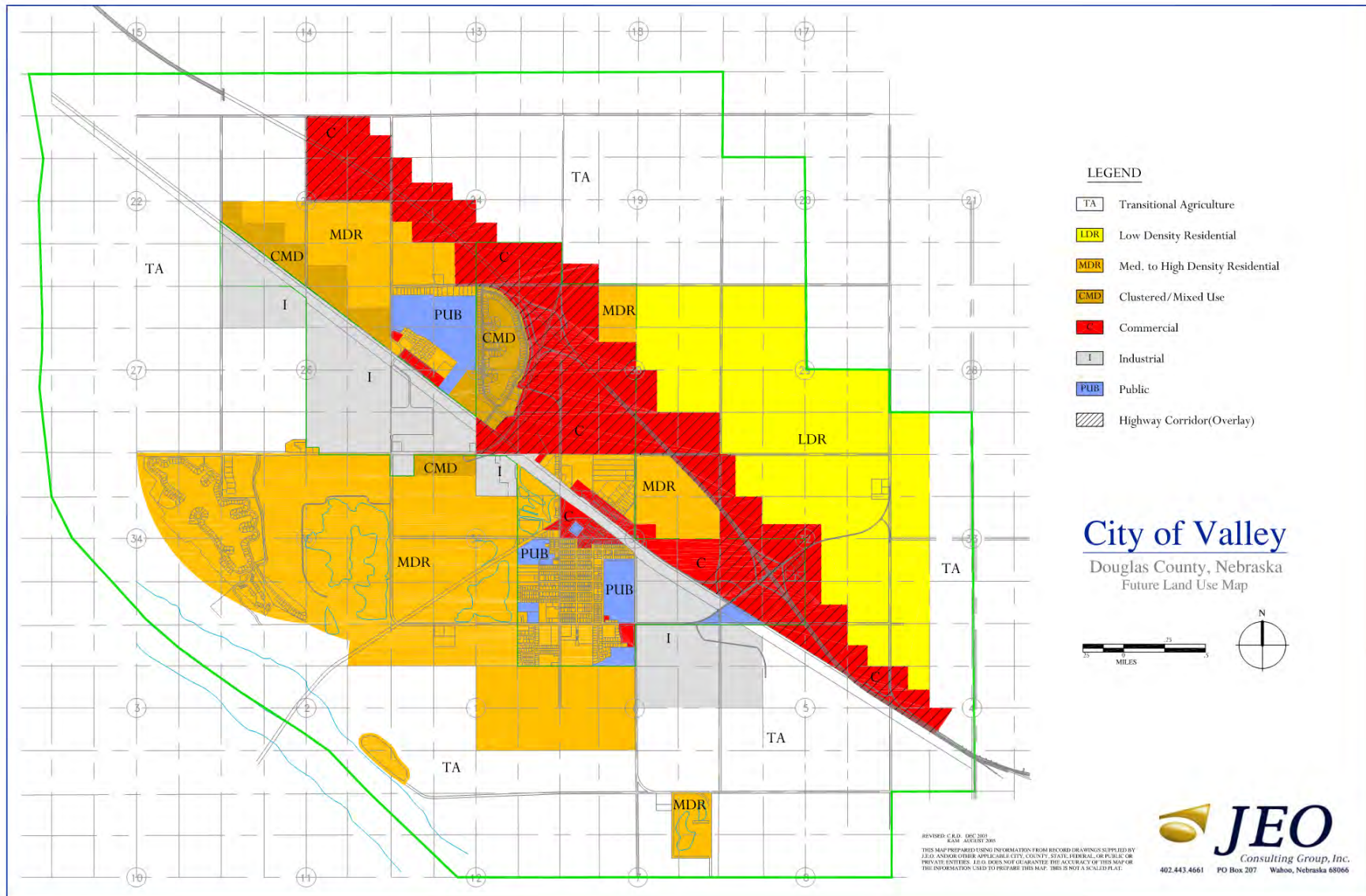
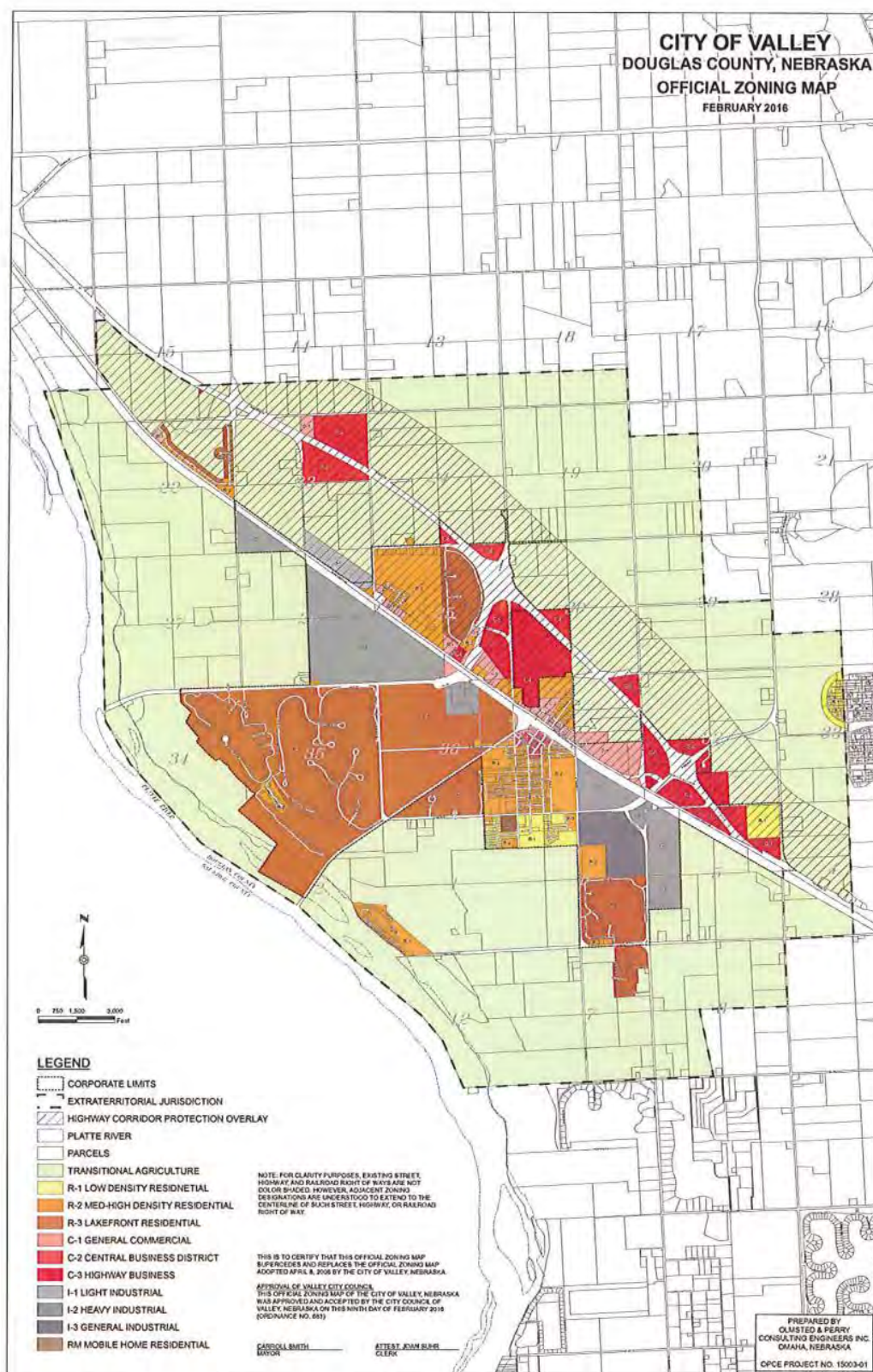


Figure VLY.6: Zoning Map



CRITICAL INFRASTRUCTURE/KEY RESOURCES

CHEMICAL STORAGE FIXED SITES

According to the Tier II System reports submitted to the Nebraska Department of Environmental Quality, there are a total of 10 chemical storage sites in Valley, and 6 of these house materials that are categorized as hazardous. The following table lists facilities that house hazardous materials only. In addition to these sites, the local planning team identified Midwest Manufacturing as having chemicals to make treated wood products and concrete materials.

Table VLY. 8: Chemical Storage Fixed Sites

Facility	Address	Hazardous Material
CenturyLink	310 W. Valley St, Valley	Sulfuric Acid
MCI	Locust St, Valley	Lead Acid Batteries
OPPD Substation No 902	E. Reichmuth Rd, Valley	Unknown
OPPD Substation No 984	Highway64, Valley	Unknown
Valmont Industries Inc	28800 Ida Cir, Valley	Sulfuric Acid
3M Co	600 E. Meigs St, Valley	Sulfuric Acid

Source: Nebraska Department of Environmental Quality

The local planning team identified a number of concerns regarding chemical spills. First, there have been flooding events that have resulted in spills into the floodwaters. Second, one of the chemical fixed sites (3M) is located near the school, which is a critical facility, and the location of a vulnerable population.

HISTORIC SITES

According to the National Register of Historic Places for Nebraska, there are no historic sites located in or near Valley.

CRITICAL FACILITIES

Each participating jurisdiction identified critical facilities vital for disaster response, providing shelter to the public (i.e. Red Cross Shelter), and essential for returning the jurisdiction's functions to normal during and after a disaster. Critical facilities were identified during the original planning process and updated by the local planning team as a part of this plan update. The following table and figure provide a summary of the critical facilities for the jurisdiction.

Table VLY.9: List of Critical Facilities in Valley

CF #	Type	Name	Address	Red Cross Shelter (Y/N)	Generator (Y/N)	Located in Floodplain (Y/N)
1	School	Douglas Co West Elementary and High School	401 S. Pine St, Valley	N	N	N
2	Municipal Building/Police Station	Valley City Hall/Police Station	203 N. Spruce St, Valley	N	Y	N
3	Nursing Home	Golden Living Center	300 W. Meigs St, Valley	N	Y	Y
4	Fire Station	Volunteer Fire Department	210 W. Church St, Valley	N	Y	Y
5	Nursing Home	Orchard Gardens Assisted Living	1006 S. Mayne St	N	Y	Y
6	Water Facility	Water Tower	N. West St. and N. Walnut St.	N/A	Y	Y

CF #	Type	Name	Address	Red Cross Shelter (Y/N)	Generator (Y/N)	Located in Floodplain (Y/N)
7	Water Facility	Water Treatment Plant	5002 N. 270 th St.	N/A	Y	Y
8	Lift Station	Valley Shores Lift Station 1	8005 N. 279 th St	N/A	Y	Y
9	Lift Station	Valley Shores Lift Station 2	7220 N. 280 th St.	N/A	N	Y
10	Lift Station	Valley Shores Lift Station 3	7913 N. 281 st Ave	N/A	N	Y
11	Lift Station	Bluewater Lift Station 1	6202 N. 295 th St	N/A	N	Y
12	Lift Station	Bluewater Lift Station 2	6510 N 293 rd St	N/A	N	Y
13	Lift Station	Bluewater Lift Station 3	6613 N. 289 th St	N/A	N	Y
14	Lift Station	Bluewater Lift Station 4	5910 N. 295 th St.	N/A	N	Y
15	Lift Station	Bluewater Lift Station 5	6099 N. 294 th Circle	N/A	N	Y
16	Lift Station	Bluewater Lift Station 6	29113 Laurel Circle	N/A	N	Y
17	Lift Station	Bluewater Lift Station 7	5302 N. 292 nd Circle	N/A	N	Y
18	Lift Station	Ginger Cove Lift Station 1	1 Ginger Cove	N/A	N	Y
19	Lift Station	Ginger Cove Lift Station 2	40 ½ Ginger Cove	N/A	N	N
20	Lift Station	Ginger Woods Lift Station 1	6550 Ginger Woods	N/A	N	Y
21	Lift Station	Ginger Woods Lift Station 1	73 ½ Ginger Woods	N/A	N	Y
22	Lift Station	Valmont Lift Station	7002 N. 288 th St	N/A	N	Y
23	Lift Station	Valhaven Lift Station	230 W. Meigs St	N/A	N	Y
24	Lift Station	Meigs Lift Station	1221 E. Meigs St	N/A	Y	Y
25	Lift Station	Legacy Lift Station	6100 N. 261 st Circle	N/A	Y	Y
26	Lift Station	Ida Lift Station	30401 Ida St	N/A	Y	Y
27	Lift Station	Gardiner Lift Station	429 E. Gardiner St.	N/A	N	Y
28	Lift Station	Country Aire Lift Station	809 S. Valley View	N/A	N	Y
29	Lift Station	Byarsville Lift Station	9325 N. 300 th St	N/A	Y	Y
30	Lift Station	Mallard Lake Lift Station 1	4419 N. 269 th St	N/A	N	N
31	Lift Station	Mallard Lake Lift Station 2	3710 N. 267 th Ave	N/A	N	Y
32	Lift Station	Mallard Lake Lift Station 3	26401 Taylor St	N/A	N	Y

CF #	Type	Name	Address	Red Cross Shelter (Y/N)	Generator (Y/N)	Located in Floodplain (Y/N)
33	Lift Station	Mallard Lake Lift Station 4	26402 W. Maple Rd	N/A	N	Y



HISTORICAL OCCURRENCES

The NCDC Storm Events Database reported 48 severe weather events from January 1996 through July 2015. Only events that caused damage, injury, or death are shown in the table below.

The property damages from the NCDC Storm Events Database should be considered as broad estimates only. The National Weather Service makes a best guess on these amounts at the time of the publication from a variety of sources. Sources include but are not limited to emergency management, local law enforcement, skywarn spotters, NWS damage surveys, newspaper clipping services, insurance industry, and the general public. The USDA Risk Management Agency provides crop damage by hazard, but at the county level only. For this information, please refer to Douglas County's participant section.

Table VLY.10: NCDC Severe Weather Events

Date	Hazard	Magnitude	Deaths	Injuries	Property Damage
6/12/1996	Thunderstorm Wind	80 kts.	0	0	\$80,000
5/4/2007	Heavy Rain	4-6 in.	0	0	\$1,000,000
3/22/2011	Hail	1.75 in.	0	0	\$250,000
		Total	0	0	\$1,330,000

Source: January 1996-July 2015 NCDC
in. = inches; kts = knots

RISK ASSESSMENT

HAZARD IDENTIFICATION

The following table is a localized risk assessment of hazards identified specifically for Valley. Refer to the beginning of *Section Seven: Participant Sections* for a detailed explanation as to what this methodology is and why certain hazards did not pose a significant enough threat and were eliminated from detailed discussion.

Table VLY.11: Risk Assessment

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Agricultural Animal Disease	Yes	-	None
Agricultural Plant Disease	Yes	-	Disposal sites for diseased trees
Chemical Spills (Fixed Site)	Yes	-	School proximity to chemical storage sites; chemicals leaching into floodwaters
Chemical Spills (Transportation)*	Yes	-	Chemicals transported on Hwy 275 and by rail
Civil Disorder	No	-	None
Dam Failure	No	-	None
Drought	Yes	-	Water supply during extended drought periods
Earthquakes	No	-	None
Extreme Heat	Yes	-	Lack of shaded structures in parks
Flooding*	Yes	-	Transportation routes blocked; flooded lift stations;
Grass/Wildfires	Yes	-	None
Hail	Yes	\$250,000	Damage to critical facilities

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
High Winds*	Yes	-	Power outages
Landslides	No	-	None
Levee Failure*	No	-	Widespread flooding
Radiological Incident (Fixed Site)	No	-	None
Radiological Incident (Transportation)	No	-	None
Severe Thunderstorms*	Yes	\$1,080,000	Heavy rain flooding ditches and lift stations
Severe Winter Storms*	Yes	-	Road blockages; economic loss; power outages
Terrorism	No	-	None
Tornados*	No	-	Power outages; hazardous trees
Urban Fire	Yes	-	None

*Identified as a top concern by the local planning team

For more information regarding these area wide hazards, please see *Section Four: Risk Assessment*. The following discussion provides community specific information as reported in Valley's Risk Assessment Summary that is relevant to each hazard. Only hazards identified either as a concern to the community by the local planning team or based on the occurrence and risk of the hazard to the community are discussed in detail below.

Chemical Spills (Transportation)

The local planning team identified chemical spills by transportation a top concern for the city due to several manufacturers located in the city and the proximity to the rail line and highway. Although the planning team is aware of chemicals transported along the highway and railroad, it is not known the types or amounts of chemicals that are transported or the frequency. According PHMSA, there was one chemical spill that occurred on March 5, 2001 when a truck carrying gasoline rolled over from an auto accident causing the contents to spill as it was turned upright on Highway 275 near Highway 36. It caused over \$163,000 in damages. Manufacturers such as Valmont, 3M, and Midwest Manufacturing have regular truck shipments that are brought into and out of the city. Residents are not educated about the threat and appropriate response in the event of a spill. However, the Fire District has protective gear and training to respond to a spill and that Omaha Hazardous Materials Team would assist in such a situation.

Implemented mitigation projects:

- Firefighters are trained on chemical spills and have sufficient protective gear
- Omaha Hazardous Materials Team can respond to chemical spills

Identified mitigation projects:

- Provide educational materials especially to residents near Highway 275, rail line, and manufacturing
- Conduct an emergency exercise on hazardous spills

Dam Failure

Although dam failure was not identified as a top concern for Valley, the Kingsley Dam, upstream on the Platte River in western Nebraska, would impact the city if it was to fail. This high hazard dam has not had failures in the past and is regularly inspected and maintained. The peak flood stage would be reached at Valley if the dam failed in about 4 to 5 days. The inundation area would be greater than the 1 percent floodplain for Valley. In the event of a dam failure, the evacuation section of the local emergency operations plan would be implemented to safely evacuate residents where necessary.

Implemented mitigation projects:

- County-wide emergency operations plan is in place for the city
- Floodplain Management Ordinance which requires a one foot freeboard for all new construction or substantial improvements
- Maintain good standing with the NFIP
- CRS Class 8

Identified mitigation projects:

- Continue public awareness and educational opportunities
- Obtain permanent back-up power generators for the lift stations

Levee Failure

Union Dike and No-Name Dike run along the Platte River just west of Valley and both are rated as minimally acceptable. The levees are not FEMA certified, nor do they provide 100-year flood protection. The levees are owned by the P-MRNRD. According to the local planning team, if the levee was to fail there would likely be widespread flooding. In fact, one of the worst ice jams caused the Platte River to overtop the Union Dike in 1978. As a result, the entire City of Valley was flooded. Please see the *Flooding* section for additional information. In the event of a levee failure, the evacuation section of the local emergency operations plan would be implemented to safely evacuate residents where necessary.

Table VLY.12: Valley Levees

Name	Sponsor	City	River	Length (miles)	Type of Protection	Protected Area (sq miles)	Approximate Level of Protection
No-Name Dike	P-MRNRD	Valley	Platte	2.3	Agriculture	25-49	50-99 year flood
Union Dike	P-MRNRD	Valley	Platte	10	Urban	25-49	50-99 year flood

Source: Nebraska State Mitigation Plan, 2014

Implemented mitigation projects:

- County-wide emergency operations plan is in place for the city

Identified mitigation projects:

- Develop a levee failure evacuation plan
- Conduct a levee failure exercise
- Provide education materials to residents about the benefits and risks of the levees

Flooding

The City of Valley has a long history of flooding with the first recorded flood dating back to 1872. Records document that floods have occurred in 1881, 1903, 1912, 1936, 1944, 1947, 1948, 1950, 1960, 1962, 1966, 1967, 1971, 1978, 1984, and 1993. Flooding did not necessarily occur in Valley corporate limits during all of these events since the nearest USGS stream gage station, number 06796000, operated on the Platte River is located near North bend. The North Bend gage has been in operation since 1949. There is a gage station located closer to Valley at the Highway 64 bridge near Leshara, but operation only dates back to 1994.

Due to the geomorphology of the Platte River channel, the primary flood threat for Valley is from ice jam flooding in the winter and early spring months. The flood of 1912 took place on March 29th when an ice jam more than five miles northwest of town flooded the entire town. Water was three to four feet deep on the southwest side of town, and several miles of the Union Pacific Railroad tracks were washed out. It was this flood which led to the construction of the Union Dike in 1919. An ice jam caused the flood of 1936, and an ice jam in February and March of 1948 breached Union Dike and flooded a considerable portion of the city. The March 29, 1960 ice jam flood is recorded as the second largest flood in Valley and is estimated to have been a 60-year recurrence interval. Once again, Union Dike was breached and most of the town was flooded. One-third of the population was evacuated, and one person died. On March 24, 1962, about 90 percent of the city was inundated after an ice jam overtopped Union Dike. The record flood in Valley occurred in March of 1978, after a period of rapid warming caused ice jams at the same time as a high volume of water was generated by snowmelt. Union Dike overtopped in several locations, and the record flood height indicated several feet of water made it into the city. Based on elevation, not discharge values, this flood was estimated to have had an 83-year recurrence interval, and caused more than \$60 million in damage in Valley and western Douglas County.

More recent floods have occurred in 2007, 2008, and 2010. In February of 2007, ice jams and rising water due to snow melt on the Platte River cause flooding. Very large slabs of ice were pushed onto the banks along the Platte River from west of Valley to southwest of Waterloo. The water flooded near some cabins and onto county roads near the river. No damage estimates were provided.

A widespread area around Valley experienced heavy rain with totals reaching between four and eight inches during May of 2007. This heavy rain flooded basements and caused ponding of water across the county. Damages were estimated at over \$1 million.

Several county roads were closed briefly in western Douglas County near Valley on July 15, 2008 due to flash flooding. Three to five inches of rain was reported in the area. Reported damage was minimal.

In June 2010, three to five inches of rain fell over the Elkhorn River basin. This caused near record flooding along the river from upstream at Neligh on south to Valley and the confluence of the Platte River. The heaviest hit was just east of Valley at Kings Lake where 160 homes and cabins sustained flood damage and 23 homes declared unfit due to septic tanks backing up. A man had to be rescued driving around police barricades and suffered hypothermia. The Elkhorn River crested at 18.7 feet near Waterloo, south of Valley.

Flooding was identified as a significant concern for the city. As indicated in Table VLY.13, nearly 93 percent of all structures in the City of Valley are located within the 1 percent floodplain, and 4 of the 33 the identified critical facilities (Table VLY.9) are also in the floodplain. The local planning team has identified that heavy rains have recently caused lift-stations to flood. Areas on the north side of Valley are well-known by the local planning team as having poor stormwater drainage that can lead to flooding. Some drainage ditches overflow due to lack of maintenance on private property. Gardiner Street is also known to flood repeatedly, but stormwater drainage improvements and road elevation may help with flood issues in the future. This street is prioritized next for construction improvements and is identified as a mitigation action under street stormwater improvements.

Additional concerns are the economic impacts on the community if flooding were to shut down the major employers in the area, including Valmont, 3M, and Midwest Manufacturing. These businesses employ a large number of residents in the community and surrounding areas. Schools may also be closed for an extended period of time impacting students, parents, and staff. Road closures are also possible during major flooding events, which would compound the economic impacts on commercial shipping and the ability for fire and rescue to reach citizens in need.

During and following a flood, there are several health concerns that should be made aware to citizens impacted by floodwaters. According to the Centers for Disease control and Prevention, drinking water and food could be contaminated if certain steps are not followed, causing illness if ingested. Mold is also quite common as flood waters recede and high moisture content is present. Vulnerable populations include those that suffer from asthma, allergies, or other breathing conditions. People with weakened immune systems and with chronic lung diseases may develop mold infections in their lungs. Special face masks should be worn for any person that intends to spend a period of time in a building with mold.

Valley has 431 NFIP policies in-force for \$65,674,100. There are 2 single family homes that are repetitive flood loss properties in the City of Valley. The city does annually mail to these repetitive loss properties information on flooding as part of their outreach projects.

Table VLY.13: Improvements in the Floodplain

Value of Improvements in Floodplain	Number of Improvements Affected	Number of Improvements in Community	Percentage of Affected Improvements
\$150,532,800	755	815	92.6%

Source: Douglas County Assessor

The City of Valley maintains a community website with several links and articles that contain information about flooding in the community, flood safety, property protection measures, information on the NFIP, and a discussion on the natural and beneficial functions of the floodplain.

Implemented mitigation projects:

- Floodplain Management Ordinance which requires a one foot freeboard for all new construction or substantial improvements
- Member of the NFIP
- CRS Class 8
- Completed drainage improvements to North Spruce Street in 2013

Identified mitigation projects:

- Lift station improvements to reduce flooding
- Obtain permanent back-up power generators for the lift stations
- Work with property owners on clearing and maintaining drainage ditches
- Several additional mitigation projects have been identified and provided at the end of this participant section

Severe Thunderstorms

The local planning team identified severe thunderstorms as a top concern for the city. The local concern with this hazard relates to the subsequent flooding that occurs with this hazard due to the heavy rain associated with severe thunderstorms which can lead to flash flooding. Drainage ditches tend to overflow on private lands due to lack of maintenance by private owners.

Also, NCDC reported 18 thunderstorm wind events since 1996. The strongest event occurred in 1996 when wind gusts reached 92 mph, which snapped power poles and tore a roof of a convenience store. Dozens of trees were uprooted and center-pivot irrigation systems were damaged near Valley. The local planning team noted that there are several hazardous trees on private property that require removal or maintenance.

Implemented mitigation projects:

- Municipal records are protected with surge protectors and offsite back-up
- About 30 percent of power lines have been buried in the city
- City Hall and Fire Station have back-up power generators
- Tree City USA community for 21 years
- Weather radios available in critical facilities

Identified mitigation projects:

- Work with property owners on removing hazardous trees
- Work with property owners on clearing and maintaining drainage ditches
- Lift station improvements to reduce flooding
- Obtain permanent back-up power generators for the lift stations
- Continue public awareness and educational opportunities

Severe Winter Storms

Severe Winter Storms are a regular part of the climate in Valley and the local planning team identified it as a top concern. The winter of 2009-2010 included several severe winter storms that greatly impacted the region, including the City of Valley. The Christmas Winter Storm of 2009, which began on December 23rd and ended on the 26th, brought up to 15 inches of snow along with gusting winds over 40 mph. These winds in combination with the heavy snow produced widespread visibilities below a quarter mile during the event, making travel dangerous to impossible. Many of the roads became blocked and travel was brought to a standstill during a normally heavy travel period for the holidays.

Local concern associated with this hazard is the ability to travel in and out of the community to work or shopping. Drifting typically happens in open, rural areas. The city has designated West Street and Meigs Street as snow routes. Streets are cleared by city crews, and snow removal equipment is currently sufficient for local events, however heavier snow events do require the city to call for outside contractor to remove snow. There have been no reported damages to critical facilities from winter storm events.

Implemented mitigation projects:

- About 30 percent of power lines have been buried in the city
- City Hall and Fire Station have back-up power generators
- Tree City USA community for 21 years
- Weather radios available in critical facilities
- Snow fences used on N. West Street and Center Street

Identified mitigation projects:

- Continue public awareness and educational opportunities

Tornados and High Winds

High winds and tornados are a top concern for the city. According to the NCDC, there have been two funnel clouds and both occurred in the spring of 2006. Neither of these funnels became a tornado nor did they do any damage. The local planning team is concerned with the time necessary for utility companies to respond and recover from damages due to these hazards. Past high wind events have damaged power lines, causing power outages. Valley does have backup systems for municipal records. The community does not have a safe room. However, the school could be made available to community members seeking shelter. All new subdivisions have buried powerlines, which greatly reduces the risk of power outages from high winds.

Implemented mitigation projects:

- County offers text alerts to warn residents of hazards
- Mutual aid agreements with neighboring communities: Waterloo, Yutan, Fremont, and Omaha
- City Hall and Fire Station have back-up power generators
- Tree City USA community for 21 years
- Weather radios available in critical facilities
- Emergency Operations Plan is in place through the county

Identified mitigation projects:

- Construct a storm shelter in the community
- Continue to work with Public Power District to bury power lines
- Work with property owners on removing hazardous trees
- Work with property owners on clearing and maintaining drainage ditches
- Lift station improvements to reduce flooding
- Obtain permanent back-up power generators for the lift stations
- Continue public awareness and educational opportunities

Figure VLY.8: Leveed Areas

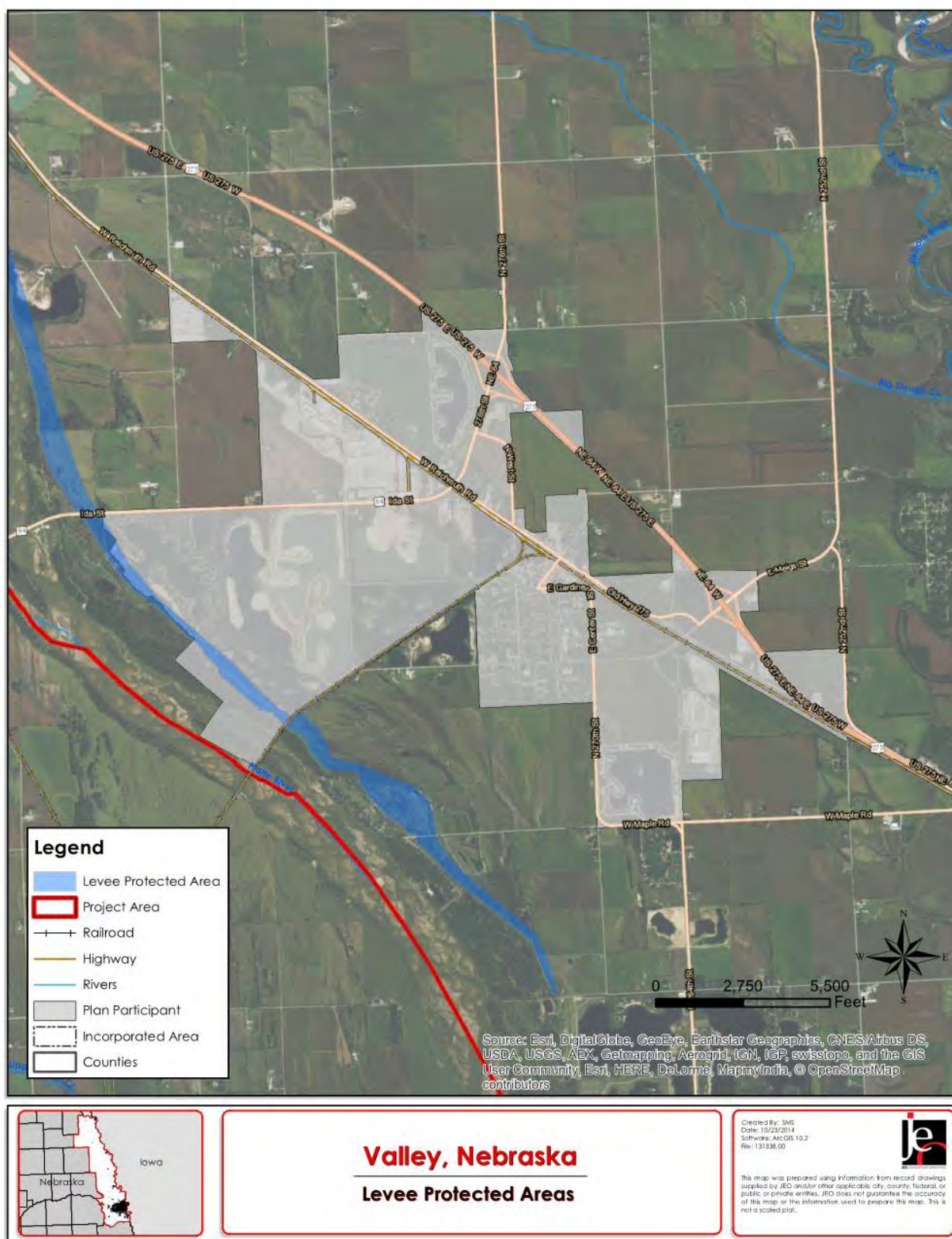
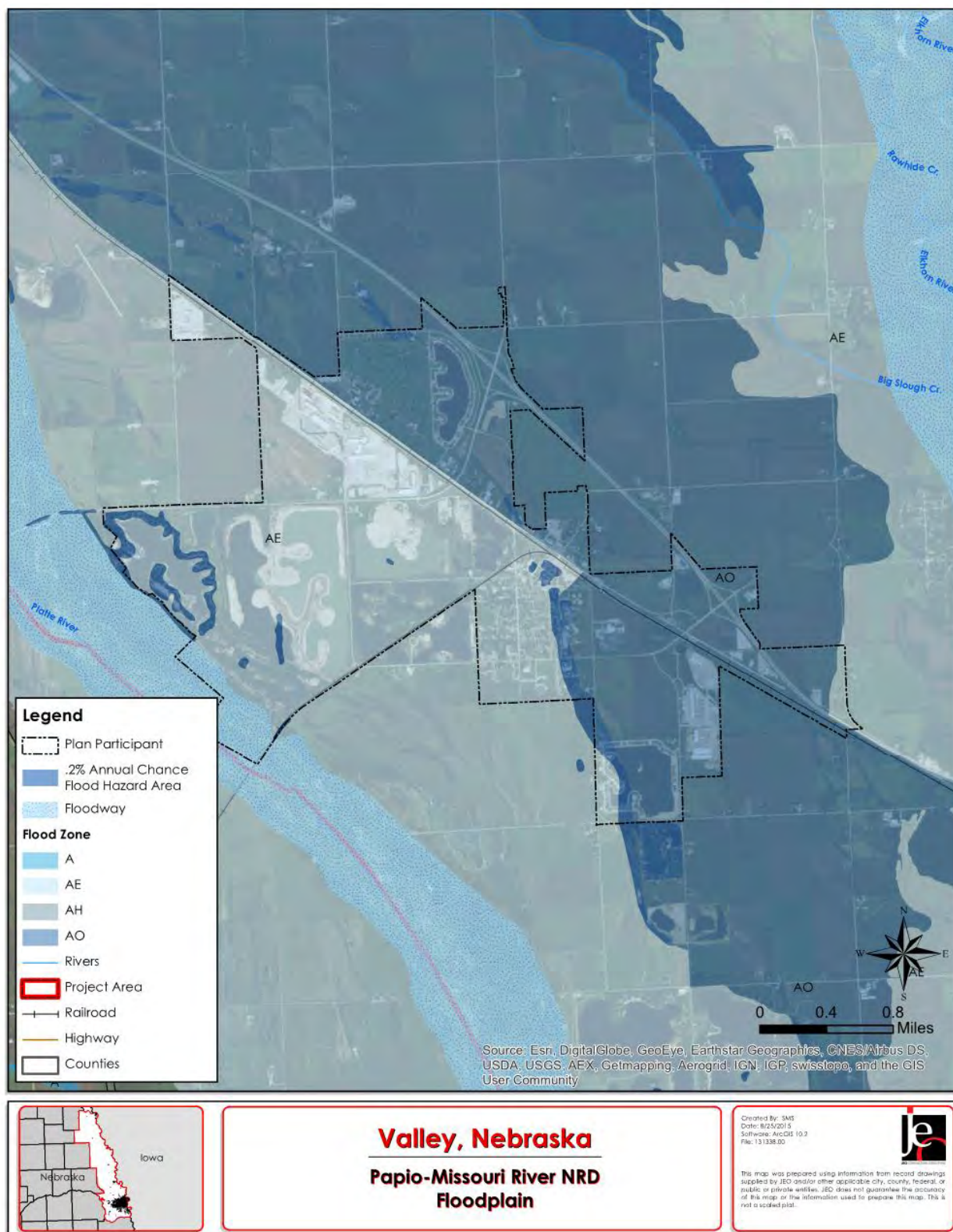


Figure VLY.9: Valley 1% and 0.2% Annual Chance Floodplain



GOVERNANCE

A community's governance indicates the number of boards or offices that may be available to help implement hazard mitigation actions. The City of Valley has a four member city council led by a mayor and a number of offices and departments that may be involved in implementing hazard mitigation initiatives.

- City Clerk
- Building & Zoning Department
- Police Department
- Public Works
- Library
- Valley Suburban Fire District
- Utilities
- Tree Board

CAPABILITY ASSESSMENT

The capability assessment consisted of two main components: a Capability Assessment Survey completed by the jurisdiction and a review of local existing policies, regulations, plans, and the programs. The survey is used to gather information regarding the jurisdiction's planning and regulatory capability; administrative and technical capability; fiscal capability; and educational and outreach capability.

Table VLY.14: Capability Assessment

Survey Components/Subcomponents		Existing (Yes/No)
Planning and Regulatory Capability	Comprehensive Plan	Yes
	Capital Improvements Plan	No
	Hazard Mitigation Plan	Yes
	Economic Development Plan	Yes
	Emergency Operational Plan	Yes
	Natural Resources Protection Plan	No
	Open Space Preservation Plan	Yes
	Floodplain Management Plan	Yes
	Storm Water Management Plan	Yes
	Zoning Ordinance	Yes
	Subdivision Regulation/Ordinance	Yes
	Floodplain Ordinance	Yes
	Building Codes	Yes
	National Flood Insurance Program	Yes
	Community Rating System	Yes (Class 8)
	Other (if any)	
Administrative and Technical Capability	Planning Commission	Yes
	Hazard Mitigation Planning Commission	No
	Floodplain Administration	Yes
	Emergency Manager	Yes (County)
	GIS Coordinator	No
	Chief Building Official	Yes
	Civil Engineering	Yes
	Staff Who Can Assess Community's Vulnerability to Hazards	Yes
	Grant Manager	Yes

Survey Components/Subcomponents		Existing (Yes/No)
	Other (if any)	
Fiscal Capability	Capital Improvement Project Funding	No
	Community Development Block Grant	No
	Authority to Levy Taxes for Specific Purposes	Yes
	Gas/Electric Service Fees	No
	Storm Water Service Fees	No
	Water/Sewer Service Fees	Yes
	Development Impact Fees	No
	General Obligation Revenue or Special Tax Bonds	Yes
	Other (if any)	
Education and Outreach Capability	Local citizen groups or non-profit organizations focused on environmental protection, emergency preparedness, access and functional needs populations, etc.	No
	Ongoing public education or information program (e.g., responsible water use, fire safety, household preparedness, environmental education)	No
	Natural Disaster or Safety related school programs	No
	StormReady Certification	No
	Firewise Communities Certification	No
	Public-private partnership initiatives addressing disaster-related issues	No
	Other (if any)	Tree City USA

PLANS, DOCUMENTS, AND INFORMATION USED

Throughout the planning process, a number of studies, reports, and technical information have been used to develop the plan. A listing of general sources of information used for all sections of the plan is listed in *Section 2: Planning Process*. Below is a list of specific sources used to establish Valley's participant section.

Table VLY.15: Sources, Plans, Reports, and Regulations

Source/Report/Regulation	Date Completed
Hazard Mitigation Plan	2011
Local Emergency Operations Plan (LEOP)	2015
Valley Comprehensive Plan	2007, revised 2014
CRS Verification Report	2013
Floodplain Ordinance	2005
Zoning Ordinance	2005, revised 2011
Building Code	2009
Subdivision Regulations	2005, revised 2014

PLAN INTEGRATION

Building safe and smart communities can be accomplished through effective Plan integration. Integrating hazard mitigation principles into other local planning mechanisms, such as plans addressing land use, transportation, climate change, sustainability, natural and cultural resource protection, watershed management, economic development and others can greatly increase an area's level of resiliency. While this HMP planning process involved interdepartmental coordination at the local level, this planning process also sought to analyze how existing planning mechanisms were presently integrated and make suggestions

for further integration. The plans listed in the preceding table were analyzed using guidance from FEMA's 2014 *Plan Integration Guide*. The following paragraphs present a summary of the findings of this analysis.

Valley participated in the 2011 Papio-Missouri River NRD Hazard Mitigation Plan, which was an update to the original 2006 plan. The 2011 HMP was referred to throughout the development of the 2016 HMP update.

The Local Emergency Operations Plan (LEOP) for Valley, which was last updated in 2015, is an annex of Douglas County's LEOP. It is an all hazards plan that does not address specific natural and man-made disasters. It provides a clear assignment of responsibility in case of an emergency.

Valley's Comprehensive Plan was last updated in 2007 and revised in 2014. The plan includes environmental goals where the city will retain a high-quality natural environment that conserves and protects the natural resources and promotes compatible land uses to support sustainable future development activities in the community. This includes the encouragement of preserving of sensitive areas such as wetlands, wooded areas, waterways, landmark tree, and other amenities. It also encourages restrictions on land uses within the floodplain which are open and undeveloped. The plan also discusses future subdivision development and the need for considering the impact upon downstream areas regarding increased amounts of stormwater runoff.

As a participant in the CRS program, the city has several ongoing flood mitigation activities that help protect lives and reduce property damage in the community. The Verification Report stemming from a visit in October 2013 provides the list of activities that the city received credit for CRS points. A selection of the activities include:

- Elevation certificates are maintained in the Building Department for new and substantially improved buildings
- Flood zone information is provided upon request from the community's latest FIRM. The city provides additional FIRM information, information about problems not shown on the FIRM and historical flood information.
- Outreach projects include brochures available for pickup, mailings to all residents of the community and a targeted outreach project that includes a mailing to the repetitive loss areas.
- Documents relating to floodplain management are available in the reference section of the Valley City Library, and floodplain information is displayed on the community's website.
- Higher regulatory standards are in enforced that require development limitations and freeboard for new and substantial improvement construction.
- Credit provided for the adoption of the Papio-Missouri River NRD HMP in 2011.
- Valley's drainage system is inspected regularly throughout the year and maintenance is performed as needed.

Valley's Floodplain Ordinance was last updated in November 2005. The ordinance requires all new construction or substantial improvements of residential structures have the lowest floor elevated to or above one foot above the base flood elevation. Since the ordinance includes a one foot freeboard, this should be sufficient in reducing losses in current and most likely future flooding conditions. Development of residential structures in the floodway are prohibited. The Zoning Ordinance contains flood fringe and floodway overlay districts that set conditions, as described in the floodplain ordinance, for land use within these districts. Buoyant, flammable, explosive, or could be injurious is prohibited in the floodplain. The storage of material is allowed if firmly anchored to prevent flotation during a flood.

The city has adopted the International Building Code, 2012 edition.

The Subdivision Regulations were revised in 2014 and contains restrictions of subdivision development where land is known to flood. All development must be floodproofed and follow the flood hazard zoning provisions. The development must also have adequate drainage to reduce the exposure to flood hazards.

MITIGATION STRATEGY

REVIEW POSSIBLE ACTIVITIES

The local planning team met to discuss a wide range of possible mitigation activities that the city could include in the HMP to be more resilient to flooding. As required for Activity 510 *Floodplain Management Planning* for consideration of CRS points, the discussion included activities that are currently implemented or ongoing, activities that should be added to the 2016 HMP, and also activities that were not selected because they were either inappropriate for the community or not feasible. The following table provides a list of the discussed mitigation actions, whether the activity was selected or not selected, and reasons for the selection.

Table VLY.16: Selection of Mitigation Actions

Flood Mitigation Action	Selected	Not Selected	Reason
Parcel Level Evaluation of Floodprone Properties		X	Not feasible with current staffing and budget constraints
Emergency Management Exercise	X		City is interested
Adopt a No Adverse Impact		X	Not a priority at this time
Bank Stabilization		X	Does not apply
Ditch and Bridge Improvements		X	Public ditches are maintained and cleaned regularly. No authority over private ditches
NFIP Continuation	X		High priority for community
Community Rating System Maintenance	X		High priority for community
Create a Community-Wide Master Plan to Prioritize all Flood Related Projects	X		Although much of the information is available or known by floodplain administrator, important to have it written down and formalized
Develop Flood Assistance Strategies		X	Flood assistance strategies are already outlined in the LEOP
Drainage ditches and culverts	X		City cleans out public ditches and culverts on an ongoing basis and will continue it
Drainage Study/Stormwater Master Plan	X		A comprehensive study with a plan for 2 inch rainfall events
Elevate Pad Mounted Transformers and Switch Gear		X	City does not have jurisdiction over transformers/switch gear
Facility Flood Proofing		X	Flood proofing not needed. City hall is not in 1 percent floodplain
Filtration Facility Upgrade		X	Does not apply
Develop or Update FIRM Maps for Regulatory Use		X	DFIRMs available and used as needed for regulatory purposes
Flood Prone Property Acquisition		X	Not feasible at this time

Flood Mitigation Action	Selected	Not Selected	Reason
Floodplain Regulation Enforcements/Updates	X		Ongoing – building inspector and floodplain administrator enforce floodplain regulations
Grade Control Structures		X	Does not apply
Improve/Upgrade Bridges		X	No needs at this time
Improve Drainage	X		Ongoing – project identified in 2011 HMP and listed under ‘Street Stormwater Improvements’
Improvements to Flood Warning System	X		USGS oversees flood warning system. City supports USGS efforts.
Infrastructure Protection		X	Does not apply
Levee/Floodwall Construction and/or Improvements		X	Not feasible at this time
Low Impact Development	X		Ongoing - rain gardens constructed in new subdivisions.
Mutual Aid through Water/Wastewater Agency Response Network (WARN) Program	X		City is interested in the program
Promote Infiltration		X	Does not apply
Relocation of Hazardous Storage		X	Not feasible. There is no place for the city to move municipal fuel tanks.
Stormwater Management	X		Public Works monitors large rain events
Stormwater Management Committee	X		City is interested
Development Restrictions	X		Enhanced floodplain regulations in place
Continue Floodplain Regulations Including More Restrictive Regulations	X		One foot freeboard regulation
Risk Communication	X		Ongoing public outreach
Site Hardening		X	Does not apply. City Hall out of floodplain.

An action plan with included prioritization for each of the selected mitigation projects can be found under the “Ongoing Mitigation Actions” or “New Mitigation Actions” below. The completed and ongoing mitigation actions are updates to mitigation actions that were included in the 2011 HMP.

Completed Mitigation Actions from 2011 HMP

Description	Drainage Improvements
Analysis	Drainage improvements to North Spruce Street.
Goal/Objective	Goal 3/Objective 3.5
Hazard(s) Addressed	Flooding
Estimated Cost	\$300,000
Funding	P-MRNRD and city budget
Completed	August 2013

Description	Street Stormwater Improvements: West Street
Analysis	Complete street stormwater improvements on West Street.
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	Flooding

Description	Street Stormwater Improvements: West Street
Estimated Cost	\$300,000
Funding	Bonds
Completed	October 2014

Ongoing Mitigation Actions from 2011 HMP

Description	Street Stormwater Improvements: East Street and Gardiner Street
Analysis	Complete street stormwater improvements on East Street and Gardiner Street.
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Structural Projects
Estimated Cost	\$600,000
Funding	Bonds
Timeline	2-5 years
Priority	Medium
Lead Agency	City Engineer
Status	East Street is under construction. Gardiner Street is next priority.
Meets Expectations?	Yes

Description	Back-up Generators
Analysis	Provide a portable or stationary source of backup power to redundant power supplies, municipal wells, lift stations and other critical facilities and shelters.
Goal/Objective	Goal 2/Objective 2.2
Hazard(s) Addressed	All hazards
Estimated Cost	\$140,000
Funding	Budgeted funds, HMGP, PDM
Timeline	5+ years
Priority	Low
Lead Agency	City Engineer
Status	City Hall secured a back-up generator in 2012 with HMGP and city funds. A portable generator is available for lift stations and applying for funds for additional generators.
Meets Expectations?	Yes

Description	Lift Station Improvements
Analysis	Replace the Gardiner Street lift station with a gravity line.
Goal/Objective	Goal 2/Objective 2.4
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Structural Projects
Estimated Cost	\$350,000
Funding	Bonds
Timeline	Ongoing
Priority	High
Lead Agency	City Engineer
Status	Under construction
Meets Expectations?	Yes

Description	Storm Shelters
Analysis	Design and construct storm shelters and safe rooms in highly vulnerable areas such as mobile home parks, campgrounds, school, public buildings, outdoor venues, and other areas.

Description	Storm Shelters
Goal/Objective	Goal 1/Objective 1.2
Hazard(s) Addressed	Tornado, Severe Thunderstorms, High Winds, Hail
Estimated Cost	\$100,000
Funding	Bonds, Budgeted funds, HMGP
Timeline	5+ years
Priority	Low
Lead Agency	Building Department
Status	Not yet started.
Meets Expectations?	N/A

Description	Fuel Tank Anchoring
Analysis	Anchor unsecured fuel tanks in the maintenance yard to prevent floatation during floods or debris during other hazard events
Goal/Objective	Goal 3/Objective 3.6
Hazard(s) Addressed	Flooding, Tornado, Severe Thunderstorm, High Winds
Category of Floodplain Management	Property Protection
Estimated Cost	\$15,000
Funding	Budgeted funds
Timeline	2-5 years
Priority	Low
Lead Agency	Public Works
Status	Not yet started
Meets Expectations?	N/A

Description	Grade Control Sewer Lift Stations
Analysis	Implement grade control projects at sewer lift stations
Goal/Objective	Goal 2/Objective 2.4
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Structural Projects
Estimated Cost	\$70,000
Funding	Budgeted funds, Bonds, HMGP, PDM
Timeline	5+ years
Priority	Low
Lead Agency	City Engineer
Status	New lift stations are designed to be out of the floodplain. Older lift stations require protection. No formal plans have been submitted yet.
Meets Expectations?	Yes

Description	Reverse 911
Analysis	Utilize reverse 911 system to warn residents of hazards
Goal/Objective	Goal 1/Objective 1.4
Hazard(s) Addressed	All hazards
Estimated Cost	\$40,000
Funding	HMGP, Budgeted funds, County funds
Timeline	5+ years
Priority	Low
Lead Agency	City Administration and Douglas County Emergency Management
Status	Not yet started but the city would like to partner with Douglas County on this project.
Meets Expectations?	N/A

Description	Remove Flow Constriction
Analysis	Remove flow constrictions to reduce risk of flooding by improving drainage, stabilizing creeks, and clearing channels
Goal/Objective	Goal 3/Objective 3.5
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Structural Projects
Estimated Cost	\$100,000
Funding	Budgeted funds, PDM, FMA
Timeline	Ongoing
Priority	Medium
Lead Agency	Public Works
Status	Ongoing maintenance throughout the jurisdiction
Meets Expectations?	Yes

Description	Maintain Good Standing in the NFIP
Analysis	Maintain good standing with National Flood Insurance Program (NFIP) including floodplain management practices/ requirements and regulation enforcements and updates.
Goal/Objective	Goal 1/Objective 1.1
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Property Protection
Estimated Cost	N/A
Funding	N/A
Timeline	Ongoing
Priority	High
Lead Agency	Floodplain Administrator
Status	Valley remains in the NFIP
Meets Expectations?	Yes

New Mitigation Actions

Description	Emergency Management Exercise
Analysis	Develop and facilitate an exercise to identify gaps in planning and to ensure that community response plans are sufficient to meet the needs of the jurisdiction.
Goal/Objective	Goal 1/Objective 1.5
Hazard(s) Addressed	Flooding, Dam Failure, Levee Failure
Category of Floodplain Management	Emergency Services
Estimated Cost	\$10,000
Funding	Budgeted funds, HMGP, PDM
Timeline	2-5 years
Priority	Medium
Lead Agency	Police Department, Fire Department and coordinate with County EMA
Status	Not yet started.

Description	Community Rating System Continuation
Analysis	Maintain status as a Community Ratings System (CRS) community to reduce flood insurance premiums.
Goal/Objective	Goal 1/Objective 1.1
Hazard(s) Addressed	Flooding

Description	Community Rating System Continuation
Category of Floodplain Management	Property Protection
Estimated Cost	Staff Time
Funding	N/A
Timeline	Ongoing
Priority	High
Lead Agency	Zoning Administrator
Status	CRS Class 8

Description	Community-Wide Master Plan to Prioritize Flood Related Projects
Analysis	Create a community-wide master plan that identifies potential flooding sources and flood-vulnerable areas. Explore solutions and prioritize.
Goal/Objective	Goal 4/Objective 4.2
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	\$10,000
Funding	Budgeted funds, FMA, PDM
Timeline	5+ years
Priority	Low
Lead Agency	Zoning Administrator
Status	Much of the information is available but needs to be put into a comprehensive plan and to explore solutions.

Description	Drainage Ditches and Culverts
Analysis	Deepen drainage ditches and clean out culverts
Goal/Objective	Goal 3/Objective 3.5
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Structural Projects
Estimated Cost	\$10,000
Funding	Budgeted funds
Timeline	Ongoing
Priority	Medium
Lead Agency	Public Works
Status	Public ditches and culverts are cleaned out as needed

Description	Drainage Study/Stormwater Master Plan
Analysis	Preliminary drainage studies and assessments can be conducted to identify and prioritize design improvements to address site specific localized flooding/drainage issues to reduce and/or alleviate flooding. Stormwater master plans can be developed to help identify stormwater problem areas and potential drainage improvements.
Goal/Objective	Goal 3/Objective 3.3
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	\$50,000
Funding	Budgeted funds, HMGP, FMA, PDM
Timeline	3-5 years
Priority	Medium
Lead Agency	City Engineer
Status	Not yet started

Description	Floodplain Regulation Enforcements/Updates
Analysis	Continue to enforce local floodplain regulations for structures located in the 1-percent floodplain. Strict enforcement of the type of development and elevations of structures should be considered through issuance of building permits by any community or county. Continue education of building inspectors or Certified Floodplain Managers.
Goal/Objective	Goal 3/Objective 3.1
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Staff Time
Funding	N/A
Timeline	Ongoing
Priority	High
Lead Agency	Floodplain Administrator
Status	Building inspector approves building permits and maintains a record.

Description	Improvements to Flood Warning System
Analysis	Update equipment, ensure equipment is in a secure location, and install additional gauges.
Goal/Objective	Goal 1/Objective 1.4
Hazard(s) Addressed	Flooding, Dam Failure, Levee Failure
Category of Floodplain Management	Emergency Services
Estimated Cost	Unknown
Funding	Budgeted funds, USGS
Timeline	Ongoing
Priority	High
Lead Agency	City of Valley in coordination with USGS
Status	Valley would support efforts by USGS to maintain and upgrade flood gauge equipment

Description	Low Impact Development
Analysis	Utilize low impact development practices and green infrastructure to reduce flood risk.
Goal/Objective	Goal 4/Objective 4.3
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Variable
Funding	Budgeted funds, private funds, PDM, FMA
Timeline	Ongoing
Priority	Medium
Lead Agency	Zoning Administrator
Status	Ongoing. Rain gardens under construction in new subdivisions.

Description	Mutual Aid through WARN Program
Analysis	Establish mutual aid agreements through Water/Wastewater Agency Response Network (WARN) Program to share emergency resources.
Goal/Objective	Goal 1/Objective 1.4
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Staff Time
Funding	N/A

Description	Mutual Aid through WARN Program
Timeline	1-3 years
Priority	High
Lead Agency	Public Works
Status	Not yet started.

Description	Stormwater Management
Analysis	Upgrade sewer system to improve storm water management
Goal/Objective	Goal 2/Objective 2.3
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Structural Projects
Estimated Cost	Varies
Funding	Budgeted funds
Timeline	Ongoing
Priority	Medium
Lead Agency	Public Works
Status	City monitors 2 inch rainfall events and identifies problem areas

Description	Stormwater Management Committee
Analysis	Establish a stormwater development committee to oversee improvements to the stormwater system and to respond to community concerns.
Goal/Objective	Goal 2/Objective 2.3
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Staff Time
Funding	N/A
Timeline	2-4 years
Priority	Medium
Lead Agency	Public Works and City Council
Status	Not yet started.

Description	Development Restrictions
Analysis	Enhance floodplain regulations to restrict types of development allowed in the floodplain.
Goal/Objective	Goal 3/Objective 3.1
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Preventive
Estimated Cost	Staff Time
Funding	N/A
Timeline	Ongoing
Priority	Low
Lead Agency	Floodplain Administrator
Status	Development in the floodway is prohibited.

Description	Continue Floodplain Regulations Including More Restrictive Regulations
Analysis	Develop and pass more restrictive floodplain regulations. Enhancements may include: limiting types of development within the floodplain, redefining substantial loss for impacted homes, etc.
Goal/Objective	Goal 3/Objective 3.1
Hazard(s) Addressed	Flooding

Description	Continue Floodplain Regulations Including More Restrictive Regulations
Category of Floodplain Management	Preventive
Estimated Cost	Staff Time
Funding	N/A
Timeline	Ongoing
Priority	Low
Lead Agency	Floodplain Administrator
Status	The city has adopted higher restriction in the floodplain that includes structures to be elevated to at a minimum of one foot above base flood elevation.

Description	Risk Communication
Analysis	Provide informational flyers, newsletters, and post information to the city website with flooding information, preventative and preparedness measures, mapping resources, etc.
Goal/Objective	Goal 1/Objective 1.5
Hazard(s) Addressed	Flooding
Category of Floodplain Management	Public Information
Estimated Cost	\$5,000+
Funding	Budgeted funds
Timeline	Ongoing
Priority	High
Lead Agency	Floodplain Administrator
Status	The city conducts several information outreach projects including: annually mails letters to all residents in the community, maintains a community website, and provides informational brochures.

Removed Mitigation Actions

None

PARTICIPANT SECTION
FOR THE
VILLAGE OF WATERLOO

Papio-Missouri River NRD
Multi-Jurisdictional Hazard Mitigation Plan

February 2016

INTRODUCTION

The 2016 Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Jurisdictional Hazard Mitigation Plan (HMP) is an update to the plan that was adopted by the P-MRNRD in August 2011. This HMP includes two primary sections: the Regional Hazard Mitigation Plan and the Participant (i.e. County, Municipal, and School District) Sections. Participant Sections include similar information that's also provided in the Regional section, but rather is specific information for the Village of Waterloo, including the following elements:

- Participation
- Location /Geography
- Climate
- Transportation
- Demographics
- Future Development Trends
- Parcel Improvements and Valuations
- Critical Infrastructure and Key Resources
- Historical Hazard Events
- Hazard Identification and Risk Assessment
- Governance
- Capability Assessment
- Plan Integration
- Mitigation Actions

PARTICIPATION

LOCAL PLANNING TEAM

Table WLO.1 provides the list of participating members that comprised the Village of Waterloo local planning team. Members of the planning team attended Round 1 and Round 2 meetings and provided important information including but not limited to: confirming demographic information, critical facilities, future development trends, hazard history and impacts, identifying hazards of greatest concern for the community, and prioritization of mitigation actions that address the hazards that pose a risk to the community.

Table WLO.1: The Village of Waterloo Local Planning Team

Name	Title	Department / Jurisdiction
Melissa Johnson	Village Clerk	Village of Waterloo

PUBLIC PARTICIPATION

The local planning team made efforts to notify the public of this planning effort and how they could participate in the development of the plan update. The following table identifies the dates and types of public outreach notifications.

Table WLO.2: Public Notification Efforts

Date	Notification	Location
February 17, 2015	Project Website	http://jeo.com/papiohmp/
May 12, 2015	Passed Resolution of Participation	Village Offices
December 22, 2015 – January 30, 2016	Participant Section available for public comment and review	http://jeo.com/papiohmp/

LOCATION AND GEOGRAPHY

The Village of Waterloo is located in the western portion of Douglas County and covers an area of 0.65 square miles. Major waterways in the area include the Elkhorn River just east of the village boundary, and the Platte River, which is a few miles west of the village.

Figure WLO.1: Map of the Village of Waterloo



Waterloo, Nebraska

Papio-Missouri River NRD 2016 Hazard Mitigation Plan

Created By: SMS
Date: 10/23/2014
Software: ArcGIS 10.2
Rev: 131338.00



This map was prepared using information from recent drawings supplied by JED and/or other applicable city, county, federal, or public or private entities. JED does not guarantee the accuracy of this map or the information used to prepare this map. This is not a scaled plot.

CLIMATE

For Waterloo, the normal high temperature for the month of July is 84.8 degrees Fahrenheit and the normal low temperature for the month of January is 12.7 degrees Fahrenheit. On average, Waterloo gets 31.21 inches of rain and 26.5 inches of snowfall per year. The following table compares these climate indicators with those of the entire state.

Table WLO.3: Climate Data for the Village of Waterloo

Age	Waterloo	Planning Area	State of Nebraska
July High Temp	84.8°F	85.6°F	88.0°F
January Low Temp	12.7°F	11.8°F	12.0°F
Annual Rainfall	31.21 inches	30.64 inches	30.3 inches
Annual Snowfall	26.5 inches	31.2 inches	25.9 inches

Source: NCDC Climate Data Online, 1981-2010 Climate Normals

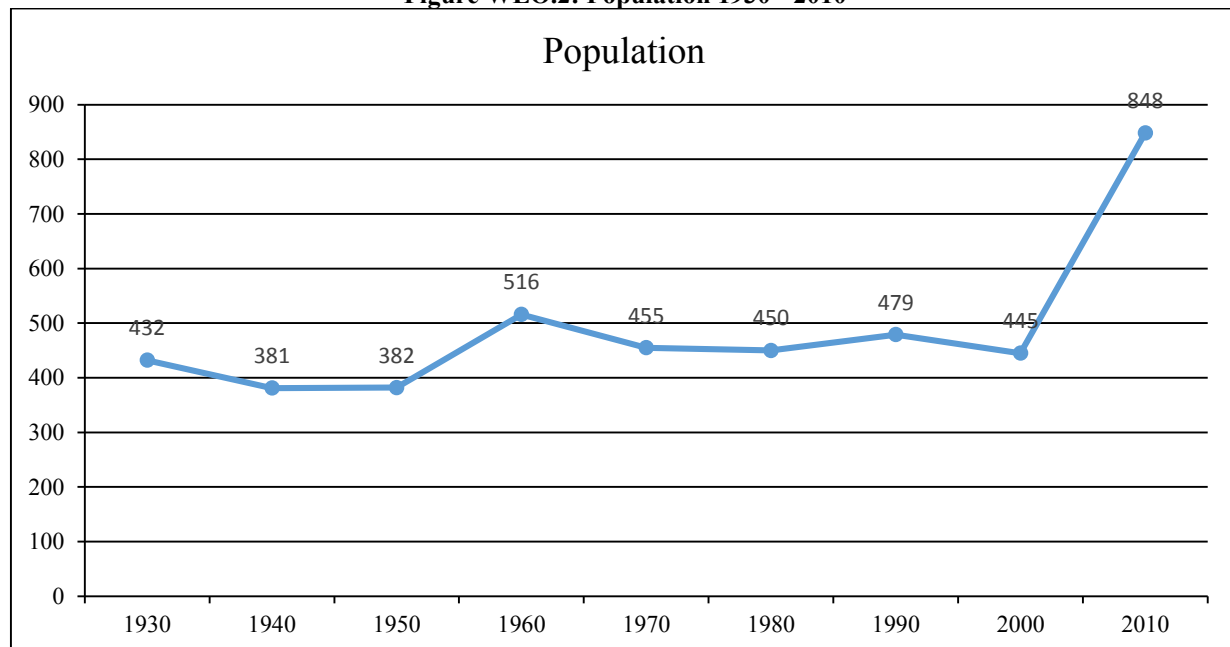
TRANSPORTATION

Waterloo's major transportation corridors include U.S. Highway 275 and Nebraska Highway 64. Highway 275 has an average of 18,585 vehicles per day with 1,670 of those being heavy commercial vehicles. Highway 64 has an average of 6,535 vehicles per day with 490 of those being heavy commercial vehicles. The Union Pacific Railroad has rail lines that travel through the center of the village. Transportation information is important to hazard mitigation plans because it suggests possible evacuation corridors in the community, as well as areas more at risk to transportation incidents.

DEMOGRAPHICS

The following figure displays the historical population trend from 1930 to 2010. This figure indicates that the population of Waterloo has been holding steady for several years, but between 2000 and 2010, the village has experienced an increase in population. When population is increasing, the village may experience housing developments or a lack of properties available for rent or to own. Increasing populations can also represent increasing tax revenue for the community, which could make implementation of mitigation actions possible.

Figure WLO.2: Population 1930 - 2010



Source: U.S. Census Bureau

The following table indicates the Waterloo has a higher percentage of children under the age of 5 than the rest of the county. Young populations may be more vulnerable to certain hazards than other population groups. For a more elaborate discussion of this vulnerability, please see *Section Four: Risk Assessment*.

Table WLO.4: Population by Age

Age	Waterloo	Douglas County	State of Nebraska
<5	12.7%	7.7%	7.2%
5-64	78.3%	81.5%	79.2%
>64	9.0%	10.8%	13.6%
Median	29.9	33.7	36.2

Source: U.S. Census Bureau, 2010, Table DP-1

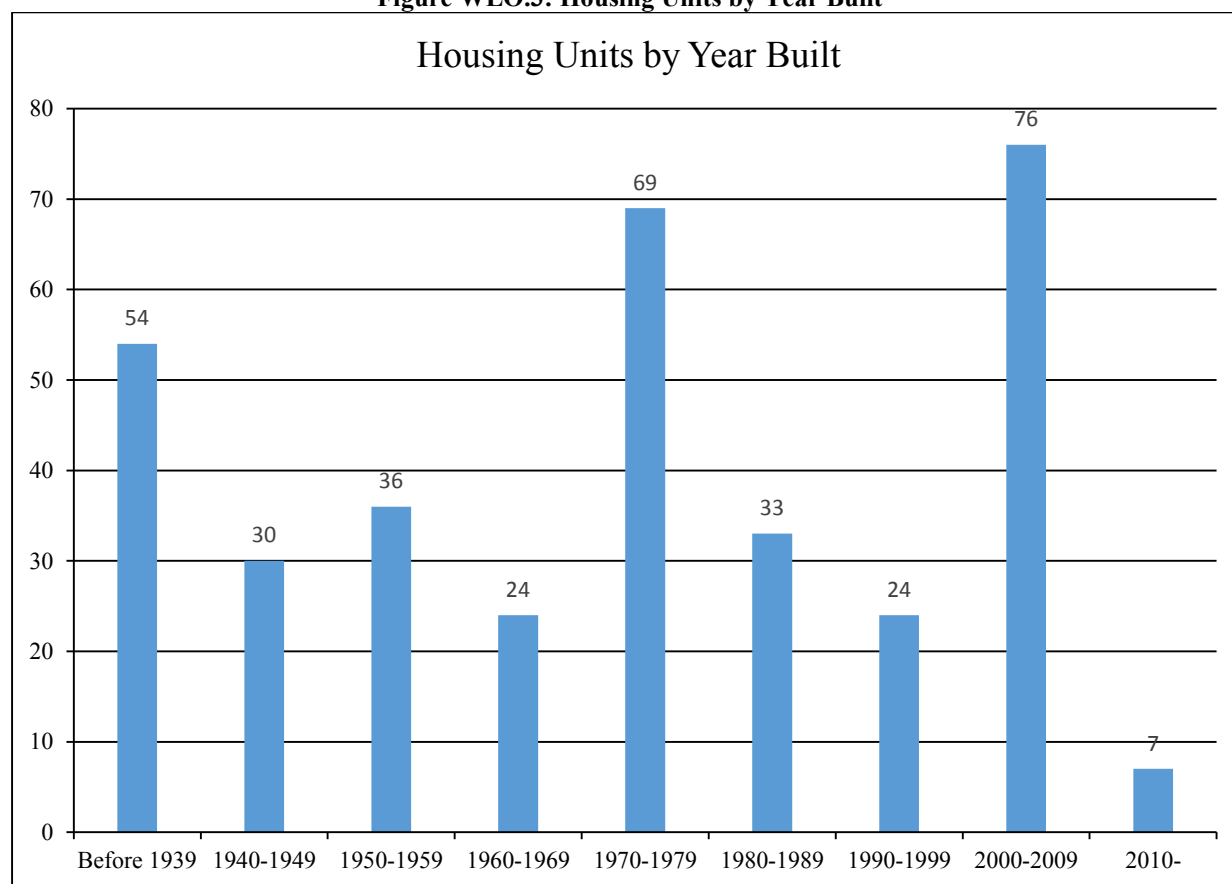
The following table indicates that Waterloo's median household income is similar to the county's median household income, however, the per capita income is significantly lower. Median rent is also higher when compared to the county and state. These economic indicators are relevant to hazard mitigation because they indicate the relative economic strength compared to the county and state as a whole. Economic indicators may also influence a community's resiliency to hazardous events.

Table WLO.5: Housing and Income

	Waterloo	Douglas County	State of Nebraska
Median Household Income	\$52,222	\$53,325	\$51,672
Per Capita Income	\$20,163	\$29,180	\$26,899
Median Home Value	\$125,400	\$143,000	\$128,000
Median Rent	\$1,057	\$790	\$706

Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP03 and DP04

The following figure indicates that the majority of the housing (60.3 percent) in Waterloo was built prior to 1980. According to 2009-2013 ACS 5-year estimates, the community has 353 housing units with 94.1 percent of those units occupied. There are no mobile home parks in the community. This housing information is relevant to hazard mitigation insofar as the age of housing may indicate which housing units were built prior to state building codes being developed.

Figure WLO.3: Housing Units by Year Built

Source: Source: U.S. Census Bureau, 2009-2013 American Community Surveys 5-year Estimates, Table DP04

Table WLO.6: Housing Units

Jurisdiction	Total Housing Units				Occupied Housing Units			
	Occupied		Vacant		Owner		Renter	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Waterloo	332	94.1%	21	5.9%	193	58.1%	139	41.9%
Douglas County	204,226	92.3%	17,085	7.7%	128,058	62.7%	76,168	37.3%

Source: Selected Housing Characteristics: 2009 - 2013 ACS 5-year estimate

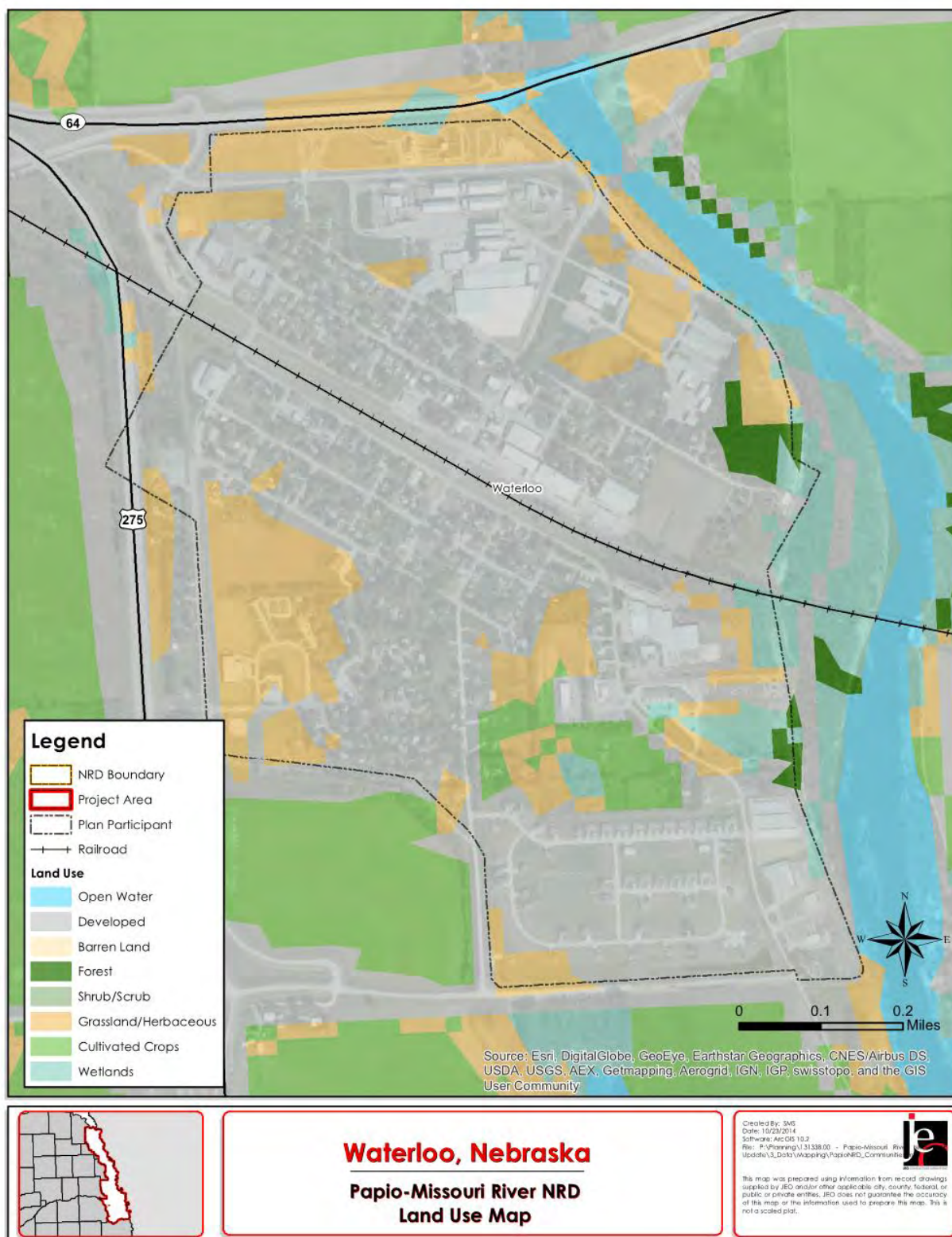
MAJOR EMPLOYERS

A major employer in Waterloo is Syngenta. A large percentage of residents also commute to Omaha, Fremont, and Valley.

FUTURE DEVELOPMENT TRENDS

In the last five years, Waterloo has experienced some residential and commercial development. The village annexed a subdivision that is now approximately 75 to 85 percent complete. This subdivision will continue to develop in the next five years. There is also a shooting range and dance hall planned to be built within the next few years.

Figure WLO.4: Developed Areas



PARCEL IMPROVEMENTS AND VALUATION

The planning team requested GIS parcel data from the County Assessor. This data allowed the planning team to analyze the location, number, and value of property improvements at the parcel level. The data did not contain the number of structures on each parcel. A summary of the results of this analysis is provided in the following table.

Table WLO.7: Parcel Improvements

Number of Improvements	Total Improvement Value	Mean Value of Improvements Per Parcel	Number of Improvements in Floodplain	Value of Improvements in Floodplain
383	\$57,197,000	\$149,339	6	\$1,229,300

Source: Douglas County Assessor

CRITICAL INFRASTRUCTURE/KEY RESOURCES

CHEMICAL STORAGE FIXED SITES

According to the Tier II System reports submitted to the Nebraska Department of Environmental Quality, there are a total of 2 chemical storage sites in Waterloo, and both of these house materials that are categorized as hazardous. There are no critical facilities or vulnerable populations located near these fixed sites.

Table WLO.8: Chemical Storage Fixed Sites

Facility	Address	Hazardous Material
Monke Bros Fertilizer Co	101 N. Front St, Waterloo	Paraquat Dichloride, Phosfume 2
Syngenta Seeds Inc	101 J C Robinson Blvd, Waterloo	Battery Electrolyte

Source: Nebraska Department of Environmental Quality

HISTORIC SITES

According to the National Register of Historic Places for Nebraska, there is 1 historic site located in Waterloo.

Table WLO.9: National Historic Registry

Site Name	Date Listed	In Floodplain?
J. C. Robinson House	11/28/1980	Yes

Source: Nebraska State Historical Society

CRITICAL FACILITIES

Each participating jurisdiction identified critical facilities vital for disaster response, providing shelter to the public (i.e. Red Cross Shelter), and essential for returning the jurisdiction's functions to normal during and after a disaster. Critical facilities were identified during the original planning process and updated by the local planning team as a part of this plan update. The following table and figure provide a summary of the critical facilities for the jurisdiction.

Table WLO.10: List of Critical Facilities in Waterloo

CF Number	Type	Name	Address	Red Cross Shelter (Y/N)	Generator (Y/N)	Located in Floodplain (Y/N)
1	Fire Station	Waterloo Fire Department	405 7 th Street	N	Y	N
2	Wastewater Facility	Waterloo Sewage Plant	River Road Drive & Sewer Treatment Plant Rd.	N	Y	N
3	Municipal Building/Police Department	Village Office and Waterloo Police Department	509 S. Front Street	N	N	N
4	Municipal Building	Village Maintenance	402 N. Front Street	N	N	N

Figure WLO.5: Critical Facilities



HISTORICAL OCCURRENCES

The NCDC Storm Events Database reported 12 severe weather events from January 1996 through July 2015. Refer to the table below for detailed information of each severe weather event including date, magnitude, and property damage.

The property damages from the NCDC Storm Events Database should be considered as broad estimates only. The National Weather Service makes a best guess on these amounts at the time of the publication from a variety of sources. Sources include but are not limited to emergency management, local law enforcement, skywarn spotters, NWS damage surveys, newspaper clipping services, insurance industry, and the general public. The USDA Risk Management Agency provides crop damage by hazard, but at the county level only. For this information, please refer to Douglas County's participant section.

Table WLO.11: NCDC Severe Weather Events

Date	Hazard	Magnitude	Deaths	Injuries	Property Damage
5/30/2008	Flash Flood		0	0	\$0
6/4/2008	Hail	1.25 in.	0	0	\$0
6/15/2008	Thunderstorm Wind	50 kts. EG	0	0	\$0
6/24/2008	Heavy Rain		0	0	\$0
6/27/2008	Thunderstorm Wind	70 kts. EG	0	0	\$0
3/10/2010	Flood	(Ice Jam)	0	0	\$0
6/18/2010	Hail	1.00 in.	0	0	\$0
8/31/2010	Hail	1.75 in.	0	0	\$0
5/30/2013	Hail	0.88 in.	0	0	\$0
5/11/2014	Tornado	EF1	0	0	\$0
6/16/2014	Hail	1.25 in.	0	0	\$0
1/27/2015	Flood		0	0	\$0
		Total	0	0	\$0

Source: January 1996-July 2015

in. = inches; kts = knots; EG = Estimated Gust

RISK ASSESSMENT

HAZARD IDENTIFICATION

The following table is a localized risk assessment of hazards identified specifically for Waterloo. Refer to the beginning of *Section Seven: Participant Sections* for a detailed explanation as to what this methodology is and why certain hazards did not pose a significant enough threat and were eliminated from detailed discussion.

Table WLO.12: Risk Assessment

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Agricultural Animal Disease	Yes	-	None
Agricultural Plant Disease	Yes	-	None
Chemical Spills (Fixed Site)	No	-	None
Chemical Spills (Transportation)	No	-	None
Civil Disorder	No	-	None

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	LOCAL LOSSES	SPECIFIC CONCERNS IDENTIFIED
Dam Failure	No	-	None
Drought	Yes	-	None
Earthquakes	No	-	None
Extreme Heat	Yes	-	None
Flooding*	Yes	-	Poor drainage; property and infrastructure damage
Grass/Wildfires	Yes	-	None
Hail	Yes	-	None
High Winds	Yes	-	Power outages; property damage
Landslides	Yes	-	None
Levee Failure*	No	-	Loss of life; property damage
Radiological Incident (Fixed Site)	No	-	None
Radiological Incident (Transportation)	No	-	None
Severe Thunderstorms	Yes	-	Property damage; flash flooding
Severe Winter Storms*	Yes	-	Economic impacts; limited resources
Terrorism	No	-	None
Tornados*	Yes	-	Loss of life; economic impacts; property damage
Urban Fire*	Yes	-	Low volume and insufficient access to water; property damage

**Identified by the local planning team as a top concern for the jurisdiction*

For more information regarding these area wide hazards, please see *Section Four: Risk Assessment*. The following discussion provides community specific information as reported in Waterloo's Risk Assessment Summary, that is relevant to each hazard. Only hazards identified either as a concern to the community by the local planning team or based on the occurrence and risk of the hazard to the community are discussed in detail below. Only hazards identified either as a concern to the community by the local planning team or based on the occurrence and risk of the hazard to the community are discussed in detail below.

Levee Failure

The Village of Waterloo owns a ring levee that encompasses the entire corporate limits as shown in the following map. The levee is FEMA certified and provides 100 year flood protection. If the Elkhorn River were to experience sustained high water levels, it could potentially compromise the integrity of the levee. If the levee were to fail, the entire village would likely be inundated.

Implemented mitigation projects:

- Regular levee maintenance
- Local emergency operations plan is in place

Figure WLO.6: Leveed Areas for Waterloo

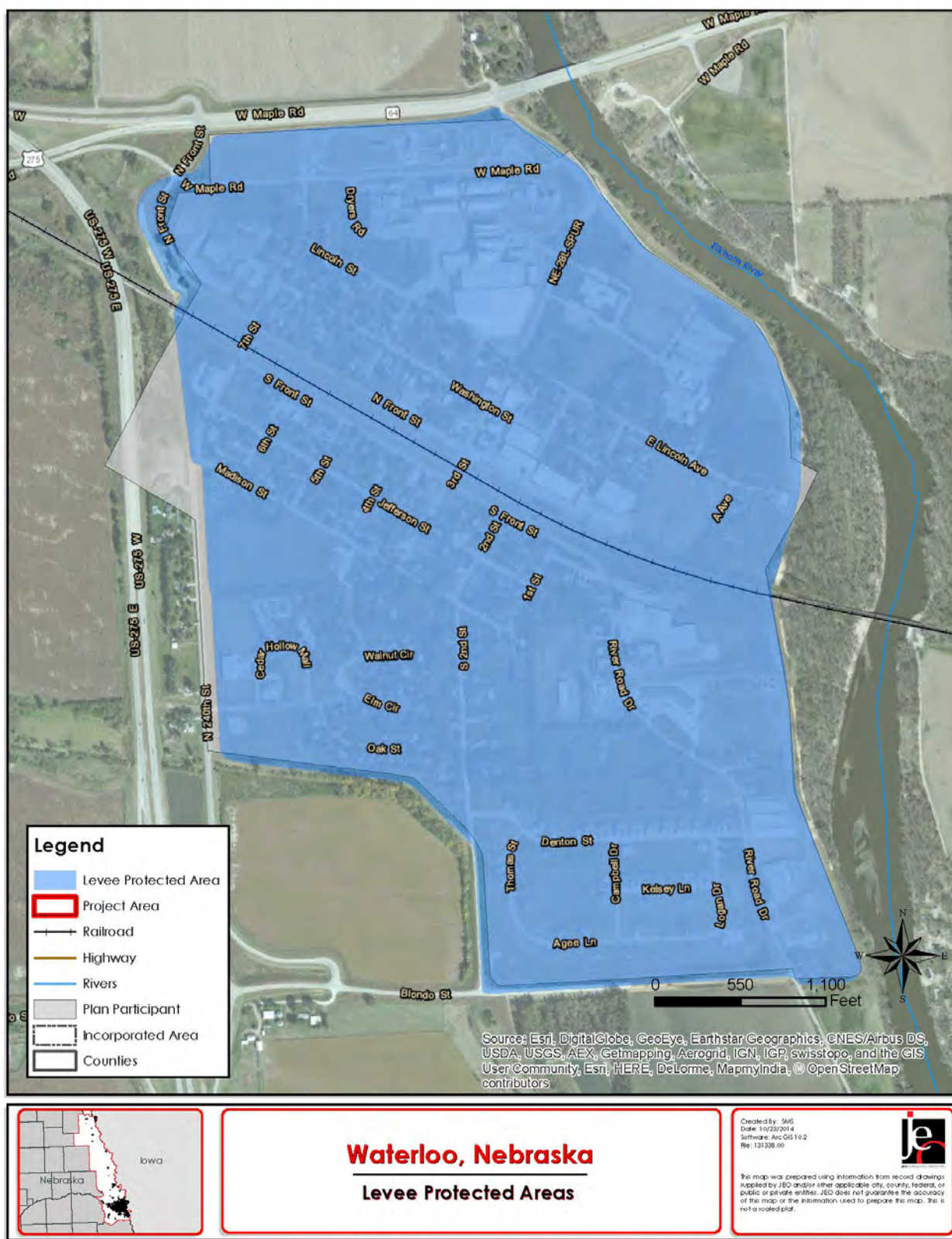


Figure WLO.7: Waterloo 1% Annual Chance Floodplain



Flooding

The local planning team identified flooding a hazard of top concern because Waterloo is very flat and has little, if any, interior drainage. If the Elkhorn River is high, the village has no place to put the water. The entire village has poor stormwater drainage and according to the local planning team, heavy rains tend to flood the streets. Waterloo has 21 NFIP policies in-force for \$4,601,100. There are no repetitive flood loss properties in the Village of Waterloo.

Table WLO.13: Improvements in the Floodplain

Value of Improvements in Floodplain	Number of Improvements Affected	Number of Improvements in Community	Percentage of Affected Improvements
\$1,229,300	6	383	0.8%

Source: Douglas County Assessor

Implemented mitigation projects:

- Member of the NFIP

Identified mitigation projects:

- Improve interior drainage throughout the village

Severe Winter Storms

The main concern regarding this hazard is the limited resources for snow removal, and limited places to put piles of snow. In 2012, there was a significant snow storm that led to financial impacts for the village due to hiring outside contractors. Severe winter storms can also cause power outages and hazardous driving conditions with low visibilities and slick roads. Streets throughout the village are designated snow routes.

Implemented mitigation projects:

- Designated snow routes

Identified mitigation projects:

- Obtain permanent back-up power generator for Village Office and Maintenance
- Provide weather radios in all critical facilities

Tornados and High Winds

Tornados and high wind events happen frequently in Nebraska and the rest of the planning area. In 2014, an EF1 tornado occurred near Waterloo, however there were no reported damages or injuries. The concern of the local planning team regarding this hazard is the lack of access to shelter for residents. Very few houses in the village have basements, and there are no safe rooms in the community. Currently there are no educational outreach activities regarding this hazard done in the village.

Implemented mitigation projects:

- Permanent back-up power generator installed at library
-
- Local emergency operations plan is in place
- Municipal records have surge protectors
- Thirty percent of power lines are buried

Identified mitigation projects:

- Construct a tornado shelter in vulnerable areas
- Obtain permanent back-up power generator for Village Office and Maintenance

Urban Fire

The local planning team identified that there is insufficient access to water to combat urban fires. There are sprinkler systems in the fire department and the school. The local planning team identified that Waterloo Fire Department had approximately 430 calls (including rural calls) in the past year. The fire department does have a fire prevention education program.

Implemented mitigation projects:

- Mutual Aid Agreement with Valley Rural Fire District
- Fire prevention education program for residents

GOVERNANCE

A community's governance indicates the number of boards or offices that may be available to help implement hazard mitigation actions. The village is governed by a five member village board led by a chairperson. The village has a number of offices or departments that may be involved in implementing hazard mitigation initiatives.

- Clerk/Treasurer
- Maintenance Department
- Utilities Department
- Police Department
- Building Department
- Library
- Fire Department

CAPABILITY ASSESSMENT

The capability assessment consisted of two main components: a Capability Assessment Survey completed by the jurisdiction and a review of local existing policies, regulations, plans, and programs. The survey is used to gather information regarding the jurisdiction's planning and regulatory capability; administrative and technical capability; fiscal capability; and educational and outreach capability.

Table WLO.14: Capability Assessment

Survey Components/Subcomponents		Existing (Yes/No)
Planning and Regulatory Capability	Comprehensive Plan	Yes
	Capital Improvements Plan	No
	Hazard Mitigation Plan	Yes
	Economic Development Plan	No
	Emergency Operational Plan	Yes
	Natural Resources Protection Plan	No
	Open Space Preservation Plan	No
	Floodplain Management Plan	Yes
	Storm Water Management Plan	No
	Zoning Ordinance	Yes
	Subdivision Regulation/Ordinance	Yes
	Floodplain Ordinance	Yes
	Building Codes	Yes
	National Flood Insurance Program	Yes

Survey Components/Subcomponents		Existing (Yes/No)
	Community Rating System	No
	Other (if any)	
Administrative and Technical Capability	Planning Commission	Yes
	Hazard Mitigation Planning Commission	No
	Floodplain Administration	Yes
	Emergency Manager	Yes
	GIS Coordinator	No
	Chief Building Official	Yes
	Civil Engineering	Yes
	Staff Who Can Assess Community's Vulnerability to Hazards	No
	Grant Manager	No
	Other (if any)	
Fiscal Capability	Capital Improvement Project Funding	No
	Community Development Block Grant	No
	Authority to Levy Taxes for Specific Purposes	Yes
	Gas/Electric Service Fees	No
	Storm Water Service Fees	No
	Water/Sewer Service Fees	Yes
	Development Impact Fees	No
	General Obligation Revenue or Special Tax Bonds	Yes
	Other (if any)	
Education and Outreach Capability	Local citizen groups or non-profit organizations focused on environmental protection, emergency preparedness, access and functional needs populations, etc.	No
	Ongoing public education or information program (e.g., responsible water use, fire safety, household preparedness, environmental education)	No
	Natural Disaster or Safety related school programs	Yes
	StormReady Certification	No
	Firewise Communities Certification	No
	Public-private partnership initiatives addressing disaster-related issues	No
	Other (if any)	

PLANS, DOCUMENTS, AND INFORMATION USED

Throughout the planning process, a number of studies, reports, and technical information have been used to develop the plan. A listing of general sources of information used for all sections of the plan is listed in *Section 2: Planning Process*. Below is a list of specific sources used to establish Waterloo's participant section.

Table WLO.15: Sources, Plans, Reports, and Regulations

Source/Report/Regulation	Date Completed
Hazard Mitigation Plan	2011
Local Emergency Operations Plan (LEOP)	2015

PLAN INTEGRATION

Building safe and smart communities can be accomplished through effective Plan integration. Integrating hazard mitigation principles into other local planning mechanisms, such as plans addressing land use, transportation, climate change, sustainability, natural and cultural resource protection, watershed management, economic development and others can greatly increase an area's level of resiliency. While this HMP planning process involved interdepartmental coordination at the local level, this planning process also sought to analyze how existing planning mechanisms were presently integrated and make suggestions for further integration. The plans listed in the preceding table were analyzed using guidance from FEMA's 2014 *Plan Integration Guide*. The following paragraphs present a summary of the findings of this analysis.

Waterloo participated in the 2011 Papio-Missouri River NRD Hazard Mitigation Plan, which was an update to the original 2006 plan. The 2011 HMP was referred to throughout the development of the 2016 HMP update.

The Local Emergency Operations Plan (LEOP) for Waterloo, which was last updated in 2015, is an annex of Douglas County's LEOP. It is an all hazards plan that does not address specific natural and man-made disasters. It provides a clear assignment of responsibility in case of an emergency.

Ongoing or New Mitigation Actions

Description	Maintain Levee
Analysis	Provide regular maintenance to levee to ensure proper flood protection
Goal/Objective	Goal 3/ Objective 3.6
Hazard(s) Addressed	Flood
Estimated Cost	Varies
Funding	Included in village budget
Timeline	Ongoing
Priority	High
Lead Agency	Village Maintenance
Status	Ongoing regular maintenance

Description	Improve Interior Drainage
Analysis	Improve drainage infrastructure within the village, including at Cedar Hollow Park and other areas throughout the village
Goal/Objective	Goal 3/ Objective 3.5
Hazard(s) Addressed	Flood
Estimated Cost	\$15,000 minimum
Funding	80/20 Grant with the Papio-Missouri River NRD
Timeline	1 year
Priority	Medium
Lead Agency	Contracted with oversight and reporting by Village Clerk to Board
Status	Cedar Park is currently undergoing drainage improvements.

Description	Maintain Water Supply
Analysis	Maintain water supply
Goal/Objective	Goal 3/ Objective 3.4
Hazard(s) Addressed	All
Estimated Cost	Unknown
Funding	Included in village budget
Timeline	Ongoing
Priority	High
Lead Agency	Contracted to People Service

Description	Maintain Water Supply
Status	Ongoing

Description	Emergency Power
Analysis	Install back-up emergency power generation at critical facilities
Goal/Objective	Goal 2/ Objective 2.2
Hazard(s) Addressed	All
Estimated Cost	\$50,000+/generator
Funding	Tax dollars, Possible grant funding
Timeline	2-5 years
Priority	High
Lead Agency	Village Clerk
Status	Library has generator. Village Office and Maintenance are prioritized next

Description	Maintain NFIP Standing
Analysis	Maintain good standing with National Flood Insurance Program (NFIP) including floodplain management practices/ requirements and regulation enforcements and updates.
Goal/Objective	Goal 1/ Objective 1.1
Hazard(s) Addressed	Flood
Estimated Cost	Staff time
Funding	Tax dollars
Timeline	Ongoing
Priority	Medium
Lead Agency	Village Clerk/Floodplain Administrator
Status	Ongoing

Description	Tornado Shelters
Analysis	Construct store shelters in areas of need
Goal/Objective	Goal 1/ Objective 1.2
Hazard(s) Addressed	Thunderstorm, High Wind, Hail, Tornado
Estimated Cost	\$200-\$300/sqft stand alone; \$150-\$200/sqft addition/retrofit
Funding	Grants and/or tax dollars
Timeline	5+ years
Priority	Medium
Lead Agency	Village Board/ Village Clerk
Status	Not started

Description	Early Alert System
Analysis	Install early alert system to warn residents of potential hazards
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	Unknown
Funding	Provided by county
Timeline	1 year
Priority	High
Lead Agency	Village Clerk
Status	Near completion. Working with Douglas County, which has a system for residents to use

Description	Improve Disaster Recovery Time and Effectiveness
Analysis	Improve disaster recovery time and effectiveness
Goal/Objective	Goal 3/ Objective 3.3

Description	Improve Disaster Recovery Time and Effectiveness
Hazard(s) Addressed	All
Estimated Cost	Unknown
Funding	Tax Dollars
Timeline	Ongoing
Priority	High
Lead Agency	Emergency Manager (also serves as Chief of Fire Department), Other Departments
Status	Working with Village Board to perform table top exercise

Description	Civil Service Improvements
Analysis	Improve emergency rescue and response equipment and facilities by providing additional or updating existing emergency response equipment. This includes ATV's, fire trucks, water tanks/trunks, snow removal equipment, etc.
Goal/Objective	Goal 3/ Objective 3.4
Hazard(s) Addressed	All hazards
Estimated Cost	\$50,000-\$75,000
Funding	Local taxes
Timeline	3-5 years
Priority	Medium
Lead Agency	Maintenance
Status	A newer, bigger truck is needed for the village.

Description	Drainage Ditches
Analysis	Deepen drainage ditches and clean out culverts.
Goal/Objective	Goal 3/ Objective 3.5
Hazard(s) Addressed	All hazards
Estimated Cost	\$30,000
Funding	Local taxes, FMA, PDM
Timeline	2-4 years
Priority	Low
Lead Agency	Maintenance
Status	Not yet started

Removed Mitigation Actions

None

PARTICIPANT SECTION
FOR THE
MILLARD PUBLIC SCHOOL
DISTRICT

Papio-Missouri River NRD
Multi-Jurisdictional Hazard Mitigation Plan

February 2016

INTRODUCTION

The 2016 Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Jurisdictional Hazard Mitigation Plan (HMP) is an update to the plan that was adopted by the P-MRNRD in August 2011. This HMP includes two primary sections: the Regional Hazard Mitigation Plan and the Community (i.e. County, Municipal, and School District) Profiles. Community Profiles include similar information that's also provided in the Regional section, but rather is specific information for Millard Public Schools, including the following elements:

- Participation
- Location / Services
- Demographics
- Future Development
- Critical Facilities
- School Drills and Staff Trainings
- Risk Assessment
- Administration / Capability Assessment
- Plan Integration
- Mitigation Strategy

PARTICIPATION

LOCAL PLANNING TEAM

Table MPS.1 provides the list of participating members that comprised the Millard Public School District local planning team. Members of the planning team attended Round 1 and Round 2 meetings and provided important information including but not limited to: confirming demographic information, critical facilities, hazard history and impacts, identifying hazards of greatest concern for the district, and prioritization of mitigation actions that address the hazards at risk to the district.

Table MPS.1: The Millard Public Schools Local Planning Team

Name	Title	Department / Jurisdiction
Kenneth Fossen	Associate Superintendent	Millard Public Schools
Bill Jelkin	Director of Student Services	Millard Public Schools
Chad Hayes	Student Services Facilitator	Millard Public Schools
Dr. Darin Kelberlau	Director of Assessments, Research and Eval.	Millard Public Schools
Kevin Chick	Executive Director of Human Resources	Millard Public Schools
Terri Connell	Coordinator of Grants, Community Service and Mentoring	Millard Public Schools

PUBLIC PARTICIPATION

The local planning team made efforts to notify the public of this planning effort and how they could participate in the development of the plan update. The following table identifies the dates and types of public outreach notifications.

Table MPS.2: Public Notification Efforts

Date	Notification	Location
February 17, 2015	Project Website	http://jeo.com/papiohmp/
September 15, 2015	Post Project Flyer	http://www.mpsomaha.org/
August 17, 2015	Passed Resolution of Participation	DSAC, MPS
December 22, 2015 – January 30, 2016	Participant Section available for public comment and review	http://jeo.com/papiohmp/

LOCATION AND SERVICES

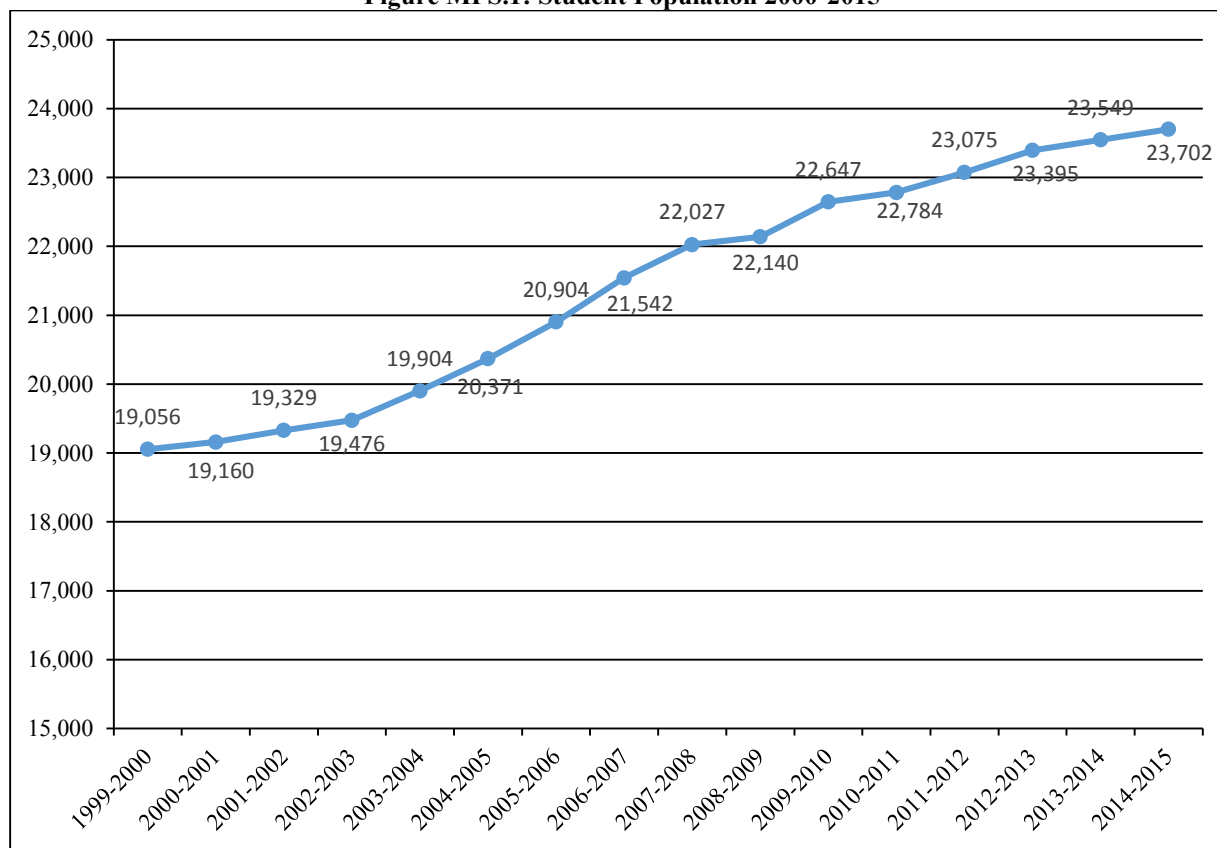
Millard Public Schools operates 36 schools with 25 elementary schools, 6 middle schools, 4 high schools, Don Stroh Administration Center, Support Services Center, and Ron Witt Support Services Center. The school district serves students living in western and southwestern Omaha, which includes portions of Douglas and Sarpy Counties.

Almost all Millard Public Schools buildings and grounds serve as meeting places for a variety of groups including churches, after-school clubs, scout activities, community college courses, and many sports practices and competitions.

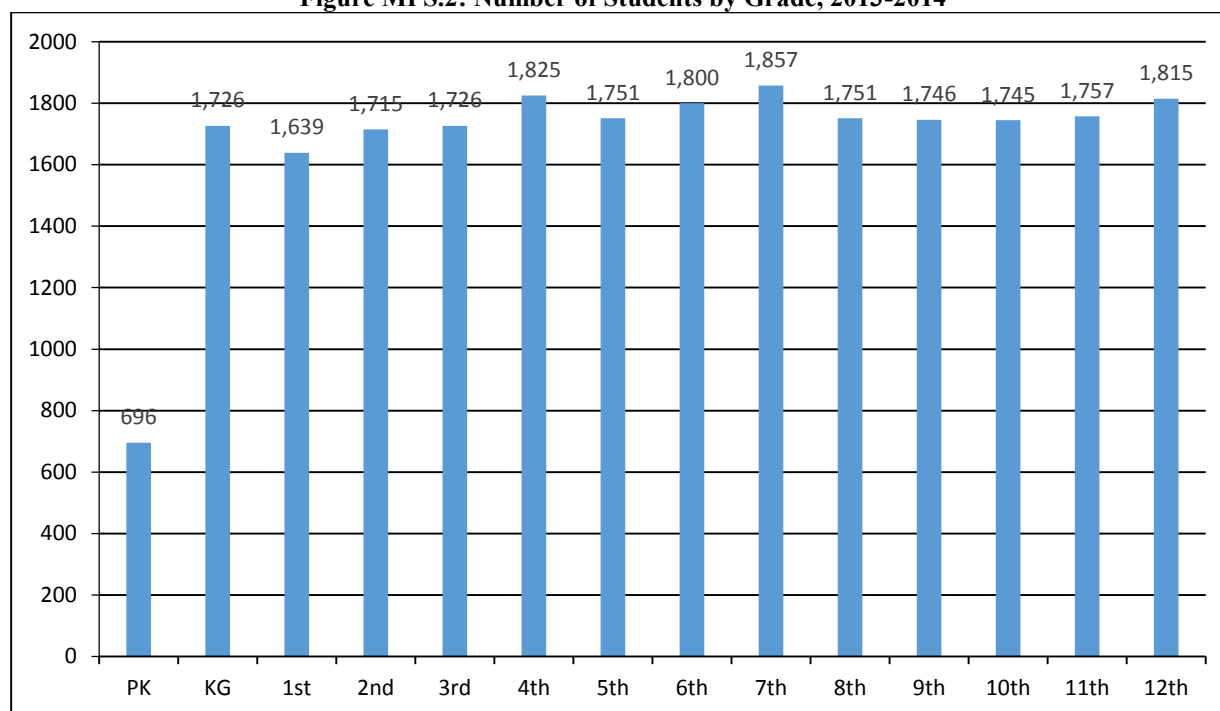
DEMOGRAPHICS

The following figure displays the historical student population trend starting with the 1999-2000 school year. It indicates that the student population has steadily increased since 1999. As of the 2014-2015 year, there were 23,702 students enrolled in Millard Public Schools. Millard Public Schools anticipates a slight short term increase in population with a flat long term population. Presently, the district employees 1,848 certified staff and 1,036 non-certified staff.

Figure MPS.1: Student Population 2000-2015



Source: Nebraska Department of Education

Figure MPS.2: Number of Students by Grade, 2013-2014

Source: Nebraska Department of Education

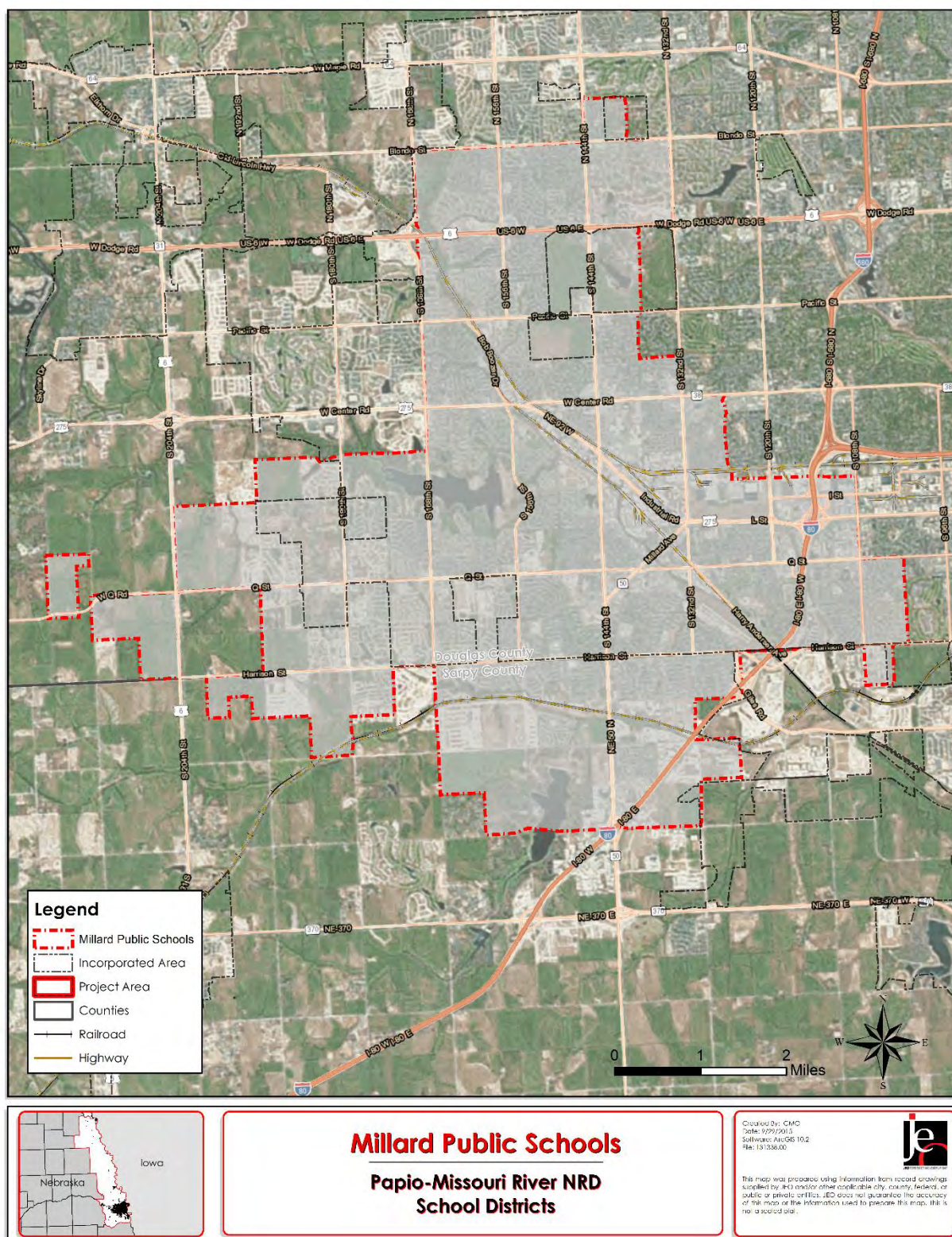
The figure above indicates that all of the grades except for pre-kindergarten have over 1,600 students enrolled. The highest population is in the 7th grade with 1,857 students. According to the Nebraska Department of Education, nearly 19% of students receive either free or reduced priced meals at school. This is significantly lower than the state average at nearly 45%. Additionally, there are just one and half percent of students in the English Language Learners Program and nearly 14% of students are in the Special Education Program. These particular students may be more vulnerable during a hazardous event than the rest of the student population. Updated information from the 2014-15 school year will be made available October 14, 2015.

Table MPS.3: Student Statistics, 2013-2014

	Millard School District	State of Nebraska
Free/Reduced Priced Meals	18.70%	44.93%
School Mobility Rate	6.87%	12.10%
English Language Learners	1.56%	6.04%
Special Education Students	13.93%	15.74%

Source: Nebraska Department of Education

Figure MPS.3: School District Map



FUTURE DEVELOPMENT TRENDS

MPS does not anticipate additional development or additions over the next five years at this time. However, a \$79.9 million bond issue approved by voters in 2013 allowed for updates to safety and security for most of the school facilities in the district and included many remodels and additions. Renovations included replacing roofs, HVAC systems, lighting, electrical, and mechanical updates. Capital projects also included drainage and erosion improvements, fire detection, and code compliance. The district was able to construct secure entries with buzzer systems in all 35 schools and converted open concept classrooms to individual classrooms with secure interior doors. Each building meets existing building codes and inspections at the time of construction or remodeling.

CRITICAL FACILITIES

The school district operates 39 facilities, 35 of which are schools. These facilities are listed below, along with information indicating the address, number of students and staff, if the facility is used as a shelter during an emergency (i.e. Red Cross Shelter), the presence of a tornado safe room, available back-up power, and if the facility is located in the floodplain. Presently, no Millard Public Schools facilities have a FEMA approved safe room nor are any of the facilities located in the floodplain. Staff have identified in each building designated areas for shelter for students and staff in the event of a tornado.

Table MPS.4: Critical Facilities

CF #	Name	Address	Grades	Number of Students	Number of Staff	Red Cross Shelter (Y/N)	Safe Room (Y/N)	Back-up Power Generator (Y/N)	Located in Floodplain (Y/N)
1	Ackerman Elementary	5110 S. 156th St.	PK-5	443	46	N	N	Y	N
2	Aldrich Elementary	506 N. 162 Ave.	PK-5	489	42	N	N	Y	N
3	Beadle Middle School	18201 Jefferson St.	6-8	1,141	114	N	N	Y	N
4	Black Elk Elementary	6708 S. 161 Ave.	PK-5	460	46	N	N	Y	N
5	Bryan Elementary	5010 S. 144th St.	PK-5	423	48	N	N	N	N
6	Cody Elementary	3320 S. 127th St.	PK-5	348	63	N	N	N	N
7	Cottonwood Elementary	615 Piedmont Dr.	PK-5	309	33	N	N	N	N
8	Don Stroh Admin Center	5606 S. 147th St.	N/A	N/A	67	N	N	N	N
9	Ezra Millard Elementary	1411 Blondo St.	PK-5	418	45	N	N	N	N

CF #	Name	Address	Grades	Number of Students	Number of Staff	Red Cross Shelter (Y/N)	Safe Room (Y/N)	Back-up Power Generator (Y/N)	Located in Floodplain (Y/N)
10	Grace Abbott Elementary	1313 N. 156th St.	PK-5	417	41	N	N	Y	N
11	Harry Andersen Middle School	15404 Adams St.	6-8	908	103	N	N	Y	N
12	Harvey Oaks Elementary	15228 Shirley St.	PK-5	263	37	N	N	N	N
13	Hitchcock Elementary	5809 S. 104th St.	PK-5	296	47	N	N	Y	N
14	Holling Heights Elementary	6565 S. 136th St.	PK-5	418	55	N	N	N	N
15	Horizon High School	5300 George B. Lake Parkway	9-12	Varies	137	N	N	Y	N
16	J Sterling Morton Elementary	1805 S. 160th St.	PK-5	296	37	N	N	N	N
17	Kiewit Middle School	15650 Howard St.	6-8	938	98	N	N	Y	N
18	Millard Central Middle School	12801 L St.	6-8	801	108	N	N	Y	N
19	Millard North High School	1010 S. 144th St.	9-12	2,521	233	Y	N	Y	N
20	Millard North Middle School	2828 S. 139th Plaza	6-8	775	96	N	N	Y	N
21	Millard South High School	14905 Q St.	9-12	2,147	221	Y	N	Y	N
22	Millard West High School	5710 S. 176 Ave.	9-12	2,448	237	Y	N	Y	N
23	Montclair Elementary	2405 S. 138th St.	PK-5	643	75	N	N	N	N
24	Neihardt Elementary	15130 Drexel	PK-5	631	58	N	N	N	N

CF #	Name	Address	Grades	Number of Students	Number of Staff	Red Cross Shelter (Y/N)	Safe Room (Y/N)	Back-up Power Generator (Y/N)	Located in Floodplain (Y/N)
25	Norman Roackwell Elementary	6370 S. 140 Ave.	PK-5	325	72	N	N	N	N
26	Norris Elementary	12424 Weir St.	PK-5	428	48	N	N	N	N
27	Reagan Elementary	4440 S. 198 Ave.	PK-5	544	53	N	N	Y	N
28	Reeder Elementary	19202 Chandler St.	PK-5	629	58	N	N	Y	N
29	Rohwer Elementary	17701 F St.	PK-5	613	60	N	N	Y	N
30	Ron Witt Support Services Center	13737 Industrial Rd.	N/A	N/A	81	N	N	Y	N
31	Russell Middle School	5304 S. 172nd St.	6-8	877	97	N	N	Y	N
32	Sandoz Elementary	5959 Oak Hills Dr.	PK-5	381	55	N	N	N	N
33	Upchurch Elementary	8686 S. 165th St.	PK-5	641	56	N	N	Y	N
34	Walt Disney Elementary	5717 S. 112th St.	PK-5	309	47	N	N	N	N
35	Wheeler Elementary	6707 S. 178th St.	PK-5	596	72	N	N	N	N
36	Willa Cather Elementary	3030 S. 139th Plaza	PK-5	413	41	N	N	N	N
37	Willowdale Elementary	169001 P St.	PK-5	413	45	N	N	Y	N
38	Young Adult Program	12820 N Street	12 th grade	35	19	N	N	N	N
39	Support Services Center	13906 F. St	NA	NA	57	N	N	N	N

Figure MPS.4: Critical Facilities

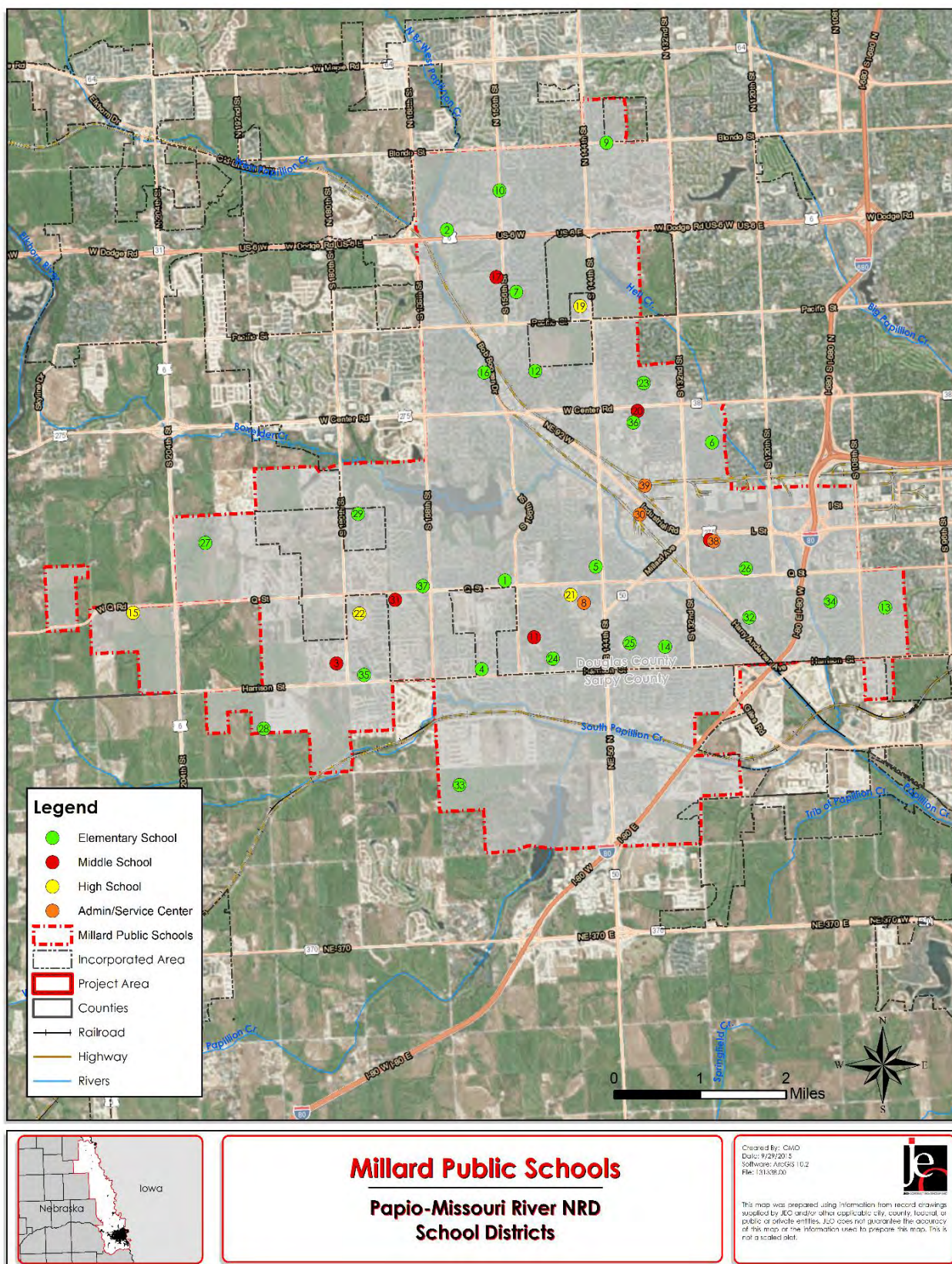


Figure MPS.5: SRP Model Handout



STANDARDTM RESPONSE PROTOCOL

STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveguys.org>



LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



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Source: The i love u guys Foundation (iloveguys.org)

SCHOOL DRILLS AND STAFF TRAINING

MPS is proactive in its attempt to improve the safety of students and staff to many hazards. Fire drills are performed once a month and tornado drills twice a year in all MPS buildings. Other emergency drills include lockdown, lockouts, and bus safety and evacuations. MPS puts great emphasis on preparedness; policies and procedures are in place and implemented in all buildings. Parents and guardians are continually updated through school correspondence and social media, including:

- Millard Public School website
- Millard Phone App
- Emails
- Robo-Calls (for emergencies only)
- Twitter
- Facebook
- Infinite Campus Messenger

Furthermore, Millard Public Schools works with the community to educate students and staff on a variety of important issues. This varies by school and grade level and is not limited to: visiting weather personnel from local television stations, Fire Week activities with the local Fire Stations, and Police Department visits and safety demonstrations.

All staff members at each building attend a Standard Response Protocol (SRP) training on a yearly basis. Principals are trained at the district level and then train staff at their school. This training takes place twice a year. They are trained on: lockdown, lockout, evacuation, and shelter procedures. These procedures can be found in each building and are included in the building emergency handbooks. All staff members are required to carry SRP cards that outline the emergency procedures and flyers are posted in each building with the required procedures. Additionally, staff are trained annually in First Aid, CPR, AEDs, and safe restraint.

HISTORICAL OCCURRENCES

For a table of historical weather hazard occurrences according to the National Climatic Data Center, please see the Participant Section for the City of Omaha.

RISK ASSESSMENT

HAZARD IDENTIFICATION

The following table is a localized risk assessment of hazards identified specifically for the district. Refer to the beginning of *Section Seven: Participant Sections* for a detailed explanation as to what this methodology is and why certain hazards did not pose a significant enough threat and were eliminated from detailed discussion.

Table MPS.5: Risk Assessment

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	SPECIFIC CONCERNS IDENTIFIED
Agricultural Animal Disease	N/A	N/A
Agricultural Plant Disease	N/A	N/A
Chemical Spills (Fixed Site)	Yes	Student and staff safety
Chemical Spills (Transportation)*	Yes	Student and staff safety

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	SPECIFIC CONCERNS IDENTIFIED
Civil Disorder	Yes	None
Dam Failure	No	None
Drought	Yes	None
Earthquakes	No	None
Extreme Heat	Yes	Power outages
Flooding	Yes	None
Grass/Wildfires	No	None
Hail*	Yes	Property damages; tree damages
High Wind*	Yes	Property damages; power outages; tree damages
Landslides	Yes	None
Levee Failure	Yes	None
Radiological Incident (Fixed Site)	No	None
Radiological Incident (Transportation)	No	None
Severe Thunderstorms*	Yes	Power outages; property damages; student and staff safety
Severe Winter Storms*	Yes	Power outages; transportation safety; student and staff safety
Terrorism	No	None
Tornados*	Yes	Student and staff safety; property damages; power outages
Urban Fire	Yes	None

*Identified by the local planning team as a top concern for the district

For more information regarding these area wide hazards, please see *Section Four: Risk Assessment*. The following discussion provides specific information for the school district that is relevant to each hazard. Only hazards identified either as a concern to the district by the local planning team or based on the occurrence and risk of the hazard to the district are discussed in detail below.

Chemical Spills (Transportation)

The local planning team identified chemical transportation spills as a top concern for the district. Although there have not been any reported significant spills near the MPS buildings, two rail lines travel through the Millard School district, which are the Union Pacific Railroad and the BNSF Railroad. The local planning team reported that buildings have not been evacuated nor has a school been on lockdown as a result of a spill. The vulnerability of students and staff to chemicals spills along rail lines and highways are of concern. The district reports that each facility has internal portable radios for communication. In the fall of 2015, antennas were installed throughout the district, and new radios have been purchased, which will allow each school to communicate between buildings.

Procedures are in place if a school building needs to evacuate in the event of a spill or other hazard. If evacuation takes place, students and staff are trained to go to a nearby designated building off school grounds (e.g. church) for safety and to await further instructions. In the event of a shelter-in-place during a chemical spill, custodians are trained to turn off air-intake vents to reduce outside air from entering the buildings.

Implemented mitigation projects:

- Portable radios allow for internal building communication
- New antennas installed allow staff to communicate between buildings during a hazardous event

Identified mitigation projects:

- Portable radios or other emergency communication devices replaced or upgraded as needed

Hail

There have been many instances of hail impacting the Millard School District, and hail was identified as a top concern by the local planning team. The size of hail can range from smaller than an inch to over 3 inches. Larger hail stones in combination with high winds can cause significant damages to infrastructure and trees. During the 2011 and 2012 school year, most of the buildings in the district experienced hail damage, which totaled almost \$4 million with most of it covered by insurance. Damages included broken windows, skylights, roofs, and damaged HVAC systems. There were also brief power outages as a result of the high winds from this severe thunderstorm. Hazardous trees or tree limbs are identified by staff and removed as needed. If a larger needs to be a removed, a contractor is hired to safely remove the hazardous tree. Additionally, most of the newer schools do have hail guards on the HVAC systems.

Implemented mitigation projects:

- Roofs replaced on MPS buildings as needed
- Hazardous trees are removed as needed
- HVAC systems have hail guards at newer schools

Identified mitigation projects:

- Replace weather radios as needed

Severe Thunderstorms

Severe thunderstorms are a common occurrence in the area, which can cause significant impacts due to the combination of lightning, high winds, hail, and heavy rain. The local planning team identified this hazard as a top concern for the district. A line of severe thunderstorms on June 24, 2013 caused heavy tree damage across the Omaha metro area and over 50,000 customers lost power according to the Omaha Public Power District. Wind speeds were measured between 60 and 70 mph. Damaging winds from another severe thunderstorm occurred on May 11, 2014. The top wind gust reported at the Millard Airport was 72 mph. Winds of this magnitude can cause tree damage, roof damage, and power outages. The local planning team reported that many of the schools in the district have experienced lightning strikes, which caused minor damages to electrical lines and devices. Sporadic and short duration power outages have also occurred from high winds during a severe thunderstorms.

Implemented mitigation projects:

- Weather radios available in each building

Identified mitigation projects:

- Obtain back-up power generators for Administration Center, Support Services, and other schools in need

Severe Winter Storms

Due to previous occurrences, the local planning team identified severe winter storms as a hazard of top concern for the school district. The winter of 2009-2010 was especially harsh for the region with snowfall totals for the season between 40 and 50 inches. The Christmas Winter Storm of 2009 alone brought up to a foot of snow or more in many places across the district as well as high winds gusting well over 40 mph.

These winds in combination with heavy snow causes the snow to drift, which makes snow removal difficult. MPS received aid from FEMA for snow removal in January 2010. Each school is responsible for removing snow from sidewalks and salting. District ground crews plow large areas including parking lots and puts down sand. Contractors are hired to help remove snow, especially for larger snow events. The school district experiences significant issues when a winter storm drops more than 10 inches of snow.

Implemented mitigation projects:

- Weather radios available in each building

Identified mitigation projects:

- Obtain back-up power generators for Administration Center, Support Services, and other schools in need
- Portable radios or other emergency communication devices replaced or upgraded as needed
- Replace weather radios as needed

Tornados and High Winds

Tornados and high winds were also identified as hazards of top concern for the school district. In the middle of the night on June 8, 2008, two tornados caused damage in southwest Omaha. The first tornado damaged or completely removed roofs to homes and impacted the Walmart, Sam's Club, and Home Depot shopping area on L Street. The path length for this tornado was 16 miles. The second tornado was shorter at nearly 3 miles and crossed the path of the first tornado. It caused similar damages to homes and many trees were snapped or blown over. Both tornados were rated EF-2. The Omaha Public Power District also reported nearly 14,000 customers lost power due to the storm. The local planning team reported that all of the schools have experienced wind damage within the last five years.

Implemented mitigation projects:

- Tornado drills are performed twice per year
- Weather radios available in each building

Identified mitigation projects:

- Construct or retrofit school buildings with safe rooms
- Obtain back-up power generators for Administration Center, Support Services, and other schools in need
- Portable radios or other emergency communication devices replaced or upgraded as needed
- Replace weather radios as needed

ADMINISTRATION/CAPABILITY ASSESSMENT

The school district has a superintendent, associate superintendent, 35 principals, 26 assistant principals, and several supportive staff. The school board is made up of a six member panel. The district also has a number of additional departments and staff that may be available to implement hazard mitigation initiatives. They include:

- | | |
|---------------------|------------------------|
| • Business Services | • Technology |
| • Communications | • Transportation |
| • Food Services | • Educational Services |
| • Human Resources | • Public Relations |
| • Student Services | |

The following district offices and staff would be involved in implementing any hazard mitigation projects: Student Services, General Administration, Project Managers, Business office, Ground and Maintenance, and Custodial Staff. Millard Public Schools has the authority to levy taxes for specific purposes. The total amount is limited by statutes and some require the vote of the community.

PLAN INTEGRATION

Each building in the school district has its own Emergency Management Procedures Handbook. It is maintained, reviewed, and updated each school year. The plan establishes the chain of command, roles and responsibilities, emergency communications, and procedures for response to hazards and emergencies. The handbook also provides checklists for different types of incidents and hazards, including but not limited to:

- Active Shooter
- Biological and Chemical Hazards
- Bomb Threat Procedures
- Catastrophic Event – Mass Casualty
- Earthquake
- Evacuation
- Power Outage
- Severe Weather/Extreme Temperatures

The district also maintains a Safety Curriculum Manual, which is broken down by class:

- Science Safety Manual
- Science Lab Safety Contracts
- Industrial Technology Safety Procedures Manual
- Family and Consumer Science Safety Procedures Manual
- K-12 Art Safety and Procedures Manual 2010
- Physical Education Safety Procedures Manual

The above handbook and manual indicates the efforts by the Millard Public School District to provide guidance in ways to reduce the risks to staff and students prior to and during hazard events.

MITIGATION STRATEGY

New Mitigation Actions

Description	Safe Rooms
Analysis	Install or retrofit facilities to add safe rooms in needed schools for safety of students and staff
Goal/Objective	Goal 1/Objective 1.2
Hazard(s) Addressed	Tornados, Severe Thunderstorms, High Winds
Estimated Cost	\$200-\$300/sf stand alone; \$150-200/sf addition/retrofit
Funding	Taxes, Bonds, HMGP, PDM
Timeline	5+ years
Priority	High
Lead Agency	Business Services
Status	Not started. Currently all schools need safe rooms.

Description	Backup Generators
Analysis	Provide a portable or stationary source of backup power to schools, administration centers, supply centers, safe rooms, etc.
Goal/Objective	Goal 2/Objective 2.2
Hazard(s) Addressed	All hazards
Estimated Cost	\$100,000/generator
Funding	Taxes, Bonds, HMGP, PDM
Timeline	2-5 years
Priority	Medium
Lead Agency	Business Services
Status	Generators needed for DSAC and SSC.

Description	Purchase or Replace Weather Radios
Analysis	Ensure adequate severe weather notifications to critical facilities by purchasing or replacing weather radios
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	\$50/radio
Funding	Taxes, Bonds, HMGP, PDM
Timeline	Ongoing
Priority	Medium
Lead Agency	Business Services
Status	Weather radios available in all buildings but replacements may be needed.

Description	Emergency Communication Devices
Analysis	Purchase, replace, or upgrade emergency communication devices such as portable radios for use during and after a hazardous event.
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	Varies
Funding	Taxes, Bonds, HMGP, PDM
Timeline	Ongoing
Priority	Medium
Lead Agency	Business Services
Status	Portable radios are available in all buildings. Replacements or upgrades may be needed in the future.

PARTICIPANT SECTION
FOR THE
OMAHA PUBLIC SCHOOL
DISTRICT

Papio-Missouri River NRD
Multi-Jurisdictional Hazard Mitigation Plan

February 2016

INTRODUCTION

The 2016 Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Jurisdictional Hazard Mitigation Plan (HMP) is an update to the plan that was adopted by the P-MRNRD and the Omaha Public School District (OPS) in August 2011. This HMP includes two primary sections: the Regional Hazard Mitigation Plan and the Participant (i.e. County, Municipal, and School District) Sections. Participant Sections include similar information that's also provided in the Regional section, but rather is specific information for the school district, including the following elements:

- Participation
- Location / Services
- Demographics
- Future Development
- Critical Facilities
- School Drills and Staff Trainings
- Risk Assessment
- Administration / Capability Assessment
- Plan Integration
- Mitigation Strategy

PARTICIPATION

LOCAL PLANNING TEAM

Table OPS.1 provides the list of participating members that comprised the OPS local planning team. Members of the planning team attended Round 1 and Round 2 meetings and provided important information including but not limited to: confirming demographic information, critical facilities, hazard history and impacts, identifying hazards of greatest concern for the district, and prioritization of mitigation actions that address the hazards at risk to the district.

Table OPS.1: The OPS Local Planning Team

Name	Title	Department / Jurisdiction
Connie Telfeyan	Risk and Safety Manager	Risk and Safety Management
Jeremy Madson	Construction Manager	Buildings and Grounds
Shelley Bengtson	Environmental Specialist	Environmental Department
Merle J Stebbins	Maintenance Supervisor	Maintenance Department
Mark Rickley	Maintenance Manager	Maintenance Department
Roddie Miller	District Safety Administrator	School Safety Department
Kim Thompson	Supervisor of Schoolhouse Planning	Schoolhouse Planning Department
Melvin Miller	Tractor Operator	Buildings and Grounds
Fred R. Clough	Fire Safety Specialist	Risk and Safety Management
Mark Warneke	Director Buildings and Grounds	Buildings and Grounds
Jon Lucas	Supervisor of Operations	Buildings and Grounds

PUBLIC PARTICIPATION

The local planning team made efforts to notify the public of this planning effort and how they could participate in the development of the plan update. The following table identifies the dates and types of public outreach notifications.

Table OPS.2: Public Notification Efforts

Date	Notification	Location
February 17, 2015	Project Website	http://jeo.com/papiohmp/
August 3, 2015	Passed Resolution of Participation	School Board Meeting
December 22, 2015 – January 30, 2016	Participant Section available for public comment and review	http://jeo.com/papiohmp/

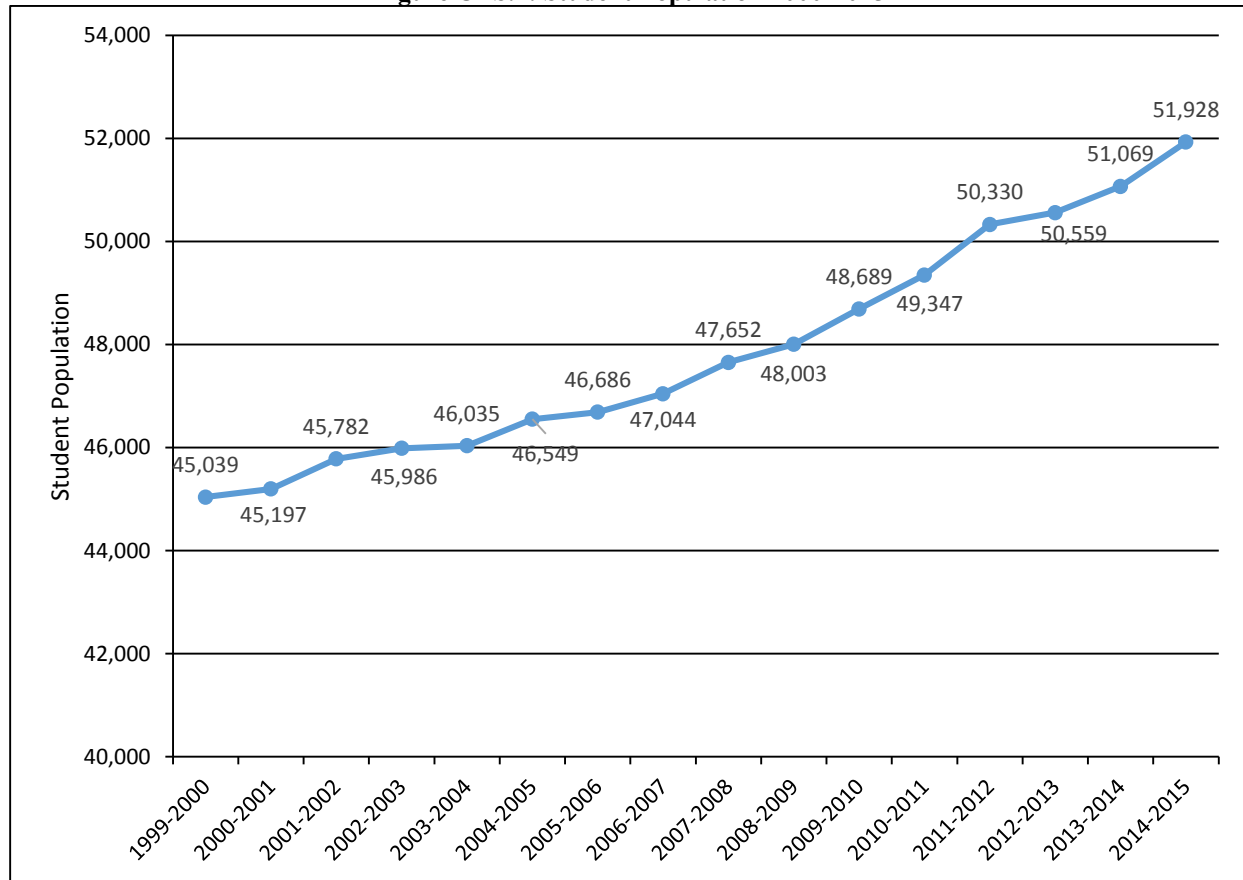
LOCATION AND SERVICES

OPS is the largest school district in the State of Nebraska, operating 90 elementary, middle, and high schools as well as Magnet and Alternative programs. The district serves students across the City of Omaha, the northern part of the City of Bellevue in Sarpy County, and portions of northeastern Douglas County.

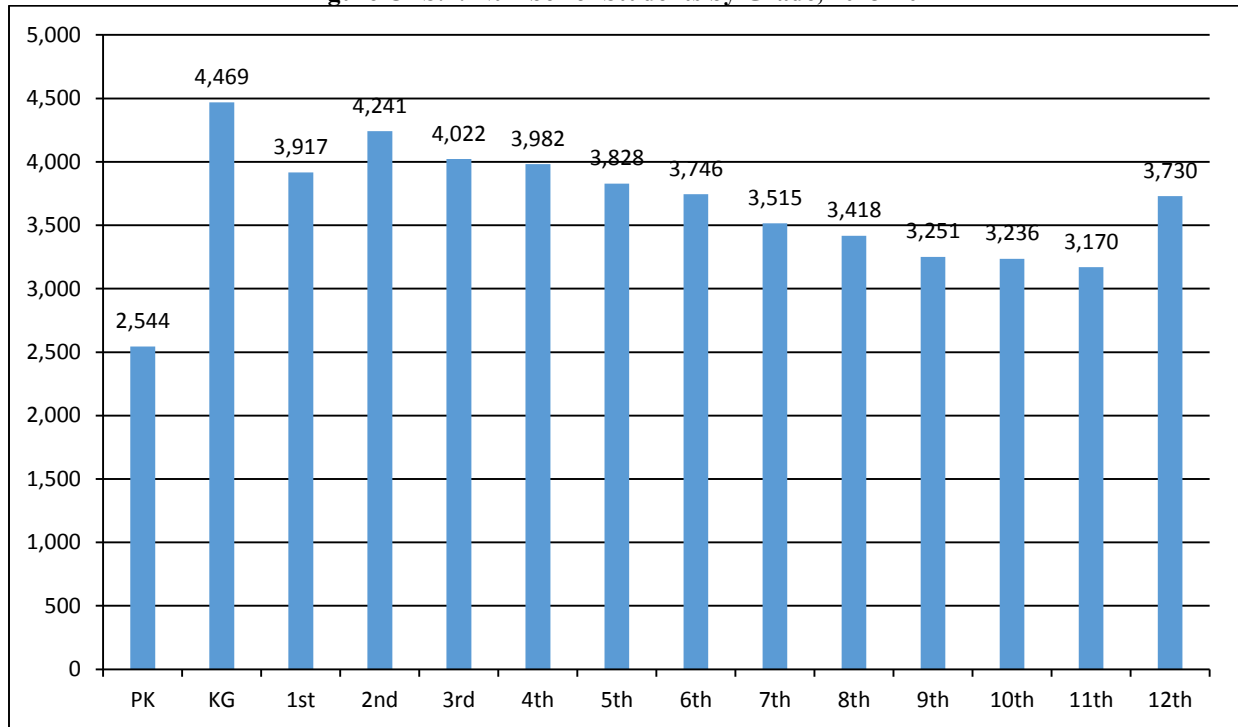
DEMOGRAPHICS

There are nearly 52,000 students enrolled in OPS as of the 2014-2015 school year. The school district also employs over 9,500 staff and personnel. The following figure indicates that the student population has been increasing since at least the 1999-2000 school year. The district anticipates that student population will continue to climb over the next few years.

Figure OPS.1: Student Population 2000-2015



Source: Nebraska Department of Education

Figure OPS.2: Number of Students by Grade, 2013-2014

Source: Nebraska Department of Education

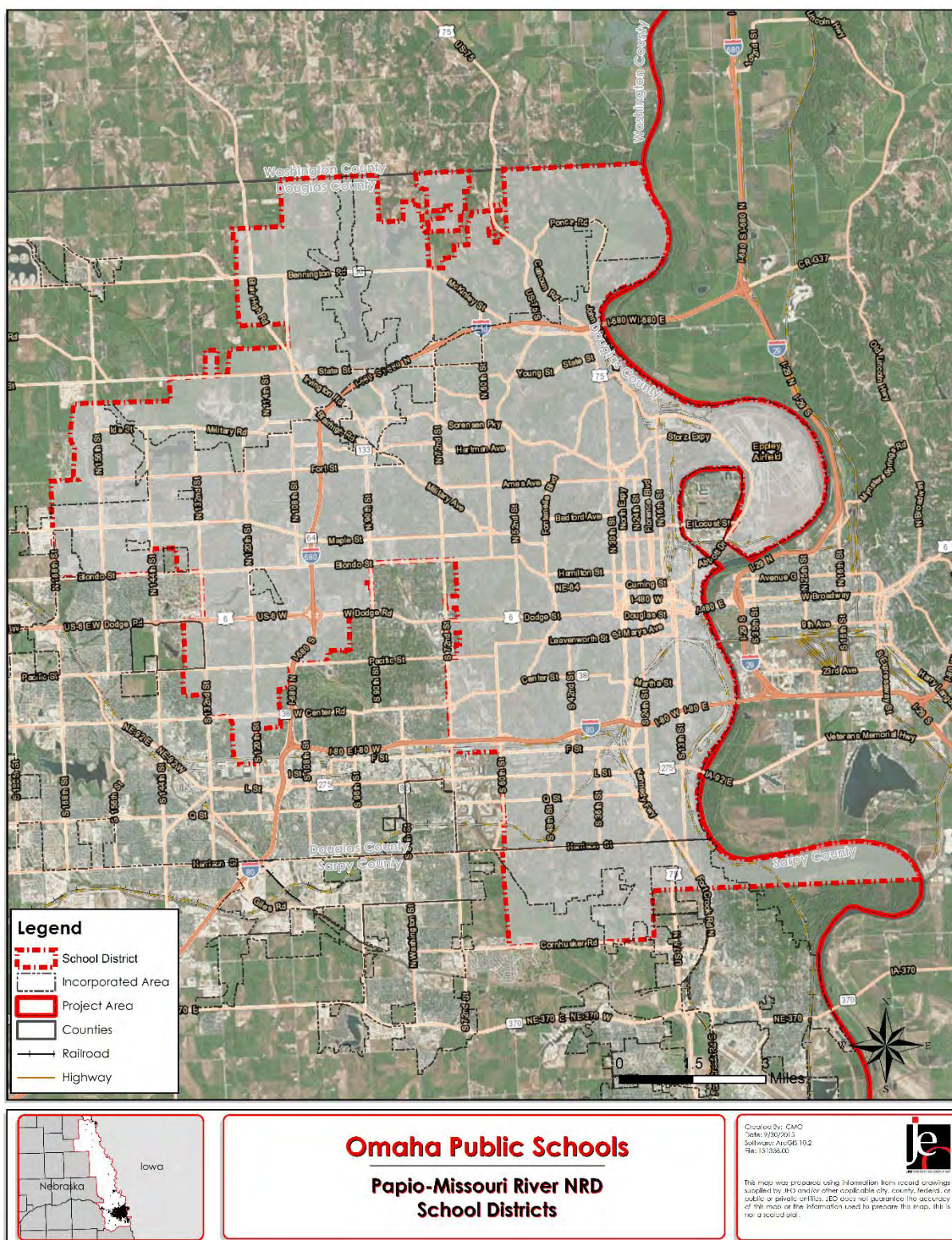
The figure above indicates that the largest number of students are in Kindergarten with 4,469 students. The lowest population of students are in 11th grade with 3,170 students (not including pre-kindergarten). According to the Nebraska Department of Education, over 73 percent of students receive either free or reduced priced meals at school, which is significantly higher than the state average at nearly 45 percent. Additionally, nearly 15 percent of students are enrolled in the English Language Learners Program, and about 18 percent of students in the district are in the Special Education Program. These particular students may be more vulnerable during a hazardous event than the rest of the student population.

Table OPS.3: Student Statistics, 2013-2014

	Omaha Schools	State of Nebraska
Free/Reduced Priced Meals	73.38%	44.93%
School Mobility Rate	17.09%	12.10%
English Language Learners	14.69%	6.04%
Special Education Students	18.08%	15.74%

Source: Nebraska Department of Education

Figure OPS.1: OPS District Map



FUTURE DEVELOPMENT TRENDS

In November 2014, voters in the Omaha Public School District approved Phase I, which is a \$421 million bond program and is expected to be completed in 2019. Phase I of the Facilities Capital Plan will procure land for two 600-student elementary schools and one 1,500-student high school in the southern portion of the district. Land will also be procured in the western portion of the district one 1,500-student high school as well.

Renovations for facilities will include upgrades to fire, life safety, security, and technology. These improvements include fire detection and alarm system replacements, fire sprinkler system installations, safe area construction, door and hardware replacement that allow staff to lock their doors from the interior of the classroom, card access system installation, video intercom installation at main entry doors, paging and public address system upgrades, motion detection system replacements, and emergency and exit lighting.

Furthermore, four elementary schools will be replaced (Belle Ryan Elementary, Columbian Elementary, Western Hills, and Yates Elementary Schools), and also included are renovations and additions to nine elementary schools. Four middle schools will receive capital improvements and renovations two receiving classroom additions. Other renovations and capital improvements include roof replacement, exterior metal door replacement, window replacement, lighting replacement, and installation of or replacement/upgrades to energy management systems.

Phase II will be voted for approval in the fall of 2017, which aims to continue renovations, additions, and new construction of schools.

CRITICAL FACILITIES

The school district operates 99 facilities. These facilities are listed below, along with information indicating the facility's address, number of students and staff, if the facility is used as a Red Cross shelter during an emergency, and the presence of a FEMA designated storm shelter. The presence of back-up power generators and whether the facility is located in the 1 percent floodplain is also noted for each facility. The schools that are identified as a Red Cross Shelter are only available when school is not in session, which is generally between June 1 and August 10 every year.

Table OPS.4: OPS Critical Facilities

CF #	Name	Address	Number of Students	Number of Staff	Red Cross Shelter (Y/N)	FEMA Designated Storm Shelter (Y/N)	Back-up Power Generators (Y/N)	Located in Floodplain (Y/N)
1	OPS ADMIN. (TAC)	3215 Cuming St.	N/A	2,137	N	N	Y	N
2	OPS SERVICE CENTER	4041 N. 72nd St.	N/A	159	N	N	N	N
3	ACCELERE/BLAC KBURN ALTERNATIVE	2606 Hamilton St.	155/107	71	N	Y	Y	N
4	ADAMS ELEM SCHOOL	3420 N. 78 St.	324	43	N	N	Y	N
5	ALFONZA W DAVIS MIDDLE SCHOOL	8050 N. 129 Ave.	620	85	N	Y	Y	N

CF #	Name	Address	Number of Students	Number of Staff	Red Cross Shelter (Y/N)	FEMA Designated Storm Shelter (Y/N)	Back-up Power Generators (Y/N)	Located in Floodplain (Y/N)
6	ALICE BUFFETT MAGNET (5-8)	14101 Larimore Ave.	1,205	93	N	Y	Y	N
7	ASHLAND PARK/ROBBINS ELEM SCH	5050 S. 51 St.	816	108	N	N	Y	N
8	BANCROFT ELEMENTARY	2724 Riverview Blvd	747	100	N	N	Y	N
9	BEALS ELEM SCHOOL	1720 S. 48th St.	444	47	N	Y	Y	N
10	BELLE RYAN ELEM SCHOOL	1807 S. 60 St.	324	41	N	N	N	N
11	BELVEDERE ELEMENTARY SCHOOL	3775 Curtis Ave.	536	67	N	Y	Y	N
12	BENSON MAGNET HIGH SCHOOL	5120 Maple St.	1,218	167	Y	N	Y	N
13	BENSON WEST ELEM SCHOOL	6652 Maple St.	626	76	N	N	Y	N
14	BEVERIDGE MAGNET MIDDLE SCHOOL	1616 S. 120 St.	714	94	Y	N	N	N
15	BOYD ELEM SCHOOL	8314 Boyd St.	533	60	N	N	N	N
16	BRYAN HIGH SCHOOL	4700 Giles Rd	1,767	179	Y	N	Y	N
17	BRYAN MIDDLE SCHOOL	8210 S. 42 St.	783	99	Y	N	N	N
18	BURKE HIGH SCHOOL	12200 Burke Blvd.	2,144	225	Y	N	Y	N
19	CASTELAR ELEMENTARY SCHOOL	2316 S. 18 St.	620	85	N	Y	Y	N
20	CATLIN MAGNET CENTER	12736 Marinda St.	249	37	N	N	N	N
21	CENTRAL HIGH SCHOOL	124 N. 20 St.	2,544	247	Y	N	Y	N
22	CENTRAL PARK ELEM SCHOOL	4904 N. 42 St.	450	63	N	Y	N	N
23	CHANDLER VIEW ELEM SCHOOL	7800 S. 25 St.	735	90	N	Y	Y	N
24	COLUMBIAN ELEM SCHOOL	330 S. 127 St.	347	36	N	N	Y	N
25	CONESTOGA MAGNET ELEM SCHOOL	2115 Burdette St.	396	59	N	N	N	N

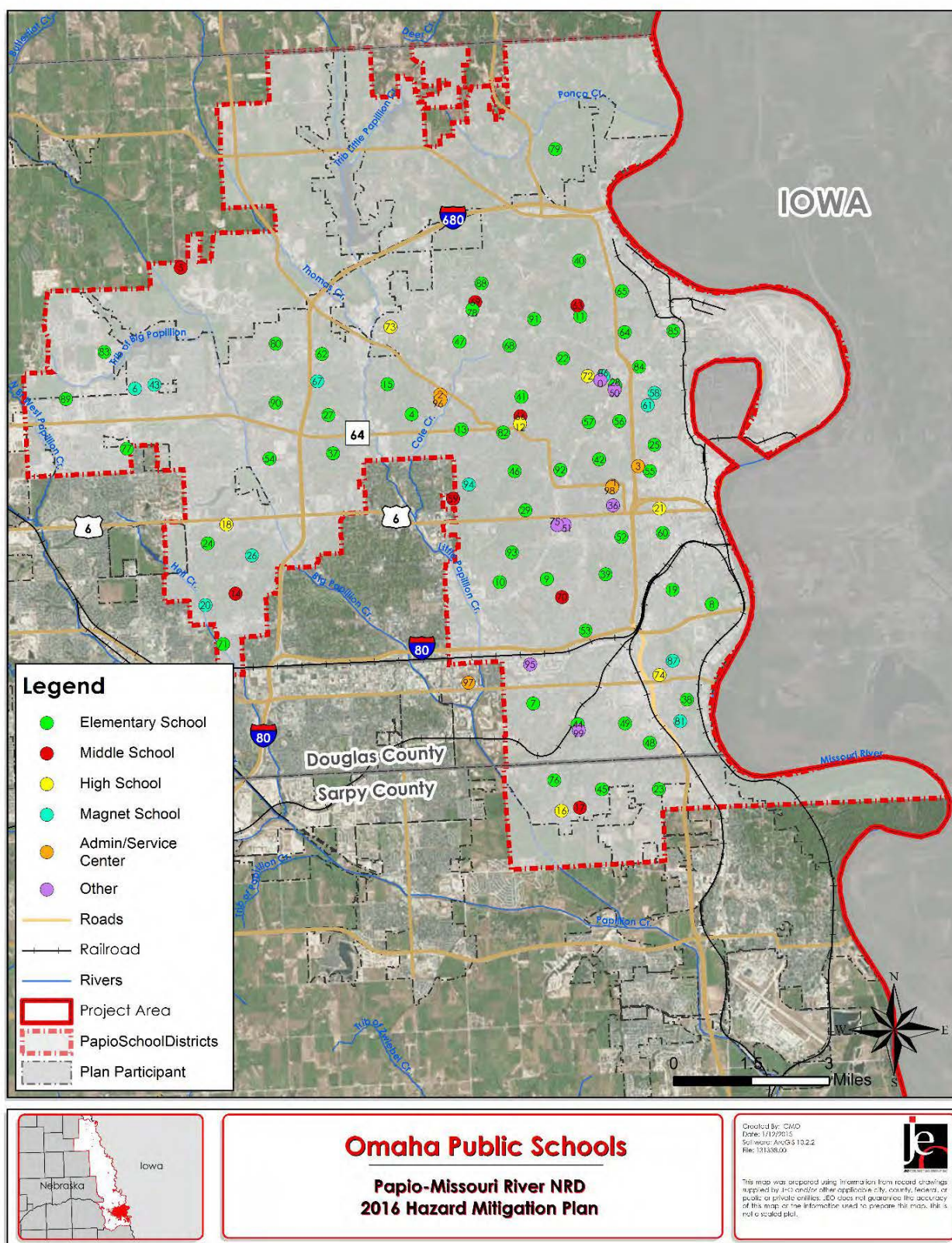
CF #	Name	Address	Number of Students	Number of Staff	Red Cross Shelter (Y/N)	FEMA Designated Storm Shelter (Y/N)	Back-up Power Generators (Y/N)	Located in Floodplain (Y/N)
26	CRESTRIDGE MAGNET CENTER	818 Crestridge Rd.	453	59	N	N	N	N
27	DODGE ELEM SCHOOL	3520 Maplewood Blvd.	382	49	N	N	N	N
28	DRUID HILL ELEMENTARY SCHOOL	4020 N. 30 St.	369	61	N	Y	Y	N
29	DUNDEE ELEM SCHOOL	310 N. 51 St.	560	56	N	Y	Y	N
36	EARLY CHILDHOOD CENTER AT YATES	3260 Davenport St.	63	15	N	N	N	N
37	EDISON ELEM SCHOOL	2303 N. 97 St.	440	51	N	N	N	N
38	EDWARD BABE GOMEZ HERITAGE ELEM	5101 S. 17 St.	865	127	N	Y	Y	N
39	FIELD CLUB ELEM SCHOOL	3512 Walnut St.	672	90	N	N	Y	N
40	FLORENCE ELEM SCHOOL	7902 N. 36 St.	317	36	N	N	N	N
41	FONTENELLE ELEM SCHOOL	3905 N. 52 St.	657	89	N	Y	Y	N
42	FRANKLIN ELEM SCHOOL	3506 Franklin St.	318	46	N	N	Y	N
43	FULLERTON MAGNET CENTER	4711 N. 138 St.	570	62	N	Y	Y	N
44	GATEWAY ELEMENTARY	5610 S. 42 St.	851	118	N	Y	Y	N
45	GILDER ELEM SCHOOL	3705 Chandler Rd.	433	59	N	N	N	N
46	HARRISON ELEM SCHOOL	5304 Hamilton St.	376	43	N	Y	Y	N
47	HARTMAN ELEM SCHOOL	5530 N. 66 St.	494	66	N	N	N	N
48	HIGHLAND ELEM SCHOOL	2625 Jefferson St.	453	63	N	N	Y	N
49	INDIAN HILL ELEM SCHOOL	3121 U St.	815	95	Y	N	N	N
50	INTEGRATED LEARNING PROGRAM (K-12)	3030 Spaulding St.	N/A	72	N	N	N	N
51	J P LORD PROGRAM (K-12)	330 S. 44 St.	68	39	N	N	N	N

CF #	Name	Address	Number of Students	Number of Staff	Red Cross Shelter (Y/N)	FEMA Designated Storm Shelter (Y/N)	Back-up Power Generators (Y/N)	Located in Floodplain (Y/N)
52	JACKSON ELEMENTARY SCHOOL	620 S. 31 St.	239	39	N	Y	Y	N
53	JEFFERSON ELEM SCHOOL	4065 Vinton St.	543	74	N	Y	Y	N
54	JOSLYN ELEM SCHOOL	11220 Blondo St.	438	53	N	N	N	N
55	KELLOM ELEMENTARY SCHOOL	1311 N. 24 St.	577	75	N	N	N	N
56	KENNEDY ELEM SCHOOL	2906 N. 30 St.	308	70	N	Y	Y	N
57	KING ELEMENTARY SCHOOL	3706 Maple St.	363	52	Y	N	N	N
58	KING SCIENCE/TECH MAGNET (5-8)	3720 Florence Blvd.	539	85	Y	Y	Y	N
59	LEWIS & CLARK MIDDLE SCHOOL	6901 Burt St.	718	93	Y	N	Y	N
60	LIBERTY ELEMENTARY SCHOOL	2021 St. Mary's Ave.	731	104	N	Y	Y	N
61	LOTHROP MAGNET CENTER	3300 N. 22 St.	317	50	N	N	N	N
62	MASTERS ELEM SCHOOL	5505 N. 99 St.	341	42	N	N	N	N
63	MC MILLAN MAGNET MIDDLE SCHOOL	3802 Redick Ave.	441	70	Y	Y	Y	N
64	MILLER PARK ELEM SCHOOL	5625 N. 28 Ave.	431	53	N	Y	Y	N
65	MINNE LUSA ELEM SCHOOL	2728 Ida St.	407	58	N	Y	Y	N
66	MONROE MIDDLE SCHOOL	5105 Bedford Ave.	600	87	Y	Y	Y	N
67	MORTON MAGNET (5-8)	4606 Terrace Dr.	635	99	Y	N	N	N
68	MOUNT VIEW ELEM SCHOOL	5322 N. 52 St.	414	58	N	Y	Y	N
69	NATHAN HALE MAGNET MIDDLE SCHOOL	6143 Whitmore St.	342	34	Y	N	N	N
70	NORRIS MIDDLE SCHOOL	2235 S. 46 St.	1,088	123	Y	N	N	N
71	OAK VALLEY ELEM SCHOOL	3109 Pedersen Dr.	285	46	N	N	N	N

CF #	Name	Address	Number of Students	Number of Staff	Red Cross Shelter (Y/N)	FEMA Designated Storm Shelter (Y/N)	Back-up Power Generators (Y/N)	Located in Floodplain (Y/N)
72	OMAHA NORTH MAGNET HIGH SCHOOL	4410 N. 36 St.	1,753	177	Y	N	Y	N
73	OMAHA NORTHWEST MAGNET HIGH SCHOOL	8204 Crown Point Ave.	1,634	182	Y	N	Y	N
74	OMAHA SOUTH MAGNET HIGH SCHOOL	4519 S. 24 St.	2,560	267	Y	N	Y	N
75	PARRISH PROGRAM (7-12)	4469 Farnam St.	10	3	N	N	N	N
76	PAWNEE ELEM SCHOOL	7310 S. 48 St.	440	62	N	N	N	N
77	PICOTTE ELEMENTARY SCHOOL	14506 Ohio St.	407	45	N	Y	Y	N
78	PINEWOOD ELEM SCHOOL	6717 N. 63 St.	247	39	N	N	N	N
79	PONCA ELEM SCHOOL	11300 N. Post Rd.	144	23	N	N	N	N
80	PRAIRIE WIND ELEM SCHOOL	10908 Ellison Ave.	712	72	N	Y	Y	N
81	R M MARRS MAGNET (5-8)	5619 S. 19 St.	1,262	141	Y	Y	Y	N
82	ROSE HILL ELEM SCHOOL	5605 Corby St.	314	45	N	Y	Y	N
83	SADDLEBROOK ELEMENTARY SCHOOL	14850 Laurel Ave.	486	52	N	Y	Y	N
84	SARATOGA ELEM SCHOOL	2504 Meredith Ave.	229	39	N	Y	Y	N
85	SHERMAN ELEM SCHOOL	5618 N. 14 Ave.	223	36	N	Y	Y	N
86	SKINNER MAGNET CENTER	4304 N. 33 St.	429	71	N	Y	Y	N
87	SPRING LAKE MAGNET CENTER	4215 S. 20 St.	821	121	N	N	N	N
88	SPRINGVILLE ELEM SCHOOL	7400 N. 60 St.	434	38	N	Y	Y	N
89	STANDING BEAR ELEMENTARY SCH	15860 Taylor St.	562	64	N	Y	Y	N
90	SUNNY SLOPE ELEM SCHOOL	10828 Old Maple Rd.	492	57	N	N	N	N

CF #	Name	Address	Number of Students	Number of Staff	Red Cross Shelter (Y/N)	FEMA Designated Storm Shelter (Y/N)	Back-up Power Generators (Y/N)	Located in Floodplain (Y/N)
91	WAKONDA ELEM SCHOOL	4845 Curtis Ave.	405	64	N	Y	Y	N
92	WALNUT HILL ELEM SCHOOL	4355 Charles St.	464	58	N	Y	Y	N
93	WASHINGTON ELEM SCHOOL	5519 Mayberry St.	325	44	N	Y	Y	N
94	WESTERN HILLS MAGNET CENTER	6523 Western Ave.	389	47	N	N	N	N
95	WILSON FOCUS SCHOOL	5141 F St.	209	28	N	Y	Y	N
96	STUDENT TRANSPORTATION CENTER	3833 N. 72 nd St.	N/A	477	N	N	Y	N
97	SUPPLY-INVENTORY CENTER	4515 S. 68 th St.	N/A	19	N	N	N	N
98	CAREER CENTER	3230 Burt St.	680	49	N	N	N	N
99	EARLY LEARNING CENTER AT GATEWAY ELEM.	5801 S. 42 nd St.	164	65	N	Y	N	N
100	EARLY LEARNING CENTER AT SKINNER ELEM.	4201 N. 34 TH St.	153	63	N	Y	N	N

Figure OPS.4: Critical Facilities



SCHOOL DRILLS AND STAFF TRAINING

The school district by law is required to conduct a number of drills throughout the year. Students and staff participate in monthly fire drills, tornado drills twice per year, active shooter drill once per year, and a bus evacuation drill once per year. Furthermore, staff are trained annually in how to respond to certain hazard events including lockdowns, lockouts, shelter in place, and evacuations. Staff members in the Environmental Department are trained in how to respond to chemical spills, provided personal protective equipment, and spend a minimum of 40 hours in chemical spill training.

HISTORICAL OCCURRENCES

For a table of historical weather hazard occurrences according to the National Climatic Data Center, please see the Participant Section for the City of Omaha.

RISK ASSESSMENT

HAZARD IDENTIFICATION

The following table is a localized risk assessment of hazards identified specifically for the district. Refer to the beginning of *Section Seven: Participant Sections* for a detailed explanation as to what this methodology is and why certain hazards did not pose a significant enough threat and were eliminated from detailed discussion.

Table OPS.5: Risk Assessment

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	SPECIFIC CONCERNS IDENTIFIED
Agricultural Animal Disease	N/A	N/A
Agricultural Plant Disease	N/A	N/A
Chemical Spills (Fixed Site)	Yes	Student and staff safety
Chemical Spills (Transportation)	Yes	Student and staff safety
Civil Disorder	Yes	Vandalism; gang activity; drive-by shootings
Dam Failure	No	None
Drought	Yes	Foundation issues
Earthquakes	No	None
Extreme Heat	Yes	Power outages
Flooding*	Yes	Property damages; closed facilities; erosion
Grass/Wildfires	No	Property damages
Hail*	Yes	Property damages
High Wind*	Yes	Property damages; power outages; tree damages
Landslides	Yes	None
Levee Failure	Yes	None
Radiological Incident (Fixed Site)	No	None
Radiological Incident (Transportation)	No	None
Severe Thunderstorms*	Yes	Power outages; property damages; student, staff and visitor safety; tree damages
Severe Winter Storms*	Yes	Roof collapse; power outages; safe sidewalks and parking areas; sufficient equipment
Terrorism	No	Gang activity; threats

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	SPECIFIC CONCERNS IDENTIFIED
Tornados*	Yes	Student and staff safety; property damages; power outages
Urban Fire*	Yes	Portable classrooms, staff safety; property damages

**Identified by the local planning team as a top concern for the district*

For more information regarding these area wide hazards, please see *Section Four: Risk Assessment*. The following discussion provides specific information for the school district that is relevant to each hazard. Only hazards identified either as a concern to the district by the local planning team or based on the occurrence and risk of the hazard to the district are discussed in detail below.

Flooding

The local planning team identified flooding as a hazard of top concern for the school district. Persistent heavy rain, snow melt upstream on the Missouri River, and record releases from Gavins Point Dam upstream on the Missouri River all contributed to flooding along the river during the summer of 2011. Sherman Elementary School was closed during the flooding due to its proximity to the river; however, Eppley Airport pumped water out of the area to keep the airport open helped keep Sherman Elementary dry. Ponding of water on some of the school property has occurred in the past, and erosion around a hill at Gomez Heritage Elementary School has also been an issue.

Implemented mitigation projects:

- Address erosion and ponding issues where possible
- Identified area needs for facility flood proofing

Identified mitigation projects:

- Waterproof Sherman and King Science Schools to reduce flooding and property damage
- Provide alert notification devices for communication during an event

Hail

Hail is a common occurrence across the region, and due to damages that can be sustained from larger hail, the local planning team identified hail as a top concern for the district. The size of hail can range from smaller than an inch to over 3 inches. Larger hail, especially in combination with higher winds, can cause significant damages to buildings, windows, roofs, vehicles, and trees. On August 18, 2011 a thunderstorm produced hail up to 4.25 inches across the area. Hail of this magnitude breaks windows, roofs, and exterior lights. In the past, district buildings have had air conditioning units damaged including the coils and venting. Roof damage has also occurred.

Implemented mitigation projects:

- Tree mitigation program to remove hazardous trees and tree limbs
- Hail guards installed on some facility air conditioning units

Identified mitigation projects:

- Conduct a survey to assess which facilities need hail guards
- Install security film over glass to prevent shattering

High Winds

The local planning team identified high winds as hazard of top concern. High winds can cause tree damage, power outages, and property damages. District buildings have experienced damages from high winds including damages to: roofs, air conditioning units, and fallen limbs breaking fences. The district hires a contractor to remove larger trees or severely damaged trees when necessary. Otherwise, the grounds crew manages tree limb removal after a school makes a request and have sufficient equipment to handle the small to moderate tree jobs.

Implemented mitigation projects:

- Back-up power generator available at many schools
- Emergency Response Plan is in place and staff are trained annually

Identified mitigation projects:

- Install security film over glass to prevent shattering

Severe Thunderstorms

Severe thunderstorms are a common occurrence in the area, which can cause significant impacts due to the combination of lightning, high winds, hail, and heavy rain. The local planning team identified this hazard as a top concern for the district. A line of severe thunderstorms called a bow echo moved through the district in June 2008. The bow echo brought straight-line damaging winds between 70 and 100 mph across the area. According to OPPD, 125,000 customers were without power, and at the time, OPPD said it was one of the worst storms in its history. Many of the trees were damaged, and roofs and air conditioning units were also damaged on district buildings. On average, power outages at the schools from severe thunderstorms can occur a couple of times a year, especially in the eastern portions of the district according to the local planning team. The district works with Omaha Public Power District during outages to restore power.

Implemented mitigation projects:

- Back-up power generator available at many schools
- Emergency Response Plan is in place and staff are trained annually

Identified mitigation projects:

- Intercom system replacement needed at 5 district buildings
- Obtain back-up power generators for facilities in need

Severe Winter Storms

Due to previous occurrences, the local planning team identified severe winter storms as a hazard of top concern for the school district. The winter of 2009-2010 was especially harsh for the region with snowfall totals for the season between 40 and 50 inches. The Christmas Winter Storm of 2009 brought up to a foot of snow or more in many places across the district as well as high winds gusting well over 40 mph. The school buildings across the district experienced power outages, burst pipes, and a roof on the warehouse collapsed causing damage. The district also had to hire outside contractors to remove the heavy snow loads on roofs of many school buildings.

Several additional snow storms occurred between 2011 and 2015. One event on December 19, 2012 started as light rain before changing over to snow and very high winds up to 52 mph across the district. This storm dropped 8-10 inches of snow, which caused areas of power outages.

OPS currently has 30 trucks and two tractors with buckets that are used for snow removal across the district. In recent years, it's been difficult for the district to obtain sufficient salt and/or sand from the City of Omaha.

To be more efficient in maintaining safe parking lots and sidewalks around the district during the winter, the district is looking to purchase equipment to use brining solution.

Implemented mitigation projects:

- Snow fences are used around the district
- Back-up power generator available at many schools
- Emergency Response Plan is in place and staff are trained annually
- Remove accumulated snow and ice from roofs as needed

Identified mitigation projects:

- Obtain back-up power generator for facilities in need
- Purchase brining solution equipment and other equipment to improve snow removal
- Shoring up roofs at vulnerable district buildings

Tornados

The local planning team identified tornados as a top hazard of concern for the school district. According to NCDC, the district has not had any reported tornados since June 8, 2008 when an EF-2 moved northeast from Sarpy County and dissipated over extreme southwest portions of OPS district. The local planning team did not report any damage from this event, but most of the damages from this tornado were in the Millard area, southwest of Omaha.

Implemented mitigation projects:

- Back-up power generator available at many schools
- Tornado drills conducted twice per year
- Emergency Response Plan is in place and staff are trained annually
- New weather siren installed at the TAC facility

Identified mitigation projects:

- Obtain back-up power generators for facilities in need
- Include storm shelters in new school buildings and retrofit older facilities
- Install emergency lighting at district buildings

Urban Fire

Urban fire was identified as hazard of concern for the school district. A portable classroom caught fire after a transient broke into the facility during winter break and started a fire. The fire department was notified quickly and damages were limited to the portable building.

Implemented mitigation projects:

- Fire drills conducted once a month
- Emergency Response Plan is in place and staff are trained annually

Identified mitigation projects:

- Install fire alarm system voice activation at facilities
- Replace school walkie-talkies

ADMINISTRATION/CAPABILITY ASSESSMENT

The school district has a superintendent, 163 principals and assistant principals, and several support staff. The school board is made up of a nine member panel. The district also has a number of additional departments and staff that may be available to implement hazard mitigation initiatives. They include:

- Buildings and Grounds Department
- Environmental Department
- Finance and Administration
- Human Resources
- Information Management Services
- Maintenance Department
- District Operational Services
- Risk and Safety Management
- Nutrition Services
- School House Planning

The district's District Operational Services and Division of Buildings and Grounds would oversee and delegate the implementation of mitigation projects in school facilities, and the district does have the authority to levy taxes and school bonds for specific purposes. OPS currently does a number of education and outreach programs. These programs include

PLAN INTEGRATION

Omaha Public Schools maintain, review, and update their Emergency Response Plan (ERP) annually. The ERP is also known as the Crisis Plan. The plan establishes the chain of command, roles and responsibilities, and procedures for response to hazards and emergencies with the goal to protect lives and property. The ERP establishes a Crisis Response Plan for each situation including:

- Abduction/Missing Student
- Active Shooter
- Bomb Threat
- Dangerous Intruder
- Earthquake
- Hazardous Materials/Radiological Incidents
- Fire
- Reverse Evacuation
- Severe Weather: Tornado, Thunderstorm, and Winter Storm
- Stadium Plans: Civil Unrest, Exterior Hazardous Material Release, Fire, Weather
- Student with Weapon
- Suspicious Object

The school district also has a Security Assessment, which each school completes. The assessment helps identify areas of improvement so that the district can prioritize the needs and areas of improvements for more secure and safe schools.

MITIGATION STRATEGY

Completed Mitigation Actions

Description	Weather Siren for Teacher Administration Center (TAC)
Analysis	Install new weather siren at TAC
Goal/Objective	Goal 1/Objective 1.3
Hazard(s) Addressed	Severe Thunderstorms, Tornadoes, High Winds, and Hail
Location	TAC building

Description	Weather Siren for Teacher Administration Center (TAC)
Funding	Unknown
Year Completed	2014

Ongoing and New Mitigation Actions

Description	Intercom System Replacements at 5 OPS Buildings
Analysis	New intercom systems are critical in communicating with staff and students during a hazardous event.
Goal/Objective	Goal 1/Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	Varies (\$20,000 to \$100,000)
Funding	Bonds
Timeline	Ongoing
Priority	High
Lead Agency	Maintenance
Status	Not started

Description	Alert Notification/Mass Communication
Analysis	Install or provide communication devices for all staff, maintenance, nutritional services, etc. to quickly contact district staff and personal prior and during hazardous events
Goal/Objective	Goal 1/Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	\$7,650,000
Funding	Bonds
Timeline	Ongoing
Priority	High
Lead Agency	Building and Grounds, School Safety, Information Management Services
Status	District is able to communicate with parents and schools. Next step is to acquire communication devices for staff and personal to reach staff and grounds crew.

Description	Replace School Walkie-Talkies
Analysis	Update and replace communication devices such as walkie-talkies for clear and efficient communication between agencies or departments
Goal/Objective	Goal 1/Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	\$260/radio
Funding	Budget
Timeline	Ongoing
Priority	High
Lead Agency	School Safety and Information Management Services
Status	It is a district standard to continuously maintain, upgrade, and replace walkie-talkies

Description	Fire Alarm System Voice Activation
Analysis	Install a voice alert fire/multi-use alarm system for all schools and facilities
Goal/Objective	Goal 1/Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	Unknown
Funding	Bonds
Timeline	Ongoing
Priority	High
Lead Agency	Building and Grounds, Maintenance
Status	Ongoing

Description	Generators for District Buildings in Need of Back-Up Power
Analysis	Install a stationary source of back-up power to schools and district facilities.
Goal/Objective	Goal 2/Objective 2.2
Hazard(s) Addressed	Severe Winter Storms, Thunderstorms, High Winds, Hail, Tornado, Earthquake
Estimated Cost	\$66,000 each
Funding	Bonds, HMGP
Timeline	Ongoing
Priority	Medium
Lead Agency	Building and Grounds, Maintenance
Status	Lewis & Clark and Highland Schools are prioritized for generators. Additional facilities as listed in Table OPS.4 have been identified.

Description	Emergency Lighting at District Buildings
Analysis	Install emergency lighting at schools and facilities especially in corridors, stairwells, and safe rooms.
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	All
Estimated Cost	Varies (\$2,000 - \$24,000 per building)
Funding	Bonds
Timeline	Ongoing
Priority	High
Lead Agency	Building and Grounds, Maintenance
Status	Locations within facilities have been identified needing lighting.

Description	Improve Snow Removal
Analysis	Purchase snow removal equipment to efficiently remove snow at district facilities including Bobcats and brining solution equipment, trailers, etc.
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	Severe Winter Storms
Estimated Cost	\$27,500 to \$40,000
Funding	Bonds, PDM, HMGP
Timeline	2-5 years
Priority	High
Lead Agency	Transportation, Operations
Status	Early stages of research for types of equipment

Description	Shoring Up Roofs at Vulnerable District Buildings
Analysis	Shoring up roofs to prevent cave-ins and damage during heavy snow events. Hail resistant materials can also be used to reduce damage during hail events
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	Severe Winter Storms, Severe Thunderstorms, High Winds, Hail, Tornados
Estimated Cost	Varies (\$100,000 to \$150,000 per building)
Funding	Budget
Timeline	Ongoing
Priority	High
Lead Agency	Maintenance and Construction
Status	Ongoing

Description	Install Snow Fencing
Analysis	Purchase and/or replace snow fencing and install at district buildings to reduce blowing and drifting snow
Goal/Objective	Goal 3/Objective 3.4

Description	Install Snow Fencing
Hazard(s) Addressed	Severe Winter Storms
Estimated Cost	\$11,000
Funding	Budget
Timeline	Ongoing
Priority	High
Lead Agency	Building and Grounds
Status	Facilities requiring snow fences each season have been identified. Replacements are purchased as needed.

Description	Roof Snow and Ice Accumulation Preventative Measures
Analysis	Reduce snow and ice accumulation on roofs to reduce roof damage, cave-ins, and ice or snow falling off roofs.
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	Severe Winter Storms
Estimated Cost	\$30,000
Funding	Bonds
Timeline	2-5 years
Priority	Medium
Lead Agency	Buildings and Grounds
Status	Ongoing. Locations have been identified.

Description	Flood proofing of floodprone district buildings
Analysis	Waterproof Sherman and King Science Schools to reduce flooding and property damage
Goal/Objective	Goal 2/Objective 2.4
Hazard(s) Addressed	Flooding
Estimated Cost	\$4,000 per building
Funding	Bonds, HMGP, PDM, FMA
Timeline	2-5 years
Priority	High
Lead Agency	Buildings and Grounds
Status	Ongoing.

Description	Tree Mitigation Program
Analysis	Identify and remove hazardous limbs and/or trees
Goal/Objective	Goal 3/Objective 3.7
Hazard(s) Addressed	Severe Winter Storms, Severe Thunderstorms, High Winds, Hail, Tornado
Estimated Cost	\$52,500
Funding	Budget, Arbor Day Foundation
Timeline	Ongoing
Priority	Medium
Lead Agency	Operations
Status	Ongoing

Description	Access Control Systems
Analysis	Install electronic exterior and possibly interior badge access system for staff to gain access to facilities and provide security to buildings
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	All
Estimated Cost	\$15 million for the entire district
Funding	Bonds, Homeland Security Funds
Timeline	Ongoing
Priority	Medium

Description	Access Control Systems
Lead Agency	Buildings and Grounds, IMS
Status	Facilities needing card access have been identified.

Description	Safety Improvements
Analysis	Purchase safety equipment such as gloves, protective eyewear, and harnesses and install or improve other identified needed safety improvements such as adding numbers to exterior doors, placing reflective tape in mechanical rooms, etc.
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	All
Estimated Cost	\$50,000
Funding	Budget
Timeline	3-5 years
Priority	High
Lead Agency	Division of School Safety, Building and Grounds
Status	Not started

Description	Storm Shelters at District Buildings
Analysis	Assess, design, and construct storm shelters at district buildings
Goal/Objective	Goal 1/Objective 1.2
Hazard(s) Addressed	Severe Thunderstorms, High Winds, Hail, Tornado
Estimated Cost	\$1,250,000
Funding	Bonds, HMGP, PDM
Timeline	Ongoing
Priority	High
Lead Agency	Building and Grounds, Risk and Safety Management
Status	All new constructed buildings will include storm shelters. Older facilities are being retrofitted.

Description	Security Film over Glass
Analysis	Install security film on glass windows to prevent shattering for interior and exterior windows.
Goal/Objective	Goal 3/Objective 3.4
Hazard(s) Addressed	Severe Winter Storms, Severe Thunderstorms, High Winds, Hail, Tornado, Earthquake, Civil Disorder, Terrorism
Estimated Cost	\$2,020,000
Funding	Budget
Timeline	Ongoing
Priority	High
Lead Agency	District Operational Services
Status	Critical areas have been completed. TAC building is next on priority list.

Description	Purchase or Replace Weather Radios
Analysis	Ensure adequate severe weather notifications to critical facilities by purchasing or replacing weather radios
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	All
Estimated Cost	\$50/radio
Funding	Budget, HMGP, PDM
Timeline	1 year
Priority	High
Lead Agency	District Operational Services
Status	Ongoing

Description	Install Classroom and Exterior Doors with Lockdown
Analysis	Install interior and exterior doors with the capability to quickly lockdown all door locks at once.
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	Terrorism
Estimated Cost	\$2,500/door
Funding	Bonds, Homeland Security
Timeline	5 years
Priority	High
Lead Agency	Building and Grounds
Status	Not yet started

Description	Visitor Management
Analysis	Install an Envoy System (or IdentiKid) to efficiently handle visitors and complete a background check of visitors to school facilities.
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	Terrorism
Estimated Cost	\$500,000
Funding	Homeland Security
Timeline	3-5 years
Priority	High
Lead Agency	Risk and Safety Management, IMS
Status	Not yet started

Removed Mitigation Actions

None

PARTICIPANT SECTION
FOR THE
WESTSIDE COMMUNITY
SCHOOL DISTRICT

Papio-Missouri River NRD
Multi-Jurisdictional Hazard Mitigation Plan

February 2016

INTRODUCTION

The 2016 Papio-Missouri River Natural Resources District (P-MRNRD) Multi-Jurisdictional Hazard Mitigation Plan (HMP) is an update to the plan that was adopted by the P-MRNRD in August 2011. This HMP includes two primary sections: the Regional Hazard Mitigation Plan and the Community (i.e. County, Municipal, and School District) Profiles. Community Profiles include similar information that's also provided in the Regional section, but rather is specific information for Westside Community Schools including the following elements:

- Participation
- Location / Services
- Demographics
- Future Development
- Critical Facilities
- School Drills and Staff Trainings
- Risk Assessment
- Administration / Capability Assessment
- Plan Integration
- Mitigation Strategy

PARTICIPATION

LOCAL PLANNING TEAM

Table WCS.1 provides the list of participating members that comprised the Westside Community Schools local planning team. Members of the planning team attended Round 1 and Round 2 meetings and provided important information including but not limited to: confirming demographic information, critical facilities, hazard history and impacts, identifying hazards of greatest concern for the district, and prioritization of mitigation actions that address the hazards at risk to the district.

Table WCS.1: The Westside Community Schools Local Planning Team

Name	Title	Department / Jurisdiction
Bob Zagozda	Chief Financial Officer	Westside Community Schools
Richard Avard	Director of Safety, Transportation, and Special Projects	Westside Community Schools
Alan Bone	Student Services Coordinator	Westside Community Schools

PUBLIC PARTICIPATION

The local planning team made efforts to notify the public of this planning effort and how they could participate in the development of the plan update. The following table identifies the dates and types of public outreach notifications.

Table WCS.2: Public Notification Efforts

Date	Notification	Location
February 17, 2015	Project Website	http://jeo.com/papiohmp/
October 15, 2015	Passed Resolution of Participation	School Board Meeting
December 22, 2015 – January 30, 2016	Participant Section available for public comment and review	http://jeo.com/papiohmp/

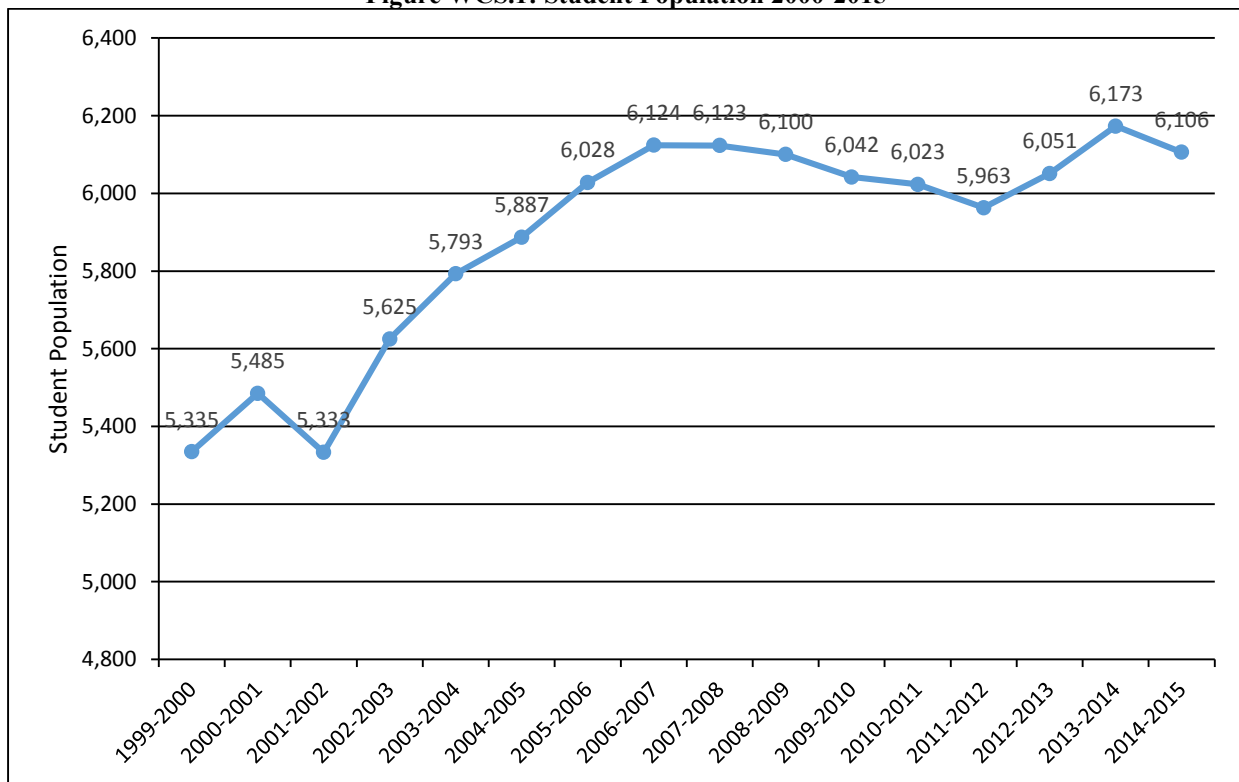
LOCATION AND SERVICES

Westside Community Schools has an enrollment of 6,106 students across one high school (grades 9-12), one middle school (grades 7-8), one secondary Career Center (grades 10-12) and 10 elementary schools (grades PK-6). These schools serve the residents living in central Omaha. Ten facilities operate a before and after school age program, which ends by 6pm. Six of those ten facilities operate preschool and extended learning, full-day care for children three to five years old. Two of the six full-day care facilities operate toddler programs for ages 18 months to three years old. Almost 800 students are enrolled in the school-age child care program and nearly 400 children are enrolled in the early childhood program.

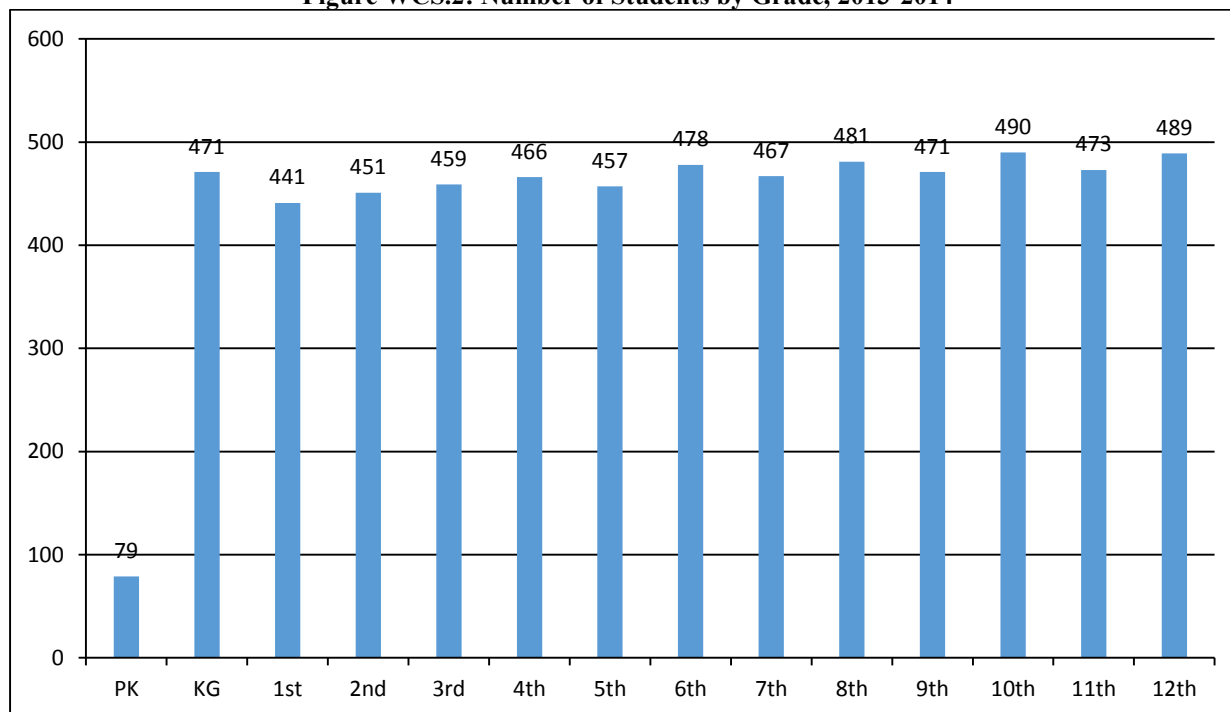
DEMOGRAPHICS

The following figure displays the historical student population trend starting with the 1999-2000 school year and ending with the 2014-2015 year. It indicates that the student population increased between 2001 and 2006 and again between 2011 and 2013, but has recently decreased to 6,106 students enrolled in Westside Community Schools. The school district also employs 540 certified staff and 250 educational assistants. The school district anticipates that enrollment will hold steady over the next several years.

Figure WCS.1: Student Population 2000-2015



Source: Nebraska Department of Education

Figure WCS.2: Number of Students by Grade, 2013-2014

Source: Nebraska Department of Education

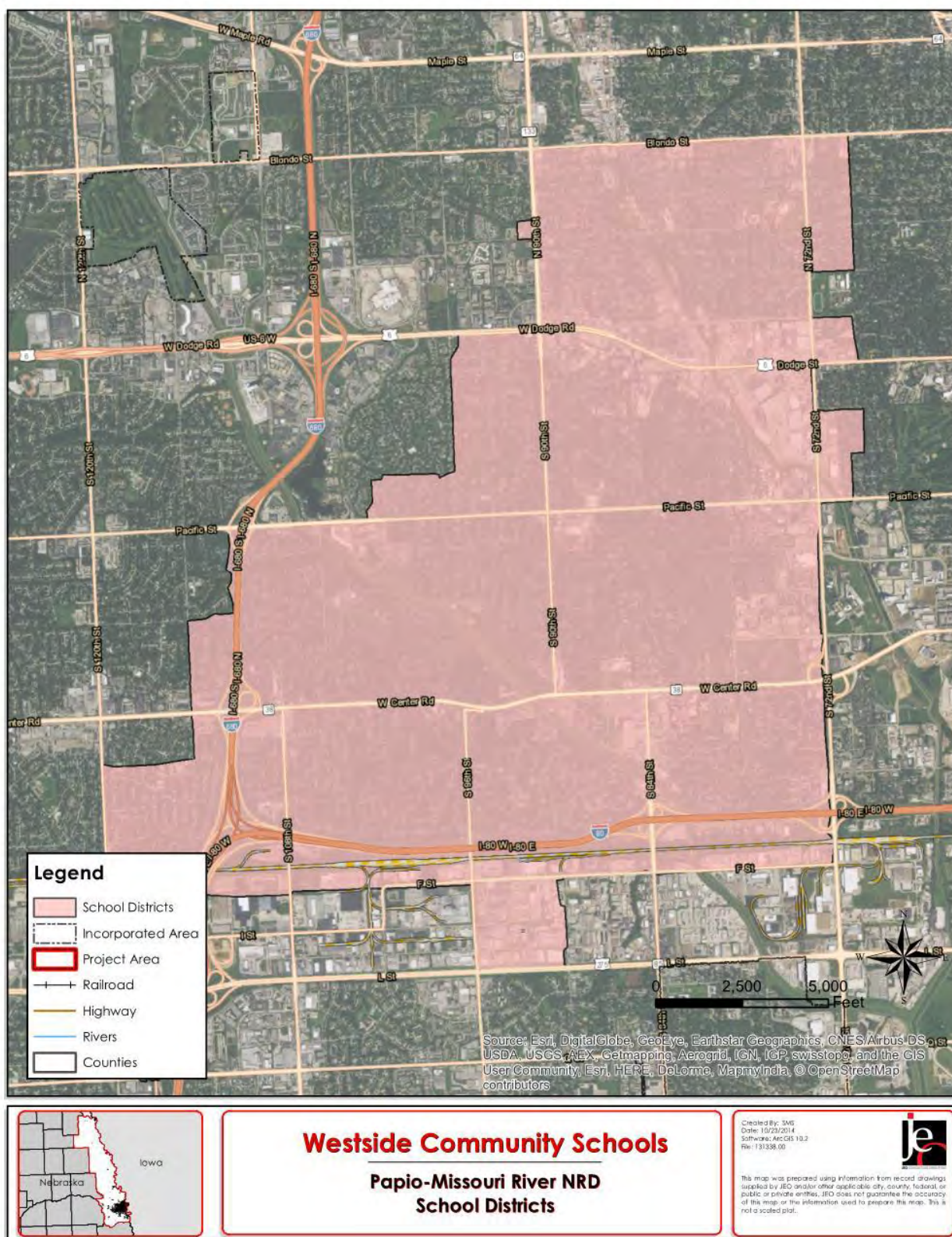
The figure above indicates that from grade level to grade level, the student population is relatively steady between 441 to 490 students. The largest number of students is in the 10th grade, and the smallest number enrolled are in the 1st grade (not counting pre-kindergarten). According to the Nebraska Department of Education, over 31 percent of students receive either free or reduced priced meals at school. This is significantly lower than the state average at nearly 45 percent. Additionally, over two percent of students are enrolled in the English Language Learners Program, and according to the district's 2014 report, the language spoken at home for these students is: Spanish (27%), Chinese (11%), Somali (10%), and Nepali (8%). About 16 percent of students in the district are in the Special Education Program. These particular students may be more vulnerable during a hazardous event than the rest of the student population.

Table WCS.3: Student Statistics, 2013-2014

	Westside Schools	State of Nebraska
Free/Reduced Priced Meals	31.09%	44.93%
School Mobility Rate	6.25%	12.10%
English Language Learners	2.35%	6.04%
Special Education Students	16.15%	15.74%

Source: Nebraska Department of Education

Figure WCS.3: School District Map



FUTURE DEVELOPMENT TRENDS

In May 2015, voters in the Westside Community School District approved Phase I, which is a \$79.9 million bond referendum and will be completed between 2015 and 2021. According to the Facilities Master Plan, funds from Phase I will be used to address immediate needs at K-8 schools; complete renovations and additions at Prairie Lane Elementary; construct new buildings at Swanson Elementary, Sunset Hills Elementary, and Oakdale Elementary; complete renovations and additions at Westside Middle School and create provisions to acquire land for future projects.

Renovations for many of the buildings will include replacing HVAC, plumbing, roofing, and building envelope. Beyond addressing infrastructure issues, the bond will provide:

- Security improvements such as video surveillance, controlled access, and building lock down
- Areas of refuge in the facilities for storm events
- Improve safety and efficiency for student drop-off and pick-up
- Storm shelters will be included in all new constructed facilities

Phase II of building renovations and new construction is recommended to begin in 2023.

CRITICAL FACILITIES

The school district operates 15 facilities. These facilities are listed below, along with information indicating the school's address, number of students and staff, if the facility is used as a shelter during an emergency (i.e. Red Cross Shelter), and the presence of a tornado safe room.

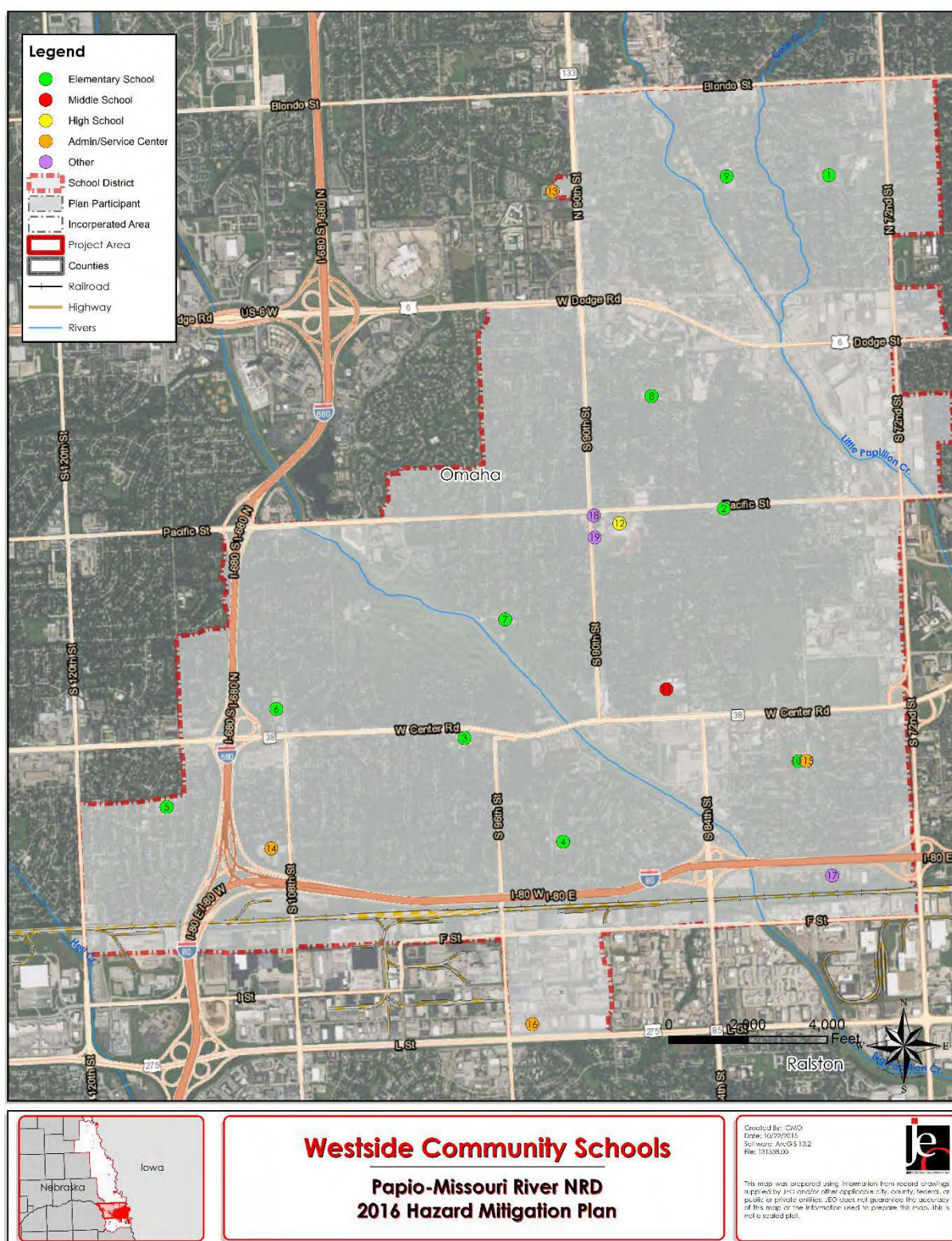
Table WCS.4: Critical Facilities

CF Number	Name	Address	Number of Students	Number of Staff*	Red Cross Shelter (Y/N)	Safe Room (Y/N)	Located in Floodplain (Y/N)
1	Hillside Elementary School	7500 Western Ave, Omaha	412	40	N	N	N
2	Loveland Elementary School	8201 Pacific St, Omaha	294	30	N	N	N
3	Oakdale Elementary School	9801 W. Center Rd, Omaha	328	33	N	N	N
4	Paddock Road Elementary School	3535 Paddock Rd, Omaha	268	33	N	N	N
5	Prairie Lane Elementary School	11444 Hascall, Omaha	303	28	N	N	N
6	Rockbrook Elementary School	2514 S. 108 th St, Omaha	310	29	N	N	N
7	Sunset Hills Elementary School	9503 Walnut St, Omaha	155	20	N	N	N
8	Swanson Elementary School	8601 Harney St, Omaha	318	32	N	N	N
9	Westbrook Elementary School	1312 Robertson Dr, Omaha	509	39	N	N	N
10	Westgate Elementary School	7802 Hascall, Omaha	306	32	N	Y	N
11	Westside Middle School	8601 Arbor St, Omaha	961	76	N	N	N
12	Westside High School ⁺	8701 Pacific St, Omaha	1,942	156	N	N	N

CF Number	Name	Address	Number of Students	Number of Staff*	Red Cross Shelter (Y/N)	Safe Room (Y/N)	Located in Floodplain (Y/N)
13	Underwood Hills Early Childhood Learning Center	9030 Western Ave, Omaha	Varies	13	N	N	N
14	Westside Career Center	3534 S. 108 th St, Omaha	70	11	N	N	N
15	Administration Building	909 S. 76 th St, Omaha	N/A	Varies	N	N	N
16	Service Center/Equipment Warehouse	9437 J Street, Omaha	N/A	18	N/A	N	N
17	Central Kitchen Facility	7667 D Street, Omaha	N/A	15	N/A	N	N
18	Alumni House	1101 S. 90 th Street, Omaha	N/A	N/A	N	N	N
19	1305 House	1305 S. 90 th Street, Omaha	N/A	3	N	N	N

*Includes teachers, administrators, and professionals

+Back-up power generator available



SCHOOL DRILLS AND STAFF TRAINING

The school district by law is required to conduct a number of drills throughout the year. Students and staff participate in: fire drills once every quarter, tornado drills once every semester, lockdown scenario once per year, and bus safety and evacuation once per year. Many of the staff are trained in CPR and the use of defibrillators, which are available in all of the schools. Batteries in the defibrillators are checked and replaced regularly.

Each school in the district has an Emergency Response Team with staff members being trained annually in the Standard Response Protocol (SRP) model. SRP utilizes four primary actions to respond to all situations including: weather events, fires, accidents, intruders, and other threats. The four actions are Lockout, Lockdown, Evacuate, and Shelter. The district has also met with the local police department to ensure that communication and organization is agreed upon prior to a hazard occurring in the district.

Figure WCS.4: SRP Model Handout



STANDARDTM RESPONSE PROTOCOL

STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"
LOCKDOWN - "Locks, Lights, Out of Sight"
EVACUATE - "To the Announced Location"
SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveguys.org>



LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



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SRP Handout for K12 | Version 2.0 | 01/08/2013 | Revised: 01/08/2013 | <http://iloveguys.org>



Source: The i love u guys Foundation (iloveguys.org)

HISTORICAL OCCURRENCES

For a table of historical weather hazard occurrences according to the National Climatic Data Center, please see the Participant Section for the City of Omaha.

RISK ASSESSMENT

HAZARD IDENTIFICATION

The following table is a localized risk assessment of hazards identified specifically for the district. Refer to the beginning of *Section Seven: Participant Sections* for a detailed explanation as to what this methodology is and why certain hazards did not pose a significant enough threat and were eliminated from detailed discussion.

Table WCS.5: Risk Assessment

HAZARD TYPE	PREVIOUS OCCURRENCE Yes/No	SPECIFIC CONCERNS IDENTIFIED
Agricultural Animal Disease	N/A	N/A
Agricultural Plant Disease	N/A	N/A
Chemical Spills (Fixed Site)	Yes	Student and staff safety
Chemical Spills (Transportation)	Yes	Student and staff safety
Civil Disorder*	Yes	Vandalism to property
Dam Failure	No	None
Drought	Yes	None
Earthquakes	No	None
Extreme Heat	Yes	Power outages
Flooding	Yes	Property damage
Grass/Wildfires	No	None
Hail*	Yes	Property and tree damage
High Wind	Yes	Property and tree damage; power outages
Landslides	No	None
Levee Failure	No	None
Radiological Incident (Fixed Site)	No	None
Radiological Incident (Transportation)	No	None
Severe Thunderstorms*	Yes	Power outages; property and tree damage
Severe Winter Storms*	Yes	Power outages; property damage; cancelled classes
Terrorism*	No	Security; student and staff safety
Tornados*	Yes	Student and staff safety; property damage
Urban Fire	No	None

**Identified by the local planning team as a top concern for the district*

For more information regarding these area wide hazards, please see *Section Four: Risk Assessment*. The following discussion provides specific information for the school district that is relevant to each hazard. Only hazards identified either as a concern to the district by the local planning team or based on the occurrence and risk of the hazard to the district are discussed in detail below.

Civil Disorder

The local planning team identified civil disorder has a hazard of concern. For the district, civil disorder tends to manifest itself in vandalism to schools. Loveland Elementary and West High Schools were both spray painted with obscenities, racial slurs, and swastikas in February 2012. The district estimates that the damages amounted to thousands of dollars with staff spending weekend hours cleaning the vandalism. The following September brought another round of vandalism to Hillside Elementary School. Three rooftop air conditioning units were tipped over and destroyed as well as a classroom window and outside lights were broken. Damages were estimated at \$15,000.

Implemented mitigation projects:

- Communication devices available and replaced regularly
- Emergency operations plan is in place
- Utilize the Standard Response Protocol for student and staff safety
- Students and staff conduct drills annually

Identified mitigation projects:

- Upgrade and/or replace communication devices

Hail

Damaging hail is a real threat to the school district. Hail can range in size from under an inch to over four inches in diameter, and when combined with gusting winds, can do significant damage to buildings, roofs, windows, lighting, HVAC systems, and vehicles. Roofs have been replaced in the past.

Implemented mitigation projects:

- Weather radios available in a few buildings

Identified mitigation projects:

- Provide weather radios in all facilities
- Hazardous tree removal program

Severe Thunderstorms

Severe thunderstorms was identified as a top concern for the district by the local planning team. The combination of high winds, heavy rain, lightning, and hail can and have caused significant damages to district property. On the morning of August 18, 2015, a round of severe thunderstorms brought heavy rain to Omaha, which impacted Westside High School. A roof leak allowed the heavy rain to enter the building damaging ceiling tiles, baseboards, and soaking the carpet. Classes were cancelled for two days due to the damage. Many of the other buildings across the district have newer roofs, although none of them were built using hail resistant materials.

Implemented mitigation projects:

- Building Services maintains trees and removes any hazardous branches or trees. Larger tree removals are contracted out.
- Westgate Elementary School has hail guards installed on air conditioning units.

Identified mitigation projects:

- Hazardous tree removal program
- Obtain back-up power generators for facilities

Severe Winter Storms

Due to previous occurrences, the local planning team identified severe winter storms as a hazard of top concern for the school district. The winter of 2009-2010 was especially harsh for the region with snowfall totals for the season between 40 and 50 inches. The Christmas Winter Storm of 2009 brought up to a foot of snow or more in many places across the district as well as high winds gusting well over 40 mph. These winds in combination with the heavy snow produced widespread visibilities below a quarter mile and dangerous low wind chills. The school buildings across the district experienced power outages, and a roof caved in from the heavy snow on the Westside High School gym.

On January 31 through February 1, 2015 a severe winter storm brought 6-9 inches of heavy snow across the school district and was also accompanied by blowing winds, which caused drifting snow. Classes were cancelled as a result of this storm.

Implemented mitigation projects:

- Newer roofs installed on school buildings
- Back-up power generator available at Westside High School
- Hazardous tree removal
- Snow removal equipment is sufficient

Identified mitigation projects:

- Obtain back-up power generator for each school

Terrorism

The local planning team for the district identified terrorism as a hazard of top concern. Although there have not been previous acts of terrorism in the district, a student shot and killed an assistant principal at a neighboring school district. The district has multiple ways of communicating with parents of students in the event of a lockdown, including voice recorded calls, texts, and emails. Radios and other communication devices have been identified as an ongoing mitigation project as they are replaced or upgraded on a regular basis.

Implemented mitigation projects:

- Communication devices available and replaced regularly
- Emergency operations plan is in place
- Utilize the Standard Response Protocol for student and staff safety
- Students and staff conduct drills regularly

Identified mitigation projects:

- Upgrade and/or replace communication devices

Tornados

The local planning team identified tornados as a top concern for the district. On May 6, 1975 an F-4 tornado tore through the Westside Community Schools District, heavily damaging the Westgate Elementary School. Fortunately, classes had dismissed for the day so there were no fatalities or injuries as a result. The school has since been rebuilt. The school district used an independent service to identify the safest storm shelter areas in each school. None of the schools currently have a FEMA certified safe room, however, as the school district builds new facilities, storm shelters will be included in the construction.

Implemented mitigation projects:

- Tornado drills are performed twice a year
- Back-up power generator available at Westside High School

Identified mitigation projects:

- Obtain back-up power generator for each school
- Construct tornado safe rooms for schools
- Develop a continuity plan

ADMINISTRATION/CAPABILITY ASSESSMENT

The school district has a superintendent, an assistant superintendent, 13 principals, two assistant principals, and several supportive staff. The school board is made up of a six member panel. The district also has a number of additional departments and staff that may be available to implement hazard mitigation initiatives. They include:

- Student Services Coordinator
- Crisis Response Team
- Special Education Director
- Staff Development
- Program Coordinator
- Technology Coordinator
- Nutrition Services
- Human Resources
- Communications Director
- Chief Financial Officer
- Building Services Director
- Supervisor of Custodial Services

The district's Building Services Director would oversee and delegate the implementation of mitigation projects in school facilities, and the district does have the authority to levy taxes and school bonds for specific purposes that maybe involve mitigation projects. Westside Community Schools currently does a number of education and outreach programs. These programs include natural disaster and safety related programs as well as ongoing public education and information programs.

PLAN INTEGRATION

Westside Community Schools maintain and review annually their emergency operations plan. The plan outlines the chain of command for crisis situations, communication procedures during an emergency, crisis management procedures, safety and emergency precautions and preparedness, and building security. As discussed earlier, the district utilizes the SRP model for training and responding to hazards. And a Facilities Master Plan was completed in March 2015, which outlines and recommends the three phases for renovation and new construction to address facility needs across the district over the next 15 years. Many of the needs identified will improve the safety and security of staff and students for many hazards including: tornados, high wind, severe thunderstorms and winter storms, civil disorder, and terrorism. It is anticipated that work will commence during the summer of 2016.

MITIGATION STRATEGY

New Mitigation Actions

Description	Weather Radios
Analysis	Conduct an inventory of weather radios at schools and facilities and provide new radios as needed.
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	Flood, Thunderstorm, High Wind, Hail, Tornado, Severe Winter Storm
Estimated Cost	\$50/radio
Funding	General budget, HMGP
Timeline	Ongoing
Priority	High
Lead Agency	Building Services
Status	Ongoing.

Description	Back-up Power Generator
Analysis	Provide a portable or stationary source of backup power to redundant power supplies, municipal wells, lift stations, and other critical facilities and shelters.
Goal/Objective	Goal 2/ Objective 2.2
Hazard(s) Addressed	All hazards
Estimated Cost	\$50,000+
Funding	General budget, HMGP, PDM
Timeline	2-5 years
Priority	Medium
Lead Agency	Building Services
Status	Service Center needs a generator.

Description	Hazardous Tree Removal
Analysis	Identify and remove hazardous limbs and/or trees.
Goal/Objective	Goal 3/ Objective 3.7
Hazard(s) Addressed	Severe Thunderstorms, High Winds, Tornadoes
Estimated Cost	\$5,000+
Funding	General budget, Arbor Day Foundation
Timeline	Ongoing
Priority	High
Lead Agency	Building Services
Status	Removes trees as needed

Description	Tornado Shelters/Safe Rooms
Analysis	Design and construct fully supplied safe rooms in school facilities
Goal/Objective	Goal 1/Objective 1.2
Hazard(s) Addressed	Tornado
Estimated Cost	\$200-\$300/sqft stand alone; \$150-\$200/sqft addition/retrofit
Funding	Bonds, HMGP, PDM
Timeline	Ongoing
Priority	High
Lead Agency	CFO
Status	Elementary Schools are prioritized

Description	Public Awareness and Education
Analysis	Educate staff, students, and parents about hazard vulnerability and mitigation measures.
Goal/Objective	Goal 1/ Objective 1.5

Description	Public Awareness and Education
Hazard(s) Addressed	All hazards
Estimated Cost	\$1,000+
Funding	General budget
Timeline	Ongoing
Priority	Medium
Lead Agency	Communications
Status	Ongoing

Description	Emergency Communications
Analysis	Establish an action plan to improve communication between schools and other government agencies to better assist students and staff during and following emergencies. Establish inner-operable communications.
Goal/Objective	Goal 1/ Objective 1.4
Hazard(s) Addressed	All hazards
Estimated Cost	Varies
Funding	General budget, Homeland Security
Timeline	Ongoing
Priority	High
Lead Agency	Building Services
Status	Ongoing

Description	School Continuity Plan
Analysis	Develop continuity plans for critical services including business and IT services in order to increase resiliency after a hazardous event.
Goal/Objective	Goal 3/ Objective 3.1
Hazard(s) Addressed	All hazards
Estimated Cost	\$10,000
Funding	General budget
Timeline	2-5 years
Priority	Medium
Lead Agency	CFO, IT
Status	Not yet started

AGENDA SUMMARY SHEET

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

MEETING DATE: July 11, 2016

DEPARTMENT: Educational Services

TITLE AND BRIEF Secondary Partnerships Agreement Early College Program

DESCRIPTION: Secondary Partnerships Agreement Early College Program
Metropolitan Community College and Millard Public Schools,
2016-2017

ACTION DESIRED: Approval: X


BACKGROUND: The Secondary Partnerships Agreement Early College Program between Millard Public Schools and Metropolitan Community College has been established to support the implementation of an Early College Program at Millard South High School effective fall 2016. It should be noted that MCC has provided Early College students with scholarships thus reducing the tuition from \$44 per course to \$29.

RECOMMENDATIONS: It is recommended that the Secondary Partnerships Agreement Early College Program Metropolitan Community College and Millard Public Schools, 2016-2017 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 REFERENCE: *Strategy 2, Action Plan 2 (2013)*

TIMELINE: Fall 2016

RESPONSIBLE PERSONS: Dr. Mark Feldhausen, Dr. Nancy Johnston, Barb Waller

SUPERINTENDENT'S SIGNATURE: _____  _____

**SECONDARY PARTNERSHIPS AGREEMENT
EARLY COLLEGE PROGRAM
METROPOLITAN COMMUNITY COLLEGE
AND
MILLARD PUBLIC SCHOOLS
2016-17**

This is a Secondary Partnerships Early College Program agreement between the Metropolitan Community College Area, a body corporate and political subdivision of the State of Nebraska ("MCC"), and the Millard Public School District ("Millard District" or "District"). As an extension of the Dual Enrollment Program at MCC, full college credit will be granted for MCC classes taught in District setting if they meet MCC standards, policies and objectives. The conditions, procedures and services of this Agreement with District are as follows:

A. CONDITIONS:

INSTRUCTOR QUALIFICATIONS - Any instructor teaching an MCC course, including any instructor teaching/working in cooperation with the selected Early College 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, including high school academy course(s) offered as a dual enrollment 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 District will maintain their high standards for education, assuring each course meets the desired objectives of each institution.

STUDENT QUALIFICATIONS - District students who want to participate in any credit course offered as part of an MCC dual enrollment course must be recommended by a District 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.
- _____ or other method(s) currently within Millard Public Schools high-stakes assessment system

It is the responsibility of District to accommodate students with disabilities taking MCC courses in District facilities.

ASSOCIATED DOCUMENTS - The following documents are incorporated into this Agreement and made a part hereof with the same force and effect as if fully set forth herein:

Attachment 1 - Overview of the program;

Attachment 2 - Dual Credit Program Guidelines from the Higher Learning Commission;

Attachment 3 – Program course names, numbers and locations.

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(s), 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 follow the registration procedures decided upon by MCC and District officials.
4. Tuition for the Early College Program is \$44 per course. Students will each be required to pay \$29 towards tuition per Early College Program dual enrollment course when the course is taught at the High School by a High School teacher who has been approved as an MCC adjunct instructor. The College will provide a \$15 scholarship towards tuition for each such enrolled student in each Early College Program dual enrollment course. Payment for the course is due after the drop/add period. There will be no reimbursement to the District at the end of the academic year when students pay \$29 towards tuition per Early College Program dual enrollment course.
5. MCC will select and/or approve the textbook(s) and supplemental materials for the courses. MCC will provide the District with textbook ISBN # if needed. Where possible, the District textbook will be used. If District 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>.
6. District officials will work with the MCC Secondary Partnerships Office to determine the most effective registration method.
7. The MCC staff, working with District, will determine the course start and end dates to ensure sufficient class time.
8. All instructors employed by the District will be employees solely of District and will not be considered employees of MCC for any reason or purpose. District will be responsible for payment of all District instructor wages and benefits and shall provide all oversight and evaluation of District instructors, except as specifically provided in this Agreement.
9. It is the responsibility of District 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(s), textbook(s) 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 (when applicable), drug free schools/communities, nondiscrimination,

proper classification of employees, FERPA and the MCC Student Code of Conduct, will apply to the course(s), registered students and instructors. Nothing herein shall be construed to supersede or void District Policy and Rules.

11. The location for each course will be jointly agreed upon by MCC and District. This location will be documented in Attachment 3 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 District, 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.
13. Dual enrollment courses offered by the District in conjunction with the University of Nebraska at Omaha and identified as an equivalent to a MCC Associates of Arts qualified course through an existing articulation agreement between UNO and MCC may be substituted by the District at student/parent request and/or to address scheduling issues.

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 District 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 District contracted teachers, instructors will be evaluated according to District/school policy and rules. The instructor may also be evaluated using standards and procedures established by MCC. Officials from District 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 for the term of one (1) year, beginning on July 1, 2016, and terminating on June 30, 2017. This Agreement may be renewed or extended by written agreement of the parties. 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 District Administration, the instructor(s), and the site facilitator.
2. The MCC 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 District.

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 a Attachment 3 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, MCC and District 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 or prior, current military service, protected veteran status or the employee or applicant's membership in any other class that is protected by local, state or federal law or regulation.

2. E-Verification

Pursuant to Neb.Rev.Stat. §§4-108 through 114, District 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. District 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

District, and all lower-tiered subcontractors under District, if any, shall properly classify all workers as either employees of District 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.

District, and all lower-tiered subcontractors under District, 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 District, or any lower-tiered subcontractor engaged by District, 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.

4. **Documents Incorporated by Reference**

All reference in this Agreement to documents, laws, rules, regulations, guidelines, policies, procedures, and directives which set forth standards and procedures to be followed by either party in discharging its obligations under this Agreement, as well as any amendments thereto, shall be deemed incorporated by reference and made a part of this Agreement with the same force and effect as if fully set forth herein.

SIGNATURES:

Metropolitan Community College Official

Date

Millard Public Schools Official

Date

AGENDA SUMMARY SHEET

AGENDA ITEM:	Mini-Magnet Phases I and II-- Proposal for International Baccalaureate Primary Years Programme (IBPYP) at Black Elk
MEETING DATE:	July 11, 2016
DEPARTMENT:	Educational Services
TITLE AND BRIEF DESCRIPTION:	Mini-Magnet Phases I and II -- Proposal for IB-PYP at Black Elk
ACTION DESIRED:	APPROVAL <input checked="" type="checkbox"/>
BACKGROUND:	<p>This proposal, reviewed and approved by the Black Elk Site Planning Committee, calls for the development of an IB PYP programme at Black Elk Elementary School. This Mini-Magnet or Program of Choice is designed to expand the availability of PYP and related pedagogy in order to meet community demand, as well as increase enrollment at Black Elk.</p> <p>This proposal is in keeping with 2015-2016 Superintendent Goal #3 Mini-Magnet, which states,</p> <ul style="list-style-type: none"> · The Superintendent will evaluate the success of IB, Core, Montessori and implementation of Early College and also provide recommendations for improvement. · Ensure full building capacity thru the evaluation and site selection of special curriculum offerings, magnets, growth of current programs like IB, Core, etc. <p>Also, the proposal addresses the processes and phases described in Board of Education Rule 10,001.1 Mini-Magnets.</p>
RECOMMENDATIONS:	Approve the Phases I and II proposal for PYP at Black Elk Elementary and advance the project to Phase III of Rule 10,001.1, subject to the Program Budgeting process.
STRATEGIC PLAN REFERENCE:	Policy 10,001 and Rule 10,001.1
TIMELINE:	Implementation will follow timeline at prescribed by Rule 10,001.1, Phases III & IV

**RESPONSIBLE
PERSON(S):**

Mark Feldhausen, Jason Farwell, Kara Hutton, Andy DeFreece

SUPERINTENDENT APPROVAL: _____A handwritten signature in blue ink, appearing to read "Jim Duffin", is centered within a light blue rectangular box. The signature is fluid and cursive.**BOARD ACTION:**

Black Elk Mini-Magnet Development Phase I and Phase II

I. Abstract

The School Improvement Team at Black Elk Elementary is proposing the development of the International Baccalaureate-Primary Years Program within their school that would encompass the existing Millard curriculum. An additional program will help to:

- Enhance student achievement
- Provide parent choice with regards to their child's education
- Promote inquiry from staff and students
- Combat declining student enrollment by attracting students from across the district and the metro area
- Enhance the positive school culture
- Promote an international mindfulness in our student population

II. Reason for Concept Proposal

In the fall of 2015, Black Elk was charged with researching a mini-magnet program to address excess capacity. After a timely study, the International Baccalaureate-Primary Years Program was the program that our school would go forward with. The development of a mini magnet program aligns with the Board of Education Policy, 10,001.1. The mini magnet program also aligns with the Superintendent Goal #3 for the 2015-2016 school year to ensure full building capacity through the evaluation and site selection of special curriculum offerings, magnets, growth of current programs like IB, Core, etc.

III. Need, Scope, Purpose

The need for this strategy was highlighted as the school improvement team uncovered concerning factors, such as declining enrollment and five open classrooms.

- Declining enrollment due to neighborhood changes and boundary adjustments has resulted in excess building capacity. Currently there are 465 students and room for 600. The building is designed for four or more sections of each grade level and currently they have some grade levels with just three sections. There are multiple empty classrooms that can be used for the International Baccalaureate-Primary Years Program.

- Black Elk site plan has strategies to increase academic achievement primarily focused in math and writing. Another strategy addresses effective communication amongst all stakeholders. The International Baccalaureate-Primary Years Program will help in our efforts to make progress in these areas. The learner profiles and attitudes that each classroom will address will help all parents and students aware of what the program stresses. The inquiry part of the International Baccalaureate-Primary Years Program aligns with the college and career readiness skills that are addressed with all Millard Public Schools students.
- If we are to guarantee that students will be given a world class education, we need to seriously consider offering a program at Black Elk that will challenge every student beyond what the standard curriculum can accomplish.

IV. Program Description and Philosophy

The International Baccalaureate (IB) Primary Years Programme (PYP) serves all children, kindergarten through 5th grade, by providing an educational framework based upon best practices about how children learn. PYP focuses on the development of the whole child, inside and outside the classroom. In a PYP school, existing curriculum is organized into five elements: knowledge, concepts, skills, attitudes, and action. Inquiry units are built at each grade level around six main themes: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; and sharing the planet. The purpose of these units is to help students deepen their understanding of core concepts by making connections across curricular areas and in a variety of learning experiences. The Millard Public Schools' curriculum standards and indicators would serve as instructional goals in each inquiry unit and concept based lesson. Lesson development and implementation require teachers to work in teams to build and implement inquiry units, reflect on student responses, and revise lessons.

Students in PYP schools are required to study a second language. Exposure to the language, rather than fluency, is expected at the elementary level.

The PYP requires that teachers maintain individual portfolios of student achievement as an important mechanism for documenting progress.

Community service is a key ingredient in the PYP School. Beginning in kindergarten and continuing through each grade level, students develop and carry out age appropriate service activities.

Implementation of PYP requires several years of extensive teacher training and professional development. All teachers must have at least one level 1 training prior to the authorization visit. The visiting teams from IB-PYP review the units

of inquiry created by teachers and look for evidence of participation by all staff members and students in the school. If the school meets the IB standards of implementation, the school is authorized and becomes an IB World School. The school will pay an annual fee of approximately \$8310.00. IB World Schools must be reauthorized, with an IB-PYP visitation, every 5 years.

The calendar for the PYP program at Black Elk will be the same as other Millard elementary schools.

V. Program Goals

The overarching goal of the International Baccalaureate-Primary Years Program will be to ensure high academic growth and success. In addition the program aims to:

- Provide an opportunity for parent choice in education programs
- Create international mindfulness in students and staff
- Promote inquiry from students and staff that allows students to go above and beyond the curriculum
- Allows for service learning projects created by students, finding ways to give back to our community
- Create a culturally responsible school and community
- Increase enrollment at Black Elk Elementary

VI. Target student population

The targeted population for the International Baccalaureate-Primary Years Program at Black Elk includes:

- Black Elk neighborhood students who are transferring to other schools and other districts
- Students who from throughout the District are or wish to attend an IBPYP building. The Heat Map and distribution table found in Appendix I address this issue.
- Students from surrounding districts who are looking for parent choice in educational programming
- Other Millard students and families who are looking for the structure and educational components that the International Baccalaureate-Primary Years Program offers.

VII. Objectives and Action Steps taken to date

A. Objectives:

1. Black Elk will research and implement the International Baccalaureate Primary Years Programme through a gradual release of staff development during the 2016-2017 school year.
2. Black Elk will achieve candidacy for the International Baccalaureate Primary Years Programme during the 2017-2018 school year.
3. Black Elk will become an authorized International Baccalaureate World School during the 2018-2019 school year.

B. Action Plan:

1. Consideration Phase October 2015- April 2016
 - a) School Improvement Team researches possible implementation
 - b) Principal attended PYP administrator training November 2015
 - c) Three Informational Meetings were held to inform staff
 - d) Informational meeting held to inform parents at PTT
 - e) Informational meeting held to inform School Improvement Team
 - f) PYP Coordinator Appointed
 - g) Principal, Instructional Facilitator, IB Coordinator, and teacher attended PYP Category 1 Training (Feb 2016)
 - h) Three informational meetings were held to inform staff
 - i) Informational meeting held to inform parents at PTT
 - j) Informational meeting held to inform School Improvement Team
 - k) Implementation timeline and budget were developed
 - l) School Improvement Team voted with consensus to move forward with PYP, April 22nd, 2016
2. IB PYP Consideration Phase (cont) May 2016-March 2017
 - a) Upon Board Approval, Fill out School Information Form with International Baccalaureate

- b) Order the PYP Starter Pack from the Follet IB store
- c) Send Coordinator to Category 3 Coordinator Training (Fall 2016).
- d) Visit authorized PYP schools as needed for guidance
- e) Develop a 3-year strategic plan for the introduction and implementation of the PYP
- f) Release PYP staff development at monthly staff meetings
- g) Work in vertical teams to begin the development of a school-wide program of inquiry, Winter 2017

3. Candidate Phase (Trial Implementation) April 2017-May 2018

- a) Apply for Candidacy by April 1st, 2017
- b) Host Category 1 Training In House, June 2017 for all certified staff members
- c) Write 2-3 units of inquiry in collaborative teams using the PYP Planner and implement the units, ensuring that all grade-level and specialist teachers are involved and have sufficient release time for this work , June 2017
- d) Write and implement remaining 3-4 Units of Inquiry, October 2017
- e) Work towards attaining the PYP standards, as described in the standards document
- f) Continue implementation of action plans and update, as necessary
- g) Install systems to facilitate ongoing discussion, reflection and assessment of program
- h) Provide the most recent PYP publications to teachers and administrators and ensure that they are familiar with program philosophy and requirements
- i) Keep parents informed of the progress in implementation
- j) Assemble the PYP Application Form, Part A. Submit by May 1

4. Phase 3: Application Phase May 2018-May 2019

- a) Continue teacher's' training so that all teachers are trained by the time of the authorization visit. Develop an on-going professional development plan to develop teachers in Category 2 PYP Professional Development Workshops.
- b) Implement a second language to students aged seven and older
- c) Continue writing units of inquiry in collaborative teams using the PYP Planner and implement the units, ensuring that all grade-level and specialist teachers are involved and have sufficient release time for this work.
- d) Demonstrate ongoing commitment to professional development
- e) Organize the PYP Exhibition for students in the last year of the programme
- f) Submit PYP Application Form B by June 1
- g) Host an authorization visit by an IBO delegation following which the Director General of the IBO communicates the decision on authorization
- h) Achieve authorization for the start of the 2019-2020 school year.

VIII. Curriculum and Instructional Program

A. Curriculum alignment to District Standards and Indicators

The IB PYP identifies six themes that provide the organizing structure for the content or program of inquiry. Because IB-PYP is not a prescriptive program, it is an excellent fit with the Nebraska State Standards of Learning and the Millard curriculum. It is a framework for making connections across and within disciplines of the existing standards and curriculum. The current Millard curriculum will be molded into the framework of the PYP. The IB PYP is designed to embrace and build upon a school's curriculum, to extend, enrich and deepen the student's' knowledge. The Millard Public Schools' curriculum grade level standards and indicators would serve as instructional goals in each unit of inquiry and concept-based lesson. Lesson development and implementation requires teachers to work collaboratively to build and implement units of inquiry, reflect on student responses, and revise lessons.

Teachers who adopt an inquiry-based learning approach help students identify and refine their significant questions into learning projects or

opportunities. They then guide the subsequent research, inquiry, and reporting processes. This is an excellent approach for giving children an opportunity to learn through guided inquiry while reinforcing and imparting basic skills.

Community service is also key component of the IB framework, referred to as *action* in the PYP School. Beginning in kindergarten and continuing through each grade level, students develop and carry out age appropriate service learning activities.

B. Curriculum Materials

The current Millard curriculum will be used and restructured in pacing to align to the PYP scope and sequence. The current Millard curriculum will be molded into the IB PYP Programme of Inquiry.

Additional foreign language curriculum and materials would need to be obtained in order to effectively implement the foreign language requirement at Black Elk.

C. Support Programs

The IB PYP at Black Elk will include self-contained classrooms designed to encourage student collaboration. Flexible grouping techniques will be used to ensure differentiation for all learners. Instruction will take place primarily in small groups focused on structured, guided inquiry. Additionally, the programme will follow the RTI+I model; when students are not progressing, district RTI+I procedures will be followed and students who qualify for intervention will participate in district approved intervention programs. Students who qualify for special programs will be eligible to participate in intervention, special education, and the High Ability Learner program.

Students attending the PYP at Black Elk who speak English as a second language will be assessed as all other Millard Students. Students qualifying for the program will be offered the option to participate in the Millard English Language Learner Program.

IX. Student Assessment

Assessment at the school will align with that of the IB PYP Programme. Assessment in the IB Programme is integral with planning, teaching and learning, and aligns with the Millard Instructional Model of Planning, Instruction, and Assessment. The IB PYP requires that the school provide evidence of student learning over time across the curriculum in the form of student portfolios. An End of Unit Inquiry Report will be created to assess the learner profile and will be given to parents as a companion to the Millard report card, six times per year.

As a compilation and demonstration of consolidation of student learning, students will complete the PYP exhibition as a culminating project in the final year of the programme.

X. Program Start-up Costs and Yearly recurring costs/detailed budget

A. Staff needed

The PYP programme at Black Elk will be staffed as other Millard schools, with two exceptions. First, IB requires all PYP schools to have a PYP Coordinator. At Black Elk this was accomplished through attrition and the restructuring of a current position. Second, a world language teacher will be needed, at least .5, as IB requires all PYP schools to offer students a second language opportunity.

B. Start-up Budget

In order to become an IB-PYP World School, training for all teachers is required. In addition, there are other fees for PYP candidacy, curriculum development, and materials and supplies. A detailed budget is below.

Fees	2015-2016	2016-2017	2017-2018	2018-2019	Total
	Consideration	Candidate	Candidate	Authorized	
Request for Candidacy Fee	\$0.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00
Annual Candidacy Fee	\$0.00	\$0.00	\$8,100.00	\$10,000.00	\$26,200.00
Consultant fee	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00
Authorization Visit Fees	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00
Training Fees-Coord. + 1	\$5,000.00	\$3,000.00	\$0.00	\$0.00	\$5,000.00
Training Fees-teachers*	\$8,500.00	\$26,422.00	\$6,000.00	\$6,000.00	\$30,000.00
Curriculum Writing**	\$0.00	\$27,720.00	\$22,050.00	\$0.00	\$73,500.00
Materials and supplies	\$300.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00
Total	\$13,800.00	\$62,142.00	\$50,150.00	\$16,000.00	\$142,092.00
* Based on Training 24 teachers plus principal at once by bringing in an IB Instructor for 2 days.(\$550. per person) Plus 16 hours at \$33 (28 plus benefits) for 24					
** 16/17-21 teachers x 70 hours x \$33 per hour (\$28 plus ben.); 17/18-21 teachers x 30 hours x \$33 per hour(\$28 plus ben.)					

C. Ongoing Budget

	2019-2020 and Beyond	Every 5th year
Annual Fees	\$8,310.00	\$8,310.00
Training Fees- On-going and New Teachers*	\$18,000.00	\$18,000.00
Annual Dues-Midwest IB	\$250.00	\$250.00
Reauthorization Fees		\$6,000

Curriculum updates**	\$12,672.00	\$12,672.00
Supplies and Materials related to PYP	\$2,000.00	\$2,000.00
	\$41,232.00	\$47,232.00
*Based on 2 new teachers and sending 4 current teachers/admin. for on-going training each year		
**Needed whenever standards change. 24 teachers X 16 hours X \$33(\$28 plus. ben.)		

XI. Facility Needs for the Program

The International Baccalaureate-Primary Years Program is school wide so all K-5 classrooms would fully implement the program beginning in 2018-2019. The existing empty classrooms are furnished now with all furniture needed. If all classrooms would become full we will need to have district curriculum for those grades provided to us. We would need technology to support growth. Each of the five classrooms would need:

- Two laptops for student use, one laptop for teacher use
- 5 student iPads, one teacher Ipad
- Projector and document camera

XII. Support Services Needed

- A. Services will be utilized as implemented by all other schools in the district.
- B. The Support Services department will be notified in advance of equipment and furniture needs when new classrooms are added
- C. Classroom set-up and furniture need requests through building engineers and district purchasing agents
- D. Notification of an increase of enrollment will be provided to food service and adjustments made to the cafeteria and food service schedule

XIII. Publicity and Communication Plan

In order to create and communicate an understanding of the proposed PYP programme we will communicate our initiative for parent and community support by the following:

- Brief district officials, the Superintendent, and the School Board of the proposed plan
- Once Black Elk is an approved candidate school and Phase III is approved by the MPS Board of Education, Black Elk staff and other MPS staff can

begin to share that Black Elk is in the process of becoming an IB-PYP World School

- Collaborate with the district communication director for advertising opportunities through Face-to-Face communication, Activities Express, social media, MPS app, MPS Website and Black Elk Website, and featured news articles
- Compile lists of parents and potential families to distribute communication and advertising materials, provide information to incoming Millard Kindergarten students
- Communicate with building stakeholders, staff, leadership groups, PTO, and the School Improvement Team, explaining the programme and the implementation timeline
- Create and publish advertising using various media; such as posters, postcards, mailers, and videos featuring Black Elk
- School Messenger communication to families and stakeholders of the process
- Parent informational meetings for enrollment.
- School tours for parents, community, and district officials will be scheduled and provided

XIV. Expectations for parent involvement, PTT, SIT, community forums, parent nights

Effective parent involvement and participation in the school will have a positive impact on traditional and specialized programs at our school with a focus on student achievement for students to be College and Career Ready. A high degree of parental involvement in the educational decision making process will be expected. We will provide opportunities for parents to serve on focus teams, encouraging volunteering in the classrooms, staff will make face-to-face and phone call contact to ask for volunteers. Parents of enrolled children should participate in our building Parent Teacher Team (P.T.T.) which supports students and school goals.

We plan to promote the International Baccalaureate-Primary Years Program over the course of the next two school years (2016-2017 & 2017-2018). Informational nights will be held during the evenings in order to make sure our community is educated about all parts of the program. The majority of these will occur during the 2017-2018 school year as staff will have gone through the formal training in the summer of 2017. Organizational groups comprised of parents and staff will be established to provide education, communication, and opportunities for parent involvement in the IB-Primary Years Program. Parents will have the opportunity to be a part of the School Improvement Team and site planning process which

will support the continued development of the International Baccalaureate-Primary Years Program at Black Elk Elementary.

Parents will have responsibilities to support students with homework which will be communicated through program outlines. Parents will be encouraged to visit classrooms on a regular basis. Parents will have opportunities to share their careers, heritage, talents, tutoring, work in classroom libraries, supporting students and teachers in the classroom by helping students extra practice and special projects.

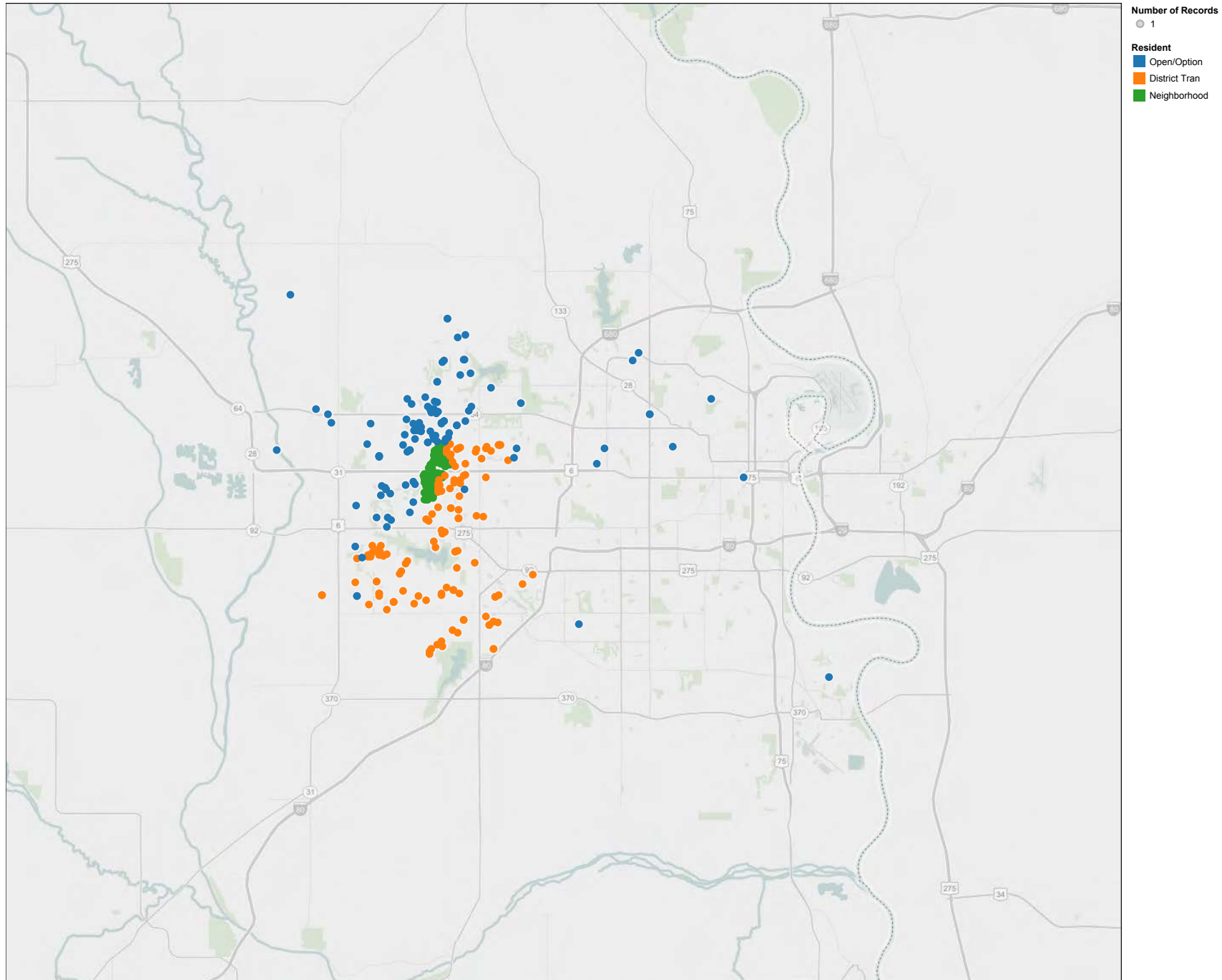
XV. Program Evaluation Plan

The Primary Years Programme (PYP) at Black Elk Elementary will have an internal evaluation annually for the first four years. Parent and Teacher surveys will be developed and conducted electronically. In addition, input will be obtained from the school improvement team and building data digs.

After the fifth year there will be a 5 year evaluation to be completed by the Millard office of Data, Assessment, Research and Evaluation.

In addition, in order to maintain the status of an IB-PYP World School, Black Elk will participate in an on-going evaluation process with IB. Each IB World School is regularly evaluated to ensure that the standards and practices of IB programme(s) are being maintained. Evaluation takes place at least once every five years. As part of the process, the school engages in a self-study that is a key element in the school's continual improvement.

Enrollment Maps - Aldrich Elementary



Map based on average of Longitude and average of Latitude. Color shows details about Resident. Size shows sum of Number of Records. Details are shown for personID. The data is filtered on School Security Filter, School Filter and AttendanceLocation. The School Security Filter filter keeps 39 members. The School Filter filter keeps True. The AttendanceLocation filter keeps Aldrich Elementary. The view is filtered on personID, which excludes 232903, 257327, 268647, 268648 and 268651.

Resident School - Aldrich Elementary

ResidentSchool	School	
Open/Option	Aldrich Elementary	122
Abbott Elementary	Aldrich Elementary	12
Ackerman Elementary	Aldrich Elementary	8
Aldrich Elementary	Aldrich Elementary	230
Black Elk Elementary	Aldrich Elementary	2
Bryan Elementary	Aldrich Elementary	1
Cather Elementary	Aldrich Elementary	3
Cottonwood Elementary	Aldrich Elementary	17
Ezra Millard Elementary	Aldrich Elementary	13
Harvey Oaks Elementary	Aldrich Elementary	11
Holling Heights Elementary	Aldrich Elementary	6
Montclair Elementary	Aldrich Elementary	2
Morton Elementary	Aldrich Elementary	6
Neihardt Elementary	Aldrich Elementary	4
Norris Elementary	Aldrich Elementary	4
Reagan Elementary	Aldrich Elementary	7
Reeder Elementary	Aldrich Elementary	4
Rockwell Elementary	Aldrich Elementary	3
Rohwer Elementary	Aldrich Elementary	15
Upchurch Elementary	Aldrich Elementary	5
Wheeler Elementary	Aldrich Elementary	5
Willowdale Elementary	Aldrich Elementary	2

Sum of Number of Records broken down by ResidentSchool and School. The data is filtered on School Filter, personID and AttendanceLocation. The School Filter filter keeps True. The personID filter excludes 232903, 257327, 268647, 268648 and 268651. The AttendanceLocation filter keeps Aldrich Elementary. The view is filtered on School Security Filter, which keeps 39 members.

Highlighted schools = 63 students who are closer to Black Elk than to Aldrich

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve 2016-2017 High School Calendars

MEETING DATE: July 11, 2016

DEPARTMENT: Office of the Superintendent

**TITLE AND
BRIEF DESCRIPTION:** 2016-2017 High School Calendars

ACTION DESIRED: APPROVAL X DISCUSSION INFORMATION ONLY

BACKGROUND:

The attached high school calendars were derived from the 2016-2017 District student calendar previously approved by the board. As directed by Rule 10,000.1, the high school calendars are approved by the school improvement team at each school which includes staff and parents. High schools have a similar calendar to previous years. High schools are flexing time for some grades due to freshmen orientation in August and to accommodate state and District required testing in October and April.

If there is any deviation from these calendars, it will be according to Rule 6020.2, which allows the board and/or superintendent to dismiss school in emergency situations.

These calendars are published by each school and are also available on the school web site.

RECOMMENDATION: Approve the 2016-2017 High School Calendars.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

RESPONSIBLE PERSONS: Dr. Kim Saum-Mills, Brian Begley, Dr. Greg Tiemann, Heidi Weaver

SUPERINTENDENT'S APPROVAL: _____



Millard North High School 2016-17 Comprehensive Calendar

August 2016					September 2016					October 2016					November 2016					December 2016					January 2017				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2	3	4	5	6	7		1	2	3	4				1	2	2	3	4	5	6
8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	13
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
29	30	31			26	27	28	29	30	31					28	29	30			26	27	28	29	30	30	31			

February 2017					March 2017					April 2017					May 2017					June 2017					July 2017				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3			1	2	3	3	4	5	6	7	1	2	3	4	5				1	2	3	4	5	6	7
6	7	8	9	10	6	7	8	9	10	10	11	12	13	13	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14
13	14	15	16	17	13	14	15	16	17	17	18	19	20	21	15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
20	21	22	23	24	20	21	22	23	24	24	25	26	27	28	22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
27	28				27	28	29	30	31						29	30	31			26	27	28	29	30	31				

Aug. 1	First Day for New Teachers	Nov. 28	ELO Retakes	Apr. 1	Prom @ Baxter Arena 8-11 pm
Aug. 1	Fall Orientation	Dec. 10	ACT at MNHS	Apr. 6	MYP Per. Project Night 6-8 pm
	8-11 am Last Name (A-F)	Dec. 20	Final Exams periods 1, 3, 5, 7	Apr. 8	ACT at MNHS
	1-4 pm Last Name (G-L)	Dec. 21	Final Exams periods 2, 4, 6, 0/8	Apr. 10-21	ELO Senior Only Retakes
Aug. 2	8-11 am Last Name (M-R)	Dec.22-Jan. 4	NO SCHOOL - WINTER BREAK	Apr. 13	Mock Interviews
	1-4 pm Last Name (S-Z)	Jan. 5	2nd Semester Begins	Apr. 15	Hall of Fame Induction Ceremony
Aug. 3	First Day for Veteran Teachers	Jan. 5-6	Make-up Final Exams 3:30-5:30	Apr. 19	11th Grade ACT (No School 9, 10, 12)
Aug. 4	Orientation Make-Up Day 8am-Noon	Jan. 16	NO SCHOOL-MLK Day –Staff Development	May 1-24	ELO Retakes
Aug. 5	New Student ELO's	Jan. 17	IB Information/Application Night 5:00 pm	May 3	11th Grade ACT Makeups @ ESU #3
Aug. 10	FIRST DAY OF SCHOOL- GRADE 9 ONLY	Jan. 18-19	10th Grade Writing Assessment 8:00-9:45am	May 4	Senior Honors Night 6-7 pm (Auditorium)
Aug. 11	FIRST DAY OF SCHOOL-ALL STUDENTS		9th, 11th, 12th Report at 10:00	May 19	Last day for Seniors
Aug. 12	First day for 0 and 8 th hour classes	Jan. 24	8 th Grade Orientation/Activities Fair 5-8 pm	TBD	Final Exams periods 1,3,5,7
Aug. 18	MNHS Open House 6-8pm	Jan. 26	8th Grade Orientation/Activities Fair 5-8 pm	TBD	Final Exams periods 2,4,6,0/8
Sep. 5	Labor Day – NO SCHOOL	Jan. 30	Middle School Visits this Week-Registration	May 26	Commence. Practice @ Baxter 9:00 am
Sep. 10	ACT at MNHS	Feb. 9	Traditional Conferences 4-7:45 pm	May 27	Commencement @ Baxter 9:00 am
Sep. 17	Homecoming Dance 8-11 pm	Feb. 11	ACT at MNHS	May 29	NO SCHOOL-Memorial Day
Sep. 21	10th Grade Health Screening 8-11 am	Feb. 11	Mustang Mania	May 30	LAST DAY OF SCHOOL (Half Day)
Sep. 26	ELO Retakes	Feb. 13	Mustang Time Advise. Conferences 4-7:45 pm		Teacher Work Day
Oct. 6	Mock Interviews	Feb. 16	NO SCHOOL -Staff Development	Jun. 10	ACT at MNHS
Oct. 10	Parent-Teacher Conferences 4-7:45 pm		Faculty Meeting 1-2 PM		
Oct. 11	Parent-Teacher Conferences 4-7:45 pm		Mustang Time Advise. Conferences 2-4 pm		
	End of Quarter	Feb. 17	NO SCHOOL - Teacher Comp. Day		
Oct. 12	NO SCHOOL - AM Work Time/PM Staff Dev	Feb. 20	NO SCHOOL - Teacher Work Day		
Oct. 13	NO SCHOOL – AM Staff Dev/PM Work Time	Feb. 21	ELO Retakes		
Oct. 14	NO SCHOOL – Teacher Comp Day	Feb. 23	8th grade Registration Night 5-7 pm (MC)		
Oct. 19	10 th Pre-ACT/11th PSAT or Practice ACT		Within district transfer students come this night		
Oct. 19	No School (9,12)	Feb. 28	IB MYP/DP 2/4-year Plan Night 5:00pm		
Oct. 22	ACT at MNHS	Mar. 2	IB MYP/DP 2/4-year Plan Night 5:00pm		
Nov. 24	NO SCHOOL – Thanksgiving Break	Mar. 17	End of 3rd Quarter		
Nov. 25	NO SCHOOL – Thanksgiving Break	Mar. 20-24	NO SCHOOL- Student Spring Break		

No School for Students when shaded in grey

This calendar includes four days of school that may be used in case of inclement weather. If fewer (or more) days are used, the last day of school will be adjusted accordingly.

Millard South High School Calendar **2016-2017** (as of 6.16.16)

August 2016 16					
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

September 2016 21					
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

October 2016 7-11					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

November 2016 20					
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

December 2016 15					
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

January 2017 18					
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

February 2017 17					
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28				

March 2017 13-5					
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

April 2017 20					
M	T	W	T	F	
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10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

May 2017 17					
M	T	W	T	F	
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15	16	17	18	19	
22	23	24	25	26	
29	30	31			

June 2017					
M	T	W	T	F	
			1	2	
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12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

July 2017					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					


Aug. 1-3 New Teacher Induction
 Aug. 3-9 All Certificated Staff – Fall Workshop
 Aug. 1 New Student Registration
 Aug. 2-3 Student Fall Orientation – Day One
 8/2 - 12th Grade 8-11:30am & 10th Grade 12:30-4pm
 8/3 - 11th Grade 8-11:30am & 9th Grade 12:30-4pm
 Aug. 4 New Student Registration – Day Two
 Aug. 4 ECHS – Kick-Off Event for ECHS 9th Graders
 Aug. 5 Make-Up Orientation Day All Grades 8am-Noon
 Aug. 5 New Senior Student ELO Testing (no AWA)
 Aug. 10 First day of school-GRADE 9 ONLY
 Aug. 11 First day of school-ALL STUDENTS/Student Handbook Orientation
 Aug. 18 Open House 6:30pm
 Aug. 24 Fall Pep Rally
 Aug. 30 Progress grades due
 Sep. 5 NO SCHOOL – Labor Day
 Sep. 8 Senior College Planning Information Night 6:30pm
 Sep. 10 ACT @ Millard South
 Sep. 15 Academic Letter Awards 7pm
 Sep. 20 Progress grades due
 Sep. 23 Extended PRIDE Time – Senior Meeting
 Sep. 24 Homecoming Dance 8-11pm
 Sep. 28 PAYBAC Interviews
 Oct. 10 Progress grades due
 Oct. 10-11 Parent Teacher Conferences 4:15-8:00p
 Oct. 12-14 NO SCHOOL – Fall Break
 Oct. 12 NO SCHOOL – Building Staff Development Day
 Oct. 13 NO SCHOOL – Teacher Work Day
 Oct. 14 NO SCHOOL – Teacher Comp Day for Conferences
 Oct. 19 10th Grade Pre-ACT – 8:00 AM – 12:00 PM
 11th Grade Practice ACT – 8:00 AM – 12:00 PM
 No School – 9th & 12th Grades

Oct. 19 PSAT @ Millard South
 Oct. 22 ACT @ Millard South
 Nov. 8 Progress Grades Due
 Nov. 24-25 NO SCHOOL – Thanksgiving Break
 Nov. 29 Progress Grades Due
 Nov. 30 Winter Pep Rally
 Dec. 10 ACT @ Millard South
 Dec. 20-21 Final Exams
 Dec. 22 New Teacher Induction

NO SCHOOL – Dec. 22-Jan. 4 – Winter Break

Jan. 5 2nd Semester Begins – PRIDE Time first
 Jan. 12 Vocational Career Fair 7:45-10:30am
 Jan. 16 MLK Day – No school – Staff Development Day
 Jan. 18 8:00am – 10th Gr AWA
 9:00am – 12th Gr Senior Meeting/Senior Photo
 10:00am – School starts for all students
 Jan. 19 8:00am – 10th Gr AWA
 10:00am – School starts for all students
 Jan. 24 Progress Grades Due
 Jan. 31- Feb. 3 Extended PRIDE Time - All Week for Registration
 Jan. 31 Advanced Placement Information Night 6:30pm
 Feb. 11 ACT @ Millard South
 Feb. 13-14 Advisement Conferences 4:15-8:00pm
 Feb. 16 NO SCHOOL – Building Staff Development 7:30-3:45
 Feb. 17 NO SCHOOL – Teacher Comp Day for Conferences
 Feb. 20 NO SCHOOL – Teacher Work Day
 Feb. 21 Progress Grades Due
 Feb. 22 PAYBAC Interviews
 Mar. 7 Spring Pep Rally
 Mar. 11 Prom

Mar. 16 Progress Grades Due
 Mar. 20 New Teacher Induction Day
 Mar. 20-24 NO SCHOOL - Spring Break
 Apr. 11 Progress Grades Due
 Apr. 19 8:00am Start – 11th Grade ACT
 No School – 9th, 10th, & 12th Grades
 April. 21 Senior Meeting
 May 1-12 Advanced Placement Exams
 May 2 Progress Grades Due
 May 18 Honors Night/Senior Art Show 7:00pm
 May 27 Graduation – 1:00pm
 May 29 Memorial Day
 May 30 **Last day of school for students – ½ day AM
 Teacher Work Day – ½ day in PM
 Jun. 10 ACT @ Millard South

 No School for Students

*This end date calendar includes four days of school that may be used in case of inclement weather. If fewer (or more) days are used, the last day of school will be adjusted accordingly.

August 2016 ¹⁶				
M	T	W	T	F
1	2	3	4	5
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15	16	17	18	19
22	23	24	25	26
29	30	31		
February 2017 ¹⁷				
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

September 2016 ²¹				
M	T	W	T	F
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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
March 2017 ^{13/5}				
M	T	W	T	F
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

October 2016 ^{7 / 11}				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
April 2017 ²⁰				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

November 2016 ²⁰				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
May 2017 ¹⁷				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

December 2016 ¹⁵				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
June 2017				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2017 ¹⁸				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
July 2017				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Aug. 1 First Day for New Teachers
 Aug. 3 First Day for Veteran Teachers
 Aug. 4 Open House / Meet and Greet for New Students to the District (6:30 – 8:30 pm)
 Aug. 5 School Pictures/Schedule pickup (9:00-3:00 pm)
 Aug. 10 **FIRST DAY OF SCHOOL – GRADE 9**
 Aug. 11 **FIRST DAY OF SCHOOL – ALL GRADES**
 Aug. 12 "Back to School Dance" (8:00 – 11:00)
 Aug. 11-12 School Pictures (Makeup Day) 11:30-1:30 pm
 Aug. 15-19 School Payments (Parking, Transcripts, Spectator Passes, Yearbook) during lunch
 Aug. 25 Extended QT (Pep Rally)
 Sept. 1 Extended QT (Junior Meeting/Progress Checks)
 Sept. 5 **NO SCHOOL – LABOR DAY**
 Sept. 8 Extended QT (Junior Meeting/Progress Checks)
 Sept. 8 Parent-Teacher Conferences (4:00-8:00)/ College Planning Night (6:00-7:00)
 Sept. 12 Last Day to Drop a Term 1 Class
 Sept. 13 Pre-Arranged Conferences (4:00-8:00)
 Sept. 15 Extended QT (Pep Rally)
 Sept. 17 Homecoming Dance (8:00-11:00)
 Sept. 22 Mock Job Interviews
 Sept. 28 10th Grade Health Screening
 Oct. 11 End of the Quarter / Term 1
 Oct. 12 **NO SCHOOL – Building Staff Dev.**
 Oct. 13 **NO SCHOOL – Teacher Work Day**
 Oct. 14 **NO SCHOOL – Teacher Comp Day**
 Oct. 17 Semester/Term 2 Begins

Oct. 19 10 Grade Pre-ACT;
 11th Grade Practice ACT or PSAT
No School 9, 12 – All Day
10, 11 grade dismissal after testing
 Oct. 20 Extended QT (Junior Meeting/Progress Checks)
 Oct. 22 ACT @ MWHS
 Nov. 10 Extended QT (Senior Picture/Progress Checks)
 Nov. 10 Mock Job Interviews
 Nov. 14 Last Day to Drop a Term 2 Class
 Nov. 24-25 **NO SCHOOL – THANKSGIVING BREAK**
 Dec. 10 ACT Test @ MWHS
 Dec. 21 End of Semester/Term 2
 Dec 22-Jan 4 **NO SCHOOL WINTER BREAK**
 Jan. 5 Semester/Term 3 Begins
 Jan. 9 1:1 Laptop Deployment – 8:45 QT
 Jan. 12 AP Information Night (6:30 – 7:30)
 Jan. 16 **NO SCHOOL – MLK Day**
 Jan. 19-20 Extended QT (Registration)
 Jan. 24 & 27 Extended QT (Registration)
 Jan. 31 Future Wildcat Orientation/Activity Fair (6:30-8:00)
 Feb. 3 Last Day to Drop a Term 3 Class
 Feb. 9 Mock Job Interviews
 Feb. 9 Advisement Conferences (4-8:00)
 Feb. 11 ACT Test @ MWHS
 Feb. 16 **NO SCHOOL – Building Staff Dev.**
 Advisement Conferences (1:00-7:00)
 Incoming 9th Grade Registration (7:00-8:00)
 Feb. 17 **NO SCHOOL – Teacher Comp Day**

Feb. 20 **NO SCHOOL – Teacher Work Day**
 Mar. 17 End of Semester/Term 3
 Mar. 20-24 **NO SCHOOL – SPRING BREAK**
 Mar. 27 Semester/Term 4 Begins
 March 30 AP Kickoff Night (5:00-6:00)
 Apr. 8 Prom @ CenturyLink Center
 Apr. 17 Last Day to Drop a Class for Semester/Term 4
 Apr. 19 ACT Test – 11th Grade
No School 9,10, 12 – All Day
 Apr. 27 Mock Job Interviews
 May 1-12 AP Testing
 May 19 Seniors Last Day
 May 26 Commencement Rehearsal (11:00)
 May 27 Graduation (Baxter Arena) @ 5:00
 May 29 Memorial Day
 May 30 Last Day of School (half-day)
 June 10 ACT Test @ MWHS

□ This calendar includes four days of school that may be used in case of inclement weather. **If fewer (or more) days are used, the last day of school will be adjusted accordingly.**

AGENDA SUMMARY SHEET

Agenda Item: Approval of Superintendent Contract

Meeting Date: July 11, 2016

Department: Office of the Superintendent

Title & Brief Description: Approval of Superintendent Contract


Action Desired: Approval

Background: The proposed Superintendent Contract included in the Board packet and published in accordance with the Superintendent Pay Transparency Act includes a 3% increase to base salary and other terms and conditions set forth in the Contract.

Options And Alternatives: Accept, Reject, or Amend.

Recommendation: To approve the Superintendent's Contract and to direct the President and Secretary of the Board of Education to execute the Contract with the Superintendent and to publish and file the Contract as provided by law.

Responsible Person: Dr. James Sutfin

Superintendent's Approval: _____  _____

CONTRACT OF EMPLOYMENT

This contract made and entered into on this _____ day of _____, 2016, by and between the Millard School District, a/k/a School District No. 17 of Douglas County, Nebraska (hereinafter "District"), and James Sutfin, Ed.D. (hereinafter "Superintendent").

W I T N E S S E T H

WHEREAS, the Superintendent has been duly elected and appointed by the Board of Education for the District for a term of three years; and

WHEREAS, the parties desire to enter into a written contract for employment of the Superintendent.

NOW, THEREFORE, in consideration of the covenants and conditions hereinafter set forth, the parties agree as follows:

I. TERM

The Superintendent shall be employed for a term beginning July 1, 2016, and terminating June 30, 2019; provided however:

1. On or before March 15, 2017, and on March 15th of each year during the term, and if the contract has been extended to terminate after June 30, 2019, on March 15th of each year during the extended term, the Superintendent shall, by written notice, advise each member of the Board of his intention to renew the contract for one year at the end of the then current term.
2. If the District does not notify the Superintendent in writing on or before April 15, 2017, and on or before April 15th of each year during the term, and if the contract has been extended, on April 15th of each year during the extended term, that the contract will not be extended at the end of the then current term, the contract shall be renewed and extended for one additional year at the end of the then current term.

II. DUTIES OF THE SUPERINTENDENT

- A. The Superintendent shall perform those services prescribed in:
 1. The District's goals and objectives;
 2. The job description for the Superintendent of the District; and
 3. The policies of the District.
- B. The Superintendent shall attend and participate as directed by the Board in meetings of the Board and any Board committees.

- C. The Superintendent shall provide administrative opinions, recommendations, or professional advice on all items of business of the Board or any authorized committee thereof.
- D. The Superintendent shall be legally qualified to hold the position of Superintendent by the laws of the State of Nebraska and shall not be under contract with any other school district.
- E. The Superintendent, subject to the approval of the Board, shall participate to such extent as deemed appropriate by the Superintendent in professional activities, including but not limited to, seminars and local, state, and national associations.
- F. The Board shall grant such time as is reasonable for the Superintendent to participate in any of the activities set forth in this section and shall pay the necessary expenses for travel and subsistence.
- G. The Superintendent agrees to devote his full-time skill, labor and attention to the performance of the duties of the Superintendent provided, however, the Superintendent may, with prior notice to the members of the Board, undertake speaking engagements, writing, lecturing and other professional duties for which the only remuneration is reimbursement of expenses and ex gratia honorarium payment provided that such other work shall not interfere with the obligations set forth in this contract.

III. SALARY

The salary to be paid to the Superintendent for the period of July 1, 2016 to June 30, 2017, shall be \$228,093.50, payable in 12 equal monthly installments. This contract shall be reopened on or before July 1 of each year of this contract for amendment of this section and the salary established under such reopener shall be for the succeeding twelve month contract period. The Board retains the right to adjust the Superintendent's annual salary upward during the term of this contract without such adjustment constituting a new contract or extending the length of this contract. The Superintendent's salary shall not be reduced during the three (3) year term of this contract, July 1, 2016 to June 30, 2019.

IV. BENEFITS

As additional compensation, the Superintendent shall receive:

- 1. All benefits made available and provided to the other administrative personnel; provided, however, that the term life insurance coverage for the Superintendent will be in a face value equal to the amount of the annual base salary.
- 2. An automobile for his use, together with all costs and expenses related thereto.
- 3. A tax sheltered annuity, the payment or premium of \$24,000.00, therefor which shall be

equal to ten and a quarter percent (10.522%) of the salary set forth in Article III. This is to be a pre-tax benefit and directly deposited into a qualified 403b account.

4. Payment of professional dues for NCSA and AASA.
5. All paid leave benefits, long-term disability insurance, health insurance, including major medical and dental insurance and early retirement payments as provided for all other administrators.
6. Twenty-five (25) days' vacation (not including weekends and holidays) which may be taken at such time or times as may be selected by the Superintendent, and ten (10) paid holidays: Fourth of July, Labor Day, Thanksgiving, the Friday following Thanksgiving, December 24th, December 25th, December 31st, New Year's Day, Spring Break as designated by the District, and Memorial Day. In the event vacation days remain unused at the end of each contract year, the Superintendent will be compensated for each unused vacation day at his daily rate of pay, which shall be paid in the final monthly payment for that year.
7. The Board may establish and identify goals for the Superintendent to reach each year and if the Superintendent reaches those goals or any of them as determined by the Board, the Superintendent shall receive a bonus for each goal reached in the amount determined by the Board. The total amount of the bonus to be paid in any one year shall not exceed \$21,000.00. The Board shall assign and allocate a value for each goal in proportion to the total possible bonus. During or at the end of the first semester of each school year during the contract year, and at the end of the second semester of each contract year the Board shall determine which, if any, goals were reached and the amount of the bonus for those goals. The first installment in an amount not to exceed \$10,500.00 shall be paid on or before December 31st of the contract year and the second installment shall be paid before June 30th of the contract year.

V. LIABILITY

The Board shall provide professional liability insurance for the Superintendent with the same policy limits and insurance coverage as is provided for the members of the Board of Education and certified staff employees of the District.

VI. TERMINATION

- A. This contract is subject to the applicable provisions of the laws of the State of Nebraska dealing with amendment and non-renewal of Superintendent's contracts.
- B. In the event the Board terminates this contract because the Superintendent is unable to perform his duties by reason of illness, accident, or other disability beyond his control which is permanent or irreparable or of such a nature as to make the performance of his duties impossible, the obligation of the District for any further salary payments ceases

provided, however, the Superintendent shall, in lieu of payment of the amounts unpaid hereunder, receive the benefits payable under any insurance coverage or employee benefit furnished by the District for which he was entitled upon the date of his termination.

- C. In the event the District fails to perform the terms and conditions of this contract, the Superintendent may terminate the contract during the term.
- D. In the event the Superintendent shall resign or terminate this contract, such resignation or termination shall not become effective until the expiration of the contract term unless otherwise accepted by the Board and there shall be no penalty for such release from this contract.

VII. EVALUATION

- A. The Superintendent shall be evaluated once during each year for each year of the contract unless otherwise provided by law.
- B. Upon the completion of each evaluation, the Board shall meet with the Superintendent to review the evaluation, which evaluation shall include recommendations and directives as the Board may deem reasonable and proper.
- C. The Superintendent shall receive a copy of the evaluation and shall have the right to make a written reaction or response to the evaluation.
- D. Any evaluation or assessment by the Board or written response or reaction by the Superintendent shall be retained and become a part of the Superintendent's personnel file.

IN WITNESS WHEREOF, the parties have executed this contract on the date first above written.

SUPERINTENDENT

James Sutfin, Ed.D.

MILLARD SCHOOL DISTRICT

By: _____

ATTEST:

Secretary

Superintendent Pay Transparency Notice—Current Contract (*Dr. James Sutfin*)

Millard Public Schools will consider the proposed superintendent employment contract at the board meeting held on July 6, 2015 at 6:00 pm at the

After the 2015/16 school year, how many years remain on the contract: (Column F must be completed if additional years remain on contract.)

2

The estimated costs to the district for the 2015/16 year and future years are listed below:

	2015/16 Base Pay, Additional Compensation & Benefits	Future Base Pay, Additional Compensation & Benefits per Contract	TOTAL CONTRACT COST
Base Pay for the Total FTE	\$ 228,093.50	\$ 456,187.00	\$ 684,280.50
Compensation for activities outside of the regular salary:			
• <i>Extended contracts / Activities outside of regular salary</i>	\$ -	\$ -	\$ -
• <i>Bonus/Incentive/Performance Pay</i>	\$ 21,000.00	\$ 42,000.00	\$ 63,000.00
• <i>Stipends</i>	\$ 960.00	\$ 960.00	\$ 1,920.00
• <i>All other costs not mentioned above</i>	\$ -	\$ -	\$ -
Benefits and Payroll Costs Paid by district:			
• <i>Insurances (Health, Dental, Life, Long Term Disability)</i>	\$ 17,038.12	\$ 35,780.05	\$ 52,818.17
• <i>Cafeteria Plan Stipend</i>	\$ -	\$ 0	\$ -
• <i>Cash in lieu of insurance</i>	\$ -	\$ 0	\$ -
• <i>Employee's share of retirement, deferred compensation, FICA and Medicare if paid by the district</i>		\$ -	\$ -
• <i>District's share of retirement, FICA and Medicare</i>	\$ 38,043.23	\$ 68,630.72	\$ 106,673.95
• <i>IRS value of housing allowance</i>	\$ -	\$ -	\$ -
• <i>IRS value of vehicle allowance</i>	\$ 4,728.00	\$ 9,456.00	\$ 14,184.00
• <i>Additional leave days</i>	\$ 26,051.48	\$ 52,102.97	\$ 78,154.45
• <i>Annuities</i>	\$ 24,000.00	\$ 48,000.00	\$ 72,000.00
• <i>Service credit purchase</i>	\$ -	\$ -	\$ -
• <i>Association / Membership dues</i>	\$ 800.00	\$ 1,600.00	\$ 2,400.00
• <i>Cell Phone/Internet reimbursement</i>	\$ -	\$ -	\$ -
• <i>Relocation reimbursement</i>	\$ -	\$ -	\$ -
• <i>Travel allowance/reimbursement</i>	\$ -	\$ -	\$ -
• <i>Mileage Allowance</i>	\$ -	\$ -	\$ -
• <i>Educational tuition assistance</i>	\$ -	\$ -	\$ -
• <i>All other benefit costs not mentioned above</i>	\$ -	\$ -	\$ -
Totals:	\$ 360,714.34	\$ 714,716.74	\$ 1,075,431.08

AGENDA SUMMARY SHEET

Agenda Item: Approval of Superintendent Goals 2016-2017

Meeting Date: July 11, 2016

Department: Board of Education

Title & Brief Description: Each year the Board approves the goals set for the Superintendent

Action Desired: Approval

Background:

Options/Alternatives Considered:

Recommendations: Approval

Strategic Plan Reference:

Implications of Adoption/Rejection:

Timeline:

Responsible Persons: Board of Education

Superintendents Signature: _____

A handwritten signature in blue ink, appearing to read "Jim Duffin", is centered within a light blue rectangular box. The signature is written in a cursive, flowing style.

Superintendent Goals 2016-2017

Goal 1. Bond / Levy Override Planning

- The superintendent will evaluate need for Bond issuance and/or Levy Override to meet financial needs of the district.
- The superintendent will provide budgetary and political options for our school district for board input given the financial implications of local, state and national legislation that have had negative impact on our school district.
- The superintendent will continue to evaluate administrative/program expense efficiencies and effectiveness thru the selective abandonment process.

Goal 2. Digital Learning

- The superintendent will ensure appropriate implementation and roll-out of the district's digital learning strategy. Goal is to do so with no net technology budget impact. Superintendent will provide for a mechanism to evaluate and determine the effectiveness of our current digital learning strategy and to provide recommendations for improvement.

Goal 3. Assessment Model Implementation

- The Superintendent will design, implement, communicate and staff develop around a new assessment model that focuses on meeting State law and guidelines, as well as the Millard guarantee.

AGENDA SUMMARY SHEET

Agenda Item: Approval of Custodial, Grounds, and Maintenance Employees Negotiated Agreement for 2016-17

Meeting Date: July 11, 2016

Department: Human Resources

Title & Brief Description: The District and the Service Employees International Union Local 226 ("SEIU") have reached tentative agreement for the 2016-17 school year. SEIU voted for approval of the tentative agreement on June 18, 2016. The proposed agreement includes the following changes:


- **Estimated 3.0% total package:**
 - Salary Increase = 2.19% total package increase;
 - Includes increasing night stipend from \$0.25 to \$0.29;
 - Changes to Leave Buy Back, Health Insurance, NPERS, and other Rates (Dental, Life, FICA, etc.) = 0.82% total package increase.

Recommendation: It is recommended that the Negotiated Agreement for Custodial, Grounds, and Maintenance Employees with the Service Employees International Union Local 226 for the 2016-17 school year be approved.

Background: Wage increases are in line with budget parameters.

Options and Alternatives: Return to the bargaining table.

Responsible Persons: Chad Meisgeier, Bob Snowden, Ken Fossen

Superintendent's Approval:  _____

COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT, made and entered into by and between the Service Employees International Union (A.F.L.-C.I.O.) Local 226, hereinafter referred to as the "Union", and the School District Number 17, Douglas County Nebraska, also known as the Millard School District, hereinafter referred to as the "District".

ARTICLE I Recognition

The District recognizes the Union as the sole and exclusive bargaining agent for all permanent full-time and part-time employees employed as custodians, grounds maintenance personnel, maintenance personnel, and bus drivers, excluding supervisors, any warehouse clerks, and any substitute and/or summer seasonal employees.

ARTICLE II Management

Section 1. The management and direction of the District are invested exclusively in the District, including but not limited to:

- (1) direction of the work force;
- (2) the right to set standards for work and conduct applicable to employees;
- (3) the right to hire, suspend, discharge, assign jobs;
- (4) the right to transfer employees within the District;
- (5) the right to increase and decrease the work force;
- (6) the right to contract out all or portions of the work previously done by this employee group, subject only to the limitation that if the contracting out provided in this subparagraph results in the layoff of an employee(s) or the reduction in scheduled hours of a full time employee(s), the District shall negotiate the effects on the impacted employee(s). Nothing in this subparagraph shall require any negotiations for an employee(s) terminated for just cause;
- (7) the right to add new work to this employee group;
- (8) the right to determine school calendar, hours of school;
- (9) the right to determine hours of work;
- (10) the right to set all other procedures necessary or desirable to provide for the education of the students of the District; and
- (11) the District specifically reserves all other rights and prerogatives not specifically abridged or delegated by this Agreement.

Section 2. The District agrees that there shall be no discrimination against applicants or employees because of race, color, religion, national origin, gender, marital status, disability, age, membership in or non-membership in any labor organization, or any other reason prohibited under Federal, State, or Local law.

ARTICLE III Definitions

- "Partial-week" shall mean regularly scheduled work of less than 40 hours/week.
 "Partial-year" shall mean regularly scheduled work of less than 12 months/year.
 "Part-time" shall mean regularly scheduled work that is either partial-year or partial-week or both.
 "Full-week" shall mean regularly scheduled work of at least 40 hours/week.
 "Full-year" shall mean regularly scheduled work for 12 months/year.
 "Full-time" shall mean regularly scheduled work of at least 40/hours/week for 12 months/year.

ARTICLE IV

Holidays

Full-time employees are eligible for 10 (ten) paid holidays and part-time employees are eligible for 7 (seven) paid holidays according to the following schedule:

Full-time Employees

Labor Day
 Thanksgiving Day
 Friday Following Thanksgiving
 December 24
 December 25
 December 31
 January 1
 Spring Break (one day designated by Supt.)
 Memorial Day
 Fourth of July

Part-time Employees

Labor Day
 Thanksgiving Day
 Friday Following Thanksgiving
 December 24
 December 25

 January 1
 Memorial Day

Employees must work 20 (twenty) days prior to being eligible for holiday pay. The holiday schedule shall be amended for summer ten month employees to ensure that seven paid holidays are provided.

When any of the above holidays falls on the employee's regular work day and such employee does not work on that day, he or she shall receive compensation based upon straight time pay equal to the hours scheduled to be worked by the employee had the day not been a holiday; provided however, that in order to be entitled to such holiday pay an employee must have worked his or her normally scheduled hours on both his or her regularly scheduled work days immediately preceding the holiday and on his or her regularly scheduled work day immediately following the holiday, unless he or she has been excused by the District for reason of illness or some other good cause.

ARTICLE V

Vacation

Full-time employees shall earn vacation with pay in accordance with the following schedule:

1. During the first four years of employment: 3.33 hours bi-weekly to a maximum of 80 hours per year.
2. During the fifth through fourteenth years of employment: 5 hours bi-weekly to a maximum of 120 hours per year.
3. During the fifteenth and subsequent years of employment: 6.67 hours bi-weekly to a maximum or 160 hours per year.

Usage of paid vacation is subject to supervisory approval and must normally be used in full-day increments unless otherwise specifically approved by the employee's supervisor. In an emergency, vacation may be used in full-hour increments.

Employees must give a minimum of five (5) business days notice of any requested vacation unless less notice is approved by a supervisor in an emergency situation. Employees are encouraged to give as much notice as possible for requested vacation to assist in scheduling. Employees may give a maximum of three (3) months notice of any requested vacation. The District shall respond to vacation requests within ten (10) working days of receipt.

Paid vacation is accrued each monthly pay period beginning with an employee's first full monthly pay period following his or her anniversary date. After 90 consecutive calendar days of absence due to illness or injury, the employee will no longer accrue additional vacation time.

The maximum amount of paid vacation which may be accrued is equal to the number of days earned in the previous 12 monthly pay periods. If an employee reaches the maximum amount of paid vacation, that employee will no longer accrue vacation until the employee is again below the maximum.

On leaving the employment of the District, employees shall be paid for any unused earned vacation.

ARTICLE VI

Paid Leave

Paid leave shall only be used for qualifying sick leave, qualifying death leave, or qualifying business and emergency leave. Qualifying sick leave shall be used only for personal illness, illness of a member of the employee's immediate family, or for leave as provided under the Family Medical Leave Act. The rules for use of leave are established by the District.

Management may require substantiation of the reason for requested paid leave including, but not limited to, doctor's certification verifying illness. Misuse of paid leave by an employee, including being untruthful about the reason for the leave or using leave for other than its designated purpose shall result in the following penalties:

1. First offense: a minimum penalty of a reprimand and a suspension of five (5) days without pay with a maximum penalty of termination of employment.
2. Second offense: the employee shall be terminated from employment.

Each employee shall earn paid leave per month (equal to the average daily hours scheduled per day in a five day work week) for each full month of completed service, and shall be allowed to accumulate such leave to a maximum of 736 hours. Paid leave will be credited at the end of each pay period up to a maximum of 24 pay periods per year (for each full month of service the employee works during the school year).

As of July 10th of each year, any employee with unused leave in excess of 600 hours shall be reimbursed for such excess leave and the leave accumulation shall be reduced to 600 hours which shall be carried forward into the following year. The rate of reimbursement for said excess leave shall be \$10.00 per hour. This payment for unused leave shall be included in the August payroll. The procedures for payment shall be established by the District.

Each employee retiring after 20 years of service in the District and who is at least 55 years of age shall receive reimbursement for each hour of unused accumulated paid leave at retirement. The rate of said reimbursement shall be \$10.00 per hour. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District.

ARTICLE VII

Hours of Work

Section 1. The District will provide regular full-time employees with forty (40) hours of work per week.

Section 2. This District shall schedule hours of work at its sole discretion, including but not limited to required extra or overtime hours. All hours worked in excess of forty (40) hours in an employee's regular work week, except as hereinafter provided, shall be paid for at the rate of time and one half the regular rate, but premium pay shall not be pyramided. Hours worked per week shall include paid holidays, and approved paid vacation. In the event that the District makes a permanent change in an employee's work hours or days of work, the employee shall be provided notice of the changed hours or days at least thirty (30) calendar days prior to the change.

Section 3. Work shall be arranged such that, where possible, employee's scheduled workdays shall be on consecutive days.

Section 4. A lunch period without pay of one-half (0.5) hour to each employee will be given and the employee shall be free to leave the premises during such period. Eligible employees are those working five or more hours per day.

Section 5. Each employee will receive one (1) fifteen (15) minute break per four (4) hours worked as scheduled by the employee's direct supervisor. Breaks may not be taken within one (1) hour of the beginning or end of the shift. Paid break times, when applicable, may not be used to extend the employee's lunch period.

Section 6. All lunch periods will be unpaid, provided that any scheduled shift that begins between the hours of 2:30 p.m. through 4:00 a.m. shall receive a \$0.29 per hour shift differential payment in addition to their regular wage.

ARTICLE VIII

Insurance

Full-time Employees: For each eligible full-time employee the District shall pay the premium for health, dental, and life coverage in the same manner as provided to other employees. The District shall also pay the full premium for long-term disability coverage.

Part-time Employees: Each eligible part-time employee employed at least 20 hours per week shall be eligible to participate in the Health, Dental and Life Plans provided by the District subject to the same conditions and in the same manner as provided to other employees (other than different contribution levels specifically provided for part-time food service and paraprofessional employees).

Cash Option: Full-time employees who have been continuously employed full-time by the district during the 96-97 and subsequent school years (prior to July 31, 1997) may exercise a cash option in lieu of single or family health and dental insurance in accordance with the cash option plan adopted by the District subject to the same conditions and limitations as other employees. Full-time employees who have not been continuously employed full-time by the district during the 96-97 school year (prior July 31, 1997) will not be eligible to participate in the cash option plan.

ARTICLE IX

Seniority

The District recognizes the principle of seniority in connection with promotion, transfer, reorganization, reduction in force, reclassification of job description, layoff, or reemployment after layoff to the extent that where, in the judgment of the Administration, the qualification of the employees involved performing the work are substantially the same, the employee having the longer term of continuous service shall be given the preference as hereinafter provided in Article X, Section 3. Seniority shall be defined as the total length of continuous full-time service with the School District of Millard within the bargaining unit covered by this Agreement and shall date from the effective date of full-time employment within the bargaining unit covered by this Agreement. This District shall provide a seniority list to the Union on or before September 1 of each year.

ARTICLE X

Probation, Discharge, Demotion, Job Posting, and Reduction-in-Force

Section 1. **Probation:** Each beginning employee who is new to the District shall have a probationary period of one hundred and eighty (180) calendar days. Each beginning employee who is changing jobs within the positions covered by this agreement shall have a probationary period of one hundred and twenty (120) calendar days.

Section 2. **Discharge and Demotion:** No full-time employee covered by this agreement, who has successfully completed the probationary period, shall be demoted or discharged except for just cause. If at the end of the probationary period the District continues his or her employment, the full-time employee shall have all rights and privileges of a full-time employee covered by this agreement.

Section 3. **Job Posting:** In the event a job opening occurs by reason of retirement, transfer, death, discharge, resignation or creation of a new position, all employees will be notified of the opening by posting on a bulletin board, electronic mail, or electronic posting. In the event that electronic means are the sole method of posting jobs, the District shall maintain at least one computer at the support services building (or successor location). Any employee may then apply for that opening by notifying the District's Personnel Office in writing. The assignment of a Department Head is exempt from Job Posting.

Job descriptions shall be provided to the Union upon request. When considering application for any position, an employee may request a copy of the relevant job description from the District or from the Union.

In the selection of an applicant by the School District to fill a job opening, consideration shall be on the basis of the most qualified applicant for the position which shall include, but not be limited to: training and experience in the type of work required by the position. The administration will review the qualifications of each applicant and determine who is the most qualified. In the event the administration determines the qualifications of the applicants to be substantially the same, the applicant having the greater seniority shall be selected to fill the position.

No full-time employee will be considered for a job opening in the same job description within a wage group who has not served at least one hundred and eighty (180) calendar days in the present job unless the new opening is for a shift change (night to days or days to nights). Any full-time employee who changes job assignments shall be granted a period of two (2) weeks from the first day of his or her performance of the new job assignment to return to his or her former assignment if he or she so desires.

Section 4. Promotion: When a full-time employee moves to a different full-time job description, the employee will be given ninety (90) calendar days from the first day of his or her performance of the new job assignment to demonstrate the ability to successfully perform the job responsibilities. An employee who does not demonstrate the ability to successfully perform the job responsibilities will be reassigned to the first available position for which he or she is qualified.

Section 5. Reduction-in-force or Redeployment of Workforce: In the event of reorganization, reclassification of job description, or for any other reason where the District may eliminate a position, the District may choose to engage in: (a) a reduction in force / layoff; or (b) a redeployment of the work force.

(a) In the event the District chooses to engage in a reduction of force or a layoff, the least senior person(s) within that job classification shall be the person laid-off. Any full-time employee whose position or job has been eliminated, or who has been replaced by a person with more seniority because of reorganization, reclassification of job description, reduction in force, or layoff shall, if qualified, be permitted to move into the existing position and replace another employee in the same or lower wage group who has less seniority, provided:

- (i) the less senior employee is within the same position; or
- (ii) the less senior employee is in a position that the more senior employee previously held at the District and the more senior employee meets the minimum qualifications and licensure required for the position.

Any employee who has been laid off shall be placed on a recall list in order of length of service for a period of twelve (12) months following his or her last day of work. When vacancies occur, after internal job changes, individuals on the recall list shall be given first priority for reemployment to any position for which he or she held previously. Notification of the vacancy shall be made in writing to the last known address of the persons involved with a copy to the Union. In lieu of a right of recall, an affected employee may choose to accept two weeks of severance pay.

(b) In the event that the District is reducing the total number of employees through attrition and a redeployment of the workforce, the District may redeploy the workforce among building locations through a reassignment of position(s) without posting or bidding of positions. The Union's designated representative shall be notified at least 30 calendar days in advance of any redeployment of the workforce under this paragraph. No redeployment under this paragraph shall result in a promotion in pay grade for any employee. In the event of a redeployment of the workforce under this paragraph and person being moved from a building shall be selected in the following manner:

- (i) Volunteers shall be requested, and if only one person within the affected group volunteers, that person shall be transferred to the new location;
- (ii) If more than one person volunteers, the volunteer within the affected group of volunteers at that building with the most seniority shall be transferred to the new location;

(iii) If no person volunteers, the person within the affected group at that building with the least seniority shall be transferred to the new location. In the event of an involuntary transfer under this paragraph, the 180 day limitation of Article X, Section 3 shall not apply to the transferred person.

ARTICLE XI

Grievances

Any Grievance alleging Discrimination or Harassment shall be pursuant to Board Rule 4001.2 as it existed on July 1, 2015. Any amendments to Board Rule 4001.2 which occurs after July 1, 2015 will be submitted to the Union for approval prior to implementation for employees covered by this Agreement.

Any other grievance, complaint, disagreement or difference of opinion between the District, the Union or the employees covered by the Agreement concerning application of the terms of this Agreement will be processed using the following grievance procedure:

- (A) Any Employee or the Union may present a Grievance. Any Grievance which is not presented within fifteen (15) days following the event giving rise to such a Grievance shall be forfeited and waived by the aggrieved party.
- (B) The grievant shall first take up the Grievance by presenting it to their immediate supervisor. If the Grievance is not satisfactorily adjusted with five (5) days from the meeting with the supervisor, the Employee or the Union representative shall present the grievance in writing to the Associate Superintendent for General Administration or his or her designated representative.
- (C) The Associate Superintendent for General Administration or his or her designated representative shall within ten (10) days from the day it was received, make a determination and submit the determination to the aggrieved party in writing.
- (D) Each party reserves the right to litigate a question presented by the Grievance by bringing an original action in any court of competent jurisdiction in the event such party shall not be satisfied with the resolution of the Grievance. However, no such litigation may be maintained until all available steps under this grievance procedure have been pursued and exhausted. It is understood and agreed to between the parties that the role of the Associate Superintendent for General Administration or his or her designee in the grievance procedure is not an exercise of a judicial or quasi-judicial function, but solely as a means to allow the parties to resolve disputes informally.
- (E) Definitions: Days shall mean calendar days.

ARTICLE XII**Wages****Effective the first Payroll in September 2016 (for all employees hired prior to August 1, 2012)**

		Hourly Rates		Including Long Service Increments			
Wage Group	Position	Year 1-2	3-11	12-16	17-21	22-26	27+
PART-TIME:							
PT	Employee	\$14.77	\$15.31	\$15.65	\$15.98	\$16.32	\$16.62
FULL-TIME:							
Group 1	Custodian I	\$17.21	\$17.82	\$18.15	\$18.48	\$18.81	\$19.13
Group 2	District Grounds Assistant I	\$17.58	\$18.15	\$18.48	\$18.81	\$19.14	\$19.45
Group 3	High School 3 rd Shift Pool Custodian I Middle School Day Custodian I Delivery Driver High School Department Head General Laborer	\$17.69	\$18.30	\$18.63	\$18.97	\$19.31	\$19.60
Group 4	Custodian II (Elementary and DSAC) Project Custodian	\$17.90	\$18.50	\$18.83	\$19.18	\$19.51	\$19.83
Group 5	Warehouse Assistant	\$18.25	\$18.84	\$19.19	\$19.53	\$19.86	\$20.17
Group 6	Custodian III (Middle School Engineer) District Grounds Assistant II Senior High Grounds Assistant Small Engine Repair Technician	\$19.00	\$19.59	\$19.92	\$20.25	\$20.59	\$20.92
Group 7	District Grounds Leader	\$19.60	\$20.26	\$20.60	\$20.92	\$21.25	\$21.60
Group 8	Senior High Engineer (Day or Night) Central Middle School Engineer Central Middle School Custodian/Engineer Custodian/Engineer Carpenter Assistant Apprentice Mech. Tech. I	\$20.22	\$20.81	\$21.15	\$21.48	\$21.82	\$22.12
Group 9	Painter I	\$21.84	\$22.46	\$22.80	\$23.13	\$23.46	\$23.75
Group 10	Carpenter Carpenter (Floors) Auto Mechanic Painter II Apprentice Mech. Tech. II	\$24.38	\$24.98	\$25.32	\$25.66	\$26.00	\$26.31
Group 11	Chief Engineer Mechanical Technician Plumber Controls Technician Journeyman Mech. Technician	\$27.83	\$28.42	\$28.76	\$29.10	\$29.43	\$29.74
Group 12	Electrician Master Mech. Technician	\$29.90	\$30.54	\$30.87	\$31.21	\$31.57	\$31.88

ARTICLE XII**Wages****Effective the first Payroll in September 2016 (for all employees hired on or after August 1, 2012)**

		Hourly Rates		Including Long Service Increments			
Wage Group	Position	Year 1-4	5-11	12-16	17-21	22-26	27+
PART-TIME:							
PT	Employee	\$14.77	\$15.31	\$15.65	\$15.98	\$16.32	\$16.62
FULL-TIME:							
Group 1	Custodian I	\$17.21	\$17.82	\$18.15	\$18.48	\$18.81	\$19.13
Group 2	District Grounds Assistant I	\$17.58	\$18.15	\$18.48	\$18.81	\$19.14	\$19.45
Group 3	High School 3 rd Shift Pool Custodian I Middle School Day Custodian I Delivery Driver High School Department Head General Laborer	\$17.69	\$18.30	\$18.63	\$18.97	\$19.31	\$19.60
Group 4	Custodian II (Elementary and DSAC) Project Custodian	\$17.90	\$18.50	\$18.83	\$19.18	\$19.51	\$19.83
Group 5	Warehouse Assistant	\$18.25	\$18.84	\$19.19	\$19.53	\$19.86	\$20.17
Group 6	Custodian III (Middle School Engineer) District Grounds Assistant II Senior High Grounds Assistant Small Engine Repair Technician	\$19.00	\$19.59	\$19.92	\$20.25	\$20.59	\$20.92
Group 7	District Grounds Leader	\$19.60	\$20.26	\$20.60	\$20.92	\$21.25	\$21.60
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Group 12	Electrician Master Mech. Technician	\$29.90	\$30.54	\$30.87	\$31.21	\$31.57	\$31.88

Long Service Increment

The wage scale includes recognition for long service with the district. Full-time employees shall be compensated based upon their year of service in the district as calculated from the employee's seniority date. Year 1 means the employee's first full year with the district as a full-time employee covered by this contract. Part-time employees year of service shall be calculated from the from the employee's date of hire as a part-time custodian. Wage adjustments due to a change in years of service shall be effective on the first September payroll of each year.

For each employee hired prior to August 1, 2012, the District will pay to each qualified employee who has completed 2, 10, 15, 20, and 25 years of consecutive full-time service an additional hourly amount as provided for and included in the pay table. Long service increment pay increases will be effective in the first September payroll.

For each employee hired on or after August 1, 2012, the District will pay to each qualified employee who has completed 4, 10, 15, 20, and 25 years of consecutive full-time service an additional hourly amount as provided for and included in the pay table. Long service increment pay increases will be effective in the first September payroll.

For purposes of the Long Service Increment, each current employee (an employee hired before September 1, 2009) will have his/her years of service rounded up (e.g. and employee who has completed 9 years and 1 month on September 1 of the year will be considered to have completed 10 years and will be paid on the 11-15 year pay range). This rounding will be only for purposes of the long service increment and the rounding will not affect any other seniority considerations under this contract.

Each employee hired on or after September 1, 2009 must have completed a full year increment as of September 1 of each year in order to be eligible for a long service increment increase (e.g. an employee who has completed 9 years and eleven months of service on September 1 of the year will be in the 2-10 year pay range while an employee who has completed 10 years and 1 month will be paid in the 11-15 year pay range).

ARTICLE XIII Safety Committee

The Union shall elect or appoint an employee covered by this agreement to serve on the District's Safety Committee. The term of this representative shall be two (2) years and reappointment may occur. Each employee covered by this agreement shall have the opportunity to express interest in serving on the Committee.

ARTICLE XIV Leaves of Absence

Section 1. An employee in the military service will have reinstatement rights provided he or she qualifies for the provisions of the existing laws pertaining to the reinstatement of veterans.

Section 2. Any employee elected to public office may request a leave under Board Rule.

Section 3. Upon written request by the Union, the District may grant a special leave of absence to employees who accept a full-time job with the Local or International Union. Such special leave of absence shall be limited to a period of one (1) year, but will be renewed upon application to the District by employee before the expiration of his leave.

Section 4. Any employee granted a leave of absence under Sections 2 and 3 of this Article shall be re-employed at the expiration of the leave at the then current rate of pay if there is sufficient work available which he or she is capable of doing and to which he or she may be entitled on the basis of seniority. Seniority will accumulate during the period of such leaves.

Section 5. Upon written request by the Union, the District, will grant an unpaid leave of absence to employees for the conduct of Union business (such as attendance at conferences, conventions, and classes) subject to the following conditions:

- (a) The leave must not unreasonably interfere with the orderly performance of duties of the employees requesting such leave.
- (b) The employee shall request permission to be absent from his or her duties from the immediate supervisor at least five working days prior to the date of the requested leave, and such request shall not unreasonably be withheld provided, however, if the leave request is for Section 6 issues involving other employers and sufficient time does not allow for a written request, the request shall be oral. The oral request will be followed by a written confirmation of the request upon return to duty.
- (c) If permission is given, the employee shall accurately record the time and reason of the absence on his or her timecard. The District shall not compensate the employee for such approved absence. The time of the absence shall be deemed to be included as part of the work week under Article V; provided however, the employee shall at the discretion of his or her supervisor perform hours of work to compensate for the absent time in whole or in part.
- (d) No more than three employees on any date shall be on a leave of absence under this Section and the District is not required to grant leaves of absence to employees when such leaves of absence immediately follow a leave of absence granted to another employee.
- (e) No individual employee shall request or receive in any contract year more than eighty (80) hours leave of absence under this Section and the total number of hours granted for leaves of absence under this Section to all employees shall not exceed 240 hours during the contract year.
- (f) Leave under this section will not be considered a break in continuous service.

Section 6. The Union shall designate to the District in writing individual employees selected and/or appointed as Chief Steward, Assistant Chief Steward, Job Stewards, and officers of the Union. Such designated representatives shall be entitled to a leave of absence for the purposes of representing Millard District employees covered by this agreement in: (1) collective bargaining; (2) grievance hearings if requested by the grievant; (3) investigation of a grievance if requested by the grievant; and (4) if requested by the employee, attendance at a meeting between an employee and his or her supervisor where such employee reasonable believes the meeting might result in disciplinary action. Such leave will also be granted to such designated representatives for the purpose of representing non-Millard District employees in the four areas stated immediately above with other employers who have collective bargaining agreements with the Union. Such leave is subject to the following conditions:

- (a) The employee shall request permission to be absent from his or her duties from the immediate supervisor at least five working days prior to the date of the requested leave, and such request shall not unreasonably be withheld provided, however, if sufficient time does not allow for a written request, the request shall be oral. The oral request will be followed by a written confirmation of the request upon return to duty.
- (b) If permission is given, the employee shall accurately record the time and reason of the absence on his or her timecard. The District shall not compensate the employee for such approved absence. The time of the absence shall be deemed to be included as part of the work week under Article V; provided however, the employee shall at the discretion of his or her supervisor perform hours of work to compensate for the absent time in whole or in part.
- (c) No more than one representative shall be present at any meeting occurring in Article XIV, Section 6, purpose number (4).
- (d) Leave under this section will not be considered a break in continuous service.

ARTICLE XV
Acts in Violation of Laws or Orders

Nothing in the Agreement shall be construed to require either party to act in violation of any State or Federal law of any Presidential Order and in the event such conditions should arise, this Agreement should be considered modified to the extent necessary to comply with the law.

ARTICLE XVI
Department Heads

The Union recognizes the right of the District to select and assign members of the collective bargaining unit as a Department Head. An employee selected shall remain a member of the department for which the employee is to represent as the Department Head.

The selection of the employee shall be made by the District and no provision of this Agreement, whether job posting, seniority or otherwise, shall apply to, or limit the exercise of, this right by the District.

The Department Head shall continue to perform his or her assigned duties as a member of the Department, and as Department Head, may have additional duties and shall receive extra compensation for the performance of the additional duties as Department Head. The rate or amount of the compensation shall be determined and established by the District and is not to be construed or subject to any approval by the Union or duty by the District to negotiate or bargain with the Union with respect to the compensation.

ARTICLE XVII
Payroll Deductions

Payroll deductions will be allowed for Union dues subject to rules and regulations set forth by District policy.

ARTICLE XVIII
Miscellaneous

A separate bulletin board will be provided by the District where the Union may post notices pertaining to union affairs. No scandalous or obscene matter, no matters not otherwise pertaining to proper Union business and affairs, will be posted.

ARTICLE XIX
Term of Contract

This agreement shall be in full force and effect from September 1, 2016 to and including August 31, 2017.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed on this ____ day of _____, 2016.


SCHOOL DISTRICT NO. 17,

**SERVICE EMPLOYEES INTERNATIONAL
UNION (A.F.L. – C.I.O.) LOCAL 226**

BY _____

BY _____

AGENDA SUMMARY SHEET

Agenda Item:	Approval of 2016-17 Compensation Program for Non-Union Employees
Meeting Date:	June 11, 2016
Department:	Human Resources
Title & Brief Description:	2016-17 Compensation Program for Non-Union Employees. This includes Administrators, Food Service Employees, Professional Technical Hourly Employees and Professional Technical Salaried Employees.
Action Desired:	Approval
Background:	<p>Three of the groups represented by unions (Teachers, Nurses, and Paraprofessionals) are settled for the 2016-17 school year at an estimated 3.0% financial total package. One of the groups represented by unions (Custodial / Maintenance / Grounds) has reached a tentative agreement for the 2016-17 school year at an estimated 3.0% financial total package pending Board approval.</p> <p>We are recommending that non-union employees receive 3.0% total package increases. The proposed total package increase would be in line with budget parameters.</p>
Options And Alternatives:	Accept, Reject, or Amend.
Recommendation:	It is recommended that the salary and benefits program for all non-union employees be approved with each group receiving a 3.0% total package increase.
Responsible Person:	Chad Meisgeier, Kevin Chick
Superintendent's Approval:	<div style="text-align: center;">  </div>

AGENDA SUMMARY SHEET

Meeting Date: July 11, 2016

Department: Human Resources

Action Desired: Approval

Background: Personnel items: (1) Recommendation to Hire; (2) Resignation Agenda

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
Executive Director of Human Resources

Superintendent's Signature: _____



July 11, 2016

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

1. Candace L. Ahrens – MA – Wayne State College. English Teacher at Millard South High School for the 2016-2017 school year. Previous Experience: Hastings High School, NE (2014-2016)
2. Jennifer M. Allgood – MA+30 – University of Nebraska, Omaha. Learning Center Teacher at Russell Middle School for the 2016-2017 school year. Previous Experience: Ombudsman Educational Services, Libertyville, IL (2012-2016); Norris Middle School, OPS (1993-2003)
3. Kimberly A. Armendariz – MA – University of Nebraska, Omaha. Part-time Special Education teacher at Andersen Middle School for the 2016-2017 school year. Previous Experience: Omaha Public Schools (2002-2016); Our Lady of Guadalupe/St. Agnes School (1998-2001)
4. Jill R. Austin – MA – Concordia College, NE. Spanish Teacher (.6 FTE) at Central Middle School for the 2016-2017 school year. Previous Experience: Omaha Public Schools (2005-2013)
5. Jacqueline A. Bass – BA+9 – William Jewell College, MO. Language Arts teacher at Millard South High School for the 2016-2017 school year. Previous Experience: Lexington R-V School District, MO (2014-2016)
6. Kevin J. Brown – MA – College of St. Mary. ELL teacher at Millard South High School for the 2016-2017 school year.
7. Breanne S. Campbell – Doctorate Degree – University of Nebraska, Lincoln. Language Arts Teacher at Millard West High School for the 2016-2017 school year. Currently on a Short-Term Contract at Millard West High School.
8. Jessie M. Carrig – BA+12 – University of Nebraska, Omaha. Part Time (.5 FTE) ELL teacher at Sandoz Elementary School for the 2016-2017 school year. Previous Experience: Ralston Public Schools (2014-2016); Omaha Public Schools
9. Delanie M. Frye – BA – University of Nebraska, Omaha. Language Arts teacher at Millard West High School for the 2016-2017 school year. Currently on a Short-Term Contract at Millard West High School.
10. Benjamin J. Harger – MA – University of Colorado. Social Studies teacher at Central Middle School for the 2016-2017 school year.
11. Dawn Hines – MA – California State University of Northridge, CA. Kindergarten teacher at Neihardt Elementary for the 2016-2017 school year. Previous Experience: Sulphur Springs Union School District, CA (2007-2015)
12. Sarah E. Karst – BA – University of Nebraska, Kearney. French teacher at Millard West High School for the 2016-2017 school year.
13. Kimberly A. Kidder – MA+6 – University of Nebraska, Omaha. German teacher at Russell Middle School for the 2016-2017 school year. Previous Experience: Millard Public Schools (Six years between 1997-2016)

14. Aaris R. Kliesner – BA – University of Nebraska, Lincoln. Math teacher at Kiewit Middle School for the 2016-2017 school year. Previous Experience: North American Martyr's Catholic School, NE (2001-2016)
15. Thor A. Larson – MA – College of Saint Mary, Nebraska. Math teacher at Millard North High School for the 2016-2017 school year.
16. Laura A. Lindley – BA+36 – University of Nebraska, Lincoln. School Counselor at Cottonwood and Ezra Elementary schools for the 2016-2017 school year. Previous Experience: Omaha Public Schools (2012-2016)
17. Molly M. Lucas – BA – University of Nebraska, Omaha. Kindergarten teacher at Holling Heights Elementary for the 2016-2017 school year. Previous Experience: Bellevue Public Schools (2013-2016)
18. Jeanne R. Mach – BA – Baker University. Grade 8 Science teacher at Kiewit Middle School for the 2016-2017 school year. Previous Experience: Boystown High School, NE (2006-2016); Westside Community Schools (2001-2006); Newman Grove Jr.-Sr. High School, NE (1997-2001); Perry-Lecompton High School, KS (1994-1997)
19. Jennifer L. Mentzer – MA+3 – University of Nebraska, Omaha. Kindergarten teacher at Rockwell Elementary for the 2016-2017 school year. (Short-Term Contract) Previous Experience: Millard Public Schools (2007-2015)
20. Hayley E. Nelson – BA – University of Nebraska, Lincoln. Language Arts teacher at Millard North Middle School for the 2016-2017 school year.
21. Maranda A. Nickolite – BA – University of Nebraska, Omaha. English teacher at Millard North High School for the 2016-2017 school year.
22. Caroline E. Ososki – BA – Central Michigan University. Preschool teacher at Bryan Elementary School for the 2016-2017 school year. Previous Experience: Educare of Omaha (2015-2016)
23. Lindsey E. Parkyns – BA – University of Nebraska, Omaha. Grade 1 teacher at Morton Elementary for the 2016-2017 school year.
24. April D. Redman – MA – Kaplan University. Spanish teacher at Millard North Middle School for the 2016-2017 school year. Previous Experience: Cherokee, KS (2014); Louisburg, KS (2010-2012)
25. Connie J. Ricchini – BSN – Clarkson College. School Nurse at Central Middle School for the 2016-2017 school year. Previous Experience: Omaha Public Schools (2011-2016)
26. Kayla M. Rinkol – BA – University of Nebraska, Omaha. Math teacher at Kiewit Middle School for the 2016-2017 school year. (Short-Term Contract)
27. Jordan A. Shulters – BA – University of Nebraska, Lincoln. Grade 1 teacher at Black Elk Elementary School for the 2016-2017 school year.
28. Rosemary M. Sodoro – MA+15 – Doane College. Grade 2 teacher at Rockwell Elementary School for the 2016-2017 school year. Previous Experience: Chicago, IL (2013-2015); Papillion/La Vista Community Schools (2008-2013)
29. Stephanie L. Taylor – MA – Kansas State University. Resource teacher at Andersen Middle School for the 2016-2017 school year. Previous Experience: Gardner Kansas Schools (1999-2016)

30. Nick S. Uy Bico – BA+12 – Doane College. Math teacher at Millard South High School.
31. Jessica L. Zeran – BA – Florida Atlantic University, FL. Science teacher at Horizon High School for the 2016-2017 school year. Previous Experience: Coral Springs High School, FL (2015-2016)
32. Kimberly E. Ziegler – BA+33 – University of Nebraska, Omaha. Science teacher at Millard South High School for the 2016-2017 school year. Previous Experience: Millard Public Schools (various years from 1998-2005)

July 11, 2016

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

1. Shelby L. Oatman – Spanish teacher at Central Middle School. Resigned at the end of the 2015-2016 school year because of family relocation.
2. Jeffery Linden – Math teacher at Millard North High School. Resigned at the end of the 2015-2016 school year to take a position with Ralston Public Schools.
3. Thomas M Bodzek – Science teacher at Millard South High School. Retired at the end of the 2015-2016 school year.
4. Bentley Benson – Science teacher at Kiewit Middle School. Resigned at the end of the 2015-2016 school year to take a position with Lincoln Public Schools.
5. Patty O'Connor – Grade 6, Language Arts teacher at Millard North Middle School. Resigned at the end of the 2015-2016 school year because of family relocation.
6. Tom Cooper – Physical Education teacher at Reagan Elementary School. Resigned at the end of the 2015-2016 school year to take a position with Papillion/La Vista Public Schools.
7. Brittany Redlinger – Grade 2 teacher at Rockwell Elementary School. Resigned at the end of the 2015-2016 school year to take a position with Bennington Public Schools.
8. Jonathon Sutton – Science teacher at Horizon High School. Resigned at the end of the 2015-2016 school year for employment outside of education.

AGENDA SUMMARY SHEET

Agenda Item: Leadership and Learning Department 2015-2016 Annual Report

Meeting Date: July 11, 2016

Department: Leadership & Learning

Title and Brief Description: Annual Report

Action Desired: _____Approval _____Discussion X Information

Background: Millard Public Schools Leadership & Learning Department provides support that directly aligns to the MPS Strategic Plan, the Superintendent Goals, and all local, state, and federal legal requirements. This Annual Report shares only a snapshot of the offerings coordinated by the District. It does not reflect all of the building staff development or all of the various professional development coordinated by other District offices.

Highlights include:

- Induction
- Instructional Coaching
- Leadership Development
- Salaried Staff & Administrator Evaluation
- Salaried & Hourly Staff Development
- Strategic & Site Planning

Options/Alternatives Considered:

N/A

Recommendations:

N/A

Strategic Plan

Reference:

Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

Implications of Adoption/Rejection:

N/A

Timeline:

N/A

Responsible

Persons:

Dr. Heather Phipps, Director of Staff Development & Instructional Improvement
Dr. Kim Saum-Mills, Executive Director of Leadership & Strategic Planning

Superintendent's Signature: _____



Leadership and Learning Department 2015-2016 Annual Report



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Millard Public Schools Leadership & Learning Department provides support that directly aligns to the MPS Strategic Plan, the Superintendent Goals, and all local, state, and federal legal requirements. This Annual Report shares only a snapshot of the offerings coordinated by the District. It does not reflect all of the building staff development or all of the various professional development coordinated by other District offices.

Highlights include:

- Induction
- Instructional Coaching
- Leadership Development
- Salaried Staff & Administrator Evaluation
- Salaried & Hourly Staff Development
- Strategic & Site Planning

INDUCTION

ADMINISTRATOR INDUCTION

In addition to the comprehensive leadership staff development Millard Public Schools (MPS) provides all administrators and other leaders, we also provide a 2-year New Administrator Induction program to help new administrators acclimate to their new role. Our goal is to provide strategic direction and a successful network of support to help new administrators succeed. Specifically our new administrators learn their new job expectations, build relationships, and learn how to access resources by actively participating in professional activities aligned to their mutual commitments and job accountabilities. This extra support helps to prepare them for their new positions.

Year 1

During year one of administrator induction, there is a focus on successful acclimation to their new role. Building relationships is a major theme. Administrators utilize several of Millard's evaluation and professional development tools including the Leadership Framework, Millard Instructional Model, *Fierce Leadership* philosophy, and the book, *First 90 Days*. Administrators meet for three days during the summer prior to their first year in MPS and periodically during the school year to provide new information and monitor and adjust learning. Each of these sessions help them successfully acclimate to their role. Activities during year one include but are not limited to:

- Meet with the Superintendent to learn expectations
- Read the book, *First 90 Days*, and create a transition plan
- Learn about Millard's Strategic Plan
- Listen to District administrators share orientation information
- Study the Millard Staff & Administrator Evaluation processes
- Practice instructional walk-throughs at summer school
- Practice a classroom observation with a District administrator
- Analyze various forms of data about their building (or District)
- Practice *Fierce Conversation* tools
- Discuss people management scenarios
- Examine effective ways to give useful feedback

Year 2

During year two of administrator induction, there is a focus on refining and thriving. Becoming an instructional leader is a major theme. Administrators meet quarterly for breakfast meetings. This cohort of 2nd year administrators develop great bonds and honest, helpful conversations about staff evaluation and people management provide focus for many of the meetings.

NEW STAFF INDUCTION

MOEC Mentor Training

Millard Public Schools has participated in the Metropolitan Omaha Educational Consortium Mentor Training Project since 1991. The purpose of this program is to train metro area master teachers to become mentors so they, in turn, can provide mentoring to new teachers in their respective school districts. Over 460 MPS active veteran staff members are trained mentors. In July 2015, 34 MPS master teachers participated in the 2015-16 MOEC Mentor Training and became trained district mentors. In July 2016, an additional 26 certificated staff members will become trained district mentors, supporting our efforts to retain high-quality staff.

MPS New Staff Induction Program

All certificated staff members hired since Fall 2002 participate in the 3-year MPS New Staff Induction Program. The MPS New Staff Induction Program is the result of collaborative efforts to be proactive in recruiting and retaining the highest quality certificated staff. The program is developed, designed, and delivered by the New Staff Induction Program staff in three Induction Phases to support all certificated new hires in their first three years of employment as they prepare for and enjoy a long, successful career in the Millard Public Schools.

- Year 1: Mentoring Relationships
- Year 2: Peer Coaching Partnerships
- Year 3: Extended Professional Experiences

Mentoring Relationships:

New certificated staff benefit from individualized support through the professional guidance of a trained Building Mentor throughout their first year. In addition to the building mentor, District “singletons” receive support from a Curriculum Contact who shares job-alike responsibilities. Staff members who transfer buildings or grade levels are supported through a Building Buddy.

Peer Coaching Partnerships:

Peer Coaching is a unique opportunity for certificated staff in their 2nd year of employment to work with another certificated staff member in their building as a Peer Coaching Team. The focus is on exploring the Millard Instructional Model and includes peer collaboration, observation, self-assessment, and reflection. The Peer Coaching experience includes four skill development meetings, Coaching Team conversations, and classroom observations throughout the year. Peer Coaching is offered in 2 formats: Regular Peer Coaching and Option Peer Coaching (Independent Team Study). After attending Regular Peer Coaching Session 1 in August, Coaching Teams chose to complete Regular Peer Coaching or Option Peer Coaching.

Extended Professional Experiences:

Staff in their 3rd year of employment participate in a facilitated three-session professional growth experience. The focus of these sessions is developing a long and successful MPS career through Professional Wellness, Professional Awareness, and Career Path Opportunities. Topics include professional wellbeing; financial fitness; a message from the Superintendent; current issues in education impacting the District; the MPS strategic planning process; moving from appraisal phase to continuous growth phase in the staff evaluation process; conversations with classroom, building, and district leaders; and development of long range career goals.

Veteran District Staff Involvement:

Veteran District staff may receive training and serve as a Building Mentor or District Curriculum Contact to a new staff member, participate in Peer Coaching as a Coaching Partner to a 2nd year staff member, and/or seek opportunities to support 3rd year staff in their building with activities related to Extended Professional Experiences. Previously trained mentors are offered an optional experience each fall, “Mentor Refresher Training” to ensure high-quality mentoring at all levels.

First Year Staff Required Staff Development:

Millard Instructional Model Workshop - MIM

This course is designed to introduce new staff to the Millard Instructional Model and Professional Learning Communities as they function in Millard Public Schools. This includes an overview of all 5 domains of the model with an emphasis on the Learning Environment. Participants share past experiences and gain ideas from others. Staff members who are hired after Fall Orientation participate in a digital learning version of the MIM Workshop.

All About Boundaries

This training consists of required modules including 1) Sexual Harassment and Title IX; 2) Reporting Sexual Harassment and Discrimination; 3) Bullying and Harassment; 4) Establishing and Maintaining Appropriate Boundaries.

MPS Tech Ethics

Participants will demonstrate comprehension of Millard Public Schools expectations of ethical behavior and technology use by reviewing and reflecting on Board Policy 7305 and real-life scenarios.

Interactive Whiteboard (IWB) Training and iPad Training (if applicable)

New staff completed a self-assessment to determine placement in IWB 101 or 102. This placement recognized past experience using IWB software while providing a consistent message about District expectations related to instructional use of IWBs. Similar protocol was followed to ensure district iPad Training was successful for new elementary staff members.

Second Year Staff Required Staff Development

In 2015-2016, the following were offered to second year staff for the Year 2 of New Staff Orientation.

Culturally Responsive Teaching for Second Year Staff (CRT)

The primary goals of the Culturally Responsive Teaching class are to 1) consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; 3) consider possible Culturally Responsive Teaching practices and 4) set goals for classroom implementation. Participants who were unable to attend the face-to-face workshop in August, completed the coursework via digital learning tools.

Introduction to 40 Developmental Assets

In this online module, staff members explore the 40 Developmental Assets (DA) framework, understand the rationale for incorporating the 40 DA in daily activities, observe the framework in action in various MPS schools as well as how asset acquisition is monitored within the Millard Public Schools.

INSTRUCTIONAL COACHING

The MPS Instructional Coaching Project was launched in the fall of 2012 to provide instructional support to teachers. The purpose of instructional coaching is to maximize a teacher's instructional potential thus impacting student learning. The MPS Instructional Coaching Project provides a research-based process to assist teachers in becoming reflective practitioners who adjust and refine instruction based on feedback from students, others and self. These instructional decisions will be embedded in best practice pedagogy.

The implementation model for instructional coaching involves three Phases:

Phase I: Creating a Building Culture for Instructional Coaching (A district level leader instructional coach is coaching in a building.)

Phase II: Creating Building Capacity for Instructional Coaching (A building instructional coach is working side-by-side with a district level leader instructional coach.)

Phase III: Creating a Building System for Instructional Coaching (Building instructional coach independently coaching a teacher in the building.)

The District has designed a pathway for teachers to become building instructional coaches. In order to be considered for this building leadership role, a teacher must have administrator approval, participated as a coachee for a semester, completed the District-designed building instructional coach training and participate in quarterly instructional coach meetings.

Currently, 28 schools have participated in the Instructional Coaching Project. As we close out the 2015-16 school year, MPS has 86 trained instructional coaches. In the fall of 2016, the District will be bringing on an additional 6

schools (6 teachers total) to participate in the Instructional Coaching Project. The District will also train ⁴²⁶~~25~~ new building instructional coaches.

LEADERSHIP DEVELOPMENT

In MPS, we believe “Excellence is worth the investment” and “Our greatest resource is people”. We provide comprehensive leadership development to maximize staff potential and increase student achievement. Leadership has been defined in MPS as “the art and science of inspiring others toward a common mission and a shared vision through collaborative relationships characterized by integrity, humility, resiliency, and commitment to empowering others to reach their highest potential.”

Millard's Leadership Framework is used to align our leadership professional development and to help leaders develop specific leadership skills. The title “leader” in MPS may include all staff positions, not just administrators. We have several activities offered to develop our leaders including but not limited to:

- Superintendent Book Groups
 - *Digital Leadership* is the book Dr. Sutfin chose for 2015-2016. In 2016-2017 the book will be *Leading with Focus*. Dr. Sutfin meets with every administrator to discuss the annually selected book.
- Principal Supervisor Cohort
 - Thirteen district administrators serve as principal supervisors. During the 2015-2016 school the company, Cross & Jofus, was secured to help build the coaching capacity of principal supervisors. *Learning Focused Coaching (LFC)* was the model used. Cross & Jofus was the organization that hosted the Leaders Leading Leaders Network on July 15-16, 2015 and will again on July 12-13, 2016. Leaders Leading Leaders hosts 50 principal supervisors from across the country to network and develop their skills. Millard has been invited to send four supervisors each summer.
- Targeted Leadership Professional Development
 - Various staff development opportunities are offered to teacher leaders and administrator leaders throughout the year including the topics of Fierce, Evaluation, Gallup Strengths, Effective Speaking, and Effective Listening. (See Appendix for Leadership Course Descriptions) This year, a new course (#33223) was developed called Department Head Leadership Development. This opportunity was provided to all secondary schools with a choice of on-site facilitation or participation in a 2-part series workshop held at DSAC.
 - General Administration Staff Development occurs monthly. The topics for each month in 2015-2016 are listed below.

September	Leading with Strengths-Aiming Strengths to Increase Engagement	Course #33224
October	Leading in a Digital Learning Environment	Course #33257
November	The State of Education	Course #33274
December	Rtl+I Behavior: Next Steps for Implementation	Course #33293
January	Making Hope Happen In Our Schools	Course #33311
February	Evaluation Process Review and Reflection	Course #33333
March	MPS Hiring Practices	Course #33344
April	Instructional Leadership in Assessment & Instruction	Course #33365
May	Instructional Leadership in Digital Learning	Course #33366

- Gallup Strengths Coaching
 - Twenty-six Millard leaders have been trained as Gallup Strengths Coaches. They participated in three sessions facilitated by JerLene Mosley to refine their skills as coaches as seen below.

16-Sep	Cultivating Strengths in All Directions (#33163)
18-Nov	Strengths-Based Leadership: How to Effectively Use All My Team's Talents (#33164)
28-Jan	Strengths and Engagement: Action & Ownership (#33165)

- MPS Gallup Strengths Coaches offered a number of conversations to participants in Leadership Academy, new and veteran administrators, secondary department chairs and other staff interested in participating in this 1:1 experience.
- A Gallup Resource Site was developed for MPS Gallup Strength Coaches to utilize materials and resources developed by Leadership & Learning.
- Leadership Academy
 - The purpose of the MPS Leadership Academy is to develop leadership capacity in staff throughout the District. Staff includes leaders who aspire to become principals, District teacher leaders, or grow as a building teacher leader. Participants of the MPS Leadership Academy will:
 - Use the MPS Leadership Framework to develop specific leadership skills that improve staff performance and increase student achievement.
 - Relate theory to operational Millard practices.
 - Reflect on personal strengths and leadership styles.
 - Engage in practicum and shadowing experiences throughout the District.
 - Build lateral capacity of leadership throughout the District.
 - Have the opportunity to have 50% tuition paid - 3 hours of graduate credit (UNO)
 - Be invited to participate in summer workshops entitled *Fierce Leadership, Effective Speaking and Effective Listening*.
 - The graduates from the 2015-2016 MPS Leadership Academy were issued certificates by the Superintendent during the final class on April 7, 2016. The 2016-2017 MPS Leadership Academy kick off was May 5, 2016.
- Elementary Principal Institute
 - The purpose of Elementary Principal Institute is to provide professional development for aspiring elementary principals through a structured, supportive, experiential process. Participants will possess the knowledge, skills, and dispositions to successfully move into the role of elementary principal in Millard Public Schools. The Nebraska Performance Framework for Principals established by the Nebraska Department of Education is used as the guiding document, along with the MPS Leadership Framework, for the monthly meetings that are led by elementary principals who serve as the leaders of the Principal Institute. The scope and sequence for this Institute includes: Leading Through Learning and Leading Through Application. After year two, aspiring principals are invited to participate in annual professional growth experiences that include a mentoring relationship between a participant and an elementary principal, focusing upon the participant's personal and professional needs.
 - On May 12, 2016 each cohort of administrative interns gave presentations to principal supervisors and the Principal Institute participants regarding their project and/or journey of leadership learning this year.

SALARIED STAFF & ADMINISTRATOR EVALUATION

Salaried Staff Evaluation

The Leadership and Learning Department provides leadership for both the Millard Instructional Model and the staff evaluation process. 2015-2016 was the year of full implementation of our revised staff evaluation process and our revised Millard Instructional Model. The Model and the processes were finalized and submitted to the Board of Education and the Nebraska Department of Education for approval in the spring of 2015.

In August of 2015, administrators received support documents to help facilitate the transition. A Frequently Asked Questions document, a list of resources available on the Leadership and Learning web site, and a PowerPoint that could be used with staff were all shared. Throughout the year as administrators and teachers asked clarifying questions, we provided updates and answers and shared them with all staff. Updates were included in the monthly Admin Communique that goes out from the department.

Heather Phipps and Kim Saum-Mills presented to staff in several buildings about the changes being implemented at Fall Workshop. They also provided support by doing walk throughs with administrators in over half of our elementary, middle, and high schools when requested.

Optional Lunch and Learns were held three times in 2015-2016 to support the implementation of the revised staff evaluation process. In September, November, and March, administrators gathered to ask clarifying questions, share successes and challenges, and provide feedback on the revised process.

Our team met with both teachers and members of our Select Staff Sub-Committee to gather feedback from them in terms of the effectiveness of the revised processes and the appropriateness of the Millard Instructional Model and the Indicators for select staff. Positive feedback was shared by staff.

In February, all administrators attended one of three required sessions focused on the Millard Instructional Model and the revised staff evaluation process.

Talent Ed, our online staff evaluation tool, has been updated to reflect any changes or corrections after a year of implementation, and the resources available on the web site have been updated as well. A revised handbook reflecting any changes necessary for the 2016-2017 school has been created and distributed to schools.

Administrator Evaluation

The purpose of Millard Public Schools evaluation is three-fold: 1) accountability; 2) professional growth; and 3) school improvement. The Administrator Evaluation System is comprised of three components: Mutual Commitments, Key Performance Action Plans and Leadership Dimensions. Probationary certificated administrators are evaluated at least once each semester and non-certificated administrators & permanent certificated administrators are evaluated at least once every school year. Formative evaluation includes verbal or written feedback provided to administrators during the school year that include data recorded during or after the visitation. Mid-year checks are used to discuss the status of the administrator's progress on his/her Mutual Commitments and/or Key Performance Action Plans. Summative Evaluation includes a written evaluation and final conference. In 2015-2016, the group that was provided professional development on this topic was the principal supervisor cohort.

SALARIED AND HOURLY STAFF DEVELOPMENT

PURPOSE & DEFINITION OF MPS STAFF DEVELOPMENT

The purpose of Millard Public Schools Staff Development is to improve student achievement through differentiated learning and instructional opportunities, staff engagement, staff performance, and to improve the operations of the District. Comprehensive staff development includes both training and professional development.

Definitions of MPS Staff Development: Training and professional development are encompassed within the definition of staff development. "Training" is a learning experience to acquire specific skills (job target) or to meet legal requirements. "Professional development" is a continual and comprehensive learning experience to help staff improve their effectiveness as professionals.

Training: Delivery models for training include but are not limited to face-to-face workshops or an on-line learning management system. Comprehensive staff development ensures staff members are offered training opportunities to improve job performance and workplace engagement.

Professional Development: Job-embedded professional development includes but is not limited to professional learning communities for teachers in the District. Professional development is also offered for all staff in a variety of delivery methods including but not limited to internally and externally offered face-to-face and on-line courses, workshops, institutes, networks, and instructional coaching.

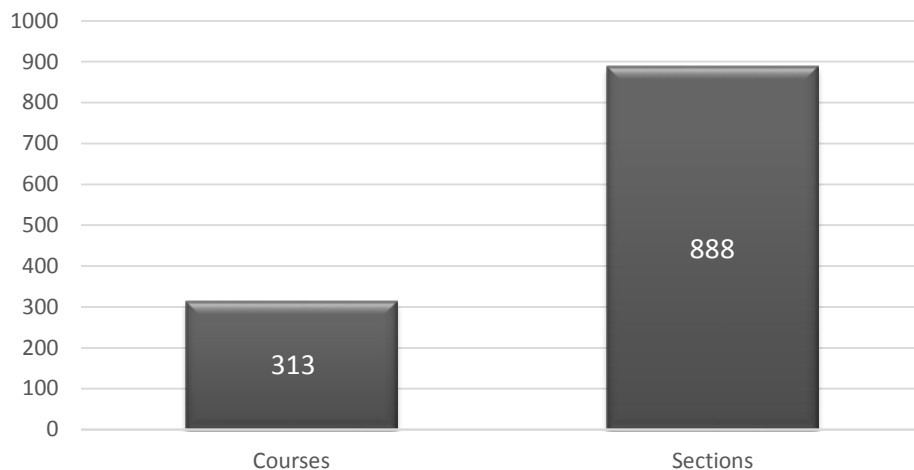
Evaluation: The comprehensive staff development program in MPS is continuously evaluated in order to determine that the greatest possible educational benefits are being achieved. The majority of the offerings in MPS include a SurveyMonkey survey which allows participants to not only give feedback to the most recent

experience, but to also provide feedback for future staff development needs.

With the use of our on-line comprehensive registration system, **Better and Better**, staff can

- 1) access the system from any internet connection;
- 2) register and withdraw from classes;
- 3) print and review a personal transcript of classes/workshops;
- 4) print a certificate of completion;
- 5) request to be on an automated waiting list; and
- 6) receive automated reminders of class times/locations.

Better & Better Stats 2015-16



The Department of Leadership and Learning communicates with MPS staff through a variety of methods including our website (<http://leadershipandlearning.mpsomaha.org/>), our monthly electronic newsletters, the MPS Leadership and Learning Facebook Page and via Twitter @MPS_LnL.

Building Staff Development Facilitators also play a vital role in communication as building/District liaisons. There are a minimum of two Building Staff Development Facilitator positions at each secondary building and one at each elementary building. Essential functions of these positions in 2015-2016 were to 1) advocate for improving instruction (RtI+I Tier I, MIM, PLC, differentiation, technology implementation); 2) attend monthly after-school meetings; 3) field questions from building staff members as they relate to building and District staff development; 4) disseminate information regarding professional development to building staff members; 5) post and promote the Newsletter, Twitter account, and Facebook page to improve communications between the District and buildings; 6) assist building administration with the planning and implementation of District and building staff development initiatives; 7) become familiar with materials relating to effective instruction that are housed at the building level and share this information with staff; and 8) facilitate staff development trainings for new staff. Additionally, over the past four years, the Office of Staff Development and the Curriculum Offices from Educational Services Division worked collaboratively to develop and facilitate these monthly meetings. This collaboration provided buildings with focused, ongoing staff development that explicitly supported the major staff development initiatives. This collaborative support of buildings will continue in 2016-2017.

Professional Development Focus & District Staff Development Days

2015-2016 Elementary Staff Development Goal: Elementary staff will understand and apply Best Learning Practices with a specific focus on Digital Learning integrated throughout the curriculum.

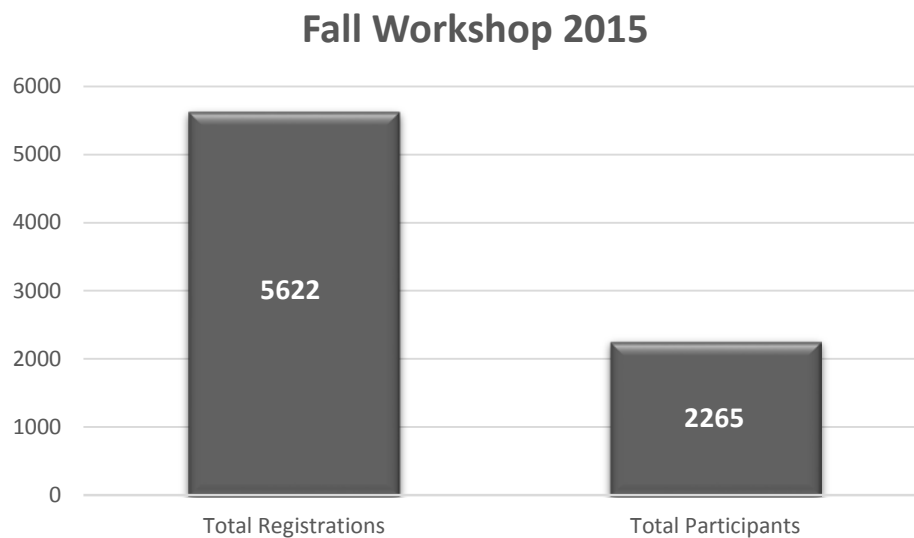
Digital learning encompasses instructional practices that effectively increase student and teacher productivity, creativity, innovation, personalization, and engagement through enhanced learning experiences using a wide spectrum of digital resources that improve teaching, learning, and achievement.

2015-2016 Secondary Staff Development Goal: Secondary teachers will demonstrate synthesis of College and Career Readiness standards for Critical Thinking and Problem Solving by cultivating learning experiences that require prioritizing, research, embracing ambiguity, decision-making, reasoning, and justification.

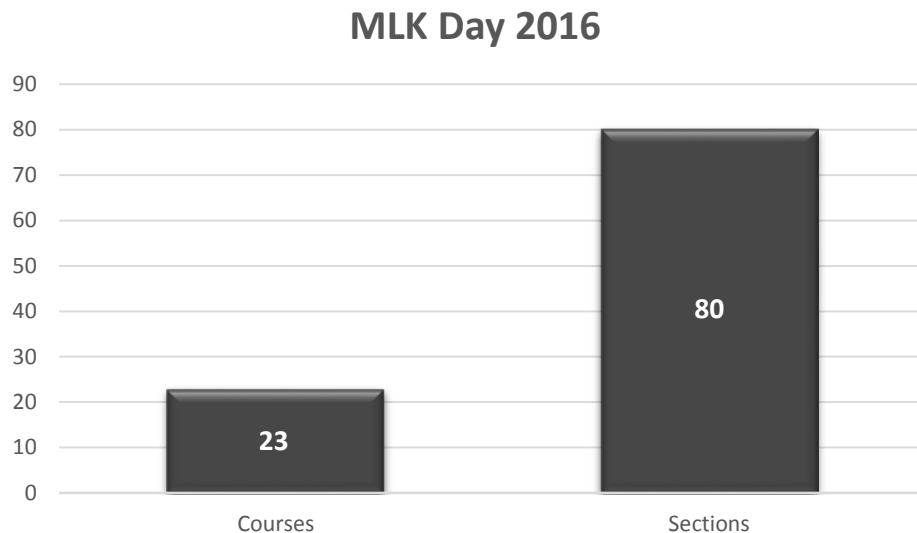
Additional content specific topics were included in Fall Workshop MEP curriculum sessions and could be used for further study in buildings throughout the course of the school year. Each topic offered opportunities for the continued application of Gradual Release of Responsibility and disciplinary literacy.

FALL WORKSHOP

Numerous staff and administrators planned and facilitated content specific staff development for August 3rd to August 7th, 2015. In addition to content specific staff development sessions, Secondary salaried staff participated in a session focused on Critical Thinking, Reasoning, and Problem Solving. Elementary staff participated in a session on Curriculum Updates (focused on course guides and units of study) and a session on Digital Learning: Technology Profiles and iPads. The course abstracts from Fall Workshop 2015 can be found in the Appendix.



On January 18, 2016, the Martin Luther King, Jr. Staff Development Day was full of professional growth opportunities for salaried staff. The morning was devoted to District-led staff development while building administrators facilitated the afternoon staff development. For the morning sessions, staff was communicated via a comprehensive website of session offerings. Specific information about this staff development day can be found at: <http://mlkday.mpsomaha.org/>



Technology Staff Development

Digital Learning continues to be a major area of focus and professional learning within Millard Public Schools. The catalyst was the addition of iPads into every elementary classroom in January 2015. The announcement that grades 9-12 will be 1:1 with the HP 360 laptop in January 2017, has sustained the excitement and desire to explore the pedagogy and tools for a technology rich classroom, throughout the 15-16 school year, various learning opportunities were offered to both hourly and salaried staff. This included Tech Open Forum, after school sessions, onsite support, How-to-Tuesday virtual experiences and the development of various tutorial websites and resources.

Students and staff were further trained on Google apps for education using modules created by the Technology Division: [Google App for Education Training](#)

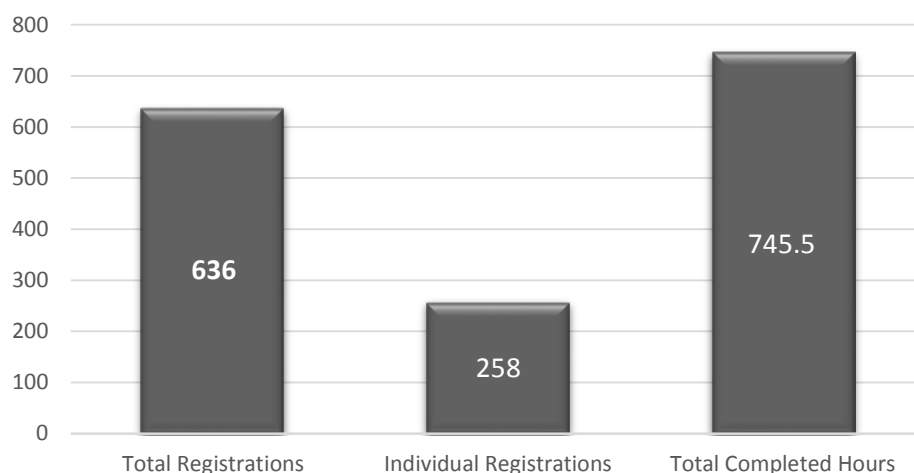
HOURLY STAFF DEVELOPMENT

Millard Public Schools provides extensive training and professional growth experiences to hourly staff members. Hourly Staff training days were held on October 14, 2015 and February 15, 2016, in addition to several after-school sessions. Course offerings were informed by partnerships with Educational Services as well as various stakeholders to support our district mission and strategic plan goals.

October 14, 2015



February 15, 2016



STRATEGIC PLANNING

Millard Public Schools had an Update that was facilitated by an external facilitator in 2014-2015. In 2015-2016 our focus was implementation. To keep our Board of Education updated, in 2015-2016, we presented a historical review of our 25 years of strategic planning to our Board of Education at a September 2015 Committee meeting. Strategy 2.6 was also highlighted and explained during that same meeting. During the 2015-2016 school year, each team responsible for individual strategies worked on the implementation of these strategies with the goal of

participating in an internal progress check session on Wednesday, April 6, 2016. A report of the April 6 internal progress check was provided to the Board of Education at the May 2, 2016 meeting. ⁴³³

SITE PLANNING

The Millard Public School district uses Site Planning as the mechanism for school improvement. Site Planning is conducted in four phases, with all 35 schools in MPS spread across each phase of Site Planning implementation.

2015-2016 Comprehensive Site Planning Schedule			
Phase One: Site Plan Rewrite	Phase Two: Implementation	Phase Three: Site Plan Update	Phase Four: Implementation
Ackerman	Abbott	Cody	Aldrich*
Cottonwood	Black Elk	Ezra	Morton*
Reagan	Bryan	Harvey Oaks	Neihardt
Rockwell	Cather	Montclair	Sandoz
Rohwer	Disney	Reeder	Upchurch
North Middle	Hitchcock	Wheeler	Willowdale
Russell Middle	Holling Heights	Andersen Middle	South High*
	Norris	Kiewit Middle	
	Beadle Middle	North High	
	Central Middle		
	Horizon High		
	West High		

*Denotes 2nd year within Phase Four.

In the 2015-2016 school year seven Millard schools went through Phase One of the Site Planning process.

Phase One Site Planning 2015-2016			
School	Data Retreat	Site Plan Rewrite	Second Session
Cottonwood	August 25, 2015	September 29, 2015	February 25, 2016
Russell Middle School	September 3, 2015	October 8, 2015	March 3, 2016
Rohwer	September 15, 2015	October 20, 2015	March 31, 2016
Rockwell	September 17, 2015	October 22, 2015	April 7, 2016
Reagan	September 15, 2015	November 5, 2015	April 19, 2016

Ackerman	September 17, 2015	November 12, 2015	April 28, 2016
North Middle School	September 3, 2015	January 7, 2016	May 12, 2016

Phase One, consisting of a full Site Plan Rewrite, begins with a data evaluation process at a Data Retreat. A team of 6-12 teachers and administrators evaluate academic progress over the past 5 years in the areas of Reading, Writing, Math, Science, and Social Studies. This team evaluates trends over time, including sub groups that are identified in No Child Left Behind (2004). A Data Book is generated with these findings and is used to educate the entire school staff regarding the current reality of the school.

Phase One continues with a Site Plan Rewrite Day. During this experience the Site Plan team, comprised of 16-20 people, including school administrators, teachers, support staff members, parents, and students (at the high school level), are sequestered for a day to analyze academic and behavioral data. At the end of the Site Plan Rewrite day, the school mission, objectives and strategies are developed in draft form.

Action Teams are then composed for the purpose of describing how to operationalize the strategies set forth by the Site Planning Team. Action Teams consist of a composite group of the school's community: administrators, teachers, parents, community leaders, and occasionally students. Action Teams also evaluate recommendations from the AdvancEd School Improvement process and Nebraska Framework (Rule 10) visits and incorporates these recommendations into Specific Results and Action Steps for implementation.

After 3-4 months of action research, the Site Planning team reconvenes for a half day Second Session to approve of the Action Plans. The Action Plans are regularly reviewed and progress is noted. The process is cyclical, with a full rewrite occurring every 4-5 years and formal update sessions occurring mid-cycle.

The seven schools in Phase One of Site Planning during 2015-2016 created rigorous Action Plans that will allow schools to implement instructional, engagement, and behavioral strategies until the 2020-2021 school year. The following are the Strategies and Specific Results created in Phase One of Site Planning this school year:

School	Strategies & Specific Results
Ackerman	<p>We will embed College & Career Readiness into our instructional practices.</p> <ul style="list-style-type: none"> We will implement cooperative learning in our classrooms. We will implement strategies to improve Critical Thinking and Problem Solving. <p>We will maximize our partnership with Ackerman families and community.</p> <ul style="list-style-type: none"> We will provide learning opportunities to support parents with academics in their home environment. We will utilize our BIST program to educate families on the language and strategies to consistently support our students at school and home. <p>We will develop and implement plans to enhance the social emotional well-being of the Ackerman community.</p> <ul style="list-style-type: none"> Implement practices that reflect the 5 areas of social emotional learning (self-management, social awareness, relationship skills, responsible decision making, and self-awareness) to enhance the social emotional well-being of the Ackerman community.
Cottonwood	<p>We will develop and implement plans to increase student enrollment.</p> <ul style="list-style-type: none"> Create marketing to effectively promote Cottonwood. We will use social media to promote Cottonwood. <p>We will develop and implement plans to address the needs of all students in the area of math.</p> <ul style="list-style-type: none"> Plan and implement staff development regarding the needs of all students in the area of math. Develop and implement new common formative assessments in the area of math to help drive instruction and increase student achievement. <p>We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.</p> <ul style="list-style-type: none"> We will enhance our existing PBIS system through additional programs. We will enrich student, parent, and community involvement by utilizing outside resources.

Reagan	<p>We will maximize high leverage instructional practices in order to build critical thinking and problem solving skills.</p> <ul style="list-style-type: none"> • Consistently implement a successful writer's workshop schoolwide. • Incorporate critical thinking and problem solving strategies into our school-wide culture. • Support teachers and paraprofessionals in expanding their understanding of effective practices in mathematics. <p>We will capitalize on being the “school with heart” to build a positive culture among students, staff, and families.</p> <ul style="list-style-type: none"> • To build on the already strong foundation of community involvement at Reagan. • Maximize staff engagement by focusing on a culture of strengths. • Maximize student engagement by focusing on each student’s traits. <p>We will utilize a school wide behavior system with fidelity to ensure students become effective problem solvers, responsible citizens and life-long learners.</p> <ul style="list-style-type: none"> • Utilize a data process to evaluate behavior trends and individual student needs. • Build a school-wide awareness and understanding of college and career readiness skills while utilizing BIST and components of PBIS • Engage staff members with ongoing staff development regarding our school-wide behavior system.
Rockwell	<p>We will maximize instructional strategies by developing our staff and implementing high leverage practices.</p> <ul style="list-style-type: none"> • Provide collaborative staff development opportunities in small focus groups according to standards, meeting the varying needs of our staff. • Provide learning opportunities and implement engaging instructional strategies to enhance teacher instruction. <p>We will develop and implement plans to enhance our relationships with the Rockwell community.</p> <ul style="list-style-type: none"> • Explore methods to improve communication within the Rockwell community. • Explore ideas to encourage family attendance and participation at Rockwell Family Events. • Coordinate opportunities for Rockwell families and community members to engage in working with students. • Further develop our school wide behavior program to maximize student success.
Rohwer	<p>We will enhance instructional practices and supports across all curricular areas to meet the needs of each student.</p> <ul style="list-style-type: none"> • Increase each student’s knowledge and application of math through enhanced instruction. • We will improve individual student achievement in science. <p>We will effectively utilize the greater Rohwer community to diversify the learning opportunities offered to students.</p> <ul style="list-style-type: none"> • Investigate and strategically implement a College & Career Day occurring every other year. • Investigate and implement opportunities and activities that broaden students’ knowledge and experiences with different cultures. <p>We will expand our behavior support system in order to address the emotional and behavioral needs of all students.</p> <ul style="list-style-type: none"> • Create and implement a staff development plan to increase staff knowledge regarding student behavior. • Develop, implement and communicate school-wide behavior resources for staff, students, families, and community.
North Middle	<p>We will develop and implement plans to increase hope in our students.</p> <ul style="list-style-type: none"> • Create a caring school climate where all MNMS students and staff benefit from a positive relationship with each other. • Instill a growth mindset utilizing grit, perseverance, and personal achievement at North Middle School. <p>We will capitalize on being a 1:1 IB MYP school.</p>

	<ul style="list-style-type: none"> • We will transition to a 1:1 digital learning community. • We will enhance fluidity between MPS Practices and IB Practices. • We will capitalize on our diverse community and demonstrate culturally responsive teaching practices. <p>We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.</p> <ul style="list-style-type: none"> • Facilitate the implementation of a school-wide PBiS system while utilizing the existing strengths of Millard North Middle School culture. • Maximize family and community involvement, engagement, and support in our PBiS program. • Utilize the district's Behavioral Pyramid of Intervention that supports the RtI+I model. <p>We will develop and implement plans to increase achievement levels across all subgroups for all measures.</p> <ul style="list-style-type: none"> • Strengthen co-teaching within Millard North Middle School. • Cultivate an engaging academic environment at MNMS to increase student achievement. • Create a building-wide structure to support students with organization.
Russell Middle	<p>We will develop and implement plans to expand student academic growth.</p> <ul style="list-style-type: none"> • Establish and incorporate growth mindset common language at Russell Middle School. • Cultivate a rigorous academic environment at RMS to increase student achievement. • Incorporate and maximize the use of new and existing technology. <p>We will develop and implement plans to honor and engage all stakeholders.</p> <ul style="list-style-type: none"> • Structure professional development to emphasize ownership of personal excellence. • Capitalize on the high achieving RMS culture by creating a unique school brand. • Integrate positive wellness opportunities into the RMS culture. • Engage RMS parents and community by creating strong partnerships. <p>We will implement a program in cooperation with families and community that develops the character traits that reflect positive social behavior and responsible citizenship.</p> <ul style="list-style-type: none"> • Facilitate implementation of a school-wide PBIS system at Russell Middle School. • Effectively utilize the Millard Public Schools Bullying Prevention and Intervention Plan. • Effectively utilize the Millard Public Schools RtI+I Behavior Process. • Maximize staff, student, family, and community understanding, support, and engagement in all Strategy 3 efforts.

While the Site Planning process gives each school autonomy to write strategies and specific results to address their critical issues, there are common themes that emerged at each of the 7 schools going through Phase One in 2015-2016. All seven schools created either a Strategy or Action Plan to address District Strategy 3.1 requirements, including communicating the district-wide character traits, selection of a behavior management program, and bullying prevention. Ackerman, Reagan, & Rockwell Elementary Schools will focus on BIST and Bullying Prevention while Cottonwood, Rohwer, North Middle and Russell Middle will focus on PBiS and Bullying Prevention. Additional Site Planning themes include College & Career Readiness, community/family engagement, Digital Learning, Math instructional practices, and staff/student engagement.

Phase Three of Site Planning is known as the Site Plan Update. During this phase, schools continue to implement their School Site Plan (including the mission, objectives, strategies, and action plans) and are given the opportunity to update their plan should any new critical issues need to be addressed. The Site Plan Update is held during a regularly scheduled School Improvement Team meeting and is facilitated by a Leadership & Learning Facilitator.

At the Site Plan Update, members of the School Improvement Team (administrators, teachers, staff members, parents, and students) celebrate the strides the school has taken to implement their school site plan and brainstorm about new critical issues the school may be facing. During the 2015-2016 school year, nine Millard schools went through Phase Three. Many schools identified new critical issues. However, most schools selected

to address these issues at an operational level using their School Improvement Team (making no changes⁴³⁷ to their Site Plan). Cody Elementary opted to modify their School Site Plan by adding a new Action Step to an Action Plan.

School & Update Information	New Critical Issues and/or Action Plans
Cody 2/1/16 4:00-5:15 p.m.	Critical Issues Discussed: <ul style="list-style-type: none"> Integrating Digital Learning into Instructional Practices in Math, Reading, & Writing Action Taken: <ul style="list-style-type: none"> Added Action Step into Plans 1-1, 1-2, and 1-3 to “Create staff development and implement digital tools by utilizing connections between digital learning, MPS Tech Profiles, and instructional practices.”
Ezra 3/8/16 4:00-5:15 p.m.	Critical Issues Discussed: <ul style="list-style-type: none"> Family Involvement Technology New Math Curriculum Reaching all Families through Social Media Class Sizes and Ezra's mobility rate Action Taken: <ul style="list-style-type: none"> The Ezra SIT will handle these issues at an operational level
Harvey Oaks 4/6/16 4:00-5:15 p.m.	Critical Issues Discussed: <ul style="list-style-type: none"> Escalating behavior support for Tier 2 and 3 students Mental Health issues in students and families Writing and HAL Digital Learning Action Taken: <ul style="list-style-type: none"> The Harvey Oaks SIT will handle these issues at an operational level
Montclair 5/10/16 4:00-5:15 p.m.	Critical Issues Discussed: <ul style="list-style-type: none"> Changing demographics and increased student needs Action Taken: <ul style="list-style-type: none"> The Montclair SIT will handle this issue at an operational level
Reeder 2/29/16 4:00-5:45 p.m.	Critical Issues Discussed: <ul style="list-style-type: none"> Student/Teacher ratio and class size Para hours and support Digital Learning Escalating behaviors Teacher stress Action Taken: <ul style="list-style-type: none"> The Reeder SIT will handle these issues at an operational level
Wheeler 3/31/16 6:00-7:30 p.m.	Critical Issues Discussed: <ul style="list-style-type: none"> No critical issues at this time Action Taken: <ul style="list-style-type: none"> N/A
Andersen Middle 4/20/16 3:15-4:30 p.m.	Critical Issues Discussed: <ul style="list-style-type: none"> Digital Learning PBiS Implementation District financial constraints Transitions of students to/from AMS Action Taken:

	<ul style="list-style-type: none"> The Andersen SIT will handle these issues at an operational level
Kiewit Middle 3/10/16 3:15-4:15 p.m.	Critical Issues Discussed: <ul style="list-style-type: none"> Communication with Parents Homework & Grading Digital Learning Professional Development Action Taken: <ul style="list-style-type: none"> The Kiewit SIT will handle these issues at an operational level
North HS 2/16/16 6:45-7:45 a.m.	Critical Issues Discussed: <ul style="list-style-type: none"> Disproportionality of Suspension rates among sub groups 1:1 Technology Initiative Gym space/facility issue Action Taken: <ul style="list-style-type: none"> The North SIT will handle these issues at an operational level

Phases Two, Three, and Four of Site Planning allow each school to implement their strategies and action plans according to an Implementation Schedule determined by the building administration and the School Improvement Team. While schools have multiple Action Plans within their School Site Plan, typically buildings intentionally activate only 2-5 Action Plans per year.

A new searchable [Site Planning Website](#) was developed for the 2015-2016 school year. This website has allowed schools to review all MPS Site Plans, for principals to clearly communicate their Site Plans to their staff, and for Site Plans to be easily audited. School Site Plans were audited in 2015-2016 to determine the Action Plans that schools were activating.

The following Site Planning Themes reflect *only those Action Plans that were activated* during the 2015-2016 school year.

Topic	Secondary Themes	Elementary Themes
40 Assets	<ul style="list-style-type: none"> Central 	<ul style="list-style-type: none"> Ackerman
Assessments (Standardized Testing practices & Common Formative Assessments)	<ul style="list-style-type: none"> Millard North HS Millard West HS 	
BIST	<ul style="list-style-type: none"> Central 	<ul style="list-style-type: none"> Abbott Black Elk Bryan Holling Heights Neihardt Reeder
Bullying Prevention	<ul style="list-style-type: none"> Horizon HS Millard North HS 	<ul style="list-style-type: none"> Bryan Cather Disney Neihardt Upchurch
Character Traits		<ul style="list-style-type: none"> Disney Ezra
Cluster Grouping		<ul style="list-style-type: none"> Reeder

Collaboration		<ul style="list-style-type: none"> • Montclair • Neihardt
College & Career Readiness	<ul style="list-style-type: none"> • Horizon HS • Millard North HS • Millard West HS • Beadle • Central • Kiewit (Critical Thinking) 	<ul style="list-style-type: none"> • Ackerman • Disney • Norris • Wheeler (Critical Thinking) • Willowdale
Communication		<ul style="list-style-type: none"> • Black Elk • Bryan • Holling Heights • Reeder • Wheeler
Digital Learning	<ul style="list-style-type: none"> • Millard West HS • Beadle 	<ul style="list-style-type: none"> • Abbott • Black Elk • Ezra • Wheeler • Willowdale
Engagement Strategies (Staff, Students, Families)	<ul style="list-style-type: none"> • Andersen • Beadle 	<ul style="list-style-type: none"> • Bryan • Disney • Ezra • Harvey Oaks • Holling Heights • Norris • Sandoz • Wheeler
Extra-Curricular Offerings		<ul style="list-style-type: none"> • Hitchcock • Upchurch
Kagan Structures	<ul style="list-style-type: none"> • Central 	
IB		<ul style="list-style-type: none"> • Aldrich
Math		<ul style="list-style-type: none"> • Abbott • Bryan • Cather • Cody • Harvey Oaks • Hitchcock • Montclair • Sandoz
PBiS	<ul style="list-style-type: none"> • Horizon HS • Millard North HS • Millard South HS • Millard West HS • Andersen • Beadle • Kiewit 	<ul style="list-style-type: none"> • Cody • Harvey Oaks • Neihardt • Norris • Upchurch • Wheeler

Reading		<ul style="list-style-type: none"> • Hitchcock • Wheeler (Vocabulary)
Service Learning		<ul style="list-style-type: none"> • Ezra
Social Media		<ul style="list-style-type: none"> • Upchurch
Standards-Based Instruction		<ul style="list-style-type: none"> • Reeder
Student Growth (HAL, Students with Disabilities, all students)	<ul style="list-style-type: none"> • Andersen • Beadle • Central • Kiewit 	<ul style="list-style-type: none"> • Black Elk • Harvey Oaks • Hitchcock • Holling Heights • Morton • Neihardt • Norris • Reagan
Watch D.O.G.S.		<ul style="list-style-type: none"> • Upchurch
Whole Child		<ul style="list-style-type: none"> • Montclair
Writing		<ul style="list-style-type: none"> • Abbott • Ackerman • Black Elk • Bryan • Cody • Ezra • Harvey Oaks • Holling Heights • Montclair • Morton
Schools Re-writing their Site Plan Information related to these 7 schools is included in Phase One narrative.	<ul style="list-style-type: none"> • North Middle School • Russell Middle School 	<ul style="list-style-type: none"> • Ackerman • Cottonwood • Reagan • Rockwell • Rohwer

APPENDIX - Alphabetical Listing of 2015-2016 Sample Classes

#TIME: Technology Infused Meaningful Experiences

Section Event(s): After School

Course Description: TIME--You asked for it! Following a quick kickoff activity, the majority of this session will be devoted to peer collaboration. The goal will be to infuse technology into meaningful experiences. Create opportunities for your students to learn more and dig deeper into content through our MPS Technology Profiles.

40 Developmental Assets for Hourly Staff

Section Event(s): Hourly Staff Day

Course Description: 40 Developmental Assets is based on a simple concept: young people need positive external supports and internal strengths to succeed in life. And, most important, they need adults to help them nurture these assets. Assets not only promote positive behaviors, but they also protect young people from harmful behavior. The more assets a young person reports having, the less likely he or she is to make harmful or unhealthy choices. Learn how you can be an asset building in your work, home and community.

4-12 Instrumental Music: Creating, Performing and Responding to Music

Section Event(s): Fall Workshop

Course Description: This course will feature a variety of small workshops within the larger workshop.

Academic Vocabulary Strategies paired with Language Frames and Rephrasing

Section Event(s): After School

Course Description: There are a myriad of ways to address vocabulary in the classroom. Presenters will show the most effective strategies to use in all classroom settings. Language frames help English learners to engage successfully in a range of daily classroom language functions. This professional development will show teachers how to incorporate language frames into their daily routine, discussions and workstations.

Adapted Books & Visual Supports for Students with Disabilities

Section Event(s): New Staff Orientation

Course Description: Students with ASD and other disabilities need targeted assistance in reading instruction. This presentation is intended to instruct teachers on how to create adapted books for their students who would benefit from this specialized instructional method. Participants will be given specific examples of different ways to adapt books and how to access books online. There will be opportunities for hands on instruction for Boardmaker and other images. Participants will acquire new resources and produce adapted books and visual supports for their students.

Addressing Social Skills in your Building

Section Event(s): Just In Time

Course Description: Participants will have lots of fun exploring social skills curriculum and how to use it to address the social needs of their building. You will walk away with ideas of how to start a group and how to articulate why social skills instruction is crucial. You will walk away with easy to use ideas, a list of resources (books, websites, games), tools and freebies for your groups. *Bring your smartphones to take pictures of ideas presented. Training is presented by Sallye Lee and Carrie Fairbairn. Information

will be presented from an elementary perspective, but many of the resources and ideas can be applied at the middle school level

Aesop Training for Secretaries

Section Event(s): Just In Time

Course Description: Aesop, a substitute placement and absence management service, will be utilized in Millard Public Schools beginning in August 2016. This training aims to support staff members in utilizing the system and assisting others.

Annotating in Color

Section Event(s): Fall Workshop

Course Description: Come and learn a fun way to get kids engaged in annotating text! As our students are getting more accustomed to the exercise of annotating, we can add to the relevance and efficiency of this practice. Participants in this session will get to experience annotating in color, discuss the benefits, share ideas, and put into play right away!

Artificial Maturity: How to Raise Kids Who Can Handle the Real World

Section Event(s): Staff Development Day

Course Description: Our calling is to help kids meet the challenge of becoming productive citizens. Participants will investigate what authentic maturity looks like and how to create an environment that teaches students to lead themselves and how to make a positive impact. This session will focus on the works of Tim Elmore.

Assistive Tech Point Person Year 2 Planning

Section Event(s): After School

Course Description: Point people will identify one or more areas needed for additional personal training, and identify the preferred preferred format for the training. They will also identify an area for additional training that can be provided to point person's building and to the target group they identify.

Assistive Technology and Google Apps for Education

Section Event(s): MLK Day

Course Description: The District assistive technology specialists will have the opportunity to research and explore the various tools and applications provided within the Google Apps for Education and identify assistive and adaptive supports that may exist within them.

Audiologist Professional Development

Section Event(s): MLK Day

Course Description: Audiologist will observe and meet with personnel.

Becoming a Reflective Teacher

Section Event(s): After School

Course Description: Marzano and others organize the research and theory on reflective practice into five broad categories: 1) having a model of effective teaching, 2) setting growth goals, 3) engaging in focused practice, 4) receiving focused feedback, and 5) observing and discussing teaching. Millard Public Schools outlines effective teaching in the Millard Instructional Model (MIM). This tool and supporting resources can be used to guide reflective conversations between colleagues. Participants will conduct a self-audit of current practice and engage in conversations with peers to identify an area of focus.

BIST Training for Paraprofessionals

Section Event(s): Fall Workshop

Course Description: Participants will learn the basic components of Behavior Intervention Support Team (BIST) strategies such as the philosophy and implementation of the Goals for Life, Safe Seat, BIST language, Grace and Accountability. We will be discussing example situations and how to best handle them using the BIST language. The session will be interactive opportunities for role-playing and discussion of specific behavior examples.

Book Nook Series: Lunchmeat & Life Lessons. Sharing A Butcher's Wisdom

Section Event(s): After School

Course Description: Every time you meet someone, they are evaluating you. They wonder if you like them, care about them, will treat them fairly, are trustworthy...they are sizing you up in every interaction. In this 'prime cut,' Mary Lucas offers insights, actions, and attitudes to create stronger relationships with the 'customers' you have, inspiring you to be your very best at work and home!

Book Study: Digging Deeper into Reading Comprehension

Section Event(s): After School

Course Description: Digging Deeper into Reading Comprehension is a book study on Falling in Love with Close Reading and Notice and Note. This book study is designed for elementary teachers who want to encourage and challenge their students to engage in deeper meaning during reading experiences.

Book Study: Conscious Classroom Management

Section Event(s): After School

Course Description: Conscious Classroom Management is an interactive book study that engages teachers in practical, eye-opening strategies of effective classroom management. This book study is for both new and veteran teachers who want to establish classroom management through both prevention and intervention. Teachers will engage in a lively two session course digging deeper into the underlying workings of effective classroom management.

Book Study: Engaging Students with Poverty in Mind

Section Event(s): After School

Course Description: Drawing from research, experience, and real school success stories, Engaging Students with Poverty in Mind reveals *Smart, purposeful engagement strategies that all teachers can use to expand students' cognitive capacity, increase motivation and effort, and build deep, enduring understanding of content. *The (until-now) unwritten rules for engagement that are essential for increasing student achievement. *How automating engagement in the classroom can help teachers use instructional time more effectively and empower students to take ownership of their learning. *Steps you can take to create an exciting yet realistic implementation plan. The primary goals of the book study class are to 1) consider teaching strategies that engage students of economically disadvantaged students for academic success ; and 2) create building appropriate staff development activities to take back to share with your staff.

Book Study: Formative Assessment in Science

Section Event(s): After School

Course Description: Deepen your students' scientific understanding using formative assessment. In this book study, we will learn strategies and practices from *Science Formative Assessment* by Page Keeley. You will select from 75 specific strategies and design learning opportunities that uncover student misconceptions, deepen content mastery and promote effective practices. These proven assessment strategies are flexible, can be differentiated to fit the needs of your students, and can be adapted to use in a variety of content areas. Join us as we explore: * Why is formative assessment important to teaching & learning? * What is needed in the classroom environment to support formative assessment? * What does the research tell us about how formative assessment impacts teaching & learning? * What are FACTs (Formative Assessment Classroom Techniques)? * How do I select, implement, and use data from FACTs?

Book Study: Intentional Talk: How to Structure and Lead Productive Mathematical Discussions

Section Event(s): After School

Course Description: This book study on *Intentional Talk: How to Structure and Lead Productive Mathematical Discussions* is designed for teachers who want to develop and learn more strategies on how to promote student discourse in their mathematics instruction.

Book Study: Smart but Scattered TEENS

Section Event(s): After School

Course Description: Executive Functioning Skills impact teens in a variety of ways. Knowing your own EF strengths and weaknesses will enable you to plan effective teaching strategies to assist your student's ability to plan, organize and execute their short and long term goals. You will also be able to support their ability to resolve conflicts more effectively and to control their emotions. Learning ways to lay a foundation, to modify the environment and to motivate teens to use executive functioning skills in your classroom will improve student performance. Participants will be expected to read chapters before class and to actively participate in group discussions.

Book Study-Making Number Talks Matter!

Section Event(s): After School

Course Description: *Making Number Talks Matter!* is a blended book study experience designed for elementary teachers who want to learn more about number talks and discover new ways and ideas to promote flexible thinking and numerical reasoning. After an initial meeting, the remainder of the course will be interactive through Google Classroom and other digital resources. Knowledge of and/or comfortability with Google Classroom is not a prerequisite!

Bridging the Gap from High School to Post Secondary Opportunities

Section Event(s): Fall Workshop

Course Description: ACP Teachers will explore various post high school agencies, including YAP, available within the metro area. Participants will be given the opportunity to observe each setting in an effort to make connections for students on their caseloads. In addition, participants will be provided information useful for describing post-secondary options to parents/guardians involved in the transition process.

Building Instructional Coach Professional Development

Section Event(s): Other/None

Course Description: Building Instructional Coaches will experience professional development related to: Seven Partnership Principles, MPS Instructional Coaching Process, MPS Instructional Coaching Paperwork, Feedback (Videotape and classroom), Creating an Instructional Coaching Calendar.

Building Relationships with Students

Section Event(s): Hourly Staff Day

Course Description: We all want to feel cared for and valued by the significant people in our world. Students are no different. In this session, you will reflect on the nature of your position and how you interact with students. Why are positive student relationships important? How might you improve your relationships with students? What are some effective, high-impact strategies for improving these relationships? Practice these research-based strategies that promote trust and foster growth in this interactive session!

Building Trust in the Workplace

Section Event(s): After School

Course Description: It is mutual trust, even more than mutual interest, which holds human associations together.' -H.L. Mencken Building Trust in the Workplace -Whether a personal or business partnership any bond is built on trust. Without trust, you have nothing. With it, you can do great things. This program will help you earn and keep the trust of all concerned by giving you the knowledge and techniques needed to: Make the business case for trust, Create and sustain trust, Repair trust when it's been broken.

Captivating Digital Content

Section Event(s): Personal Prof Dev

Course Description: Participants will demonstrate application of District approved digital tools to produce digital resources and determine the best way to get them in the hands of students. The resources available to teachers and students change on a daily basis. Participants will learn about tools currently available to create their own digital resources. The next step is determining the best way to make the resource available to students. Participants will be surveyed in advance to prioritize the topics we will explore.

Career Academy Department Meeting

Section Event(s): Fall Workshop

Course Description: Career Academy teachers need to merge students from multiple buildings as well as blend instructional and assessment practices required by multiple institutions. This meeting will 'kick-off' the new school year with current information and time to share past practices. All teachers affiliated with a Millard Career Academy should attend.

CEU Completion for School Nurses

Section Event(s): MLK Day

Course Description: This course will include a variety of job specific topics for School Nurses. Specific topic information is listed in the section notes (found in your registration e-mail) and in the CEU documentation Nurses will receive upon completion.

Climate is Everything: A Close Look at Customer Service

Section Event(s): Hourly Staff Day

Course Description: What is good customer service? How can it go from good to great? What are common pitfalls when trying to deliver excellent customer service? What are best practices for dealing with difficult situations? Does attitude matter? Find out and practice answers to these and other important questions in this interactive session.

Coding Experience for Elementary Teachers

Section Event(s): Personal Prof Dev

Course Description: Coding may be cool, but the lasting benefits of developing problem -solving skills, perseverance, and collaboration are what really matters. Come participate in a coding experience and share ideas for classroom applications.

Common Formative Assessment, PLCs, and Lightning Grader: What To Do?

Section Event(s): Fall Workshop

Course Description: This session provides resources and instructional activities that will allow you to answer the following questions: Quality Criteria-What do I look for in a quality assessment? How do I ensure validity and reliability? Depth of Knowledge-What is a DOK level? How are they assigned? What are the characteristics that distinguish one level from the next? Assessment Types-What makes an assessment formative? What does a Common Formative Assessment look like in Millard Public Schools? How do PLCs serve as levers of effective assessment and instructional practices?

Common Sense Parenting

Section Event(s): After School

Course Description: Common Sense Parenting is a positive way for you to be in charge of your family. The program teaches you proven parenting methods that were developed at Boys Town. Each skill and technique you learn is adaptable to any home environment. It is an innovative approach that will build and reinforce healthy family relationships. The class will be tailored to meet the needs of the participants. The program teaches effective strategies for children aged 5-16.

Comprehension Strategy Instruction

Section Event(s): After School

Course Description: Participants will have the opportunity to engage in hands-on experiences to support understanding of effective strategy instruction. Best-practice research will be reviewed and participants will leave with questioning and prompting strategies to utilize with students.

Core Academy Fall Workshop Session 2015

Section Event(s): Fall Workshop

Course Description: Teachers will explore changes to district standards and examine the new elementary technology profiles and research process. Results and feedback from the Core Knowledge Foundation visit for the award of School of Distinction will be analyzed and any matters to be addressed will be discussed. If needed, a plan of action will be developed.

Co-Teaching as Best Practices in Student Teaching

Section Event(s): Fall Workshop

Course Description: The intended outcome is to foster the co-teaching team and develop common understandings of the MPS Co-Teaching Student Teaching Model

Counselor and Social Worker Roundtable Discussions

Section Event(s): MLK Day

Course Description: The session will provide counselors and social workers with the opportunity to engage in grade-level roundtable discussion on topics related to their professional responsibilities. Participants will have the opportunity to submit topics ahead of time for the discussions.

Co-Workers and Other Strangers: Creating Harmony at Work

Section Event(s): Hourly Staff Day

Course Description: Why can't we just get along? ~Rodney King Exciting new research suggests that much of the fruitless conflict between coworkers results from a misunderstanding of what it means to be a colleague. This program can promote harmony in your worksite by helping you develop clear expectations of yourself and others. Specifically, the program: 1. Defines different types of relationships and what you can realistically expect from each of them 2. Offers practical tips for promoting healthy peer relationships .

CPR/AED Training (MPS Sessions)

Section Event(s): Other/None

Course Description: TO REGISTER: Contact your supervisor for the appropriate form. You will be participating in a CPR/AED course designed to teach the skills necessary to resuscitate a child or an adult. There will be hands on learning, as well as video and instructor presentations. Participants will receive a completion card.

CPR/AED Training (Other Providers)

Section Event(s): Other/None

Course Description: TO REGISTER: Contact your supervisor for the appropriate form. You will be participating in a CPR/AED course designed to teach the skills necessary to resuscitate a child or an adult. There will be hands on learning, as well as video and instructor presentations. Participants will receive a completion card.

CPR/AED Training EDL Staff

Section Event(s): Other/None

Course Description: This course will prepare the Everyday Living staff to teach the knowledge and psychomotor skills applicable to cardio-pulmonary resuscitation (CPR) and automated external defibrillator (AED). Upon the completion of this training, teachers will become certified CPR/AED trainers.

Creating A Successful Learning Environment

Section Event(s): New Staff Orientation

Course Description: Students come to us with a wide range of behavior issues. Educators can establish proactive learning environment procedures and guidelines that create an atmosphere for student success. Instructors will share research based strategies to help participants master the Learning Environment Domain of the Millard Instructional Model. This interactive workshop has been created for general education and special education staff who have 1-35 years of teaching experience.

Critical Thinking, Reasoning and Problem Solving for SLPs

Section Event(s): Fall Workshop

Course Description: This session will dive into skills needed to help facilitate and teach critical thinking and problem solving skills. Participants will synthesize strategies to help target goals in therapy and classroom sessions. The critical thinking continuum will be analyzed across grade levels (K-12).

Critical Thinking, Reasoning and Problem Solving in Relevant Contexts

Section Event(s): Fall Workshop

Course Description: This session will dive into skills needed to think critically and solve problems. Participants will generate examples of classroom applications and instructional strategies to develop a critical thinking mindset. Resources provided will give participants the tools to support the development of critical thinking and problem solving skills.

CSI Millard: Curriculum Support for Individuals in Millard

Section Event(s): Hourly Staff Day

Course Description: Paraprofessionals are asked to solve myriad student problems every day. Do you know what types of learners you're working with? What kinds of clues help you match learning styles to strategies? Have you ever wondered how to get a student from point A to point B? From tracking solutions to graphic organizers, investigate student support strategies you can use in any classroom. In addition, explore ways to ensure that students are using the strategies in multiple academic environments. Engage in solving the mystery of how students learn!

Cultivating Strengths in All Directions

Section Event(s): Other/None

Course Description: Gallup strengths coaches can cultivate strengths in others in a variety of ways. This session will help coaches refine their coaching practices with individuals and teams. Be ready to actively practice the use of reflective questions with your peers. You will learn new strategies and look at additional resources to enhance your coaching relationships.

Culturally Responsive Teaching for Second Year Staff (CRT)

Section Event(s): Fall Workshop

Course Description: The primary goals of the Culturally Responsive Teaching class are to 1) consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; 3) consider possible Culturally Responsive Teaching practices and 4) set goals for classroom implementation.

Curricular Updates for Business and Information Technology

Section Event(s): Fall Workshop

Course Description: Participants will review the updated business and information technology courses. In this session, teachers will work in collaborative groups to share best practices related to College and Career Readiness; common course assessments; and the delivery of instruction. Teachers will be clustered according to content/curriculum needs.

Curriculum Application and Agency Tours for Art Teachers

Section Event(s): New Staff Orientation

Course Description: This session will include discussion and reflection of first semester. Participants will have the opportunity to collaborate with one another and explore curricular resources available. The afternoon will be spent visiting various facilities.

Curriculum Renovations in Secondary Social Studies Part II

Section Event(s): Fall Workshop

Course Description: Participants will review updated social studies courses and participate in preparing lesson plans in course specific groups.

Darkness to Light

Section Event(s): Fall Workshop

Course Description: Darkness to Light is the only evidence based child sexual abuse prevention program proven effective in educating adults to prevent, recognize, and react responsibly to child sexual abuse. Hear from adult survivors and learn how to reduce risk to children by following 5 steps to prevention.

Data Retreat: Digging Deeper Into your Site Plan

Section Event(s): Other/None

Course Description: Participants will use data analysis to dig deeper into Emerging Themes and trends in all academic content areas. Live tableau visualization will be used to evaluate data of student sub groups.

Dealing With a Crisis Response in MPS - Team Building Training

Section Event(s): Meeting

Course Description: This training will help members of the MPS crisis response teams work together on getting to know their personal team. Participants will engage in team building exercises as well as practice some skills that will be used when responding to a crisis in a school. Team members will also be given a revised manual and spend time familiarizing themselves with the CRT manual.

Defining Disabilities

Section Event(s): Hourly Staff Day

Course Description: Participants will learn about the disability categories identified by NE state law. They will be able to use the information to understand the learning characteristics of students with special needs and how best to support them when in an instructional setting.

Department Head Leadership Development

Section Event(s): Other/None

Course Description: This course will explore leadership in Millard Public Schools' with the lens of the secondary department head position. The MPS Leadership Framework will be used as a resource as participants examine Fierce Leadership conversation tools and Gallup Strengths. Participants will discuss a variety of scenarios that all leaders face like dealing with difficult situations and facilitating effective meetings.

Deprivatizing Mathematics Teaching to Publicizing Student Learning: Best Instructional Practices in Mathematics

Section Event(s): Fall Workshop

Course Description: Teachers are the difference makers! In this session, explore practical ways you can increase student achievement in mathematics. Examine how to engage students in meaningful tasks and promote each student's ability to make sense of mathematical ideas and reason. In this session, you will uncover what it takes to design a classroom that is full of meaningful mathematical discourse and appropriate opportunities for productive struggle.

Developing Effective Fractions Instruction for Kindergarten Through 8th Grade

Section Event(s): Fall Workshop

Course Description: Learn how to deepen your students' understanding of fractions without them breaking down and crumbling to pieces! This session will provide opportunities to: cogitate students' development of fraction sense, collaborate with colleagues, and develop plans that will enrich the fraction instruction in your classroom.

Digital Assessments for the Integrated Classroom

Section Event(s): After School

Course Description: Providing students with digital devices should be about moving students beyond consumers of information and into producers of information. However, there will always be a place in the digital classroom for check-points. Those check-points might be quick exit ticket, check-for-understanding or a formative assessment. This three part course will explore how to create digital check-points. Google forms will be explored in-depth. The first session will demonstrate how to set-up security with a Google quiz and walk through the add-on Flubaroo. The second session will introduce more add-ons that may be used to enrich the Google form/quiz experience. The final session will take a quick look at a new assessment option for MPS - ASSISTments. Come for one session or come for all!

Digital Classroom Tools

Section Event(s): Optional Staff Development

Course Description: Looking to integrate more technology into your classroom? This session will introduce various tools that may be quickly implemented to add energy and engagement to any lesson.

Digital Digs for Elementary Teachers

Section Event(s): After School

Course Description: Digital Digs are designed to assist elementary teachers (general education, SPED, and teacher librarians) in moving forward with their understanding of Digital Learning in the Elementary Classroom. Teachers are required to attend 3 sessions throughout the school year and can choose from any of the dates and sessions available.

Digital Learning in Grades 3-5: Research Projects & NeSA-ELA

Section Event(s): MLK Day

Course Description: Refine your teaching practice with this interactive class. Participants will explore a variety of digital resources that impact student learning in powerful ways. Strategies, resources, and conversations will connect your learning to technology profiles, research projects and NeSA-ELA (including text dependent analysis). Bring a fully charged iPad.

Digital Learning in Grades K-2: Technology Profiles & Research Projects

Section Event(s): MLK Day

Course Description: Refine your teaching practice with this interactive class. Participants will explore a variety of digital resources that impact student learning in powerful ways. Strategies, resources, and conversations will connect your learning to technology profiles, research projects, and a variety of apps. Each class will be tailored to fit the needs & interests of the specific grade level. Bring a fully charged iPad.

Digital Learning in the Elementary Classroom: Profiles and iPads

Section Event(s): Fall Workshop

Course Description: Digital learning encompasses instructional practices that effectively increase student and teacher productivity, creativity, innovation, personalization, and engagement through enhanced learning experiences using a wide spectrum of digital resources that improve teaching, learning, and achievement. Teachers will learn about the MPS Profiles for Technology Literate Students, as well as, the role that iPads play in the implementation of the profiles. Teachers will experience QR Codes, iMovie trailer, and News-O-Matic and make connections to their use across the curriculum.

Digital Learning with the Elementary iPad

Section Event(s): Fall Workshop

Course Description: Through the generosity of the Millard Foundation, all elementary classrooms have access to a minimum of 5 student iPads. Now what? This course is designed to help introduce teachers to the iPad, the available apps and how to move their current rock-solid curriculum to the next level with the addition of this technology.

District Crisis Team New Member Training: Roles and Procedures

Section Event(s): Meeting

Course Description: This class will provide an overview of what to expect if a crisis occurs in the Millard Public School District. You will become familiar with your role, as a crisis team member, in the event your team is called to respond to a student or staff member death, as well as other catastrophic events. The material taught in this class will be partially based on the research from Dr. John Dudley, national expert on crisis intervention. Participants will walk through a 'typical' crisis response from beginning to end. They will learn the reasons for the actions of the crisis team members, as well as the importance of self-care following a crisis event.

Do The Math Training

Section Event(s): Other/None

Course Description: In Do The Math, lessons engage students with concepts and skills using concrete, manipulative materials, games that reinforce and provide practice, selected children's literature that provides a context for mathematical concepts and skills, and visual representations to help students represent their thinking. The program, which reflects National Council of Mathematics (NCTM) standards, teaches essential Numbers and Operations math skills that integrate with a core math curriculum. Do The Math consists of 12 modules that target addition and subtraction, multiplication, division, and fractions. Each module includes a series of thirty, 30 - minute step - by - step lessons

Drug-Free Workplace (Sodexo)

Section Event(s): Meeting

Course Description: This course will provide an overview of signs and symptoms of substance abuse and resources available through the Employee Assistance Program (EAP). Participants will review the policies and expectations of Millard Public School employees related to drugs and alcohol.

Drug-Free Workplace for Hourly Staff

Section Event(s): Hourly Staff Day

Course Description: This course will provide an overview of signs and symptoms of substance abuse and resources available through the Employee Assistance Program (EAP). Participants will review the policies and expectations of Millard Public School employees related to drugs and alcohol.

Eating Disorders and Co-Occurring Diagnoses

Section Event(s): Optional Staff Development

Course Description: Many of those who struggle with eating disorders also struggling with substance abuse. Research is showing there are multiple shared neurotransmitters that are thought to be involved in both disorders. Patients in recovery from an eating disorder sometimes use substances to avoid discomfort in the recovery process, and likewise, patients in recovery from a substance use disorder may use an eating disorder to compensate for the lack of chemical reinforcement. Bouncing back and forth between addictions, these patients can feel defeated and hopeless. This webinar explores Montecatini's Integrated Care Model which incorporates evidence-based treatments to address both disorders concurrently.

Effective iPad Instruction

Section Event(s): Other/None

Course Description: This session is designed for participants to understand how iPads can be used with students in Millard Public Schools classrooms. By attending this session, attendees will understand the significant impact the use of mobile devices can have on teachers' instructional strategies and student engagement.

Effective Listening Skills

Section Event(s): Other/None

Course Description: 'Are you really listening, or are you just waiting for your turn to talk?' Robert Montgomery Effective listening skills are vital in any leadership role. This session will highlight Leadership Domain 2: Collaborative Leadership. Participants will be provided opportunities for reflection on personal strengths and tendencies when communicating with others. We'll discuss strategies to become a reflective and receptive listener.

Effective Partnerships in the Workplace

Section Event(s): Hourly Staff Day

Course Description: Participants will explore Jim Knight's Partnership Principles (Equality, Choice, Voice, Dialogue, Reflection, Praxis) and reflect on how the principles impact their daily work. Participants will walk away with an understanding of how to practice the principles daily as a way to better partner with colleagues.

eFinance Upgrade Training**Section Event(s):** Other/None**Course Description:** For eFinance Users, the course will review the upgrade and how to enter Purchase and Warehouse Requisition and how to print reports.**Elementary App Exploration****Section Event(s):** Personal Prof Dev**Course Description:** Join us for time dedicated to further investigation of MPS approved apps for the Elementary iPad! This session will be facilitated by a step-ahead teacher and allow participants to share successes and learn from each other. Be sure to bring your iPad and questions you have! As time allows participants will be able to work on lessons to integrate applications as well.**Elementary Art Lesson Sharing****Section Event(s):** MLK Day**Course Description:** Elementary art specialists will share lesson ideas for implementing the K-5 art curriculum.**Elementary Curriculum Update****Section Event(s):** Fall Workshop**Course Description:** Many new and exciting changes have been made over the course of several months. This session is designed to bring teachers up to speed on these changes across all content areas. These changes include: New Language Arts standards and indicators, revisions to the Language Arts course guides, the addition of Writing Units of Study, a defined research process, Information Technology standards, and revisions to the elementary report cards.**Elementary Math Intervention****Section Event(s):** Meeting**Course Description:** Participants will gain a greater understanding of the Millard Instructional Model by exploring the 5 Learning Environments and how this applies to the elementary math classroom. Participants will gain understanding of the Critical Learning Phases of Mathematics and how students must process through each phase in order to be successful in our math intervention programs. Participants will review and reflect on the current math intervention programs, math screeners and diagnostic tests as well as comparing the Nebraska State Standards for Mathematics and our MPS instructional and process standards and the NCTM Focal Points.**Elementary Physical Education Archery Best Practices****Section Event(s):** MLK Day**Course Description:** This training provides elementary physical education teachers the opportunity to experience safety protocols of the National Archery in the Schools Program either as a refresher or as a first-time opportunity. (This experience does not result in official certification.)**Elementary Science Tune Up****Section Event(s):** Optional Staff Development**Course Description:** Join grade level colleagues for a 1-day workshop designed to refine and deepen your understanding of teaching and learning in science. Participants will extend their understanding of inquiry-based learning by experiencing investigations from grade level FOSS, EiE, and Scott Foresman modules and exploring ways to effectively embed notebooking, questioning, formative assessment, and

differentiation. Exploration and discussion will be focused on effective practices, disciplinary core ideas, and crosscutting concepts. This workshop is appropriate for teachers who are new to the district, new to teaching science, or who want a tune up in Science. Administrator approval is required prior to registration. Substitutes are provided through the Office of Elementary Educational Services.

Elementary Teachers Changing Grade Levels

Section Event(s): Optional Staff Development

Course Description: This optional staff development is designed for those teachers changing grade levels who have specific curriculum needs in preparing for the upcoming school year.

ELL Instructional Approaches, Curriculum, and Assessment Review

Section Event(s): Other/None

Course Description: The Instructional Approaches, Curriculum, and Assessment Review Procedures for the ELL Program have been created and approved by Educational Services. This process, which is similar to the MEP Curriculum Review process, yet unique, includes two phases: Program Planning and Curriculum Planning, Development, and Implementation.

Engaging Learners with Web-Based Applications

Section Event(s): Fall Workshop

Course Description: Participants will interact within the digital learning environment, in order to bring the critical reasoning process into their daily instruction. In this session, teachers will explore web-based applications to engage learners. Teachers will be clustered according to their content.

English Language Development: All Systems Go

Section Event(s): Fall Workshop

Course Description: K-12 ELL teachers will engage in activities to prepare for the full implementation of the new ELP Standards. The use of instructional technology will be explored. Additionally, teachers will analyze achievement data of ELL students, including ELDA and NeSA.

Everyday Diversity

Section Event(s): After School

Course Description: 'Won't it be great when we all understand that diversity leads to a better team result, and not a better team photo?' --Tim, the HR Introvert When most of us think of diversity, we think of race, age, sex, religion, etc. - the more obvious categories covered by employment law. However, diversity isn't confined to the characteristics codified by law. Diversity includes generational, culture, and work style differences - whose effects we are only now beginning to fully appreciate. This program will help you leverage diversity to make your team more productive and to provide greater opportunity for all by: *Exploring the aforementioned differences and their growing impact *Outlining practical steps for reducing the unconscious bias that blinds us to the personal and professional opportunities diversity affords .

Fact Fluency: What Can I Do to Help Them Get It?

Section Event(s): Hourly Staff Day

Course Description: Computational fluency or fact fluency is a critical component of students' math development. When facts become automatic, students can grapple with more abstract math concepts and engage in problem-solving. What are effective supports for helping students develop fact fluency?

In this session, we will explore ways to develop students' computational fluency, interest and engagement.

Fall Meeting & Online Training for Van Drivers

Section Event(s): Fall Workshop

Course Description: This session will be split between department meeting and required training that must be taken online.

Fall Workshop Building Time

Section Event(s): Fall Workshop

Course Description: Topics and schedule determined by building leadership teams.

Fall Workshop for Literacy Intervention Paraprofessionals

Section Event(s): Fall Workshop

Course Description: This session will provide literacy paraprofessionals with an update on literacy intervention programs and procedures. Please contact your building principal and/or literacy interventionist/resource teacher with questions about attendance.

First Aid (Other Providers)

Section Event(s): Other/None

Course Description: TO REGISTER - contact your supervisor for the appropriate form. You will be participating in a First Aid course designed to teach the skills necessary to render First Aid to a child or an adult. This is a video based course, supplemented with instructor presentations. Participants will receive a completion card from the Emergency Care and Safety Institute.

First Aid for Health Room Staff (MPS)

Section Event(s): Fall Workshop

Course Description: TO REGISTER - contact your supervisor for the appropriate form. You will be participating in a First Aid course designed to teach the skills necessary to render First Aid to a child or an adult. This is a video based course, supplemented with instructor presentations. Participants will receive a completion card from the Emergency Care and Safety Institute.

Focus on What Matters Most: Effective Teaching!

Section Event(s): Fall Workshop

Course Description: With all the change and challenge swirling in schools today it is easy to become distracted, but effective instructional practices are one of the most controllable in-school factors in student learning. The overarching message of Principles to Actions is that effective teaching is the non-negotiable core necessary to ensure that all students learn mathematics at high levels. This session will examine research-informed instructional practices and the collaborative structures necessary to ensure classroom implementation.

Gallup Strengths 101

Section Event(s): Hourly Staff Day

Course Description: What are your Top 5? How can you use your Top 5 strengths and talents to build relationships with your colleagues, students, and MPS families? During this introductory workshop we will create a deeper understanding of how your talents can make a positive impact at your place of work through a 'Focus on Strengths', interactive discussions, and team building activities! This is an

Introductory Course to Gallup Strengths. If you have not yet taken the Gallup StrengthsFinder, register early and we will send you a code to complete the assessment.

Gallup Strengths and Engagement: Action & Ownership

Section Event(s): Other/None

Course Description: This session will dive into actions you can take to increase your own engagement as well as the staff you work with. What steps are you taking to build hope in your teams & in your school?

Gallup Strengths for DSAC Staff

Section Event(s): Optional Staff Development

Course Description: What are your Top 5? How can you use your Top 5 strengths and talents to build relationships with your colleagues and MPS families? During this workshop we will create a deeper understanding of how your talents can make a positive impact at your place of work through a 'Focus on Strengths', interactive discussions, and team building activities!

Genetec Door Security Training

Section Event(s): Fall Workshop

Course Description: Building staff will learn how to operate the Genetic Door Entry System.

Getting to Know Your Students as Readers for New Staff

Section Event(s): New Staff Orientation

Course Description: Teachers will get to know their readers through: *identification of strengths and weaknesses of their readers *understanding the A-Z Continuum of Literacy Learning *developing strategies to connect the Continuum with small group instruction .

Giant Nebraska Map & History Trunk Orientation

Section Event(s): Just In Time

Course Description: This 1/2-day orientation course is for 4th grade Social Studies teachers. You will experience interactive learning activities using a giant Nebraska map and history trunks. You will also leave the session understanding the expectations and requirements for checking out and caring for these great resources. NOTE: Teachers MUST attend the orientation session prior to checking out the Giant NE Map and history trunks. Remember to bring your fully charged laptop and socks.

GOLD - Language and Literacy Continuum

Section Event(s): New Staff Orientation

Course Description: Teachers will be learning about report options within Teaching Strategies GOLD and will utilize that data to identify individual and class instructional needs. Additionally, participants will explore the text Literacy Beginning and utilize Fountas and Pinnell Literacy Continuum for PK as a tool in literacy planning. Teachers will have time to create hands-on activities to take back to their classrooms to support literacy learning.

Google - From Calendar to Classroom

Section Event(s): New Staff Orientation

Course Description: What's all the excitement about Google? Learn how to manage and harness the power of your Google account while exploring the various applications covered within GAFE.

Google 101: Docs, Slides, & Sheets

Section Event(s): After School

Course Description: Google is much, much more than Gmail - Calendar or even Drive! This session will explore the various apps native to Google. Learn how to create and manipulate Google Docs, Sheets, Slides and more!

Google Calendar

Section Event(s): Hourly Staff Day

Course Description: Are you ready to abandon your paper calendar and leverage the digital benefits of a Google Calendar? In this workshop, learn how to create Google calendars, share them with others, and publicize events on shared calendars. You will learn how to set up notifications and invite others to shared events.

Google Classroom

Section Event(s): After School

Course Description: The latest Google Goodie added to our MPS GAFE (Google Apps for Education) is Google Classroom. Google Classroom helps teachers create, assign, and collect student classwork and homework paperlessly. With Google Classroom, teachers can seamlessly integrate Google Docs, Google Drive, and Gmail to create assignments, provide feedback for in progress and completed work, and communicate with their students directly. Students can work on assignments in Google Docs and turn them in with just a few clicks.

Google Classroom 102

Section Event(s): Personal Prof Dev

Course Description: This session is designed for users who have set up a Google classroom and tried out a few things, but would like some guidance about different features available. Learn about the newest Google Classroom features and work collaboratively to problem solve situations you've experienced.

Google Classroom and Sites

Section Event(s): Personal Prof Dev

Course Description: The latest Google Goodies added to our MPS GAFE (Google Apps for Education) are Google Classroom and Google Sites. This session will introduce both Google Classroom and Sites while providing valuable guided work time. With Classroom and Sites, the possibilities are absolutely endless! Blend the use of Classroom and Sites or use them as 'stand alones' - your choice!

Google Classroom for Hourly Staff

Section Event(s): Hourly Staff Day

Course Description: Google Classroom is taking MPS by storm! Do you want to learn how to help support students and teachers within Google Classroom? During the session, you will experience Google Classroom as both a student and a teacher. Learn how to navigate within classroom and capture quick tools to use in your work setting. Google Classroom will amaze you with its power and simplicity!

Google Drive 101

Section Event(s): Hourly Staff Day

Course Description: I thought 'drive' was for cars! What is Google Drive? Why should I use it? How do I create and organize different types of files? Learn basic navigation and organization of Google Drive in this introductory course.

Google Drive 102

Section Event(s): Hourly Staff Day

Course Description: Have you reached 5 mph with using Google Drive? Are you ready for more? In this workshop, you will learn more about how to navigate within Drive and how to begin collaborating with others using different file types and applications.

Google Drive: Hey How Do You...?

Section Event(s): Personal Prof Dev

Course Description: This session is designed to allow for conversation and collaborative sharing of Google Drive tips-and-tricks and to answer specific Drive questions. As with all things Google - there are many roads to the same destination. Come find your path of least resistance.

Google Forms

Section Event(s): Hourly Staff Day

Course Description: During this workshop participants will be introduced to using Google Forms as a way to generate surveys and input forms. The participant will be guided through the creation, implementation and learn how to review the results as they happen live.

Google Forms & Add Ons

Section Event(s): After School

Course Description: During this workshop participants use Google Forms and a variety of add-on tools as a way to generate surveys and input forms. The participant should have prior knowledge of the process to create, send, and review the data from a basic form. This is not an introductory Google Forms course.

Google Forms: How to Streamline Your Workflow

Section Event(s): Just In Time

Course Description: The session will take participants beyond the basic Google form. Participants will learn how to use various Add-ons to enhance functionality and facilitate workflow for increased productivity.

Google Sites

Section Event(s): After School

Course Description: Google Sites gives you the power of a fully functional website within your MPS Google Apps for Education (GAFE) account. Use a Site to post announcements, distribute and share information. You may use a WYSIWYG editor or work directly with HTML. You can even embed Google calendars and other gadgets on your site! The possibilities are absolutely endless!

Greenlight Classrooms & Digital Learning

Section Event(s): After School

Course Description: How can today's teachers develop lessons that will inspire students and ignite the desire to learn? Moving away from the traditional lecture-based method of teaching, this teacher-friendly book study will introduce a variety of innovative teaching techniques that will motivate, excite, and increase the learning potential of every student. Teachers will learn digital and tech-friendly techniques that tap into students emotions and be able to increase participation in group discussions and activities. Offering key principles of effective teaching that can be applied across grade levels and in any content area, this book shows how it is possible to increase student enthusiasm and impact learning.

Growing Cultural Competency

Section Event(s): Hourly Staff Day

Course Description: Build your cultural awareness by focusing on three essential concepts: Understanding self, understanding others and applying cultural awareness to Millard stakeholders and the community. Session activities will encourage self-awareness while learning about Millard's diverse community. Participants will advance their knowledge and discuss ways to apply their learning in the workplace for unmistakable impact!

Guided Core Curriculum Application

Section Event(s): New Staff Orientation

Course Description: Core teachers will collaborate with mentors and delve into various resources available for Core Academy teachers. Participants will have guided work time with a District Curriculum Contact and/or teacher leader to dive into curriculum, plan lessons, and develop materials.

Guided Curriculum Application and Agency Tours for Counselors

Section Event(s): New Staff Orientation

Course Description: Counselors will focus on District procedures, policies, use of data and working with small groups. The afternoon will be spent visiting various local outside agencies. Participants will complete a reflection document synthesizing their agency visits.

Guided Reading Instruction for ACP Teachers: Unlocking the Door to Adventures

Section Event(s): New Staff Orientation

Course Description: Reading unlocks the gateway to knowledge acquisition for all students, including those in the Alternate Curriculum Program (ACP). In this course participants will explore the broad skill areas needed to develop an understanding of the printed text. Information will be provided to assist teachers in identifying the stages of reading development for each individual student. Concepts will also include phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Curriculum materials available for ACP teachers will be reviewed and participants will be able to discuss how to effectively use these resources to strengthen reading instruction.

High School World History Materials Training Session

Section Event(s): Fall Workshop

Course Description: Teachers will receive instructor materials and be provided training on the new resources.

Home Visits for Preschool Staff

Section Event(s): Fall Workshop

Course Description: Participants will learn to: -Listen, tune in, and engage with families -Recognize how biases and assumptions affect family engagement -Explain the difference between empathy and sympathy.

How to Give Effective Feedback to your Students

Section Event(s): After School

Course Description: Feedback says to a student, 'Somebody cared enough about my work to read it and think about it!' Most teachers want to be that 'somebody.' This book is intended to help teachers provide such feedback to students. The focus is on feedback that comes from a teacher to a student and is based on student work. Session 1 will focus on the book (GALE Digital Book) and Session 2 will focus on digital tools that teachers can use to provide meaningful and timely feedback to students. Open to secondary teachers.

How-to-Tuesday

Section Event(s): Just In Time

Course Description: Tech Tips delivered to you on a Tuesday! Join us early from the comfort of your workplace, via WebEx (virtual conferencing software) or stop by the Ron Witt Support Service Center and join us live. These fast paced, 15-minute sessions will introduce a new tech tip as demonstrate their use.

I Said It, Did They Hear It? Effective Communication Strategies

Section Event(s): Hourly Staff Day

Course Description: I said it, but did they understand? Did they hear me? Was my message clear? We all know that communication is critical to the success of any organization and in any role, but how do we effectively communicate in multiple modes? In this session, explore practical tips for verbal communication, written communication including emails, and strategies for communicating difficult content.

Identifying the Needs of Students Experiencing Trauma

Section Event(s): Fall Workshop

Course Description: The purpose of this training is to provide educational professionals the skills for identifying signs of trauma in students at early stages.

Infinite Campus (IC) Training for New Health Room Staff

Section Event(s): Fall Workshop

Course Description: The training will cover attendance, health records and state reporting topics.

Infinite Campus Training for New Building Secretaries

Section Event(s): Fall Workshop

Course Description: New secretaries will learn the essential skills in Infinite Campus to start the school year. The session will be differentiated as best as possible in order to meet the job-specific duties of the participants. Each participant will be given an Infinite Campus Secretary Manual for reference during the training and use after.

Inspire, Inform and Innovate: Current State of Affairs

Section Event(s): Hourly Staff Day

Course Description: Dr. Jim Sutfin, a Millard graduate and Assistant Superintendent of Human Resources, was unanimously elected by the Millard School Board as our Superintendent in 2013. With a focus on digital learning, he continues the drive for a world-class education for each and every student enrolled in Millard Public Schools. What are current issues and trends that we should be aware of? How might we offer support to our district mission in our work setting? Find out during this informational session!

iNspired Teaching and Learning: Going Deeper

Section Event(s): Fall Workshop

Course Description: Math teachers using the NSpire calculator, software, or app (*compatible with iPads) will explore ways in which technology can support collaborative learning and critical thinking through engaging activities and practitioner examples. This is an excellent opportunity to continue to grow your skills and network with other professionals in our district. Participants will share lessons to implement in their classrooms.

Interactive Whiteboard Training - IWB 101 Training

Section Event(s): Fall Workshop

Course Description: 101 Training will take participants through the set-up and operation of the IWB. This will include how to connect the laptop, orientation of the board and general trouble shooting of hardware. Participants will work with objects and text recognition within the SMART Notebook software. How to create interactive lessons using basic design functions will be introduced.

Interactive Whiteboard Training - IWB 102 Training

Section Event(s): Fall Workshop

Course Description: 102 Training will develop and build on the skills acquired in 101 Training. Aligning best teaching practices to instructional design basics will be the focus of this session. Time will be given to apply SMART Notebook software to create Notebook activities.

Interactive Whiteboard Training - IWB 201 Training

Section Event(s): New Staff Orientation

Course Description: 201 Training begins to introduce how teachers may create dynamic, effective lessons to help motivate students and improve student learning. The Gallery, Lesson Activity Toolkit and the use of animation will be demonstrated. The process of embedding video to a presentation will be demonstrated.

iPads and Digital Learning in the Classroom

Section Event(s): Optional Staff Development

Course Description: Have iPads in the classroom? Now what? This course will continue to develop the skills necessary to maximize the use of iPads in the classroom. Additionally, participants will dive into Safari Montage to explore the provided resources and to start to build strand specific Safari Montage playlists.

i-Ready and STAMS Training**Section Event(s):** Other/None**Course Description:** New staff will receive training on the program placement tool called i-Ready and the intervention program titled STAMS.**IWB Refresh & Review****Section Event(s):** New Staff Orientation**Course Description:** This course will help to strengthen Interactive White Board skills acquired during prior IWB training session. A significant portion of the class will focus on utilizing the multimedia features of SMART Notebook; such as, voice recording, page recording and embedding videos.**Jill Kuzma Presents: Facing the Frontal Lobe****Section Event(s):** MLK Day**Course Description:** Participants will learn about the five domains of cognitive skills and will be given resource ideas/strategies that are designed to support strong thinking abilities in students. Staff will look at strategies that focus on skills that promote effective organization and time management, task completion, independent work, student goal setting and accountability. In addition, intervention ideas that provide a foundation to assist student self-monitoring, impulse control and emotional management will be discussed. This is an all-day session (p.m. with building principal approval).**K-12 Vocal Music: Creating, Performing and Responding to Music****Section Event(s):** Fall Workshop**Course Description:** This course will feature a variety of small workshops within the larger workshop.**Language & Literacy : Literacy Beginnings****Section Event(s):** New Staff Orientation**Course Description:** Preschool teachers will be learning about Language and Literacy report options within Teaching Strategies GOLD and will utilize that data to identify individual and class instructional needs. Additionally, participants will explore the text Literacy Beginnings and utilize Fountas and Pinnell Literacy Continuum for PK as a tool in literacy planning.**Language Frames and Vocabulary Development****Section Event(s):** New Staff Orientation**Course Description:** This session will focus on research-based language and vocabulary instruction that meets the needs of all students who struggle with language and vocabulary. This session will focus on systematic and explicit language and vocabulary instruction, exploration of language functions, and the use of language frames to support learners.**Learning Objectives: Content and Language Objectives Simplified****Section Event(s):** After School**Course Description:** Teachers will learn how to combine Content and Language Objectives into a four-part Learning Objective. Using objectives makes lesson planning simple and targeted. Using Learning Objectives is an effective strategy to use with all students and especially struggling learners.

Learning Strategies That Add Up!

Section Event(s): Hourly Staff Day

Course Description: In this session, learn brain compatible strategies to use while working with students in the area of mathematics. You will engage in activities and be able to apply questioning techniques and hands-on learning with students to promote better understanding. Learn how the mind works and how to assist students become more successful!

Lessons of When Students Struggle in Math: How Do We Respond?

Section Event(s): Fall Workshop

Course Description: What are best practices for students who struggle in mathematics or those who prefer other disciplines? Nurturing confidence and competence in learning mathematics through tiered supports in the RtI+I model are essential to increasing access and equity for all students. In this session, we will explore case studies from Millard Public Schools' students and explore ways to grow their mathematical reasoning. Age-old questions involving calculator use, how much practice is enough, use of multiplication charts, and others will be discussed.

Letters, Words and How They Work

Section Event(s): MLK Day

Course Description: The true purpose of phonics instruction is to expand and refine children's reading and writing powers. This course will explore the basic framework of Fountas & Pinnell's Phonics Lessons: Letters, Words, and How They Work to learn more information about the complex, intricate relationships between letters and sounds and the ways in which they work to support developing readers.

Library Services Department Meeting

Section Event(s): Fall Workshop

Course Description: This session serves as the beginning of the school year department meeting. Participants will be informed of new initiatives and continuing projects for the 2015-2016 year.

Life After ANGEL: Transition Support

Section Event(s): After School

Course Description: This session will walk participants through the process to export content from ANGEL and determine where to import/store the content for future access. Staff are not required to attend if they are comfortable exporting the content on their own. The tutorial resource site will be available for follow up support as well.

Linking Reading and Writing Within Elementary Literacy Intervention

Section Event(s): Meeting

Course Description: Participants will have the opportunity to explore the benefits of integrating writing within reading intervention lessons from the development of word analysis skills to depth in comprehending and responding to text. This session will provide experiences in defining ways to incorporate writing within intervention lessons and how to best utilize student writing in monitoring and adjusting instruction.

Literacy Intervention: Getting Started

Section Event(s): Fall Workshop

Course Description: This session will provide updates on intervention procedures, assessment, communication, instructional practices, and related resources. Participants will collaborate with team members to identify responsibilities in beginning of the year processes and develop a system for ongoing team communication and collaboration in supporting struggling readers.

Literary Analysis Activities

Section Event(s): Fall Workshop

Course Description: Just as artists express emotions through color and images, writers express emotions and ideas through the arrangement of words. Participants in this session will engage in and discuss multiple ways to teach and assess literary analysis. Vertical articulation of literary analysis skills will also be addressed to meet the needs of both middle school and high school learners.

Longitudinal changes in speech production after fitting frequency compression hearing aids

Section Event(s): Other/None

Course Description: This is a report of a case study that examined changes in speech production after the fitting of nonlinear frequency compression hearing aids in a 10 year old male with congenital, progressive, bilateral, severe-to-profound, sensorineural hearing loss. The participants mix six sets of recordings of fricative/affricate consonants between one week before and six months after the fitting. Speech samples were compared to those recorded by age-matched peers with normal hearing and quantified changes in acoustic properties, intelligibility, and category goodness of each consonant. Results will be discussed in relation to increased audibility and the distortion introduction by frequency compression.

Lunch & Learn: NeSA ELA Transition for Elementary Resource Teachers & SLPs

Section Event(s): Meeting

Course Description: This 90 minute session will inform elementary resource teachers and SLPs of the upcoming transition from NeSA-R to NeSA-ELA for Grades 3-5. Teachers will learn about the new item types and text-dependent analysis writing portion of the assessment. A time will be set aside for Q & A.

Lunch & Learn: NeSA ELA Transition for Literacy Interventionists

Section Event(s): Other/None

Course Description: This 90 minute session will inform elementary literacy interventionists of the upcoming transition from NeSA-R to NeSA-ELA for Grades 3-5. Teachers will learn about the new item types and text-dependent analysis writing portion of the assessment. A time will be set aside for Q & A.

Lunch and Learn Series

Section Event(s): Just In Time

Course Description: Sessions will cover various technology topics in a Lunch and Learn environment. Information presented will be a quick overview of a given topic with additional resources for learning given during the training session. See individual section titles for topics.

March Mathematics Madness

Section Event(s): New Staff Orientation

Course Description: Learn ways to facilitate meaningful math discussions in your classroom and encourage your students to sharpen their mathematical thinking and reasoning skills through this New

Staff development session focusing on Number Talks, math talk and talk moves. Teachers will have an opportunity to learn about the structure of Number Talks and math talk while also seeing how it applies to their respective grade-level. Teachers will be learning, reflecting and discussing how it connects with best mathematical teaching practices and modes.

Mastering Math Intervention

Section Event(s): New Staff Orientation

Course Description: Participant will have the opportunity to learn how to 'unpack' the Nebraska State Math Standards and Indicators to determine exactly what the students will need to understand and to demonstrate in order to meet the standard. We will apply this to our intervention programs and determine which standard the lesson supports. We will analyze SMI data and review i-Ready data in preparation for second semester instruction. There will be lots of time for instruction and reflection during this mathematical session.

Math K-1 Screener Tester Training

Section Event(s): Fall Workshop

Course Description: This course is a prerequisite to helping with mathematics benchmark testing for kindergarten and first grade in the elementary buildings. Participants will learn and be able to administer all early numeracy measures specific to the K-1 mathematics benchmark testing. Participants will follow all protocols established for the benchmark and will administer and score all early numeracy measures with 98% accuracy. Explicit processes and procedures will be taught, including step-by-step directions for all early numeracy testing and how to score the early numeracy benchmarks. Participants will have an opportunity to practice these skills in a guided environment.

Media Mash-Up

Section Event(s): Fall Workshop

Course Description: This course is designed to foster creative problem solving and media proficiency. Participants will learn about the Surrealist concept, the Exquisite Corpse, and how it can be utilized to spark creative energy. Participants will also be given time to experiment with multiple media, supplies and techniques, a process that expands technical literacy in the Arts.

Mentor Refresher Course

Section Event(s): Other/None

Course Description: This 2 session course is designed for current mentors looking to brush up on their mentoring skills. This course will provide current mentors with tools and conversation that may be utilized to enhance the mentor-mentee relationship. Participants will explore the text *The 21st Century Mentor's Handbook* among other tools such as calendar planning guides, toolboxes, growth plans, and reflective pieces.

Millard Instructional Model Workshop - MIM

Section Event(s): New Staff Orientation

Course Description: This course is designed to introduce new staff to the Millard Instructional Model and Professional Learning Communities as they function in Millard Public Schools. This will include an overview of all 5 domains of the model with an emphasis on the Learning Environment. Participants will be recognized for their past experience with opportunities to share and gain ideas from others.

Montessori Guided Explorations

Section Event(s): Meeting

Course Description: This course will provide opportunities to explore Montessori philosophy and curriculum, and will include the examination of student data and subsequent goal setting.

Montessori Preparation for Early Childhood Paraprofessionals

Section Event(s): Hourly Staff Day

Course Description: Participants will have the opportunity to explore the basic components of Montessori philosophy, including instructional strategies, organization of materials, classroom design and developing appropriate student behaviors. In addition, demonstrations of key lessons in each content area will be given and participants will have the opportunity to practice. A survey will be sent to enrolled participants so that the demonstrated lessons can be differentiated for veteran para-professionals.

Motivation Mojo

Section Event(s): After School

Course Description: 'People often say that motivation doesn't last. Well, neither does bathing - that's why we recommend it daily.' - Zig Ziglar Motivation encourages people to do their best, work to their fullest potential and achieve greatness within themselves. This motivational program offers insight to get your own 'mojo' going and can inspire any organization to move ahead with steam. You'll learn how to: *Keep your ambition in check *Set boundaries * Push your limits *Find out how to get from A to B *Get experience

Moving Forward in World Language

Section Event(s): Fall Workshop

Course Description: This is an exciting time in World Language! New course guides and assessments will be implemented this year. This fall workshop session gives participants an opportunity to collaborate to discuss effective instructional practices and plan for successful implementation of the new curriculum.

MPS Induction Program Year 3: Extended Professional Experiences

Section Event(s): New Staff Orientation

Course Description: Successful completion of this 3-session experience will result in disbursement of the MPS Induction Stipend for staff in their 3rd year of employment. Session topics include: Professional Wellness: Physical, Emotional, Professional, Financial Professional Awareness: Strategic Plan, Learning Community and Current Legislation, Moving to Continuous Growth Phase Career Paths: Veteran Educators, Building Leaders, District Leaders, Development of 1-3-5 Year Professional Goals.

MPS Leadership Academy (2015-2016)

Section Event(s): Other/None

Course Description: The purpose of the MPS Leadership Academy is to develop leadership capacity in staff throughout the District. Staff includes leaders who aspire to become principals, District teacher leaders, or grow as a building teacher leader.

Navigating Google Drive

Section Event(s): After School

Course Description: This session is designed to allow for conversation and collaborative sharing of Google Drive tips-and-tricks and to answer specific Drive questions. As with all things Google - there are many roads to the same destination. Come find your path of least resistance.

NeSA R/M/S Training

Section Event(s): Meeting

Course Description: Participants will comprehend state testing procedures and expectations.

New ELL Teacher Training

Section Event(s): Fall Workshop

Course Description: Teachers who are new to the district ELL team will receive ongoing support and professional development throughout the first year. Scheduled sessions will focus on interaction and collaboration as teachers explore the procedures, curriculum and assessments that comprise the ELL Program.

New Para Orientation

Section Event(s): Fall Workshop

Course Description: This orientation session will include an overview of the expectations of the paraprofessional role. This includes reviewing the New Hourly Orientation Video sections pertaining to paraprofessionals including the Millard Public Schools' Mission and Belief Statements. Participants will also discuss the Pillars of Professionalism and what this looks like in their new role. Find out about building protocol, dress codes, filling out your time card, as well as 'doing duty.' Learn what Y & O, early out, sib, bio-p, and SIPP really mean in a school setting.

Newcomers in Your School

Section Event(s): Other/None

Course Description: Given the increasing tide of newcomer youth entering US schools, it is critical to address the cultural, social, and academic needs of these students and their families. Participants will learn how to: recognize the diversity of newcomers in the schools, including special populations such as unaccompanied youth, students with limited and interrupted formal education, and students who have experienced displacement and migration; design welcoming school practices, recognizing schools as a hub for immigrant and refugee integration; identify their own cultural perspectives, assumptions, and biases, and how these interact with others; interact with immigrant and non-immigrant teachers, students, and families; use effective approaches and instructional strategies with newcomers in the content classroom; and access and create ready-to-use resources for classroom instruction.

NWEA MAP Administration & Skills Navigator Introductory Training

Section Event(s): Other/None

Course Description: This course will provide an overview of the Measures of Academic Progress (MAP) administration procedures and Skills Navigator resources. Participants will learn what the MAP assessment is (and isn't) and what RIT scores are (and aren't). This session will also include opportunities to experience MAP as a student, proctor, teacher and administrator. Skills Navigator helps close achievement gaps, use data to guide instruction, and support kids with diverse needs on, above, or below grade level. Participants will be introduced to this portion of the product suite as well. We will look at planning for implementation and next steps.

Observations, iPads, and Preschool Paras

Section Event(s): Fall Workshop

Course Description: Preschool paraprofessionals will have hands-on experiences in utilizing common apps within the preschool classroom. The use of Teaching Strategies GOLD to document observations will be highlighted, including tips and tricks for observing and recording high quality documentation.

One to One: The Art of Conferring with Young Writers Book Study

Section Event(s): After School

Course Description: One to One: The Art of Conferring with Young Writers book study is designed for teachers who have already implemented the writer's workshop model in their classroom and who would like to learn more about conferring with young writers. Elementary teachers will reflect on their own practice with a focus on improving writing conferences. Topics of discussion include but are not limited to: Understanding conferring, The management that makes conferring possible, Record keeping systems, The phases of conferring , Strengthening conferring in your classroom.

Orientation Roundtable Conversations

Section Event(s): New Staff Orientation

Course Description: Various District leaders will provide a wealth of information through informal Roundtable Conversations. These sessions are designed to be short on presentation and long on conversation. So, plan to bring your questions and thoughts and contribute to the conversation.

Paperwork 101 - ACP

Section Event(s): Fall Workshop

Course Description: Participants will acquire new information related to Special Education paperwork and procedures.

Personal Safety Training

Section Event(s): Hourly Staff Day

Course Description: Student and staff safety is a priority in the Millard Public Schools. Staff can find themselves in difficult situations while working with students who have unpredictable and sometimes aggressive behaviors. In this course, participants will learn the basics of keeping themselves safe in a non-harmful way when a student becomes physically aggressive. We will discuss the proper body position to take and the reasons for using that position. We will also learn how to protect ourselves from both strikes and grabs and the principles for using each. Additionally, we will discuss when it might be appropriate to transport a student a short distance in the school and how to safely do so. Finally, participants will troubleshoot different scenarios that could lead to unsafe behavior and discuss how to best respond in those situations.

Personal Safety Training for Pre-School Staff

Section Event(s): Hourly Staff Day

Course Description: Student and staff safety is a priority in the Millard Public Schools. Staff can find themselves in difficult situations while working with students who have unpredictable and sometimes aggressive behaviors. In this course, participants will learn the basics of keeping themselves safe in a non-harmful way when a student becomes physically aggressive. We will discuss the proper body position to take and the reasons for using that position. We will also learn how to protect ourselves from both strikes and grabs and the principles for using each. Additionally, we will discuss when it might be appropriate to transport a student a short distance in the school and how to safely do so. Finally,

participants will troubleshoot different scenarios that could lead to unsafe behavior and discuss how to best respond in those situations.

Physical Education: Let's SHAPE Our Future!

Section Event(s): Fall Workshop

Course Description: Participants will analyze best instructional practices and curriculum design by further reviewing information shared from the national conference related to critical thinking, collaboration, and teamwork in helping prepare for further curriculum conversations.

PLC Singleton Leader Training

Section Event(s): Other/None

Course Description: Participants will learn about district PLC guidelines, parameters and resources. Time will be spent discussing facilitation strategies for leaders working to complete their PLC functions including norm setting, SMARTgoal setting, meeting agendas & logs, common assessments and data analysis.

Poverty in Nebraska: Video & Discussion

Section Event(s): After School

Course Description: According to the National Center for Children in Poverty, 22% of children in the United States live in poverty. Here in Nebraska over 16% of children are living below the federal poverty level. The Millard Strategic Plan is focused on examining demographic trends and developing strategies in order to address the unique needs of each student. This session will allow participants to watch the Nebraska Loves Public Schools film 'Standing Up to Poverty' followed by a Q & A session.

Preschool Social Skills

Section Event(s): New Staff Orientation

Course Description: Preschool Teachers will explore strategies to support young children in the development of social skills. Teachers will learn techniques that will help students gain valuable social skills for interacting with their peers and adults.

Preschool: Getting Started

Section Event(s): Fall Workshop

Course Description: This session will provide participants with opportunities to review program procedures and related resources. Opportunities will be provided to explore this year's focus areas for 'best practice.'

Preschool: Instructional Support for All Learners

Section Event(s): Meeting

Course Description: The monthly preschool staff development sessions will focus on the common theme of supporting all learners. Preschool teachers and paraprofessionals will have opportunities to research, reflect, review and implement strategies to support differentiated instruction. Classroom interactions and modified/adapted learning experiences will be explored within the context of language, literacy, numeracy, social-emotional and motor development.

Preschoolers at Work: Supporting Play in the Preschool Classroom

Section Event(s): Hourly Staff Day

Course Description: A substantial portion of a preschooler's instructional day includes independent/small group play experiences within a variety of interest areas: block, dramatic play, library, discovery, art, math, sand/water and outdoors. This session will explore the role of the adult in facilitating play, and focus on how effective questioning can extend and expand learning within each area. Participants will have the opportunity to develop resources that can be used throughout year to maximize the power of play in preschool learning.

Providing Feedback in Google

Section Event(s): After School

Course Description: One of Google Classroom's greatest claims-to-fame is providing a means to go paperless. However, figuring out how to quickly mark and return assignments in a meaningful and efficient manner can be problematic. This session will introduce various tools, such as Doctopus, Goobric, Flubaroo, Kaizena and more to help teachers find the right tool for their particular classroom needs.

Q12 Gallup Training for Supervisors Not Including Building Administrators

Section Event(s): Just In Time

Course Description: Participants will demonstrate analysis of their Q12 survey results by examining Strengths information and comparing results from each year and to the national average. Time will be devoted to discussing the implementation success of their action plans and determining next steps.

Quality Questioning

Section Event(s): New Staff Orientation

Course Description: Have you ever caught yourself asking one too many questions? Did you abduct the opportunity for a student to think critically and constructively struggle? Investigate effective questioning strategies and Marzano and Simms' (2014) questioning sequences, which describes a four-phase model for developing questions. Our session will include a brief review of research literature, practical classroom applications, video analysis, and response strategies.

Reading Strategies for Elementary Paras

Section Event(s): Hourly Staff Day

Course Description: This course is designed to assist elementary paras with easy 'go to' comprehension strategies that can be used with any fiction book. Strategies will include visualizing, inferring, and summarizing to teach or review literary elements.

Ready! Secondary Industrial Technology & Our Community

Section Event(s): Fall Workshop

Course Description: Are your students ready? Ready to explore careers related to our four pathways? Ready to access opportunities offered by community partners? Ready to apply their knowledge from core academic areas to our discipline? This session addresses how our written curriculum relates to career and post-secondary opportunities. Engage with local partners through a panel discussion and with your PLC by developing long-range instructional plans. Teachers will leave with an articulated long-range plan for emphasizing readiness skills and applied content knowledge.

Recognizing Drug and Alcohol Usage

Section Event(s): Hourly Staff Day

Course Description: Participants will recognize, intervene and refer individuals or family members involved with alcohol or drugs. Participants will demonstrate understanding of the skills necessary to recognize and to appropriately intervene and refer individuals with drug or alcohol involvement.

Restraint & Seclusion Core Team Training

Section Event(s): Optional Staff Development

Course Description: School teams who attend this training will learn how to de-escalate a students behavior problem with preventative strategies and verbal techniques. Topics covered in this one day training include the crisis development model and corresponding staff approaches, the verbal escalation continuum, and how to set limits with non-compliant students. Participants will also be taught personal safety strategies to keep both staff and students safe in a behavior emergency as well as recommended nonviolent crisis intervention techniques to be used as a last resort when students are a danger to themselves or others. School teams will leave the training with a comprehensive plan for addressing behavior emergencies in the school setting.

Restraint & Seclusion SBS Team Training

Section Event(s): Just In Time

Course Description: SBS teams who attend this training will learn how to de-escalate a students behavior problem with preventative strategies and verbal techniques. Topics covered in this one day training include the crisis development model and corresponding staff approaches, the verbal escalation continuum, and how to set limits with non-compliant students. Participants will also be taught personal safety strategies to keep both staff and students safe in a behavior emergency as well as recommended nonviolent crisis intervention techniques to be used as a last resort when students are a danger to themselves or others. SBS teams will leave the training with a comprehensive plan for addressing behavior emergencies in the school setting.

Restraint & Seclusion Training for Elementary SBS Staff (Teachers and Paras)

Section Event(s): Fall Workshop

Course Description: This course is designed for Special Education staff who work with students who exhibit difficult behaviors. The course contains information on verbal de-escalation techniques for keeping all students and staff safe.

Restraint and Seclusion - Physical Component

Section Event(s): After School

Course Description: This course is intended for the Restraint and Seclusion Team Members that have previously completed the full day Restraint and Seclusion Training. De-Escalation Refresher Training (previously known as Restraint and Seclusion Training) is comprised of five (5) online modules and a one (1) hour physical training. This training satisfies the one hour physical component of de-escalation training. Staff must have completed the full day De-escalation Training (formerly Restraint & Seclusion) prior to taking this refresher course.

Rethinking Instruction in a Changing Digital Ecosystem

Section Event(s): MLK Day

Course Description: For more than a decade, educators have studied the impact of Marzano's High-Yield Instructional Strategies. By focusing on instructional strategies, practitioners continue to refine the art

of teaching. This course will stretch these practices even further and will serve as a common ground for application by allowing participants to investigate what each strategy looks like in a digital learning environment. The content of the workshop will be tailored to fit specific subject area needs. Participants should arrive ready to engage in a handful of digital experiences!

Routines Based Interviews

Section Event(s): MLK Day

Course Description: Routines Based Interviews are semi-structured interviews used with families, teachers and child care providers. The purpose of the interview is to gather information about how a child participates in everyday activities. This is important because young children learn best within familiar activities; interacting with familiar people objects.

Rtl+I Behavior Document Review w/ Counselors and Social Workers

Section Event(s): Meeting

Course Description: Participants will review the newly created Rtl+I Behavior Model/Documents to provide input.

Rtl+I Problem Solving Protocol

Section Event(s): MLK Day

Course Description: Participants will have the opportunity to explore the new behavior resources for the Rtl+I Model through activities and discussions with school psychologists, counselors, and social workers. They will have the opportunity to seek clarification and provide input on the newly created documents.

Seminar for Writing Difficult Evaluations

Section Event(s): Other/None

Course Description: Supervisors will demonstrate synthesis of writing difficult evaluations by composing recommendations, deficiency comments and/or letters of summary. Human Resources will be available to assist and answer questions.

SIOP plus DISCOURSE equals STUDENT SUCCESS

Section Event(s): Fall Workshop

Course Description: In an age of high accountability, The SIOP Model offers an empirically-validated approach to teaching that helps prepare all students to engage in mathematics discourse and productive struggle. As a framework for organizing instruction, The SIOP Model supports teachers in planning and delivering high-quality instruction for all students. Teachers will develop intentional and explicit activities which will be used in the math classroom to increase all students' use of academic language.

Small Group Instruction in the Classroom & Gradual Release of Responsibility

Section Event(s): New Staff Orientation

Course Description: This interactive class will present research based strategies for working with students in small groups. Participants will discuss ways to develop differentiated activities and workstations to increase student engagement. Instructors will also demonstrate simple tools to keep the entire class engaged. Come prepared to share what works for you and take away new ideas.

Small Group Instruction: It's about BALANCING the INSTRUCTIONAL Equation

Section Event(s): Fall Workshop

Course Description: With increasing rigor and greater accountability measures, it is paramount to balance mathematics instruction to elicit all students' participation, engagement, and responsible risk-taking in learning skills and developing conceptual understanding. We will address how to support students' constructive struggle through grapple time, explore peer tutoring, and other pedagogical approaches that support all students' success.

Social Thinking Strategies for the ACP Classroom

Section Event(s): MLK Day

Course Description: Social Thinking is a paradigm shift about how we teach problem solving and social skills. In this course participants will explore social thinking strategies and frameworks for the alternate curriculum student. Step by step information will be provided to support staff while they teach recognition of feelings and emotional reactions in large and small group settings. Concepts will also include expected / unexpected behavior, social mapping, and tools to help students break down and explain the confusing world of social communication.

Sound Partners Training

Section Event(s): Meeting

Course Description: This course will provide instruction and training on the Sound Partners Literacy Intervention Program. The Sound Partners program helps readers who need extra support in phonemic awareness and phonics. Using initial sound, phoneme segmentation, nonsense word, and letter-naming fluencies, teachers help students build fundamental reading skills in a 30 minute, systematic one-on-one or small group session. Students have the opportunity to apply the skills while reading a variety of texts.

Special Education Department Fall Workshop Meeting

Section Event(s): Fall Workshop

Course Description: Department meeting for all special education staff, followed by meetings of special education staff by grade level/special area.

Special Projects for Elementary World Language

Section Event(s): MLK Day

Course Description: Participants will work with the appropriate supervisor to plan and complete a project applicable to the Elementary World Language classroom.

Special Projects for Partners with Providers & Family Resource Center

Section Event(s): MLK Day

Course Description: Participants will work with Andy DeFreece to plan and complete a project applicable to Partners with Providers and Family Resource Center.

Speech Language Therapy Services in the Classroom

Section Event(s): New Staff Orientation

Course Description: Speech Language Pathologists will be participating in an ASHA approved audio course focused on therapy services in the classroom. Participants will discuss the following: rationale for providing services that are educationally relevant, activities that are appropriate for classroom delivery

at each stage of therapy, and actions that can establish increased support for the SLP to increase classroom services.

Speech Language Therapy Services: Strategies to Support Social Skills

Section Event(s): New Staff Orientation

Course Description: Speech Language Pathologists will be participating in a discussion focused on therapy strategies that support executive functioning and social/ emotional skills .

Staff Development Planning Day

Section Event(s): Other/None

Course Description: Administrators and teacher leaders will have the opportunity to collaborate and develop their upcoming building staff development plan. District personnel from the offices of Staff Development and Curriculum will be available to support.

Staff Evaluation Processing

Section Event(s): Just In Time

Course Description: This optional session is designed to provide evaluators a chance to discuss implementation of the staff evaluation process as they work through fall conferences.

Strengths-Based Leadership: How to Effectively Use All My Team's Talents

Section Event(s): Other/None

Course Description: Leading a team with varied talents presents unique challenges. Explore how the same strengths manifest themselves differently in unique individuals. Participants will have the opportunity to discuss team dynamics and most effective use of the Strengths Based Leadership domains.

Structured Teach

Section Event(s): Just In Time

Course Description: Participants will learn about the philosophy of structured teach and how to apply it in your classroom. Learn the characteristics of autism and strategies for social skills, communication, sensory and self-regulation, self-help skills and independence. Participants will learn how to structure the environment, set up work systems and develop tasks. ***Please bring a copy of the IEP for your student with autism

Structured Teach: Putting the Components into Practice

Section Event(s): New Staff Orientation

Course Description: Participants will review Structured Teach concepts of work systems, reinforcement, prompting, schedules and visuals. Participants will develop plans for implementation of each structured teach component and determine appropriate practices for individual students in their classrooms while following procedure guidelines.

Student Assistance Process (SAP)

Section Event(s): Optional Staff Development

Course Description: Student Assistance Program (SAP) is a K-12 school-based, evidence-informed framework for prevention, early intervention, referral and support for students with identified needs that may fully prevent them from fully benefitting from their educational experience.

Successful Workplace Communication

Section Event(s): After School

Course Description: 'The single biggest problem with communication is the illusion that it has taken place.' - George Bernard Shaw This program offers an engaging review of key communication skills needed to ignite and sustain the interpersonal relationships upon which professional success depends. During this program you'll be reacquainted with: *Principles of active listening *Different styles of communication and how to leverage them to the benefit of everyone involved. *Practical communication strategies that can keep interpersonal business communications running smoothly.

Supporting Successful Social Interactions

Section Event(s): Hourly Staff Day

Course Description: Participants will learn ways to task analyze (break apart) social interactions to support students during their school day. They will learn how to process unexpected behaviors using tools like social behavior maps, SOCCSS, Social Autopsies, comic strips, power cards and more.

Teach Like a Champion

Section Event(s): After School

Course Description: Excellent teachers continually strive to learn and improve their craft, and no matter how good a teacher is, there's always room for improvement. Teach Like a Champion offers concrete, easy to implement techniques. In addition to adjustments to classic teaching techniques to be even more effective, the 2.0 version of Teach Like a Champion translates theory into action with video demonstrations.

Teaching Drama in Middle School English

Section Event(s): Personal Prof Dev

Course Description: Due to new Nebraska Fine Arts Standards in Theatre, middle schoolers now have the opportunity to study the various aspects of theatre. This course allows teachers to collaborate with one of our high school Drama instructors and draw upon her expertise for planning and delivery.

Teaching Highly Able Learners: What's the Game Plan?

Section Event(s): MLK Day

Course Description: With a sharp increase in the experiential, cultural, linguistic, and economic diversity evident in today's school populations, successful implementation of differentiated instruction seems more than ever an imperative for students as individuals and for the country. For any student, including those with high ability, it matters that differentiation be practiced in a way that reflects our knowledge of educational best practice. This session will examine key attributes of differentiation that are important for advanced learners in general education classrooms.

Teamwork: Collaboration With Classroom Teachers

Section Event(s): Meeting

Course Description: Elementary Resource and Intervention Teachers will have the opportunity to fill their toolkit of effective strategies to collaborate with classroom teachers in supporting struggling readers. A strong link between interventionists and classroom teachers ensures consistency and promotes successful reading achievement. Join your colleagues in both learning and designing processes to promote collaboration.

Technology Open Forum

Section Event(s): After School

Course Description: You are asked to register for this session; however, it is a drop-in forum for technology support. Trainers will be available to give individual or small group assistance. You may decide to participate virtually instead of driving to the Ron Witt Support Services Center. Prior to each Tech Open Forum session, registered participants will receive an invitation to a Webex. The Webex will first address questions that have been submitted and then move on to covering the Google topic of the month. Technology Open Forum has been designed as a drop-in support system to help users address a technology issue. Participants are invited to come and simply have their question resolved and then leave, or they may stay and work the entire time knowing that expert help is on-hand willing to help. Questions might be about ANGEL, Office 2010/2011, Gaggles, School Fusion, clickers, IWB; truly any area of technology.

TerraNova/InView

Section Event(s): Other/None

Course Description: The participants will comprehend security and logistic procedures for MPS NRT testing.

The Document-Based Writing Series

Section Event(s): Fall Workshop

Course Description: Are your students producing lackluster essays that need substance? Are you ready to read papers that have strong ideas and robust evidence? Document-based writing gives students the 'meat' that their papers need and requires students to provide evidence from a variety of sources. Teachers will participate in an engaging Document-Based Questioning Essay experience and then will create a lesson of their own to use during this semester.

The Elements of Art for Elementary Teachers

Section Event(s): After School

Course Description: The sessions within this course will examine each of the Elements of Art. They were created for the elementary classroom teacher and will be lead by experienced art teachers. Classroom teachers will walk away with completed examples and lesson plans correlated to district and state standards that can easily be adapted for use within the classroom. Please join us for one or all of the sessions!

The Missing Ingredients: A Closer Look at Cholesterol and Sleep

Section Event(s): Hourly Staff Day

Course Description: This seminar, presented by Missy Cronstrom, BS and Elise McHatton, MA of SimplyWell, will offer insight into the importance of knowing and managing your cholesterol and sleep habits. You will walk away with a better understanding of how each of these impacts your overall health and wellness.

The Motive in the Message: Critical Thinking About Mass Media

Section Event(s): Fall Workshop

Course Description: We are surrounded by it; our students are absorbed in it. Even our new standards and indicators include expectations for education toward information fluency and digital citizenship, including media literacy. Learn how to analyze media and how to teach our students to navigate their way through various media. Participants will examine how each of us interprets messages differently,

how media can influence beliefs and behaviors, and how values and points of view are included/excluded in media.

Think About It! Critical Thinking in Science

Section Event(s): Fall Workshop

Course Description: Uncovering student thinking is a key to helping better understand how students think critically and problem solve. This session will provide an opportunity for teachers to collaborate and better understand best practices related to uncovering student misconceptions and utilizing formative assessment to deepen student understanding of science concepts.

TNT: Teachers Networking Together on New Standards and Close Reading

Section Event(s): Fall Workshop

Course Description: The Brady Kids sing, 'When it's time to change, you've got to rearrange.' Here is your chance to REFRESH your curriculum and rejuvenate your class! The English Language Arts department has new standards and indicators and updated course guides. Participants will share lessons and learning activities for indicators targeted by the 2015 ELA Vertical Team. The session leader will guide participants through the steps of a critical thinking close reading activity that can be replicated in classrooms. Upon arrival, teachers will vote on conversation points to discuss at the end of the session.

Total Participation Techniques

Section Event(s): New Staff Orientation

Course Description: Participants will learn a variety of ways to engage students in active learning and allow them to demonstrate the depth of their knowledge and understanding. This make and take session will provide participants with a toolkit of strategies utilizing higher order thinking and formative assessments to engage students. Strategies include On-the Spot TPTs, Hold-Ups, TPTs Involving Movement, and TPTs to Guide Note-Taking and Concept Analysis. This session is based on strategies from the book 'Total Participation Techniques: Making Every Student an Active Learner' by Persida Himmle and William Hemmele.

Unconventional Minds: Genius Hour and Learning Spaces

Section Event(s): Fall Workshop

Course Description: Does an unconventional mind need some unconventional time to thrive? Let's study this theory together! Participants will read, view, and discuss the popular concepts of Genius Hour, Learning Spaces, and Makerspaces. HAL Facilitators will compare similar events at their buildings to these up and coming models.

Understanding Childhood Trauma: The School's Role

Section Event(s): Optional Staff Development

Course Description: Please join Screening for Mental Health (SMH) for a free webinar on Monday, April 25 at 1PM EST that will help schools understand the impact of trauma and steer them to the right resources. It will feature SMH Youth Programs Manager, Meghan Diamon, Riverside Trauma Center Clinical Services Director, Joanna Bridger and from the Los Angeles Unified School District we welcome the Coordinator of Special Education Program, Joshua Kaufmann and the Pupil Personnel Services Credential, Elida Mena. The webinar will include information on the following topics: - Childhood trauma basics - The link between trauma and suicide risk - Classroom behaviors/manifestations related to trauma - How schools can support students with trauma history - Resources schools can

access through the National Childhood Traumatic Stress Network - How the SOS Program addresses trauma.

United States History Materials Training (Pearson & Gale)

Section Event(s): Other/None

Course Description: Teachers will receive access to instructor materials and be provided training on the new resources.

Unlicensed Assistive Personnel in School Health

Section Event(s): Hourly Staff Day

Course Description: Students come to school with many different health needs. Because school nurses are not mandated in Nebraska, many schools have unlicensed school staff working in their health offices. Unlicensed school staff do not take the place of a licensed healthcare professional such as an RN or LPN and must never refer to themselves as the school nurse. Because these non-licensed school staff need knowledge and skills to cover the school health office, this conference will provide information on common topics that arise in the school health office. Participants will be able to receive certificates in medication administration and school health screenings which are required every three years. Other topics covered will include immunization requirements, communicable disease management, child abuse & neglect reporting, confidentiality and delegation of nursing interventions.

Using Data to Inform Instruction

Section Event(s): After School

Course Description: This course will help instructional coaches (and other building leaders) explore and evaluate data collection tools. Participants will interact with a variety of tools so they can find the best fit for their focus area of instructional improvement.

Using FM Systems with Students with Hearing Impairments

Section Event(s): Fall Workshop

Course Description: Session will acquaint teachers and others with assistive listening technology they will use with specific students with hearing impairment in their classroom. Focus of the session will be on basic function of the systems, operations, and troubleshooting. Designated teachers and others will be advised of expected attendance at the beginning of the fall workshop. Involved teachers will need to attend ONE of the two identical sessions.

Using Informational Text with Struggling Readers

Section Event(s): Meeting

Course Description: Our newly adopted Language Arts Standards and Indicators provide a strong focus on reading, comprehending, and writing about Informational Text. Join this session to take a closer look at best practice in supporting our struggling primary and intermediate readers in navigating info text.

Using Technology with Classroom Instruction that Works

Section Event(s): After School

Course Description: Technology is ubiquitous, and its potential to transform learning is immense. This revised and updated second edition of Marzano's strategies provides fresh answers to critical questions, taking into account the enormous technological advances that have occurred since the first edition was published, including the proliferation of social networks, mobile devices, and web-based multimedia tools. It also builds on the up-to-date research and instructional planning framework featured in the

new edition of Classroom Instruction That Works, outlining the most appropriate technology applications and resources for all nine categories of effective instructional strategies. Each strategy-focused chapter features examples across grade levels and subject areas, and drawn from real-life lesson plans and projects of teachers integrating relevant technology in the classroom in ways that are engaging and inspiring to students.

Using Video Footage to Impact Instruction

Section Event(s): After School

Course Description: Participants will examine personal video footage, reflect on the footage, and determine instructional goals. Participants will walk away from this workshop with ideas on how to utilize video footage as a means to impact instruction.

Vocabulary Development and Language Learning Strategies

Section Event(s): Hourly Staff Day

Course Description: 'Come learn the most effective vocabulary strategies that are essential for all students. You will gain experience using Language Frames and how to incorporate these strategies in your paraprofessional toolbox immediately!'

Web Initiator Google Sites Training

Section Event(s): Other/None

Course Description: Building Web Initiators will be learning how to re-create their websites using Google Sites.

Webinar: Taming the Social Media Monster

Section Event(s): Optional Staff Development

Course Description: Social media is everywhere, and the school counseling world is no different. Focus on social media as it relates to our role as school counselors. Learn about trends, social media statistics and popular apps. Discover how to manage your own social media activities. Learn valuable information to share in faculty trainings and parent information sessions. Participants will learn important trends in social media, gain knowledge about the dangers related to social media, identify specific apps used by tweens and teens, and assess the professionalism of your own social media activities. Speaker Barb C. Wilson, Ph.D., LPC, NCC, is a middle school counselor in Hall County, Ga.

What and How to Teach 'In the Middle'

Section Event(s): MLK Day

Course Description: What and How to Teach 'In the Middle' will be the focus of dynamic speaker Dr. Krisitie Pretti-Frontczak. Kristie understands the realities and complexities of working in early childhood settings. Her extensive experience, in providing professional development and teaching adults, allows her to inspire and transform knowledge into practice.

What Do You Do with the Students Who Already Know It?

Section Event(s): New Staff Orientation

Course Description: Participants will be part of an energizing experience as they learn best practice strategies to engage the minds of the higher ability student. Participants will walk away with a toolbox of strategies PLUS one mini-lesson to meet the instructional needs of the higher ability student.

What is Grit, Why Does it Matter? Building and Maintaining Gritty Kids

Section Event(s): Personal Prof Dev

Course Description: What is grit and why does it matter? How do we build and maintain kids with grit? Whether you teach Language Arts, Science or PE, developing opportunities for students to preserve is critical to their future success. Grit is an important skill for all individuals. Participants will understand the working definitions of grit and various factors that affect an individual's grittiness. In this session techniques will be explored in order to provide teachers with the tools for adjusting their instruction to create classroom practices to cultivate grit.

What Works In Physical Education?

Section Event(s): New Staff Orientation

Course Description: Teachers will share and analyze grading procedures, activities, and instructional strategies. Goals will be set for second semester.

What's New in Math - Exploring Tier I Math Materials

Section Event(s): MLK Day

Course Description: Participants will have an opportunity to peruse the new Tier I mathematics program and ancillary pieces during this session. We will reflect on our current intervention programs and which components will become data sources for Tier II in the RtI+I process.

Word Parts Study

Section Event(s): Fall Workshop

Course Description: Time is valuable, and collaborative creation time is priceless. In this session, participants will spend a little time reviewing best practices in vocabulary instruction with an emphasis on word parts. Share successes and near-successes with teaching from the District Word Parts Master List. Borrow what works, and create new lessons and activities with colleagues.

Word Sorts for All Learners

Section Event(s): After School

Course Description: Based on the book Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston, presenters will demonstrate how to use word sorts in a multitude of ways to keep students engaged and progressing with new vocabulary, word families and spelling lists.

World Drumming

Section Event(s): MLK Day

Course Description: World Drumming will provide teachers with the opportunity to: Teach African and Latin-American culture, Build important work and community skills: communication and listening, cooperative teamwork, respect for others, Engage students through an active, hands-on approach .

World Language Instructional Materials Training

Section Event(s): Fall Workshop

Course Description: Teachers will receive instructor materials and be provided training on the new resources.

Writing Strategies

Section Event(s): After School

Course Description: Learn how to use Thinking Maps and Write From the Beginning strategies to guide students through the Writing process. Thinking Maps provides a visual organization for specific thinking processes. These maps will take the pressure off of students while they organize their writing and develop voice.

Writing Workshop and Inquiry Into Science/SS for New Elementary Teachers

Section Event(s): New Staff Orientation

Course Description: This full day workshop is an extension of Fall Orientation for new elementary teachers. In the morning, participants will explore the Writing Workshop framework. You will have an opportunity to explore mini-lessons, what conferring should look like, resources for keeping anecdotal records, writer's notebooks, and classroom management tips. The afternoon will be devoted to investigating effective practices in Science, Social Studies, and Health. Topics will include science notebooking, the 5 E's, tips for organizing and managing science investigations, exploring Social Studies & Health resources. Please bring your copy of Science Notebooks: Writing About Inquiry and your science notebook that you received at Fall Orientation. This full day session is required for new elementary teachers.

Writing Workshop: The Essential Guide Book Study

Section Event(s): Optional Staff Development

Course Description: The Writing Workshop: The Essential Guide book study is designed for teachers who are in the beginning stages or need a refresher understanding the framework of Writing Workshop. Elementary teachers will inquire into their teaching practice with a focus on learning the essentials of Writer's Workshop and trying out components within their own classrooms. Participants will come away with a variety of resources to support their writing instruction. Topics of discussion include, but are not limited to: What is Writing Workshop? Launching and specifics of Writing Workshop, Literature in Writing Workshop, Assessment in Writing Workshop, Utilizing district curriculum with Writing Workshop. This professional development will involve four 75 minute meetings. Participants will receive a stipend for 5 hours upon completion of the book study inquiry project.

Your Strengths and RtI+I for Behavior

Section Event(s): MLK Day

Course Description: Psychologists will get to examine their Gallup strengths and learn strategies to use their strengths while performing their job responsibilities. Psychologists will also get to discuss the new FBA/BPIP form and determine the benefits and challenges of using the form. As available, information on the movement of RtI+I for behavior will be shared and questions will be answered.

Your Top 5 Gallup Strengths: Nurturing and Growing your Talents-102

Section Event(s): Hourly Staff Day

Course Description: How can you use your Top 5 strengths and talents to build relationships with your colleagues, students, and MPS families? During this in-depth workshop we will explore Leadership Domains, Strengths development, and delve deeper into leveraging your strengths and talents to create engagement, hope, and well-being. To enroll in this course, you must have previously completed the prerequisite course Gallup Strengths for Hourly Staff.

Zones of Regulation for the Young Adult Program**Section Event(s):** MLK Day

Course Description: Young Adult Program staff will explore the Zones of Regulations materials and other social skill pieces to create consistent language to support students in regulating their emotions and navigating a social world.

AGENDA SUMMARY SHEET

AGENDA ITEM: Early College Report

MEETING DATE: July 11, 2016

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Early College Report

ACTION DESIRED: Information Only

BACKGROUND:

The Early College Program at Millard South High School welcomed 215 students for the first time this August and has accepted an additional 141 9th grade students for the 2016-2017 school year. The Early College Program is a comprehensive opportunity that enables students to earn an Associate of Arts Degree while also fulfilling the graduation requirements to earn a Millard Diploma.

Students may transfer the Associate of Arts Degree to the University of Nebraska at Omaha to fulfill the general education requirements for a Bachelor of Arts Degree. The Early College Program is offered in partnership with Metropolitan Community College, University of Nebraska-Omaha, Millard Public Schools Foundation, and Peter Kiewit Foundation.

This report includes academic performance for students' Early College courses the first year and a summary of financial support from the Early College partners.

RECOMMENDATIONS: The recommendation is to continue collaborative efforts to support the Early College Program at Millard South High School.

STRATEGIC PLAN: The 2009 Strategic Plan called for the development and implementation of plans to actively engage students, families, and staff to improve student achievement and attain personal excellence. Also, within the 2012 and 2014 Strategic Plans a strategy called for the development and implementation of plans utilizing instructional best practices, formative and summative assessments and student data designed to ensure all students are college and career ready. These, along with a study begun in 2008 as one of the Superintendent's Goals to research the possibility of an Early College Program in Millard Public Schools led to the development of the current Early College Program.

RESPONSIBLE PERSONS: Dr. Mark Feldhausen, Dr. Nancy Johnston, and Barb Waller

SUPERINTENDENT'S APPROVAL: _____



The following table identifies the grade distribution for Early College courses. Ninety-two percent of the grades earned first semester were three or better and at the end of second semester ninety percent of the grades earned were three or better.

Distribution of Grades for Early College Courses				
	Semester 1		Semester 2	
Grade	Number of Grades	Percent of Grades	Number of Grades	Percent of Grades
1	697	43%	724	46%
2	531	33%	420	27%
3	264	16%	255	16%
4	95	6%	130	8%
5	27	2%	35	2%
Total Number of Grades	1614		1564	

The following tables provides data highlighting the enrollment changes from August of 2015 to May of 2016 as well as projected enrollment for 2016-2017.

Early College Enrollment Fall 2015 to May 2016										
	9th Grade		10th Grade		11th Grade		12th Grade		Total	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Enrollment	153	138	45	45	16	14	1	1	215	198
Within District Transfer	23	21	4	4	1	1	0	0	28	26
Open Enrollment	2	2	0	0	0	0	0	0	2	2
MSHS Assigned School	128	115	41	41	15	13	1	1	185	170

Projected Enrollment for 2016-2017					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
Enrollment	141	138	45	14	338
Within District Transfer	35	21	4	1	61
Open Enrollment	3	2	0	0	5
MSHS Assigned School	103	115	41	13	272

The following table identifies the MCC-MPS course alignment for the recommended 4-year plan.

Liberal Arts Academic Transfer/Associate of Arts Degree Requirements Sample Four Year Plan

MCC Courses				MPS Courses			
General Education				9th Grade	10th Grade	11th Grade	12th Grade
Communications			CR	Grade level recommendations are guidelines only and may be adjusted for individual 4-year plan.			
ENGL	1010	English Comp I	4.5			0007A/B English 11 or 0047A/B AP Language & Compostion	
ENGL	1020	English Composition II	4.5				0035 Research Methods
SPCH	1110	Public Speaking	4.5		0020 Speech		
Quantitative/Numeracy Skills							
Math	1310	Intermediate Algebra	4.5			0231A/B Algebra II or 0233 A/B Honors AlgebraII	
Other							
HMRL	1010	Human Relations Skills	4.5	PD80 Academic Seminar			
INFO	1001	Information Systems and Literacy	4.5		0561 Information Technology Applications		
Total General Education Requirements			27.0				
Associate of Arts Requirements							
Quantitative/ Numeracy Skills	4.5 required						
Math	1420	College Algebra	4.5			0244 A/B College Algebra or 0239A Honors PreCalculus or 0238A PreCalculus	
Math	1430	Trigonometry	4.5			0238B PreCalculus or 0239B Honors Precalculus	
Social Sciences			9 required				
HIST	1010	U.S. History to 1877	4.5			0450A/B AP US History	
HIST	1020	U.S. History 1865 to Present	4.5				
HIST	2050	Modern Europe Since 1815	4.5				0451A/B AP European History
Humanities			9 required (Art, Literature, Writing, World Language)				
ENGL	2510	American Literature I	4.5			0007A/B English 11	
	2450	Introduction to Literature	4.5				0048A/B AP English Literature & Composition
Choice of World Language <i>Honors Spanish II, Honors Spanish III students may earn</i>	2110	Intermediate Spanish I	4.5			0158 A/B Honors Spanish IV/V	
	2120	Intermediate Spanish II	4.5				
	2900	Special Topics in Spanish II	4.5				0159 A/B AP Spanish
	1010	Elementary German I	7.5			0114A/B Honors German II	
	1020	Elementary German II	7.5				0118A/B Honors German IV/V
	2900	Special Topics in German	4.5				0119A/B AP German
	1010	Beginning French I	7.5	0134 A/B Honors French II			
	1020	Beginning French II	7.5		0136A/B Honors French III		
	2010	Intermediate French I	4.5			0138 A/B Honors French IV/French V	
	2020	Intermediate French II	7.5				
	2030	Intermediate French III	4.5				0139A/B AP French
ARTS	1010	Elementary Drawing	4.5		0720 Drawing		
ARTS	2020	Elementary Painting	4.5			0722 Painting	
Social Sciences/ Humanities			Additional 18 hours from the Social Sciences and Humanities sections above				
Natural Sciences			12 required (BIOS, CHEM, PHYS, or SCIE)				
BIOS	1010	Introduction to Biology	6.0	0327A/B Biology			
CHEM	1010	College Chemistry	6.0		0334A/B Chemistry		
PHYS	110 (3) 111 (3)	Physics (6 short courses) = 2 semesters 110 A, B, C; 111 A, B, C <i>Dual enrollment not available for 2015- 2016</i>	15.0			*0383A/B AP Physics I: Algebra-Based	
Cultural Studies			4.5 required (Geography, Comparative Religion, Multicultural Issues)				
HIST	1110	World Civilization from Prehistoric to 1500	4.5		*0424A/B AP World History		
HIST	1120	World Civilization from 1500 to Present	4.5				
Electives			12 required select from courses below or from courses listed above not taken to fulfill the listed requirement				
GEOG	1050	Intro to Human Geography	4.5	*0456A/B AP Human Geography			
GEOG	1020	World Regional Geography	4.5				
PSYC	1010	Introduction to Psychology	4.5				0453 AP Psychology
POLS	2050	American National Government	4.5			0414 US Government & Economics	
Total Associate of Arts Requirements			69				
Total Degree Requirements			96	*College credit earned by taking AP Exam			

AGENDA SUMMARY SHEET

AGENDA ITEM: Educational Services Annual Report

MEETING DATE: July 11, 2016

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Educational Services Division End-of-Year Report, 2015-2016

ACTION DESIRED: X Information Only

BACKGROUND: The end of the year report summarizes the work of Educational Services in the following areas: Alternative Education, Assessment, Research, and Evaluation, Career & Technical Education, Community & School Volunteers, Curriculum Cycle, Diploma Paths, Early Childhood, English Language Learner Program, Grants Report, High Ability Learners, Library Services, Multicultural Education, Response to Instruction & Intervention, and Special Education. This report covers areas that are not covered under separate, independent reports.

RECOMMENDATIONS: None

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

PERSON(S) RESPONSIBLE: Mark Feldhausen, Andy DeFreece, Nancy Johnston, Terry Houlton, Darin Kelberlau, and others

SUPERINTENDENT'S APPROVAL: _____



BOARD ACTION:

EDUCATIONAL SERVICES DIVISION

END OF YEAR REPORTS

JULY 11, 2016



Submitted by:

**Dr. Mark Feldhausen
Associate Superintendent for
Educational Services**

Educational Services End of Year Report 2015-2016

This report summarizes the work of the Educational Services Division as it strives to support the mission of the Millard Public Schools and the efforts of its principals and teachers. Guided by the District's Strategic Plan and the recurring recommendations of the Curriculum Management Audit, Educational Services seeks to align all of its activities so that the written, taught, and assessed curriculum and associated programs and activities are seen as contributing to the successful completion of the District's mission.

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

The Educational Services Division provides numerous reports to the Board of Education throughout the school year. This year-end report serves to summarize and highlight the many facets of Educational Services. Specific areas covered include:

- Alternative Education Program
- Assessment, Research, and Evaluation
- Career and Technical Education
- Community and School Volunteers
- Curriculum Cycle
- Diploma Paths
- Early Childhood
- English Language Learner Program
- Grants Report
- High Ability Learner Program
- Library Services
- Multicultural Education
- Response to Instruction and Intervention
- Special Education

The following contributed to this report:

Mr. Andy DeFreece, Director of Early Childhood and Elementary Education
 Dr. Nancy Johnston, Director of Secondary Education
 Mr. Terry Houlton, Director of Special Education
 Dr. Darin Kelberlau, Director of Assessment, Research, and Evaluation
 Ms. Donna Perkey, Department Head, Library Services
 Ms. Terri Connell, Coordinator of Grants, Community Service and Mentoring
 Dr. Kara Hutton, Coordinator of Special Programs
 Ms. Barb Waller, Coordinator of Career and Technical Education
 Dr. Jennifer Reid, Coordinator of English Language Learners, Poverty, Federal Programs
 Ms. Jan Dahlgard, C & I MEP Facilitator, High Ability Learner Program

Respectfully submitted,

Mark W. Feldhausen, Ph.D.

Associate Superintendent for Educational Services July 11, 2016

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Alternative Education Program 2015-2016

District Rule 6690.1 states that, “The Millard School District’s Alternative Education Programs will include, but not be limited to, full school day, multi-year, educational programs. These programs will provide more individualized instruction, an innovative and rigorous curriculum, and a caring, structured environment. Alternative Education Programs will also address the needs of those students who have dropped out, who are at risk of dropping out and who wish to earn their diplomas, who have not met the District’s Essential Learner Outcome assessment requirements for graduation, and who have been expelled or subjected to a long-term suspension for ten (10) school days or more.”

To meet these requirements the District’s Alternative Education Program consists of:

Millard Horizon High School (MHHS)

The primary purpose of MHHS is credit recovery and high school graduation. All students at MHHS are at significant risk of either dropping out or not completing their high school graduation requirements. Also, MHHS students, having been unsuccessful in the District’s traditional 2000+ student high schools, have found that they need a smaller, structured environment in order to be successful. MHHS currently provides that support.

Students at Horizon High School experience courses within a four-by-four block so that each semester they have the opportunity to focus on four courses. Throughout the school year students enrolled in and/or graduated at the end of each of the four semesters.

2015-2016 YEAR	SEM 1	SEM 2	SEM 3	SEM 4	Total
9th grade	0	0	3	3	
10th grade	15	19	25	24	
11th grade	26	33	48	46	
12th grade	96	69	70	64	
Enrollment	137	121	146	137	
Graduates/Semester	1	15	21	22	59

Credit Recovery

Odysseyware is an online tool selected to utilize as a credit recovery option for unique situations based on student individual need. Millard Public Schools began utilizing Odysseyware in August of 2009 at the Millard Learning Center and has continued to mainly utilize Odysseyware with students at Horizon High School.

During the past four years, there have been unique circumstances where utilization has also occurred within the other high schools as well as to meet the needs of Home Bound students. Approval for the use of Odysseyware licenses and monitoring of the program procedures and utilization is through the Office of Secondary Education.

Odysseyware courses were also offered to 2015 Summer School students for the first time as an opportunity that would otherwise not have been provided to them due to low course enrollment.

There were three English courses, seven math courses, three science courses, and three social studies courses available through Odysseyware.

Odysseyware Summer 2015	
Students Enrolled	36
Number of Courses Enrolled	43
Number of Courses Completed	29 – 67%

Out of the forty three courses offered, fifteen courses were not completed in Summer School. Four of the fifteen uncompleted courses went on to be completed during the 2015-16 school year. During the 2015-2016 school year, there were three English courses, nine mathematics courses, three science courses, and four social studies courses available through Odysseyware.

Odysseyware 2015-2016								
	AMS	KMS	HHS	NHS	SHS	SHS Night School	WHS	Total
Students Enrolled	1	1	80	11	14	9	8	124
Number of Courses Enrolled	2	2	149	17	14	9	14	207
Number of Courses Completed	1	2	147	10	5	6	11	182 - 88%

Odysseyware was also offered as an exception for two middle school students due to acceleration in mathematics courses. One student moved out of District prior to completion of the second course. Millard South High School offered Odysseyware for the first time as an option for nine students to complete during Night School, in addition to offering the program to fourteen students during the school day. This exception was made due to the waiting list with the Ombudsman Night School program during the spring semester. Most importantly, 182 courses were completed this school year out of the two hundred and seven courses offered for a completion rate of 88%.

Ombudsman (Education Continuity)

A specific off-campus program that provides expelled students, students suspended for ten (10) school days or more, and/or students who have discontinued their enrollment without completing the District's graduation requirements, with opportunities that might allow them to acquire sufficient credits so as to stay on track for graduation. During 2015-2016, 196 students were enrolled in the Ombudsman program. These included:

Long Term Suspension Students:	112
Expelled Students:	59
Mandatory Reassignment:	3
Special Circumstances Students:	11
Restart Students:	11

Credits Earned by Students Who Attended Ombudsman	
Students Enrolled	196
Courses Enrolled	889
Courses Passed	638 – 72%

Ombudsman Restart Program

Students who have officially dropped out of high school and remain in the Millard Public Schools boundaries are welcomed back to Millard as they work to fulfill their graduation requirements. Students attend daily during a four hour session and complete classes through a personalized course of study. They work at their own pace and are granted credit for the course upon successful completion. Students are able to access this opportunity through the semester of their 21st birthday. Those that do not finish courses by the end of second semester are able to continue those courses when they return in August the following year until they complete their requirements.

Ombudsman Restart Enrollment 2015-2016				
	NHS	SHS	WHS	Total
Number of Restart Students Enrolled	3	6	2	11
Number of Graduates during 2015-2016	3	2	1	6

Night School Program

In addition to addressing the needs of students who have been expelled or long-term suspended, Millard Public Schools and Ombudsman have collaborated to provide an extended learning, credit recovery option to eleventh and twelfth grade students. During 2015-2016, there were 3 English, 3 mathematics, 6 science, and 4 social studies courses available through Night School. Students attend either Monday or Tuesday for a two-hour session (4:15-6:15 p.m.) for 15 sessions or until completion.

Millard Public Schools & Ombudsman Night School Enrollment 2015-2016					
	HHS	NHS	SHS	WHS	Total
Number of Students First Semester	4	19	26	3	52
Number of Students Second Semester	8	20	9	7	44

Of the 52 students who enrolled in the Millard Public Schools and Ombudsman Night School Program during first semester of the 2015-2016 school year, 31 students finished the course with 65% of them passing and earning credit. During second semester, 44 students began Night School with 37 students finishing their course while 78% of them earned credit. Without having the Night School option, 49 students (35 twelfth grade and 14 eleventh grade) would not have earned credit for these courses.

Night School Credit Recovery					
	HHS	NHS	SHS	WHS	Total
Semester 1 Beginning Students	4	19	26	3	52
Semester 1 Ending Students	2	14	14	1	31
Students Earning Credit	1	10	8	1	20
Percentage of Students Earning Credit	50%	71%	57%	100%	65%
Semester 2 Beginning Students	8	20	9	7	44
Semester 2 Ending Students	7	19	5	6	37
Students Earning Credit	5	13	5	6	29
Percentage of Students Earning Credit	71%	68%	100%	100%	78%

Assessment, Research, and Evaluation 2015-2016

Assess Student Achievement

An essential role of the department of Assessment, Research, and Evaluation is to support the testing logistics and test production process for all buildings. We have processed thousands of tests this year. The department works collaboratively with building administrators and other district departments to ensure a positive testing experience for each student. The department also produces assessment reports for building use, parent communication, and the Board of Education.

The Millard Public School (MPS) Board of Education, through Policy 6300 Assessed Curriculum--Comprehensive Student Assessment and accompanying rules, establishes the expectation of the Millard comprehensive student assessment system to be aligned with our written and taught curriculum in order to:

- monitor the progress of students in a program, school, or the district;
- aid in planning and providing classroom instruction appropriate to student needs;
- assist in making decisions about placement of students;
- provide information for program monitoring, management, and evaluation.

The Millard comprehensive student assessment system is further explained in Policy 6315 Millard Education Program: Use of Assessment Data with accompanying rules and referenced in Policy 6320 with accompanying rules.

Locally developed Essential Learner Outcome assessments (ELOs) are part of our district's graduation requirements. Millard ELOs were developed to ensure that students are ready to transition from one level to the next, producing competent and qualified students who are able to succeed after leaving Millard Schools. Prior to 1990, our testing program was limited to a commercial "standardized" (nationally normed) achievement test as a common measure given at the same time across the whole district. The standards for the ELO assessments are set by teachers who work with the curriculum and with Millard students every day. The achievement of mastery or proficiency of any ELO assessment is marked by a cut score in the distribution of student scores. Students who are at or above that cut score are presumed to be proficient enough in that area to proceed in their education without specially-designed additional instruction. The cut scores are the results of rigorous standard setting processes. The cut score on each of the tests has been established by the combined judgment of teachers for each assessment cutscore. We have been guided through this process by testing experts from Alpine Testing Solutions.

In 2015-2016, Millard administered over 10,600 ELOs to students in 3rd to 12th grades. The elementary and middle school writing assessment cut scores were validated using a modified equating process and contrasting group process. Looking ahead to next year, Millard will maintain the 3rd, 5th, 6th, 7th, and 10th grade analytical writing assessments. The volume of high school Reading, Math, and Science ELOs may vary due to changes in high stakes graduation assessment requirements as outlined in Rule 6315.1.

State Testing occurs in the second semester. Nebraska State Accountability (NeSA) is a system of criterion-referenced tests in reading, mathematics, science, and writing. NeSA items have

been developed by Nebraska teachers and Data Recognition Corporation. State assessments are authorized by legislative action and are outlined in state statute 79-760.

The testing window for state reading, math, and science was from the last two weeks of March through the first week of May. Students in 3rd – 8th and 11th grades participated in two untimed sessions of both state reading and state math testing (four sessions total). Additionally, students in grades 5, 8, and 11 participated in two untimed sessions of state science testing. State writing occurs in the second semester in grades 4, 8, and 11. In 2015-2016, Millard administered 63,364 individual online testing session occasions for nearly 12,000 students. Each test session is untimed, however, most students average 30-60 minutes per testing session.

The best way to prepare for state testing is the active, engaged learning that occurs every day in every MPS classroom. Millard students also participated in state practice testing prior to spring testing. Many buildings utilized the state-provided practice tool called Check 4 Learning (C4L). Over 47,650 individual online C4L practice sessions were taken by Millard students in 2015-2016. During the NeSA testing window, many Millard students participated in the optional Text Dependent Analysis (TDA) assessment in grades 3 and 4 throughout the district.

Millard administrators and building leaders participated in mandatory NeSA administration training that outlined ‘before, during, and after’ protocol to ensure all students received an equitable and comfortable NeSA testing experience. The Nebraska Department of Education conducted security walk-throughs during state testing. Millard received positive feedback on our adherence to security procedures.

Millard supports the work of the Nebraska Department of Education. Millard provides volunteers for NDE assessment activities when requested. This summer, several Millard teachers will be participating in NeSA item writing and in scoring of Text Dependent Analysis Writing. The opportunity to collaborate state-wide and be part of state assessment development is valued.

Nationally normed standardized testing, as required by Nebraska Department of Education Rule 10, is administered to Millard students at all three levels. As we have done traditionally, students in 3rd grade participated in the *TerraNova, Third Edition* Complete Battery along with the aptitude test *InView*. New this year, students in 7th grade participated in the online version of the ACT[®] Aspire summative test while 10th grade students completed the ACT[®] Aspire summative test in the paper / pencil format. Again this year, 11th grade students participated in the spring District Choice State Testing (DCST) ACT[®] test. These tests allow us to evaluate how our students and programs compare to nationwide norms. The ACT[®] suite of assessments also provides information relative to the college and career readiness of our students. Results from ACT[®] Aspire testing were presented at the February 15, 2016 Board of Education meeting. Results from the Millard administration of DCST ACT[®] test will be presented this upcoming fall.

Our team also assists in the logistics and management of the math placement, Orleans-Hanna and CogAT testing. This includes triangulation of data used to guide 6th grade math placement decisions.

District Assessment Committee

The District Assessment Committee was reconvened this year with the purpose of continuing the work done during the 2014-15 school year. The committee supported the recommendation to move forward with a step-ahead program to evaluate the Measures of Academic Progress (MAP) by NWEA. The scope of the evaluation was to include reading and mathematics in grades 2 - 8. Step-ahead teachers were selected to appropriately represent grade level, subject, building location, and poverty level. Eight buildings had students that completed the MAP test in reading or mathematics. Another product by NWEA, Skills Navigator, was also evaluated by some of the buildings. Skills Navigator is a progress monitoring product for mathematics and reading comprehension. This evaluation of Skills Navigator will continue through the 2016-17 school year.

Student Information System

Millard Public Schools adopted Infinite Campus as the district student information system in the winter of the 2005-2006 school year. In the fall of 2012, the department of Assessment, Research, and, Evaluation took primary responsibility for Infinite Campus leadership, data, and state reporting.

Support

In 2015-2016, our locally managed IC Help Desk responded to 1,775 level I and level II tickets and inquiries. Help Desk ticket trends help determine staff development or communication needs. Avenues of communication include email and posting messages for all users on the IC Process In Box. We also host monthly secondary level registrar meetings. Topics discussed this year at Registrar meetings include, but are not limited to, grade book configuration / enhancements, Academic Planner, enrollment aspects, online enrollment, Campus Messenger, reports, registration, scheduling, managing attendance codes, and IC updates.

Academic Planner

The Academic Planner feature of Infinite Campus will help students select courses that fulfill MPS graduation requirements and support personal goals. In addition, the Academic Planner will support the registration process. This blends instructional goals and the logistics of course registration to streamline high school transition/registration tasks. During 2015-2016 the Academic Planner was used to create 4-year plans for current 9th grade students at North, South and West High Schools. Current 8th grade students at Kiewit, North, Beadle, and Russell Middle Schools created 4-year plans in preparation for the transition to high school and North and West High Schools used the student plans for registration for 2016-2017. During the fall of 2016, 9th grade students from Andersen and Central will create their 4-year plans and South High will phase in the use of Academic Planner to support registration in the spring of 2017. Once established, the Academic Plan can be updated each year to align with student goals and to assist with the registration process.

Use of Resources

In addition to grade book and student demographic information, Infinite Campus continues to expand the functionality of the tool beyond typical student information system resources at little or no additional cost. The Academic Planner described above is one such example.

With the leadership of Amanda Hunt, Neihardt administrative intern, and Dr. Jennifer Allen, assistant principal at Millard West High School, a committee of elementary and secondary leaders have met to continue to explore ways to digitally track our RtI+I process. The limitations

of the IC module caused delays to the planned initial timeline. It has been very beneficial to have conversations as to the process and the vision for future direction, and to have time to solicit feedback from the step-ahead classrooms. The committee will continue to meet during 2016-17 in hopes of identifying a system that will allow MPS to digitally track the RtI+I process at the level that is desired. It is also the intent to have the workflow better defined and to increase the number of step-ahead classrooms with the ultimate goal of district wide implementation possibly during the 2017-18 school year.

Online Enrollment

Under the leadership of Mr. Bill Jelkin a committee was assembled to evaluate possible online enrollment systems for the district. As Mr. Jelkin framed for the group, there are three major components of such as system - registration / enrollment, bill pay and forms management. The committee met to identify non-negotiable features as well as functionality that would be 'nice to have', discuss vision, evaluate possible systems, and ultimately make a recommendation on a system. At the conclusion of the evaluation process it was decided to pursue the Infinite Campus system of online enrollment and bill pay. Training will take place in June for key staff from the departments of Student Services and DARE.

MPS will continue to "Think Campus First" as it an appropriate approach to increase efficiency and to reduce additional costs and training time for staff.

State Reporting

Our team is responsible for reporting student data to Nebraska Department of Education's Nebraska Student and Staff Record System (NSSRS). The primary team role responsible for state reporting is our Database Programmer. He and other key team members collaborate heavily with the Millard Special Education office and Human Resources to complete required reporting. We are currently completing end-of-year state reporting which is due mid-June.

Currently under initial development, the statewide data dashboard, Adviser, has potential to change or streamline state reporting in the future. Millard met with members of the data team from the Nebraska Department of Education (NDE) to discuss the vision for this project. The MPS data team also met with data experts from Educational Service Unit #3. After those meetings, and giving strong consideration to available local resources, MPS decided to officially enroll in the state Adviser pilot. We will provide ongoing feedback to NDE during development of this product and of integration tools with Infinite Campus.

Data Analysis

Strategy #4: We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.

Tableau

In the summer of 2010, Millard purchased the product Tableau. Tableau is a data visualization tool that transforms information from database sources into views for easy investigations. The department of Assessment, Research, and Evaluation has collaborated with the Millard Technology department to create powerful data visualizations for district administrators, building administrators, and district-level leaders. Current visualizations show information about attendance, assessment, enrollment, and behavior. All certificated staff have access to data visualizations through Tableau.

Lightning Grader

Lightning Grader (LG) is a web-based tool Millard is using to store formative assessment questions created by teachers to be used in classrooms. LG allows teachers to create online and paper/pencil types of assessments that can be administered to students and graded quickly to provide teachers with “real time” data that can drive instruction in the classroom. Currently, the LG database contains nearly 4,800 3rd-8th grade mathematics questions. These questions are peer-reviewed for quality and accuracy and aligned to course standards and indicators. In the middle of this school year Millard Public Schools was informed that the future of LG was uncertain. It was subsequently learned that LG was being purchased by another assessment company. Millard Public Schools reviewed alternatives through company webinars, references (not only those provided by the companies), various stakeholders’ input, and access to sandboxes offered by each company. The decision was made to deliver local assessments through the SchoolCity assessment tool. Transitioning items into the new system and staff development efforts will begin this summer.

Strategic Planning and Building Site Planning Process

The Department of Assessment, Research, and Evaluation continued to support building data retreats as part of the building site planning process. Each building completing the site planning process was provided a rich data book including ELO and NeSA performance, behavior referral data, building demographic data, and assessment data disaggregated by special education status, gender, ethnicity, and lunch status. The department also provided open house sessions for building principals to meet and collaborate on data needs to personalize their building data books prior to their site planning sessions.

Our team also provided each of our 35 principals and their supervisor a data book in August 2015 to enhance building leadership conversations. This data book was updated and redistributed in March 2016 to help guide end-of-year reflections. New administrators and those changing buildings will be provided a data book in June 2016. These books are updated periodically as new data elements become available. The most current version is stored on the district shared folder for administrators to access.

Program Evaluations

Pursuant to Policy 6500 Assessed Curriculum: Program Evaluation and accompanying rule 6500.1, in 2015-2016 the department completed an extensive meta analysis on the Mini-magnets / Programs of Choice at Millard Public Schools (BOE, December 7, 2015):

- Core Academy
- International Baccalaureate (IB)
- International Baccalaureate (IBMYP)
- Primary Years Programme (IBPYP)
- Montessori

This report was divided into two sections:

1. The first was a look at current key findings regarding all the programs of choice, especially looking at the last five years in terms of asking the question: Have the programs contributed to an increase in enrollment in the school where they are held? and What does student achievement look like? It was found that all the programs are meeting the goal of increasing enrollment and the students in these programs achieve at or better than the district or state average.

2. The historical information that was in the second part covers the historical evaluations that have been done over the last fifteen years. At this time, all programs are doing quite well.

Research and Surveys

Millard collaborated with Gallup to administer three climate surveys to students, staff and parents during the 2015-2016 school year. Students in grades 5 - 12 participated in the annual Gallup Student Poll during the month of October. Nearly 12,000 student surveys were completed online during this time. The biennial web-based staff engagement survey was administered over a two-week period in October with paper invitations provided to staff members with limited access to email. The survey was available in both English and Spanish, and 2,445 employees responded. Parent engagement was measured using a new instrument and new methodology during a three-week period in October. In a change from past years, all households were invited to participate in the online survey. The survey was available in English, Spanish, and Vietnamese to accommodate as many families as possible, and 5,690 responses were received. Results and findings from all surveys were presented to Millard administrators in January 2016.

Millard supports staff-initiated research. All research proposals, both internal and external, are reviewed by an ad-hoc committee. If needed, suggestions are given to the researcher. In 2015-2016, 60 research proposals were received and reviewed by ad-hoc committees per policy 6900 and Rule 6900.1.

Millard currently maintains ongoing research and/or data agreements with the following stakeholders: Avenue Scholars, Big Brothers Big Sisters Promoting Enhanced Resilience and Learning, Boys Town Well Managed Classroom, College Possible, Connections at Project Harmony, Educare of Omaha, NDE School Health Profiles and NE First Year Teacher Survey, On the Way Home, UNL Career Academy and Teacher Beliefs Surveys, and UNO Psychology Students in Training.

Career & Technical Education Report 2015-2016

Career and Technical Education in the Millard Public Schools continues to be a strong, student-centered program grounded in School Counseling and the offerings of the Industrial Technology, Business and Information Technology, Family & Consumer Sciences, the Technology Mini-magnet and the Millard Career Academies. These programs are supported by the Millard Educational Program (MEP), the District Strategic Plan, Carl Perkins grant funds, articulation agreements with Metropolitan Community College, dual enrollment agreements with Metropolitan Community College and the University of Nebraska at Omaha, and work-based learning opportunities.

Each discipline provides the opportunity for students to participate in a Career & Technical Education Student Organization (CTSO). The CTSOs, such as Distributive Education Clubs of America (DECA); SkillsUSA; Family, Career and Community Leaders of America (FCCLA); and Educators Rising provide extensions to classroom curriculum, and opportunities to apply college and career readiness skills and develop leadership skills. Students from each high school participated in district and state competitive events.

Career and Technical Education activities of note during the 2015-2016 academic year include:

Millard Educational Program (MEP) Curriculum Support

During the 2015-2016 school year Industrial Technology continued with Phase IV (Curriculum Monitoring) of the MEP Cycle. Business and Information Technology and the Technology Mini-magnet were in Phase III (Implementation) of the MEP Cycle. Counseling and Family & Consumer Science were in Phase I (Research and Alignment) of the MEP Cycle.

Personal Learning Plans (PLP)

The Naviance web-based college and career planning tool continued to be used to support the Millard PLP. The subscription to Naviance was expanded to support the Middle Level PLP with full implementation during 2015-2016. The addition of Naviance at the middle level enhanced transitions from 8th to 9th grade as students prepare to be college and career ready by gaining self-understanding regarding personal traits and interests and search for career possibilities.

Naviance streamlined the PLP process as a tool that synchronized with Infinite Campus, provided electronic inventories, and automatically recorded the results in the student file. In addition, the system linked career interest results to college and career placement information. Students created SMART goals in each of their classes where teachers and students were able to collaborate regarding progress. Ninth through twelfth grade students completed a culminating SMART goal reflection within Naviance at the end of the school year.

Counselors conducted a lesson to create and document a four year course plan for each student in the Class of 2019 using the Academic Planner feature of Infinite Campus. Counselors worked with students and advisors to review and revise the Academic Plan in Infinite Campus and make course selections for the 2016-2017 school year. The initial 9th grade lesson and follow-up to review and revise the four year plan will occur annually and will be used to make course selections to prepare for graduation and post-secondary plans.

Carl Perkins Funding

During the 2016 fiscal year Millard received \$130,184 in Perkins funds. Grant funds were used to purchase CNC equipment, microcontrollers, wireless intuitive probe system, and CNC Camera system, for Industrial Technology; an induction range for each high school Family & Consumer Sciences department; monitors, peripheral equipment and network simulation equipment for Business and Computer Science classrooms.

In addition, funds were used to support staff development in the form of attendance at related conferences (e.g., Nebraska Career Conference), to support training on new equipment/software, to develop career field post-secondary course alignment, and to develop lessons to strengthen applied reading and mathematics skills. The District anticipates funding for Fiscal Year 2017 will be the same as 2016 at \$130,184. The program evaluation and documentation required by Perkins IV legislation has been completed.

Millard Career Academies

The two-year sequence of courses in the Distribution and Logistics Management; Education; Entrepreneurship and Health Sciences Academies were fully implemented. The Culinary Skills academy completed the final Year 2 curriculum and was fully phased out at the end of the 2015-2016 school year.

Participants earned 40 credits per year toward high school graduation and had the option to participate in dual enrollment credit with Metropolitan Community College and University of Nebraska Omaha. The number of dual enrollment participants for each semester is noted in the table below. The Millard Public Schools Foundation provided dual enrollment scholarships for one-half the reduced rate tuition for all year 1 students first semester. The scholarship was renewed second semester for those who maintained a grade point average of B in their dual enrollment courses first semester.

Year I Distribution & Logistics Management; Education; Entrepreneurship; and Health Sciences Academies													
	Building	Semester	Enrollment	Assigned High School				Using District Provided Transportation			Number of students enrolled for dual credit		College Credit Possible in Year 1
				HHS	NHS	SHS	WHS	NHS	SHS	WHS	MCC	UNO	
Distribution & Logistics Management Academy	HHS	1	19		2	6	11	3	6	6	19	NA	36
		2	18		1	6	11				18	NA	
Education Academy	WHS	1	23		2	7	14	2	6	0	23	NA	25.5
		2	22		2	7	13				22	22	
Entrepreneurship Academy	SHS	1	21		5	6	10	1	0	5	21	21	33.5
		2	20		5	5	10				20	NA	
Health Sciences Academy	HHS	1	38		4	12	22	3	6	18	38	NA	34
		2	37		4	11	22				37	NA	

Year II Culinary Skills; Distribution & Logistics Management; Education; Entrepreneurship; and Health Sciences Academies													
	Building	Semester	Enrollment	Assigned High School				Using District Provided Transportation			Number of students enrolled for dual credit		College Credit Possible in Year 2
				HHS	NHS	SHS	WHS	NHS	SHS	WHS	MCC	UNO	
Culinary Skills Academy	HHS	1	6		1	2	3	0	0	2	6	NA	15
		2	6		1	2	3				6	NA	
Distribution & Logistics Management Academy	HHS	1	12		4	2	6	3	1	3	12	NA	36
		2	11		3	2	6				11	NA	
Education Academy	WHS	1	24		2	9	13	0	1	0	24	22	15
		2	23		2	8	13				23	18	
Entrepreneurship Academy	SHS	1	15		6	1	8	0	0	1	15	NA	19
		2	12		4	1	7				12	NA	
Health Sciences Academy	HHS	1	35	1	2	9	23	0	2	11	35	NA	23 + 3 via AP Exam
		2	33	0	2	9	22				33	NA	

The following tables document enrollment, optional tuition cost, and course sequence for all Millard Career Academies for 2015-2016.

Enrollment for All Millard Career Academies for 2015-2016							
Academy	Academy Location	Year	Enrollment	Assigned High School			
				HHS	NHS	SHS	WHS
Culinary Skills	Horizon	2	6		1	2	3
Distribution & Logistics Management	Horizon	1	19		2	6	11
		2	12		4	2	5
Education	WHS	1	23		2	7	14
		2	24		2	9	13
Entrepreneurship	SHS	1	21		5	6	10
		2	15		6	1	8
Health Sciences	Horizon	1	38		4	12	22
		2	35	1	2	9	23
Total Participation 2015-2016 Year 1 and Year 2				1	28	54	109

Millard Career Academy Tuition Cost and Savings for 2015-2016							
	Reduced Rate Tuition (Per Course)	Full-time Student Tuition (Per Credit)	Number of Enrollments	Credits	Total Reduced Rate Tuition	Total Full-Time Student Tuition	Tuition Savings
Metropolitan Community College	\$ 40.00	\$ 63.00	890	4131	\$ 35,600.00	\$ 260,253.00	\$ 224,653.00
University of Nebraska Omaha	\$250.00	\$200.25	121	363	\$ 30,250.00	\$ 72,690.75	\$ 42,440.75
Total			1,011	4494	\$ 65,850.00	\$ 332,943.75	\$ 267,093.75

Academy Course Sequence and Optional Tuition Cost

Culinary Skills Academy

Year 2, Semester 1						
ACS20	Baking Seminar <ul style="list-style-type: none">Baking BasicsPastries	15	7	\$ 80.00		MCC CHRM 1210, CHRM 1220 (Baking Seminar will be completed in 2 nd semester)
ACS30	Spanish for Culinary Professionals	5	3	\$ 40.00		MCC CHRM 1060
ACS35	Culinary Internship I	5				
Tuition due to post-secondary institution in August			\$ 120.00			
Year 2, Semester 2						
ACS20	Baking Seminar <ul style="list-style-type: none">Artisan Breads	5	4	\$ 40.00		CHRM 1250 (Baking Seminar continuation from 1 st semester)
ACS25	Cakes	5	4	\$ 40.00		MCC CHRM 1260
ACS40	Culinary Internship II	5				
Tuition due to post-secondary institution in January			\$ 80.00			

* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2015-2016. This rate is subject to change by MCC.

Distribution & Logistics Management Academy

Year 1, Semester 1						
Course Number	Course Name	Millard Credits	MCC Dual Enrollment Tuition*		UNO Dual Enrollment Tuition**	Transfer Notes
			Credits	Tuition	Per course	
0007	English 11	10	4.5/4.5	\$ 80.00		MCC ENGL 1010 & ENGL 2510 & transfers to UNO English Composition I & American Literature
ATD10	Introduction to Business	5	4.5	\$ 40.00		MCC BSAD 1000
ATD01	Introduction to Transportation, Distribution & Logistics	5	4.5	\$ 40.00		MCC INCT 1100
Tuition due to post-secondary institution in August			\$ 160.00			
Year 1, Semester 2						
ATD05	Industrial Safety & Health	5	4.5	\$ 40.00		MCC INCT 1000
ATD15	Introduction to Distribution	5	4.5	\$ 40.00		MCC INCT 1500
ATD20	Principles of Marketing	5	4.5	\$ 40.00		MCC BSAD 1010
ATD25	Principles of Management	5	4.5	\$ 40.00		MCC BSAD 2100
Tuition due to post-secondary institution in January			\$ 160.00			
Year 2, Semester 1						
ATD30	Mechanical Print Reading	5	4	\$ 40.00		MCC INCT 1050
ATD60	College Composition and Research	5	4.5	\$ 40.00		MCC ENGL 1020 & transfers to UNO ENGL 1160
ATD35	Business Logistics	5	4.5	\$ 40.00		MCC BSAD 2400
ATD55	Distribution and Logistics Management Internship	5				
Tuition due to post-secondary institution in August			\$ 120.00			
Year 2, Semester 2						
ATD40	Purchasing and Material Management	5	4.5	\$ 40.00		MCC BSAD 2410
ATD65	Radio Frequency Identification	5	4.5	\$ 40.00		MCC ELEC 1300
ATD50	Production and Operations Management	5	4.5	\$ 40.00		MCC BSAD 2420
ATD55	Distribution and Logistics Management Internship	5				
Tuition due to post-secondary institution in January			\$ 120.00			

* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2015-2016. This rate is subject to change by MCC.

Education Academy

Year 1, Semester 1						
Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
				Per course	Per course	
0007	English 11	10	4.54.5	\$ 80.00		MCC ENGL 1010 & ENGL 2510 & transfers to UNO English Composition I & American Literature
0527	Child Development	5	4.5	\$ 40.00		MCC ECEN 1150 & transfers to UNO Introduction to Early Childhood Education
AED01	Child Development Pre-Practicum	5	1.5	\$ 40.00		MCC ECEN 1220
Tuition due to post-secondary institution in August			\$ 160.00			
Year 1, Semester 2						
AED35	Professional Speaking	5	4.5	\$ 40.00		MCC SPCH 1110 & transfers to UNO as Public Speaking Fundamentals
AED10	Introduction to Professional Education	5	3		\$ 250.00	Directly enrolled at UNO
0422	World Religions	5	3		\$ 250.00	Directly enrolled at UNO
AED15	Education Seminar I	5				
Tuition due to post-secondary institution in January			\$ 40.00		\$ 500.00	
Year 2, Semester 1						
AED20	Behavior Modification & Principles of Learning	5	4.5	\$ 40.00		MCC PSYCH2140 & transfer to UNO as Education Elective
AED05	College Composition and Research	5	4.5	\$ 40.00		MCC ENGL 1020 & transfers to UNO English Composition II
0453	AP® Psychology	5	3		\$ 250.00	Directly enrolled at UNO
AED30	Best Practices in Education	5				
Tuition due to post-secondary institution in August			\$ 80.00		\$ 250.00	
Year 2, Semester 2						
AED25	Introduction to Communication Disorders	5	3		\$ 250.00	Directly enrolled at UNO
AED40	Education Seminar II	5				
AED45	Education Seminar III	5				
AED50	Education Practicum	5				
Tuition due to post-secondary institution in January					\$ 250.00	

* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2015-2016. This rate is subject to change by MCC.

** Based on University of Nebraska at Omaha reduced rate tuition of \$250.00 per course for 2015-2016. This rate is subject to change by University of Nebraska at Omaha.

Year 1, Semester 1						
Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
				Per Course	Per Course	
AEN01	College Accounting I-A	5	4	\$ 132.00		MCC 1100 -- Completion of College Accounting I-A, I-B & II transfers to UNO Principles of Accounting I & II
0007	English 11	5	4.5/4.5	\$ 80.00		MCC ENGL 1010 & ENGL 2510 & transfers to UNO English Composition I & American Literature
AEN20	Introduction to Entrepreneurship	5	4.5	\$ 40.00		MCC ENTR 1050 & transfer to UNO Introduction to Entrepreneurship
AEN10	Introduction to Business	5	3		\$ 250.00	Directly enrolled at UNO
Tuition due to post-secondary institution in August				\$ 252.00	\$ 250.00	
Year 1, Semester 2						
AEN01	College Accounting I-B	5	4	\$ 132.00		MCC 1110 -- Completion of College Accounting I-A, I-B & II transfers to UNO Principles of Accounting I & II
0007	English 11	5				MCC ENGL 1010 & transfers to UNO English Composition I (continued from semester 1)
AEN05	Wealth Building and Personal Finance	5	4.5	\$ 40.00		MCC FINA 1200 & transfers to UNO Personal Finance
AED25	Legal Issues for the Entrepreneur	5	4.5	\$ 148.50		MCC ENTR 2060 & transfers to UNO as Business Elective
Tuition due to post-secondary institution in January				\$ 320.50		
Year 2, Semester 1						
AEN15	College Accounting II	5	4	\$ 132.00		MCC 1120 -- Completion of College Accounting I-A, I-B & II transfers to UNO Principles of Accounting I & II
AEN30	Entrepreneurship Feasibility Study	5	4.5	\$ 148.50		MCC ENTR 2040 & transfers to UNO Business elective
0541	AP [®] Microeconomics	5	3		\$ 250.00	Directly enrolled at UNO (ECON 2220)
AEN45	Entrepreneurship Seminar & Internship	5				
Tuition due to post-secondary institution in August				\$ 280.50	\$ 250.00	
Year 2, Semester 2						
0540	AP [®] Macroeconomics	5	3		\$ 250.00	Directly enrolled at UNO (ECON 2200)
AEN40	Marketing for the Entrepreneur	5	4.5	\$ 40.00		MCC ENTR 2050 & transfer to UNO Business elective
AEN45	Entrepreneurship Seminar & Internship	10				
Tuition due to post-secondary institution in January				\$ 40.00	\$ 250.00	

* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2015-2016. This rate is subject to change by MCC.

** Based on University of Nebraska at Omaha reduced rate tuition of \$250.00 per course for 2015-2016. This rate is subject to change by University of Nebraska at Omaha.

Year 1, Semester 1

Course Number	Course Name	Millard Credits	MCC Dual Enrollment Tuition*		UNO Dual Enrollment Tuition**	Transfer Notes
			Credits	Tuition	Per Course	
AHS01	Human Anatomy & Physiology for Health Sciences	10	5	\$ 40.00		MCC BIOS 1310 & transfers to UNO BIOL 1730
AHS05	Medical Terminology I	5	4.5	\$ 40.00		MCC HIMS 1120
AHS15	Health Sciences Orientation Seminar • Cardiopulmonary Resuscitation & Heart Saver First Aid/AED • Foundations of Health Careers	5	6.5	\$ 120.00		MCC HLTH 1000 CPR & HLTH 1010 Heart Saver/First Aid/AED & HLTH 1015 Foundations of Health Careers
Tuition due to post-secondary institution in August			\$ 200.00			

Year 1, Semester 2

AHS20	Introduction to Medical Law & Ethics	5	4.5	\$ 40.00		MCC HIMS 1150
AHS10	Medical Terminology II	5	4.5	\$ 40.00		MCC HIMS 1130
AHS25	Nutrition in the Life Cycle	5	4.5	\$ 40.00		MCC SCI 1112
AHS30	Disease Processes	5	4.5	\$ 40.00		MCC HIMS 1210
Tuition due to post-secondary institution in January			\$ 160.00			

Year 2, Semester 1

AHS35	Long Term Care/Certified Nursing Assistant	10	6.5	\$ 40.00		MCC HLTH 1200
	Additional fees for above course			\$ 59.50		Class fees
0453	AP® Psychology	5				Credit earned by meeting AP® testing criteria
AHS50	Health Sciences Internship	5				
Tuition due to post-secondary institution in August			\$ 99.50			

Year 2, Semester 2

AHS45	Emergency Medical Technician - Basic	10	12	\$ 378.00		MCC HLTH 1100
	Additional fees for above course			\$ 109.50		Class fees
AHS40	Genetics	5	4.5	\$ 40.00		MCC HIMS 2010
AHS50	Health Sciences Internship	5				
Tuition due to post-secondary institution in January			\$ 527.50			

* Based on Metropolitan Community College reduced rate tuition of \$40.00 per course or \$31.50 fee per credit for courses taught jointly by MCC and Millard staff for 2015-2016. This rate is subject to change by MCC.

Metropolitan Community College Academies

Millard Public Schools continues a partnership with Metropolitan Community College to provide the following technical academies. The District seeks appropriate school-to-career programs that will enhance the school and work-based learning opportunities available for students.

Metropolitan Community College Technical Academy Offerings and Enrollment

		2013-2014				2014-2015					2015-2016					2016-2017				
		N	S	W	T	H	N	S	W	T	H	N	S	W	T	H	N	S	W	T
835	Theater Tech				0		1			1					0				1	1
836	HVAC				0					0					0					0
837	Auto Body			1	1					0				2	2			1		1
838	Auto Tech	1		3	4		1		2	3				1	1		1	1		2
841	Horticulture				0					0					0					0
842	Criminal Justice	1		1	2			1	5	6			1	3	4		1		1	2
843	Electrical Technology	1			1		1			1			1		1					0
844	Legal Assistant				0					0					0					0
845	Diesel		1	2	3					0			1		1				1	1
846	Web Development				0					0					0					0
847	Small Engines/Machining Year 1				0					0					0					0
848	Small Engines/Machining Year 2				0					0					0					0
852	Welding Technology Year 1				0	1	1			2		1	1		2					0
853	Welding Technology Year 2				0					0					0					0
854	Film Making (Digital Cinema)				0		1		1	2					0					0
855	Call Center Specialist				0					0					0					0
856	Certified Nursing Assistant				0					0					0					0
857	Database Administration				0					0					0					0
858	Emergency Management Technician				0					0					0					0
859	Human Service/Social work				0					0					0					0
861	Medical Office Technology				0					0					0					0
862	Network Security				0					0					0					0
863	Plumbing Technology				0					0					0			1		1
864	Writing for Screen and Stage				0					0					0					0
865	Computer Programming				0					0					0					0
866	Game Design				0					0					0					0
		3	1	7	11	1	5	1	8	15	0	1	4	6	11	0	2	3	3	8

University of Nebraska Medical Center Health Science Alliance

Since August 2011, Millard Public Schools has participated in a partnership with the University of Nebraska Medical Center (UNMC) to offer science classes to high school juniors and seniors who are interested in health sciences. Selected applicants participated in the UNMC High School Alliance along with students from nine other local school districts. The UNMC High School Alliance included 50 students from the nine school districts. Nine Millard students participated in the 2015-2016 school year including six students from Millard West and three from Millard South. Nine students will participate during the 2016-2017 school year including four from Millard North, two from Millard South and three from Millard West.

Students earn dual enrollment credit at University of Nebraska at Omaha. They attend their assigned high school in the morning and travel to UNMC for their Alliance courses in the afternoon. Millard Public Schools does not provide transportation to and from UNMC.

Air Force Junior Reserve Officer Training Corp

The Air Force Junior Reserve Officer Training Corp (AFJROTC) unit at Millard South was approved by the Department of Defense during first semester and had previously been approved for implementation by the Millard Public Schools Board of Education in preparation for acceptance to the program. Program preparation occurred this school year in order to offer the beginning with the 2016-2017 school year.

Current eighth grade students and their parents were notified of the AFJROTC opportunity at the same time they were invited to apply for Early College. Parents and students attended an informational meeting hosted by Millard South with guests from one of the Bellevue AFJROTC units. One hundred eight students have registered for the first year of AFJROTC.

The AFJROTC Officer has been hired and the classroom space is in the process of being remodeled with completion for August 2016. All students enrolled for the 2016-2017 school year will be Year 1 Cadets.

AFJROTC Enrollment for 2016-2017

Home High School	9th grade	10th grade	11th grade	12th grade	Total
MNHS	1	2	1	0	4
MSHS	30	31	23	17	101
MWHS	4	0	1	0	5
Total	35	33	25	17	110

Avenue Scholars

Millard South High School again participated in the Avenue Scholars Program provided by the Avenue Scholars Foundation. Avenue Scholars provided a Talent Advisor for selected juniors and seniors. An Avenue Scholar Plan was developed for each student with a focus on academic, career, and financial plans in preparation for post-secondary opportunities. Following high school, students are able to enter Metropolitan Community College (MCC) with the support of the College Talent Advisor.

Juniors met with the Talent Advisor for one block on alternating days and earned five credits per semester. In 2015-2016 eighteen juniors participated in the program.

Seniors met with the Talent Advisor for one block on alternating days during first semester and earn five credits. During second semester of the senior year Avenue Scholars participants attended high school classes in the morning and traveled to a MCC campus in the afternoon. Students met with the Talent Advisor one day per week and earned dual credit while completing two college courses the remainder of the week. Students earned twenty elective credits during the second semester. Fourteen seniors participated the entire year. This was the fourth year that second semester Avenue Scholar seniors earned dual credit at Metropolitan Community College.

Early College

The 2015-2016 school year was the first year of the Early College High School at Millard South. Students who enter the program in 9th grade and follow the recommended four-year plan will earn an Associate of Arts degree at Metropolitan Community College (MCC) while earning a Millard Diploma. Students will pay half of the reduced rate tuition and will receive a scholarship for the remaining half from the Millard Public Schools Foundation. The reduced rate tuition for 2015-2016 was \$25.00 per course.

Millard South teachers who meet the criteria for adjunct faculty established by Metropolitan Community College provide instruction. These teachers must have a Master's degree either in their field or a Master's degree in another area of study with an additional 18 graduate hours in their field.

Early College teachers modified instructional practices to incorporate digital learning strategies and collaborated with representatives of Metropolitan Community College to align Millard curriculum.

The District received a grant from the Peter Kiewit Foundation to support Early College. The grant is available through May 2019. The grant will support scholarships for teachers to complete graduate courses to qualify to teach dual enrollment courses and for dual enrollment tuition for students who qualify for financial aid. During the first year scholarships totaling \$7,789.00 were provided to eleven Millard South teachers to complete a total of forty-five graduate credits. In addition, tuition scholarships totaling \$662.50 were provided for twenty-one students to take fifty-three courses.

The following tables provides data highlighting the enrollment changes from August of 2015 to May of 2016 as well as projected enrollment for 2016-2017.

Early College Enrollment Fall 2015 to May 2016										
	9th Grade		10th Grade		11th Grade		12th Grade		Total	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Enrollment	153	138	45	45	16	15	1	1	215	199
Within District Transfer	23	21	4	4	1	1	0	0	28	26
Open Enrollment	2	2	0	0	0	0	0	0	2	2
MSHS Assigned School	128	115	41	41	15	14	1	1	185	171

Projected Enrollment for 2016-2017					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
Enrollment	141	138	45	14	338
Within District Transfer	35	21	4	1	61
Open Enrollment	3	2	0	0	5
MSHS Assigned School	103	115	41	13	272

The following table identifies the MCC-MPS course alignment for the recommended 4-year plan.

Early College Liberal Arts Academic Transfer/Associate of Arts Degree Requirements

Sample Four Year Plan

MCC Courses				MPS Courses			
General Education				9th Grade	10th Grade	11th Grade	12th Grade
Communications			CR	Grade level recommendations are guidelines only and may be adjusted for individual 4-year plan.			
ENGL	1010	English Comp I	4.5			0007A/B English 11 or 0047A/B AP Language & Compostion	
ENGL	1020	English Composition II	4.5				0035 Research Methods
SPCH	1110	Public Speaking	4.5		0020 Speech		
Quantitative/Numeracy Skills							
Math	1310	Intermediate Algebra	4.5			0231A/B Algebra II or 0233 A/B Honors AlgebraII	
Other							
HMRL	1010	Human Relations Skills	4.5	PD80 Academic Seminar			
INFO	1001	Information Systems and Literacy	4.5		0561 Information Technology Applications		
Total General Education Requirements			27.0				
Associate of Arts Requirements							
Quantitative/ Numeracy Skills		4.5 required					
Math	1420	College Algebra	4.5			0244 A/B College Algebra or 0239A Honors PreCalculus or 0238A PreCalculus	
Math	1430	Trigonometry	4.5			0238B PreCalculus or 0239B Honors Precalculus	
Social Sciences		9 required					
HIST	1010	U.S. History to 1877	4.5			0450A/B AP US History	
HIST	1020	U.S. History 1865 to Present	4.5				
HIST	2050	Modern Europe Since 1815	4.5				0451A/B AP European History
Humanities		9 required (Art, Literature, Writing, World Language)					
ENGL	2510	American Literature I	4.5			0007A/B English 11	
	2450	Introduction to Literature	4.5				0048A/B AP English Literature & Composition
Choice of World Language <i>Honors Spanish II, Honors Spanish III students may earn</i>	2110	Intermediate Spanish I	4.5			0158 A/B Honors Spanish IV/V	
	2120	Intermediate Spanish II	4.5				
	2900	Special Topics in Spanish II	4.5				0159 A/B AP Spanish
	1010	Elementary German I	7.5			0114A/B Honors German II	
	1020	Elementary German II	7.5				0118A/B Honors German IV/V
	2900	Special Topics in German	4.5				0119A/B AP German
	1010	Beginning French I	7.5	0134 A/B Honors French II			
	1020	Beginning French II	7.5		0136A/B Honors French III		
	2010	Intermediate French I	4.5			0138 A/B Honors French IV/French V	
	2020	Intermediate French II	7.5				
	2030	Intermediate French III	4.5				0139A/B AP French
ARTS	1010	Elementary Drawing	4.5		0720 Drawing		
ARTS	2020	Elementary Painting	4.5			0722 Painting	
Social Sciences/ Humanities		Additional 18 hours from the Social Sciences and Humanities sections above					
Natural Sciences		12 required (BIOS, CHEM, PHYS, or SCIE)					
BIOS	1010	Introduction to Biology	6.0	0327A/B Biology			
CHEM	1010	College Chemistry	6.0		0334A/B Chemistry		
PHYS	110 (3) 111 (3)	Physics (6 short courses) = 2 semesters 110 A, B, C; 111 A, B, C <i>Dual enrollment not available for 2015- 2016</i>	15.0			*0383A/B AP Physics I: Algebra-Based	
Cultural Studies		4.5 required (Geography, Comparative Religion, Multicultural Issues)					
HIST	1110	World Civilization from Prehistoric to 1500	4.5		*0424A/B AP World History		
HIST	1120	World Civilization from 1500 to Present	4.5				
Electives		12 required select from courses below or from courses listed above not taken to fulfill the listed requirement					
GEOG	1050	Intro to Human Geography	4.5	*0456A/B AP Human Geography			
GEOG	1020	World Regional Geography	4.5				
PSYC	1010	Introduction to Psychology	4.5				0453 AP Psychology
POLS	2050	American National Government	4.5			0414 US Government & Economics	
Total Associate of Arts Requirements			69				
Total Degree Requirements			96	*College credit earned by taking AP Exam			

Community and School Volunteers 2015-16

Community Service/Service Learning for Students

Middle school and high school students participated in service learning opportunities within all required social studies classes. Middle school students participated in service learning experiences and completed assignments as part of their Ancient Civilizations 6, World Geography 7, and American History 8 courses. They also completed a culminating project in American History 8 connecting their experiences to the class and explaining the meaning of civic engagement and responsibility.

High school students were required to complete 10 hours of service learning anytime from the summer prior to entering ninth grade through first semester of their senior year. Evidence of completion of their service learning hours and the service learning activity along with their personal reflections were recorded in their Personal Learning Plans. Students also completed assignments in every required social studies course helping students to make current connections to their courses. The 10 hour requirement must be completed prior to students taking *United States Government and Economics* or *Advanced Placement® United States Government and Economics* in eleventh or twelfth grade. When taking one of those two courses, students were then required to complete a culminating project and engage in conversations with their peers to connect their service learning experience to the class and further define the meaning of civic engagement and responsibility.

While there was no explicit requirement for elementary students, they participated in service learning projects within their classroom or school-wide service learning projects.

A Service Learning Twitter Account was established to keep students, parents, and organizations updated with the latest news on Millard Service Learning: TerriConnell@MPSServLearning.

Adult Volunteers

Per District policy, parents and grandparents of current Millard students are not required to go through a screening process in order to volunteer in the District, but community members must. This year 25 Classroom Volunteer applications were submitted and background checks were performed. All applications were approved.

During the 2016-17 school year, volunteers in MPS provide services in a number of positions: as classroom volunteers, in the Watchdog program, as mentors in the TeamMates Mentoring Program of Millard, as office volunteers, as field trip chaperones, as field day and special events helpers, and as after school clubs assistants.

The majority of volunteers were parents and grandparents who performed unpaid work in the elementary and middle school buildings their children and grandchildren attended, during the school day. This year, at least 1,506 individuals provided 36,632 hours in the elementary and middle schools, or an average of 24 hours per person. Using the starting wage of \$12.44 per hour, including benefits, for a new general education paraprofessional, the volunteers contributed the monetary equivalent of \$455,702 to the District.

Volunteers at the high school level primarily provided assistance for extracurricular activities that their children were most interested in and participated in, such as athletics, band, theater, and after-prom parties. For the most part, they determined and organized their own volunteer activities and did not report to school administrators or classroom instructors the amount of time they spent volunteering. Anecdotally, hundreds of parent volunteers each spend hundreds of hours working for no payment on post-prom alone. A conservative estimate of volunteers and the hours they performed for each of the three high schools is 125 volunteers at an estimated average of 10 unpaid work hours each, for a total of 375 high school volunteers providing 3,750 hours of work free of charge. Again using the starting wage of \$12.44 per hour for a new general education paraprofessional, the volunteers contributed the estimated equivalent of \$46,650.

The Millard TeamMates Mentoring Program, which is in 30 Millard Schools, had 325 mentors that volunteered 6,475 hours during the 2015-16 school year. These volunteers contributed the monetary equivalent of \$80,549 to the District.

Volunteer certificates have been provided to each building and most schools have recognized their volunteers with celebrations.

Curriculum and Instruction Report 2015-2016

- **Seven Year Curriculum/Program Cycle: PK-12**
- **Curriculum Model – Rule 6120.1**
- **Content Area Information**

**Millard Educational Program
Seven Year Curriculum/Program Cycle: PK-12**

Content Area & Framework *	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Cycle Based on Nebraska State Standards Curriculum Cycle										
Language Arts PK-12 2009	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase I**	Phase II	Phase IV	Phase IV
Math PK-12 2015	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase III
Science PK-12 2011	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	Phase IV	Phase I
Cultural & World Studies										
Social Studies PK-12 2013	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV
World Language 6-12 2014	Phase III	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV
Fine Arts Studies										
Art PK-12 2009	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	Phase IV
Music – Instrumental 4-12 2011	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	Phase IV
Music – Vocal PK-12 2011	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV	Phase IV	Phase IV
Business and Information Technology & Industrial Technology Studies										
Business 9-12 2014	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase IV**	Phase IV	Phase IV	Phase I	Phase II
Information Technology PK-12 2014	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase III	Phase IV
Industrial Technology 6-12 2010	Phase IV	Phase IV	Phase IV	Phase IV**	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase III
Wellness Studies										
Counseling PK-12 2016	Phase I	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase III
Health PK-12 2007	Phase I	Phase I/II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase III
Physical Education PK-12 2016	Phase I	Phase II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase III
Family & Consumer Sciences 6-12 2006	Phase I	Phase I/II	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase III
MPS Academies & Early College										
Academies & Early College 9-12 2009	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV

* **Content Area & Framework** - Includes Grade Level Range and year of the most recent Board of Education approved Framework

** **Modified Cycle** - Align to Nebraska Department Education Curriculum Timeline

College and Career Readiness Skills - Implemented as part of District Strategic Plan 2014 and embedded within Course and Counseling Frameworks and Course Guides. Specific Content Areas follow with Curriculum Phase updates.

ELL - Procedures, processes, and general adoption occurs as determined through state reporting and the annual LEP Plan approved by the Board of Education, Learning Community, and submitted to the Nebraska Department of Education.

HAL - Specific Content Areas follow with Curriculum Phase updates. HAL Identification process and the area of Visual/Spatial is determined through state reporting, direction of the Nebraska Department of Identification, and as needed within the District.

Phase I: Research & Alignment	Phase II: Curriculum Development
Phase III: Implementation	Phase IV: Curriculum Monitoring

The Curriculum Cycle is subject to change at any time relative to District and budget conditions and/or Board of Education Policy and Rule adjustments (6120.1).

MILLARD PUBLIC SCHOOLS CURRICULUM MODEL

Rule 6120.1

- I. Phase I: Research and Alignment
 - A. Identify Participants from Staff and Community for Committees
 - B. Prepare Data Book to Provide Research and Data to Participants
 - C. Curriculum Planning Committee Participants Receive and Review Provided Materials
 - D. Parallel Curriculum and Instruction MEP Facilitator and Instructional Technology MEP Facilitator Activities Completed
 - E. Curriculum Planning
 - F. Resource Evaluation Preparation
 - G. Textbook/Instructional Materials Selection and/or Creation of Digital Instructional Materials or Resources
 - H. Textbook/Instructional Materials Selection: Field Study Preparation
 - I. Textbook/Instructional Materials Selection: No Field Study Preparation
 - J. PK-12 Framework Preparation

- II. Phase II: Curriculum Development
 - A. No Field Study or Textbook Selection: Selection and/or Creation of Digital Instructional Materials or Resources
 - B. Field Study for Textbook/Instructional Materials Selection
 - C. No Field Study: Textbook/Instructional Materials Selection Committees Meet
 - D. Host Curriculum Materials Review Opportunity
 - E. Field Study and/or Textbook/Instructional Materials Selection Committee Report and Materials Approved by Board of Education
 - F. Conduct cost-benefit analysis for total program implementation including, but not limited to, textbooks, ancillaries, interventions, technology and digital learning resources, staff development, etc.
 - G. Submit budget requirements to appropriate Director
 - H. Course Guides Developed
 - I. All Course Guides subjected to quality review before implementation using identified criteria
 - J. Devise Implementation Plan
 - K. Share newly adopted course guides and materials with appropriate stakeholders including administrators

- III. Phase III: Implementation
 - A. Allocate District Resources
 - B. The Curriculum and Instruction MEP Facilitator(s) in collaboration with the Instructional Technology MEP Facilitator(s) and/or Office of Staff Development, will provide District staff development opportunities including best instructional practices and most effective strategies
 - C. Provide administrators staff development and documentation to assist in monitoring the written, taught, and assessed curriculum, including but not limited to instructional practices and fidelity of implementation via walk-through/best practices guide for principals
 - D. Implement courses using new course guides and PK-12 Framework
 - E. Monitor implementation and adjust course guides as needed
 - F. Collaborate with Assessment, Research, and Evaluation and Special Education to create the District ELO as defined in 6315.1 and Demonstration of Proficiency
 - G. Continue curriculum development process for: Selection or Creation of Digital Instructional Materials or Resources (digital resources/textbooks) and/or courses related to Textbook/Instructional items purchased second round adoption as appropriate – continue Phase II as outlined above.

- IV. Phase IV: Curriculum Monitoring
 - A. Monitor implementation and adjust course guides and digital learning resources through collaborative efforts between the Curriculum and Instruction MEP Facilitator, the Instructional Technology MEP Facilitator, and teachers as needed
 - B. Provide resources and staff development as needed to refine course guides and the implementation of the written curriculum
 - C. Provide resources and staff development towards related best instructional practices for teachers and administrators including fidelity of implementation (walk-through/best practices guide for principals)
 - D. Monitor alignment between/among standards, indicators, and indicator expectations, and assessment data through Vertical Team meetings, content area and cluster/grade level meetings, etc.
 - E. Collect student and program assessment data to determine additional or alternate program need

Language Arts

K-5**Phase IV**

- Implemented Phase IV and monitored implementation of District approved curricular materials
- Collaborated with District Interventionists, building and District administrators, and teachers to communicate district language arts curriculum expectations
- Provided updates and support to building administrators for Tier I curricular monitoring
- Collaborated with teachers and building administrators to provide Tier I curricular monitoring support as needed
- Provided Language Arts training for the 6 traits of writing, teaching strategies, and program materials for new teachers
- Provided staff development courses via ANGEL to new staff on the grades 3-5 writing rubrics and scoring process
- Utilized ANGEL and Google Drive to provide curricular monitoring support through posted documents and courses
- Collaborated with the Department of Assessment, Research, and Evaluation to facilitate the scoring of the 3rd grade and 5th grade Analytic Writing Assessment with Millard raters
- Provided book studies on writing workshop, conferring, and close reading to K-5 teachers
- Provided a Writer's Workshop lab classroom staff development experience to a cohort of 30 elementary teachers.
- Co-facilitated a step-ahead reading group
- Participated in Nebraska Department of Education trainings to learn about new item types, Text-Dependent Analysis, and the scoring rubric for NeSA-ELA
- Provided administrators information about NeSA-ELA's new item types (auto-scored constructed response, hot spots, drag and drops, evidence-based selected response, and Text-Dependent Analysis) during monthly Principal Curriculum meetings
- Provided NeSA-ELA Transition information to Grades 3-5 classroom teachers during MLK Day
- Provided NeSA-ELA Transition information to select specialists during optional Lunch and Learn sessions in February and March
- Participated in NeSA-ELA Text Dependent Analysis Rangefinding with Nebraska Department of Education

K-5**Literacy Intervention**

- Continued implementation of literacy intervention programs and resources
- Continued implementation of screening, diagnostic, and progress monitoring assessments across Literacy Intervention programs
- Continued development of effective practices in literacy instruction and intervention through ongoing professional development for certified staff to support focus on language and vocabulary in collaboration with English Language Learners, Resource and Speech Language Pathologist staff
- Provided professional development to K-5 staff in order to promote effective academic language and vocabulary practices within all K-5 classrooms
- Provided professional development focused on use of leveled text and the role of the A-Z Continuum in facilitating reading development, Linking Reading and Writing, Higher Level Comprehension with Struggling Readers, Strategies for Supporting Phonics Instruction, and expanded use of the Comprehension Toolkit in Literacy Intervention
- Provided professional development on the program Sound Partners and purchased the program for the 25 Elementary buildings
- Continued development of resources for families (website, brochure, print documents) to support student learning at home

- Continued review and support of problem solving processes within Tier II and Tier III intervention
- Provided professional development for new literacy intervention and resource teachers - progress monitoring and data analysis, assessment, research and best practice in literacy intervention, phonemic awareness, primary phonics, decoding and fluency, comprehension, use of leveled text, small group intervention routines, fidelity, vocabulary, and use of language frames
- Previewed a new process of documentation through Infinite Campus with a select group of teachers - will continue into the 2016-2017 school year
- Continued work with revisions to the Millard Public Schools Response to Instruction + Intervention (RtI+I) Model

6-12

Phase IV

- Completed the curriculum development responsibilities for Phase IV Language Arts
- Provided 6 traits training and disciplinary literacy workshops for teachers new to Millard
- Facilitated discussions and trainings to administrators and Department Heads in regards to NeSA-ELA transition
- Ensured implementation of new middle school theatre standards
- Designated specific training papers for all AWA training sessions utilizing scores and comments from a Range Finding group, comprised of teachers and expert raters
- Scored middle and high school AWA papers with internal and external raters; all of the trainings were delivered through a gradual release model, and the scoring process was enhanced in collaboration with Department of Assessment Research and Evaluation to better insure validity of scores
- Shared and analyzed data from the NeSA-R, NeSA-W, AWA, Aspire, and ACT assessments
- Reviewed the Nebraska English Language Arts (ELA) Standards, recent assessment data, studied literary analysis and citing evidence from text, and discussed the vertical articulation of writing skills within the Language Arts Vertical Team
- Continued to refine instructional practices within the Gradual Release of Responsibility model
- Investigated and utilized apps and online tools with select group of Secondary Digital Learning Innovators
- Updated the Reading ELO and Reading Demonstration of Proficiency to better align with the 2014 PK-12 Language Arts standards and indicators
- Collaborated with the Department of Assessment, Research, and Evaluation to field test the MAP Assessment for Reading with a few classes at one middle school

6-12

Literacy Intervention

- Facilitated monthly Secondary Intervention Team Meetings with a middle school administrator and a high school administrator from each of the secondary buildings in order to review practices, procedures and to share ideas related to intervention materials and tools at the secondary level
- Continued implementation of literacy intervention materials for middle level and high school teachers and students including: *The Six Minute Solution*, *REWARDS*, *QReads*, *CARS & STARS*, *Read Naturally*, *Phonics for Reading*, *Voyager Passport Journeys*, *Zoom In*, *Language for Learning and Language for Thinking*, and *Corrective Reading*
- Explored *Phonics Boost* as an intervention program to support decoding for students in Tier III
- Provided intervention support/training for each of our district approved Tier I/II/III literacy interventions on an as needed basis
- Continued implementation of screening, diagnostic, and progress monitoring assessments across Literacy Intervention programs

- Continued to work with Special Education Program Facilitators to plan intervention support for students transitioning out of the Alternate Curriculum Program into the General Education Program while providing resource support
- Assisted buildings with continued implementation of Tier III literacy interventions and supported teams in making adjustments to Tier III plans as needed
- Continued review of submitted Tier III requests for support by District Interventionists, while meeting two times a week to review student files
- Facilitated problem solving meetings with building data review teams to select appropriate interventions
- Provided staff development for literacy intervention teachers and administrators including progress monitoring and data analysis, assessment, research and best practice in literacy intervention, decoding and fluency, comprehension, use of diagnostic tools, small group instruction, fidelity
- Continued work with the MPS Response to Instruction + Intervention Model by developing and presenting changes in the MPS Problem Solving Model appendix
- Assisted buildings with transition of literacy intervention information: elementary to middle school and middle school to high school
- Worked to design forms within Infinite Campus to be utilized in tracking Tier II and Tier III intervention.

Mathematics

PK-12

Phase II

- Completed the curriculum development responsibilities for Phase II Mathematics
- Developed and submitted the MPS PK-12 Mathematics Frameworks for approval by the Board of Education
- Facilitated two Community Instructional Resources Review sessions
- Facilitated Curriculum Planning Committee to seek input on instructional materials chosen
- Developed and submitted the PK-12 Mathematics Instructional Materials proposal to the Board of Education
- Collaborated with Director of Early Childhood and Elementary Education and Director of Secondary Education to secure budget needs for the mathematics instructional materials, for curriculum guide writing, and digital textbook writing
- Attended the M4 conference in Overland Park, KS

K-5

- Provided Fall Workshop Staff Development for new and veteran elementary teachers on how to establish a mathematics classroom climate, culture, structures and thinking processes needed for a problem-solving based environment
- Completed the curriculum development responsibilities for Phase II Mathematics
- Coordinated and led elementary mathematics field study during Fall 2015 involving 9 buildings, 50 teachers and approximately 1,200 students
- Collaborated with Director of Elementary Education to identify numbers of students and teachers for budgeting and to coordinate the K-5 materials order
- Developed a curriculum implementation and staff development plan for Summer 2016 and 2016-17 school year
- Co-developed a yearlong Project Plan in coordination of the District's focus on elementary mathematics to be implemented next school year
- Attended professional development about MAP by NWEA and co-facilitated professional development about MAP by NWEA at General Admin and curriculum meetings

- Co-facilitated elementary Data Team meetings throughout the year
- Facilitated certified staff professional development about the Primary Mathematics Diagnostic Interview
- Developed new elementary mathematics course guides aligned to new standards and supported the use and understanding of the K-5 mathematics course guides and how the guide assists teachers in preparing students for the NeSA-M
- Trained teachers to deliver curriculum updates during Fall Workshop 2016
- Supported buildings and teachers through instructional coaching and providing model lessons in mathematics - emphasizing best instructional practices
- Led building teams through the process of unpacking mathematics standards through collaboration and reflection
- Led a group of elementary principals who co-facilitated a book study-*Mathematics in a PLC at Work* to all elementary principals
- Co-facilitated a book study about *Intentional Talk: How to Structure and Lead Productive Mathematical Discussions* to 25 classroom teachers
- Co-facilitated a book study *Making Number Talks Matter* through Google Classroom to 30 classroom teachers
- Facilitated or co-facilitated the Elementary Mathematics Vision to 21 elementary buildings during the spring
- Co-facilitated 12 *Digital Dig* staff development opportunities over the iPad app: *Explain Everything*
- Led professional development to elementary principals at Curriculum Meetings
- Visited and observed mathematics instruction and learning in numerous classrooms throughout the District
- Supported the recruitment of 11 K-5 teachers to a new *Primarily Math* cohort beginning June 2016

K-5

Mathematics Intervention

- Provided New Teacher staff development with an emphasis on number sense and the NCTM Eight Mathematical Practices, as well as intervention best practices and procedures to ensure learning and growth
- Provided benchmark tester training to new staff members on how to assess students using the K-1 Math Screener
- Facilitated monthly math intervention staff development sessions to intervention teachers and para-educators on developing number sense in children, unpacking the K-5 math standards, using the standards and mathematical strategies to develop intervention lessons, developing fact fluency and using Clement's learning trajectories in evaluating students' mathematical development
- Attended several local conferences to build understanding of best practices when working with students of poverty and students with significant gaps in mathematical understanding, multi levels of support model, and digital learning
- Continued support of STAMS and i-Ready as a Tier II intervention including an assessment preview of CAMS, the paper/pencil version of the diagnostic assessment, which includes additional assessments for periodic review
- Assisted buildings in implementation of Tier I/II math interventions STAMS, *i-Ready instructional lessons* at Title1 buildings and *Do the Math*
- Attended building data team meetings to provided support as they looked at program data as well as end of year benchmark data
- Continued review of submitted Tier III requests for support by District Interventionists, while meeting two times a week to review student files
- Continued Tier III support through the problem solving model by District Interventionists who meet with building data teams

- Assisted buildings with transition of mathematics intervention information: elementary to middle school and middle school to high school

6-12

Phase II

- Completed the curriculum development responsibilities for Phase II Mathematics
- Facilitated Instructional Materials Selection Committees' formal resource evaluation sessions
- Facilitated the development of the new secondary mathematics course guides aligned to the newly adopted standards and indicators within the PK-12 MPS Mathematics Framework
- Facilitated writing MPS Digital Textbooks for Algebra I, Geometry, and Algebra II courses
- Coordinated with the District Technology Department for hardware/software purchases
- Assisted Professional Learning Communities develop Common Formative Assessments to monitor student learning and adjust instruction review of new standards and indicators for courses
- Developed, maintained, and facilitated practitioner teams to support effective teaching and learning: ACT® Curriculum & Instruction Team, middle school PLC teams, high school department teams, high school data teams, and secondary building Department Heads
- Facilitated professional development, curriculum and instruction updates, mathematics best instructional practices review, and a book study of *Mathematics in a PLC at Work* during monthly Secondary Math Administrators
- Continued singleton PLCs for AP Calculus AB/BC and AP Statistics
- Assisted in professional development with mathematics teachers at secondary buildings across the District
- Assisted in MAP by NWEA professional development with teachers and administrators
- Assisted with Odysseyware course delivery as a credit recovery option for high school students, including all courses through Precalculus
- Improved scoring rubrics for the Demonstration of Proficiency Mathematics assessments
- Conducted middle level math placement testing for all fifth grade students including administration of the Orleans-Hanna Algebra Prognosis and MPS Math Placement Test
- Provided professional development and instructional coaching in RTI+I Tier I instruction and math interventions
- Co-developed a yearlong Project Plan in coordination of the District's focus on secondary mathematics to be implemented next school year

6-12

Mathematics Intervention

- Discussed math interventions and Best Instructional Practices with the Directors, Interventionists, and Curriculum & Instruction Assistant Principals responsible for math during monthly meetings
- Supported secondary buildings with implementation of intervention resources including *Do the Math, Now!*, *CAMS and STAM*, and *Think Through Math*.
- Continued to research math progress monitoring tools and utilized *Scholastic Math Inventory* (SMI) as a progress monitoring tool
- Discussed math interventions and best instructional practices during monthly Secondary Intervention Team Meetings with administrators
- Assisted practitioners in utilizing reports associated with Tier I/II math interventions such as *FASTT Math*, *Fraction Nation*, and *Think Through Math* to inform instruction
- Assisted buildings with transition of mathematics intervention information: elementary to middle school and middle school to high school
- Implemented *Think Through Math*, a web-based math interventions for Algebra at the high school level
- Introduced EdReady, a web-based math instructional tool, to MWHS, MSHS, AMS and BMS

- Facilitated individual problem solving meetings with building staff to select appropriate strategies and interventions
- Continued review of submitted Tier III requests for support by District Interventionists, while meeting two times a week to review student files
- Continued work with the MPS Response to Instruction + Intervention Model by developing and presenting changes in the MPS Problem Solving Model appendix

Science

K-5

Phase IV

- Monitored Phase IV and supported teachers and administrators in the implementation of state and district standards
- Supported building administrators and teachers in the use of FOSS, *Engineering is Elementary*, and Scott Foresman curriculum materials
- Created and facilitated professional development for K-12 Science Vertical Team members on pedagogy of 3-Dimensional Learning in Science (Disciplinary Core Ideas, Crosscutting Concepts, and Science & Engineering Practices)
- Developed and provided professional learning for K-5 teachers to expand teacher knowledge of formative assessment strategies that can be used to guide and tailor instruction to individual needs of students
- Increased leadership capacity by developing content for district-wide professional development and training teachers to present and facilitate sessions at New Staff Orientation, Fall Workshop, Digital Digs, building staff development, and MLK Day
- Connected digital learning and technology profiles to Science standards and units of study
- Developed and facilitated ongoing professional learning opportunities to support digital learning that focused on using digital tools that move student toward modification and redefinition on the SAMR Model
- Expanded a database of fiction and nonfiction literature correlated to science standards
- Created an electronic ordering process and distribution system for elementary science replacements and supplies to increase efficiency and reduce costs
- Provided science staff development and modeling of effective instructional practices in classrooms
- Supported classroom teachers through instructional coaching, co-teaching, and classroom visits
- Monitored and analyzed NeSA-S data

6-12

Phase IV

- Completed the curriculum development responsibilities for Phase IV Science
- Participated in an analysis of the ACT PLAN/ASPIRE data for Science teachers
- Provided leadership for the Fall Workshop staff development with Science teachers focusing on using Science probes for formative assessment and College and Career Readiness
- Communicated the revision of the Millard Science Safety Procedures Manual
- Provided an online Science safety course for all new Science teachers utilizing ANGEL, Learning Management System
- Facilitated the review and update of the Introduction to Human Physiology course guide and assessments
- Conducted annual Science chemical inventories in each secondary building and updated the Safety Data Sheets binders to reflect new requirements
- Organized the disposal process of outdated or unused chemicals
- Monitored the College Board web site for revisions related to AP Science courses

- Updated AP Environmental Science course guides and assessments to reflect the change in the course offering from a 5 credit to 10 credit class
- Updated Physics, AP Physics 1: Algebra-based and AP Physics 2: Algebra-based course guides and assessments
- Continued to monitor and analyze data from the NeSA-S
- Conducted once a semester meetings with Middle School and High School Science Department Heads
- Provided support to singleton PLC groups of AP Biology, AP Chemistry, and AP Environmental Science
- Coordinated with the department of Data, Assessment, Research, and Evaluation on the monitoring of the Science ELO assessment
- Monitored the Demonstration of Proficiency Science procedures and data
- Facilitated a Science Vertical Team meeting focused on vertical alignment of content and utilizing the science instructional practice of modeling
- Supported attendance of four teachers at the Science Matters Spring meeting
- Supported attendance of ten teachers at the statewide Vision for Science workshop

Social Studies

K-5

Phase IV

- Monitored curriculum implementation and supported teachers and administrators in the implementation of state and district standards
- Provided professional learning opportunities for teachers utilizing the Giant Nebraska Map, Virtual Capital Tour, and NE Student Atlas resources
- Facilitated professional development for teachers and administrators using News-o-Matic as a resource for current events
- Facilitated lesson development for use with History Trunk resources
- Provided instructional support to teachers and administrators throughout the year
- Connected digital learning and technology profiles to Social Studies standards and units of study

6-12

Phase IV

- Completed curriculum development responsibilities for Phase IV Social Studies including the implementation of the 9-12 World History curriculum
- Provided professional development on ways to further incorporate technology during Fall Workshop and MLK Day for Secondary Social Studies teachers while working with teacher presenters to tailor the session to align with content
- Provided World History teachers instructional support regarding new resources and the revised course guide during Fall Workshop 2015
- Researched digital resources that support teaching and learning social studies
- Facilitated development of the United States History digital resource for implementation in 2016-17
- Participated in the Americanism Committee review of the United States History digital resource and supplemental textbook
- Facilitated three Community Focus Group sessions to review the United States History digital resource and supplemental textbook
- Convened course guide and assessment review committees to update documents as needed
- Provided instructional support by visiting classrooms throughout the school year and meeting with Department Heads throughout the school year

- Provided buildings with additional Service Learning support with addition of a Twitter feed to the Millard Public Schools Service Learning webpage
- Utilized Google Drive spreadsheets to monitor and share any changes for next year regarding teacher and student materials/online resources with Department Heads and Curriculum & Instruction Administrators
- Planned staff development opportunities for the new United States History resources during summer and Fall Workshop 2016

Art

K-12

Phase IV

- Completed the curriculum development responsibilities for Phase IV Art
- Provided staff development focused on College and Career Readiness and digital learning during Fall Workshop and MLK Day; assisted teacher presenters to tailor the presentation to align with the Art curriculum
- Examined and discussed the *PK-12 Art Safety Manual and Procedures Manual* during Fall Workshop with all new K-12 art teachers
- Continued to monitor and assist 6-8 art teachers as they participated in a Singleton PLC group
- Met with high school art department heads to focus on needs and best instructional practices within high school art classrooms
- Collaborated with art teachers and District personnel to assess conditions of districts kilns and to repair as needed
- Updated the *PK-12 Art Safety Procedures Manual*
- Organized teacher efforts to create artwork with students to be displayed at Ron Witt Support Services Center
- Assisted middle school and high school art departments and elementary art and classroom teachers in displaying student art work at Don Stroh Administration Center
- Encouraged elementary and secondary art teachers to provide opportunities for students to participate in various city, state, and national art competitions and shows

Business - Information Technology

9-12 Business

Phase III

- Completed the curriculum development responsibilities for Phase III Business and Information Technology
- Attended the Nebraska Department of Education Business, Marketing, and Management (BMIT) Fall Workshop
- Supported staff training sessions for NDE Microsoft IT Initiative Grant activities
- Reviewed and adjusted course guides and developed course assessments and uploaded to MPS Global
- Utilized Google Drive as a means to distribute and collect resources for Course Guide revisions
- Summarized curriculum activities at the Perkins Advisory Council Meeting
- Met quarterly with high school department heads to plan and implement Phase III activities and provided District updates
- Coordinated with Instructional Technology MEPs for afterschool Adobe Dreamweaver and Photoshop TechBite sessions
- Co-created the Information Technology Application Google Sites for instructors and students
- Downloaded ANGEL curriculum content and established Google Drive content folders for staff

- Worked with District Team to assist teachers with the transition from ANGEL to Google Drive and MPS Global
- Monitored the College Board web site for updates in Advanced Placement® Economics courses
- Created a Personal Finance Literacy Odysseyware course to align with the MPS Personal Finance course as a credit recovery option for students to be implemented during the 2016-2017 school year

K-12 Information Technology

Phase III

- Updated the K-5 Computational Thinking lessons
- Implemented various K-5 Technology Profiles concepts within the informative/research writing units
- Implemented new K-5 Keyboarding curriculum
 - Coordinated with Technology Division to determine 2016-2017 computer science base image
- Maintained and facilitated discussions related to the 7th grade Technology Skills Assessment results data
- Continued support for Computer Science Singleton PLCs
- Monitored the College Board web site for updates in Advanced Placement® Computer Science A
- Utilized Twitter to showcase MPS Information Technology students and staff
- Utilized Google Drive to distribute resources for Course Guide Revisions
- Reviewed and adjusted course guides, developed course assessments and uploaded to MPS Global
- Identified instructional software and digital resources for District Technology in preparation for One to One device distribution and digital learning at the secondary level
- Participated in Nebraska Department of Education's Communication and Information Systems Foresight Meetings
- Facilitated the development of the AP Computer Science Principles course; submitted instructional resources adoption proposal
- Attended the Omaha Chapter of Computer Science Teachers Association (CSTA) Middle School Night
- Participated in University of Nebraska at Omaha's Master of Science in Computer Science Education External Review
- Participated in assessment digital learning sessions and presented Google Forms and Flubaroo for the 7th grade Technology Skills Assessment

Counseling - College & Career Readiness

K-12 Counseling

Phase I

- Completed the curriculum development responsibilities of Phase I for Wellness Studies including Counseling
- Planned and coordinated staff developments sessions on RtI+I, College and Career Readiness, trauma, self-harm, bullying, and intentional small group counseling
- Researched current trends in the area of counseling and incorporated best practices, the national counseling model, as well as MPS College and Career Readiness Standards and Indicators into the development of a new Counseling Framework
- Provided professional development on RtI+I: Behavior, specifically examining the role of counselors in completing and utilizing the Functional Behavior Assessment and the Positive Behavior Intervention Plan
- Met with high school counseling department heads to assist with needs related to the counseling domains and to support student services within the high schools
- Supported the Elementary PLC group meetings on the first Wednesday of every month

- Collaborated with middle level counselors during their counseling PLC sessions
- Continued to support the implementation of the Personal Learning Plan using Naviance/Family Connection at the middle level and at the high schools
- Assisted with the Naviance/Family Connections web-based planning system as it is used at the high school level to facilitate post-secondary planning and smooth transition for students
- Collaborated with Metro area district on a Naviance Users Group, examining how other district utilize the functions within Naviance/Family Connections
- Assisted in the creation of lessons for 7th and 10th grade students to examine ACT Aspire results and discussed future career opportunities

K-12 College & Career Readiness

- Planned and coordinated College and Career Readiness staff development at Fall Workshop
- Supported the implementation of District College and Career Readiness rubrics with follow-up discussions on their effectiveness as an assessment and accountability tool
- Facilitated 6-12 discussions on additional assessment and accountability measures
- Coordinated the implementation of College and Career Readiness indicators on the elementary report card
- Coordinated the development of College and Career Readiness indicators on the middle level report card as part of continued implementation of MPS Strategic Plan - Action Plan 2.2 with Beadle Middle School serving as a step-ahead building
- Collaborated with John Southworth, Principal of Beadle Middle School, to provide updates to the other middle school principals related to the logistics of implementing College and Career Readiness indicators on the middle level report card

Family & Consumer Sciences

6-12

Phase I

- Began the curriculum development responsibilities of Phase I for Wellness Studies including Family and Consumer Sciences (FCS)
- Co-coordinated and participated in two Community Focus Group sessions
- Facilitated the development of the 6-12 Family and Consumer Sciences Framework draft with work to be continued into the 2016-2017 school year
- Provided ServSafe Food Managers training to new 6-12 food teacher(s) and coordinated District Food Service the certification examination
- Adhered to the 6-12 Family and Consumer Sciences Safety and Procedures Manual and reminded department heads of Sharps Disposal Procedures
- Attended the Nebraska Department of Education FCS Fall Workshop
- Provided support to the 6-8 FCS Singleton Professional Learning Community (PLC)
- Conducted quarterly FCS Department Chair meetings and maintained a running agenda
- Summarized curriculum activities at the Perkins Advisory Council Meeting
- Co-developed the Teaching for Creativity and Innovation Fall Workshop
- Attended the Nebraska Career Education Conference FCS sessions

Health

PK-12**Phase I**

- Began the curriculum development responsibilities of Phase I for PK-12 Wellness Studies including Health
- Co-coordinated and participated in two Community Focus Group sessions
- Facilitated the development of the PK-12 Health Framework draft with work to be continued into the 2016-2017 school year

K-5**Phase I**

- Continued to monitor and support teachers and administrators in the implementation of state and district standards
- Provided orientation to Human Growth & Development lessons for new 5th grade teachers

6-12**Phase I**

- Provided off contract hours to middle school teachers for the evening parent sessions
- Facilitated and provided Controversial Issues training for new staff and substitute teachers
- Facilitated CPR/AED unit and lesson development to comply with the State Board of Education approved changes to NDE Rule 10
- Provided support to the 6-8 Health Singleton Professional Learning Community (PLC)

Industrial Technology

6-12 Industrial Technology**Phase IV**

- Completed the curriculum development responsibilities for Phase IV Industrial Technology
- Adhered to the *6-12 Industrial Technology Safety and Procedures Manual*
- Updated Safety Data Sheet binders
- Met with high school Department Heads
- Supported a teacher in completing Introduction to Engineering Design *Project Lead the Way* (PLTW®) summer training
- Supported a teacher's attendance at training on Computerized Numerical Control (CNC) equipment and related tools
- Supported teacher and student tours of post-secondary institutions and related local manufacturing companies
- Supported the attendance of a teacher to the National Career Development Conference in conjunction with a grant
- Supported by a National Institute for Metalworking Skills (NIMS) Grant, students were able to complete certifications in Measurement and Safety and CNC Mill Programming
- Provided collaboration time for teachers of the Construction Management course to review the course guide and instructional practices
- Facilitated classroom visits for middle and high school teachers to observe a different level than what they teach (i.e middle school went to high school and vice versa)
- Summarized instructional activities for the Perkins Advisory Council
- Worked in conjunction with Perkin's funds coordinator in purchasing of new equipment
- Continued community engagement with the PLTW Partnership Team

- Supported professional development to meet pathway-specific needs
- Supported professional development in College and Career Readiness Standards
- Participated in *Dream It, Do It!*, SkillsUSA, and other community organizations that support Career and Technical Education and STEM
- Continued singleton Professional Learning Communities for Engineering, Manufacturing, Construction, and Power Systems and 6-8 Industrial Technology

Instructional Technology & Digital Learning

K-12 Instructional Technology & Digital Learning

Through collaboration between Elementary Curriculum & Instruction MEP Facilitators and Instructional Technology MEP Facilitators

- Provided differentiated instruction to help educators increase their understanding of digital learning pedagogy: MPS Technology Profiles, Bloom's Digital Taxonomy, Designing Technology Rich Lessons, the SAMR Model
- Developed content and facilitated professional development for digital tools that can be used in the K-5 classroom including, but not limited to, News-o-Matic, iMovie, iMovie Trailer, Keynote, Explain Everything, Book Creator, Puppet Pals, and QR Codes
- Developed content and trained teachers on K-5 research projects that integrated technology profiles, digital learning tools, and grade level standards
- Facilitated training and professional development to encourage digital learning utilizing iPads for all elementary classrooms.

Through Building Staff Development Facilitators and MLK Day Secondary Education Sessions, we facilitated the following sessions that:

- Explored creating a sense of community and supportive environment through a digital learning lens
- Discovered engaging instructional strategies and differentiation techniques through a digital learning lens
- Examined digital learning pedagogy: MPS Technology Profiles, the SAMR (Substitution, Augmentation, Modification, Redefinition) Model, TPACK (Technological Pedagogical Content Knowledge) Model, digital versus digitized, research on note-taking
- Utilized captivating digital content: Piktochart, Canva, Free Use Images, Creative Commons
- Continued rethinking instruction in a changing digital ecosystem: Padlet, GAFE, Teacher Tube, Kaizena, Easel.ly
- Reviewed COPPA Guidelines, MPS Approval Process, MPS Approval Database
- Collaborated with the Instructional Technology MEP Facilitators to provide technology and continued professional development support for the use of all curricular related technology within 6-12 classrooms across the District including but not limited to: FitnessGram, KidPix, GarageBand, Audacity, ExamView, Adobe Suite, and Odysseyware
- Collaborated with Instructional Technology MEP Facilitators to support the use of District secondary intervention diagnostic and intervention tools including AIMSweb, G-MADE, G-RADE, Voyager, Q-Reads, Scholastic Math and Reading, Rosetta Stone, and ELL ReadingSmart
- Collaborated with Instructional Technology MEP Facilitators to provide instructional support for Infinite Campus, Montessori Records Xpress (MRX), Naviance, and Safari Montage
- Collaborated with the Technology Department and Office of Leadership and Learning related to implementation of digital learning through one-to-one devices beginning at the high school level
- Developed content and facilitated professional development for digital tools that can be used in the 6-12 classroom including, but not limited to: ck-12, Desmos, Formative, Quizziz, cLIC

- Supported and provided staff development for teachers, district level leaders and administrators related to digital learning pedagogy and emerging research to assist in shifting student and teacher roles in such contexts
- Facilitated a book discussion among elementary and secondary District Level Leaders focused on digital learning while utilizing Inspiring Creativity and Innovation in K-12 by Doug Reeves
- Facilitated a book discussion among the Secondary Ed Support Team focused on digital learning while utilizing Digital Leadership: Changing Paradigms for Changing Times by Eric Sheninger
- Assembled practitioners to investigate the continued use of technology in Millard Public School secondary classrooms including secondary Digital Learning Innovators, Digital Integrator, and Early College teachers

Music

K-12 Music

Phase IV

- Facilitated PK-12 Phase IV Curriculum Responsibilities by organizing, arranging, communicating, facilitating and ensuring the tasks for Phase IV Music were completed according to the MEP Cycle Procedures
- Submitted budget requirements to Directors for Phase IV activities
- Continued to build capacity within the staff for iPad App utilization of Best Instructional Practices
- Reviewed and updated course guides for PK-12 music, Band, Orchestra, Vocal Music, Theory, AP Theory, Music Connections and Contemporary Ensemble and ensured vertical aligned throughout (35 course guides)
- Reviewed the new National Core Music Standards and best practices
- Reviewed common District assessments in all music content areas
- Reviewed specific grading procedures for all schools to provide consistent practice across the District
- Facilitated the process of creating a staff development plan for 2016-2017
- Reviewed MPS Technology Profiles throughout all grade levels to prepare for digital learning device implementation at the high schools in order to support digital learning

K-12 Vocal Music

Phase IV

- Provided support to the elementary Professional Learning Community teams, which met on first Wednesday of each month
- Provided support to the Singleton Professional Learning Community teams, which continued for 6-8 Vocal and 9-12 Vocal
- Worked with the Instructional Technology MEP Facilitator to continue staff development for the Vocal music teachers
- Assisted with the staff development focused on Digital Learning Instructional Practices in the music classroom
- Implemented elementary vocal grading indicators and rubrics for the 2015-2016 school year
- Provided support for the creation of mini-courses for Fall Workshop and MLK Day Staff Development for elementary Vocal Music teachers
- Reviewed Orff Schulwerk Honors Ensemble (OSHE) and Minnesinger practices and procedures and updated the calendar for next year
- Provided continued support for the implementation of 6 iPads and explored digital learning at Beadle Middle School

4-12 Instrumental Music

Phase IV

- Provided support to the Singleton PLCs, which continued for elementary Band, 5-8 Band, 9-12 Band, 4-8 Orchestra and 9-12 Orchestra
- Assisted with the staff development for band and orchestra, which focused on pedagogy, pacing, a Destiny refresher, and College and Career Readiness Standards and Best Practices
- Assisted with the staff development for band, which focused on percussions technique to be taught across the District, Destiny refresher, and Career Readiness Standards and Best Practices
- Renewed Smart Music technology for all band and orchestra staff
- Continued with the refinement of the District instrument inventory which was created and updated through Destiny allowing procedures for district instrument requests and distribution while in the second year of the process to use Destiny to record this information
- Reviewed and refined the implementation of an updated timeline for Instrument Distribution
- Arranged for the instruments to be stored at RWSSSC
- Arranged for additional transportation to move instruments to RWSSC
- Reviewed and revised the distribution of the Instrumental Music Handbooks
- Reviewed and revised the Instrumental Display Nights, which occur each fall
- Lead and facilitated the work of the Instrumental Music Task Force throughout the school year

Physical Education

K-12

Phase I

- Completed the curriculum development responsibilities of Phase I for PK-12 Wellness Studies including Physical Education
- Provided professional development on new national standards as well as curriculum updates from the SHAPE America conference during Fall Workshop for all K-12 Physical Education teachers
- Provided differentiated professional development on MLK Day focused on archery best practices for all K-5 Physical Education teachers; technology integration during instruction for all 6-12 Physical Education teachers
- Communicated the K-12 Physical Education Safety Procedures Manual to all Physical Education staff and building administrators
- Updated maps and locations of equipment purchased through the Physical Education curriculum adoption process for our District PE Fitness Center Safety Audit Checks
- Provided instructional support by meeting with department heads throughout the school year
- Provided District approved digital music for all K-12 Physical Education teachers who received iPods through curriculum adoption
- Worked with K-5 PE staff members to update the K-5 PE District Assessments in Infinite Campus for Kindergarten, 1st Grade, and 2nd Grade
- Worked with K-5 staff as they met monthly for their PE Professional Learning Community and Collaboration meetings
- Supported teacher utilization of FitnessGram 8.0 assessments for each 4-12 student enrolled in designated PE classes; copies were sent to parents as required

World Language

6-12

Phase III

- Completed the curriculum development responsibilities for Phase III World Language
- Reviewed and updated the World Language placement process
- Provided instructional materials training on new resources for all 9-12 teachers
- Arranged for disposal of old curriculum materials for 6-12
- Provided leadership for Fall Workshop sessions related to College and Career Readiness and new curriculum adoption
- Provided opportunities for teachers to provide feedback on the new curriculum and instructional practices
- Reviewed and revised course guides and assessments to ensure reflection of the new 6-12 World Language Framework, including the World Language Standards and Indicators as well as applicable College and Career Readiness standards
- Facilitated a discussion on vertical alignment of IB World Language courses and reviewed updates to course guides
- Conducted regular meetings with High School Department Heads and Middle School World Language representatives
- Provided support to singleton Professional Learning Community groups of High School French, High School German, AP Spanish, Middle School German, and Middle School French
- Implemented new instructional materials for 6-8 for the 2016-2017 school year
- Convened a meeting with the PK-12 World Language Curriculum Planning Committee members and additional teacher leaders to discuss pertinent World Language topics in review of the World Language program

High School Diploma Paths 2015-2016

High school students in the Millard District have the opportunity to choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, there are two categories of diplomas that students are able to select. One diploma path, the Liberal Arts path, specifically addresses the needs of students who plan to earn a baccalaureate degree after graduation.

The second diploma path, the Specialty path, focuses on students who plan to specialize in a particular career field. In the Specialty areas, students complete an approved sequence of study in a career field. These students may also plan on participating in post-secondary education opportunities or they may select to enter the work force immediately after graduation.

Both paths include incentive categories by which students are able to achieve a more rigorous diploma by taking more classes and by achieving a higher Grade Point Average. These incentive categories are labeled *Commended* and *Distinguished*.

A certificate of achievement is sent to each student who successfully completed his or her selected diploma path along with a letter mailed to both the student and his or her parents in recognition of this accomplishment.

Of the 2016 Graduates, 123 students (non-duplicated) met the requirements of a diploma path. These 123 students completed a total of 152 Diploma Paths with 27 earning both a Liberal Arts path and one or more Specialty paths. Millard North High School showed slight gains in total number of Diploma Paths and have the most Diploma Paths successfully completed during the 2015-2016 school year.

	Liberal Arts Commended 3.0 Overall			Liberal Arts Distinguished 3.5 Overall			Specialty Commended 3.0 in Area 2.0 Overall			Specialty Distinguished 3.5 in Area 2.5 Overall		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
MNHS	4	9	11	9	28	35	12	15	23	16	11	17
MSHS	18	16	2	13	24	7	45	30	6	27	33	18
MWHS	7	9	5	10	11	5	10	13	7	33	33	17
Total	29	34	18	32	63	47	67	58	36	76	77	52

The following table illustrates Specialty Areas completed within the Specialty Diploma Path.

	Business, Marketing & Management			Communication & Information Systems: Arts & Communication			Communication & Information Systems: Information Technology			Health Sciences			Human Sciences & Resources			Skilled & Technical Sciences: Industrial, Manufacturing & Engineering Systems		
	14-15	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
MNHS	6	6	8	5	8	20	3	0	2	7	3	0	4	2	1	4	7	9
MSHS	15	15	8	14	15	3	6	3	0	9	13	7	9	7	6	6	10	0
MWHS	4	4	4	4	5	4	6	1	0	10	20	2	10	12	11	8	4	2
Total	25	25	20	23	28	27	15	4	2	26	36	9	23	21	18	18	21	11

Early Childhood 2015-2016

Early Childhood Family Center

The Early Childhood Family Center formerly housed at the Rockwell Portables has a new location at 12820 'N' Street (Central Middle School Annex, Door 23). Programs housed within the Early Childhood Family Center are the *Family Resource Center* and *Drop In And Play*.

Family Resource Center

The center is funded by Below Age 5 Early Childhood Special Education Flex Funds. The center provides materials for families with children between the ages of birth to age 8 years. The materials include a toy lending library, parent education library, children's library, and materials for child care homes or home school activities. The center is staffed by a family specialist who is available to assist families in selecting materials and information for their child's development. The center is open an average of 13 hours per week, including both day and evening hours.

Over forty new families - twenty two new families since our move to CMS Annex in January and four of whom qualify for a free or reduced membership, have joined the FRC this year. Membership remains above 200 active families who checked out nearly 2,800 items. Membership fee is \$15.00 for six months/\$30.00 for one year. Scholarships are available for those families who qualify for free or reduced lunches and at the recommendation of Early Childhood Special Education staff. Families can check out three toys, one puzzle, five children's books and one parent education resource at each visit for two weeks. The membership fee supports the center for replacement and day to day operations.

Drop In And Play

Drop In And Play (DIAP) is an early childhood opportunity for parents and their children. The goal of the program is to provide an intentional play experience for young children (birth to 5) and their parents/caregivers to facilitate the development of early language, motor, cognitive and social-emotional development. *Drop In And Play* is offered three times a week and is staffed by two early childhood teachers. Teachers are available to encourage parent/child play and address questions about child development. The program served over 150 families and over 200 children, who made over 600 visits this year.

A survey was distributed to seek parent input about the program. Overwhelmingly, parents appreciated the opportunity to connect to the community and learn more about their child's development. Parents find DIAP to be a helpful place for their child to play, learn and develop social skills. They also liked having access to early childhood teachers. Many parents commented that they would like to have Drop In And Play expand their morning hours beyond the three days a week.

Partner with Providers

This was the fifteenth year of operation for this program and is funded by the Below Age 5 Early Childhood Special Education Flex Funds. Partners With Providers is the childcare component of Parents as Teacher Program of Missouri. There are 2 FTE certified Parents as Teacher instructors that provide literacy and language information to childcare providers and parents to help prepare the children to be ready for a successful school experience. The child care homes are visited at least once monthly. The teacher models literacy/language skills for the provider while working with the children in the home. The group of children is analyzed by the teacher as to needs and interests and she develops plans based on those needs. The plans are to improve the skills of the providers and allow them to receive up to nine in-service hours for state certification as a licensed childcare provider.

Educational toys, books, and other materials are rotated in and out at each visit. Eleven home child care providers and 70 children were served this year. Eight children were identified to be tested by Early Childhood Special Education. In an effort to continue to support child care providers once they completed the Partners With Providers program, literacy tubs are available for checkout at no cost. The tubs contain educational materials meant to support the providers as they prepare children for kindergarten. During the 2015-16 school year, twenty child care providers were eligible to take advantage of this service.

Preschool Programs

All Preschool Programs are aligned with Nebraska Department of Education Rule 11 and Special Education Results Matters criteria. Teachers and paraprofessionals participated in monthly staff development focused on program quality assessments, effective practices in providing learning environments and resources for blended classrooms, mathematics, early literacy, language, and motor skill development. Preschool principals meet regularly throughout the year for continued professional development focused on early childhood.

Our comprehensive assessment program is also in place utilizing Teaching Strategies GOLD, along with external program quality evaluation from Nebraska Department of Education (NDE) utilizing the Early Childhood Environmental Rating Scale (ECERS). All teachers participated in the CLASS assessment which focuses on the type and quality of teacher/student interactions. Our Classroom Assessment Scoring System (CLASS) process includes instructional coaching opportunities to facilitate implementation of strategies to support teachers, paras and students. All of our preschool programs (Title I, ECSE, Montessori) have been approved by the Nebraska Department of Education, and we receive state aid for these students.

All children new to preschool participate in a developmental screening. All of our early childhood programs will undergo a comprehensive program plan beginning in the fall of 2016.

There are 11 elementary buildings throughout the district that have a preschool program. Early Childhood Special Education preschools are provided for 3 year olds in half day programs at Cody, Sandoz, Hitchcock, Harvey Oaks, Rockwell and Wheeler. In addition, our 4 year old full and half day programs are fully blended, serving children with disabilities, Title I, ELL, and Parent Pay. Morning and afternoon sessions are offered at Neihardt, Disney, Wheeler, Hitchcock, Sandoz and Bryan. Full day programs are offered at Rockwell, Cody, Bryan, and Holling Heights. All of our programs include home visits twice a year, family involvement and parent education activities. We provide parents with opportunities to participate in family/child activities, attend field trips, and learn about activities that they can do at home to support their child's development.

Montessori Preschool Program is located at Montclair and Norris Elementary Schools. This program serves 3- and 4-year olds as part of the Montessori age 3-6 program. The Montessori program continues to be self-supporting with a total enrollment of 115 students at Montclair and Norris. Parents may choose the full-day program, 8:30-3:45 or half-day, 8:30-11:30 or 12:45-3:45. The before and after-care program at Montclair is run through the Millard Public Schools Foundation. The majority of Montessori preschool students continue in the school-age Montessori Program.

Preschool	SpEd	Not SpEd	Total
Bryan	12	18	30
Cody	41	39	80
Disney	11	17	28
Harvey Oaks	30	23	53
Hitchcock	31	24	55
Holling Heights	3	12	15
Montclair Montessori	3	82	85
Neihardt	16	40	56
Norris	3	12	15
Norris Montessori	1	28	29
Rockwell	13	24	37
Sandoz	21	37	58
Wheeler	27	24	51
Home-based Infants	144	0	144
Itinerant	70	0	70
TOTAL			806

The Learning Community's Superintendents' Early Childhood Plan, in collaboration with the Buffett Early Childhood Institute was implemented at two Millard schools (Cody and Sandoz). These schools are participating in the Birth to 3rd Grade Full Implementation plan. Each site has a Family Facilitator and Home Visitor on site. Between the two sites, the Home Visitors are working with 15 families. This plan applies research-based practices in supporting children and families across levels: birth to 3 years through home visiting, family/child activities and parent education, 3 and 4 year olds through high quality preschool experiences, family engagement, and aligned curriculum and instruction with students in Kindergarten through third grade. The goals include the use of evidence-based approaches to learning and family support and strategies to close the achievement gap through supporting teachers and students in the provision of effective learning experiences. This collaboration has included professional development, staffing for home visitors and family specialists, and ongoing instructional coaching, assessment and evaluation through the Buffett Early Childhood Institute.

Sixpence

This program represents Nebraska's commitment to meeting the needs of children birth to three in the most critical years of development. Through this program we have 1 Home Visitor serving families from the following schools: Bryan, Norris, Holling Heights and Rockwell. The home visitor forms a partnership with families to address the physical, social, emotional and cognitive development of the child as well as the family's needs. Families participate in the book bag exchange program, parent/child interaction groups, a collaborative individualized learning plan, a collaborative family partnership agreement and have access to Drop in and Play.

Story Time is a successful program that incorporates a story time and book checkout at many of our elementary sites for families or caregivers of children not participating in our preschool programs. Books appropriate for young children were purchased and housed at each of the sites for families to checkout. The Story Time program was provided at many elementary schools this year with each building setting up the frequency of meeting times.

Advisory Groups and Community Partnerships have been established with several organizations. We hosted a Family Night at the Museum as a part of our ongoing partnership with the Omaha Children's Museum. We also collaborated with the Children's Museum to develop field trip experiences that match the MPS standards and indicators for preschool. We have partnered with the Omaha Public Library, Millard Branch, to provide a family night focused on transitions to preschool and kindergarten, along with sharing both MPS and library resources to support families and young children. Many of these organizations have representatives that sit on the Early Childhood Advisory Committee which meets 4 times a year. In addition to the Early Childhood Advisory Committee, we also have the Planning Region 21 Team that consists of members who assist in collaborative planning and development of a family centered, interagency community-based system for all children, with emphasis on those with disabilities, birth to age five. Our goal is to continue to build partnerships with additional community organizations including area childcare and private preschools, and organizations that provide support for wellness, nutrition, and social services.

Transition to Kindergarten

Three Action Plans from within the District Strategic Plan, Strategy 6, related to transition to kindergarten were implemented during the 2006-07 school year. Those plans were operationalized and have continued during the 2015-2016 school year. They included providing two parent sessions and one community provider session in September of each year for potential kindergarten students for the next school year. Information was also mailed to all families and community providers that included suggested activities to help children transition to kindergarten.

Parent Information Nights: Over 1,400 families with children that are eligible for kindergarten in 2016-2017 received information about MPS Kindergarten programs along with notification about parent information sessions. Parent sessions, conducted by a team of kindergarten teachers and a Family Resource Specialist, focused on providing families with information regarding Kindergarten expectations along with strategies for parents to help support their children at home.

Community Preschool and Child Care Home Information Nights: A team of kindergarten teachers and a Family Resource Specialist provided area child care and preschool providers with information about Millard's Kindergarten curriculum and expectations during a September meeting. A focus on early literacy provided participants with strategies to support the young children in their daycare/preschool settings.

Parent Meeting for Kindergarten Round-up: All buildings continue to use the district parent night agenda and information packets that were designed by a group of district Kindergarten teachers and principals. This provides continuity throughout the district as parents begin forming their relationships with Millard Public Schools.

Early Entrance to Kindergarten: The Board approved policy for Early Entrance to Kindergarten continued to be implemented this year, with assessments available February through early August. Children tested had birth dates that ranged from August 1 through October 15. The assessment process mirrors the District Acceleration Procedures used for grade acceleration at the elementary level. School Psychologists now complete the testing and communicate the results with parents.

English Language Learner Program Millard Public Schools

The English Language Learner (ELL) Program has continued to grow and establish itself as an integral part of the Millard Public Schools. The purpose of the ELL Program is to provide English language instruction to limited and non-English speaking students who enter our community and require these services. It is the goal of the program to assist students in becoming full participants in the general education program. Research shows that having a program for English development is more beneficial than not having one (Saunders and Goldenberg, 2010). This is to say that students who are acquiring English as an additional language are more likely to be successful in school if they receive direct English language instruction.

Program Demographics

The demographic counts included within this report were pulled on May 11, 2016, and are based on each student's last enrollment of the 2015-2016 school year.

ELL K-12 Program Sites

Cather Elementary School
Holling Heights Elementary School
Montclair Elementary School
Sandoz Elementary School
Willowdale Elementary School
Millard Central Middle School
Millard South High School

Preschool

Children who are eligible for preschool may be identified as English learners based on parent report on the Home Language Survey. Millard offers a blended preschool program at 11 sites.

Number of Limited English Proficient (LEP) students enrolled in Preschool	110
Number of Limited English Proficient (LEP) students enrolled in K-12 (ELL Eligible – Not Participating and Participating)	397
Number of LEP students who participated in the K-12 ELL Program (ELL Eligible and Participating)	324
Number of former LEP students who have met program requirements and are being monitored for academic success (Redesignated English Fluent Less Than 2 Years)	288
Number of former LEP students who have been Redesignated English Fluent More Than 2 Years, and for whom some support may be provided, though it is minimal	503
Number of students whose parents waived ELL services (ELL Eligible – Not Participating)	73
Number of students tested who did not qualify for services (DNQ)	121

ELL Preschool Enrollment

Attendance Location	LEP Eligible	Attendance Location	LEP Eligible
Bryan Elementary	6	Montclair Elementary	24
Cody Elementary	22	Neihardt Elementary	2
Disney Elementary	2	Norris Elementary	8
Harvey Oaks Elementary	3	Rockwell Elementary	1
Hitchcock Elementary	3	Sandoz Elementary	29
Holling Heights Elementary	5	Wheeler Elementary	5
Grand Total			110

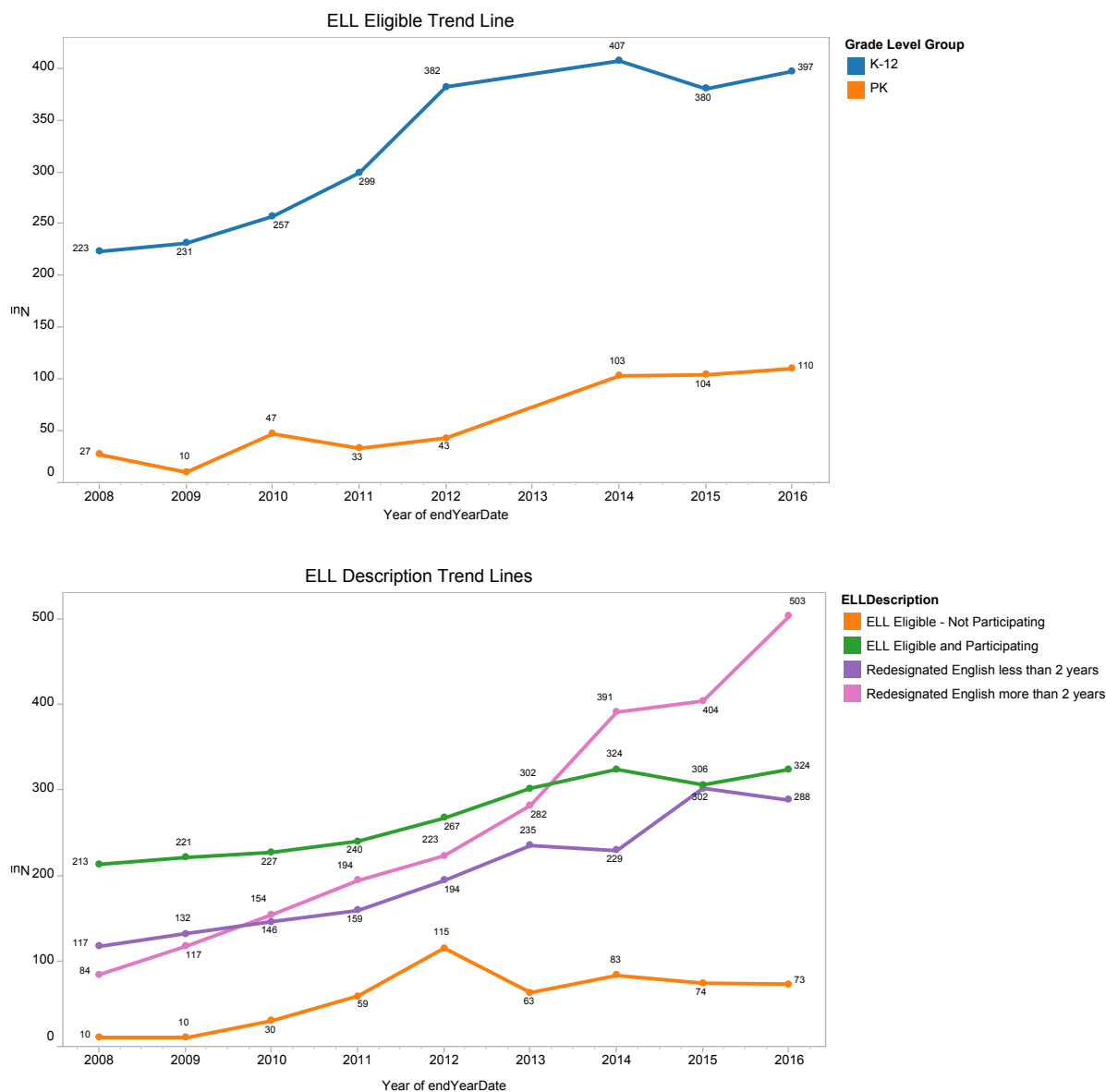
ELL K-12 Enrollment

Attendance Location	ELL Eligible - Not Participating	ELL Eligible and Participating		Redesignated English less than 2 years	Redesignated English more than 2 years	Total
	LEPW	LEPA	LEPC	REF	REF2	
Abbott Elementary	2			5		7
Ackerman Elementary	1			4	4	9
Aldrich Elementary	6			10	18	34
Andersen MS	4			5	13	22
Beadle MS	1			1	9	11
Black Elk Elementary	4			7	3	14
Bryan Elementary	3			7	3	13
Cather Elementary	9	20		25	35	89
Cody Elementary	6		1	8	5	20
Cottonwood Elementary	1			2	2	5
Disney Elementary	7		2	10	6	25
Ezra Millard Elementary	2			3	1	6
Harvey Oaks Elementary	1			1		2
Hitchcock Elementary	4			1		5
Holling Heights Elementary		40		16	14	70
Kiewit MS				4	14	18
Millard Central MS		25		31	50	106
Millard Horizon HS			1	1	6	8
Millard North HS			1	3	47	51
Millard North MS	3			7	33	43
Millard South HS		44	1	15	86	146
Millard West HS	1			2	45	48
Montclair Elementary		45		34	19	98
Morton Elementary	2				3	5
Neihardt Elementary	1			4	3	8
Norris Elementary	6			11	4	21
Ombudsman Program	1	1			1	3
Reagan Elementary	1		1	4	5	11
Reeder Elementary	2			2	1	5
Rockwell Elementary	1			3	6	10
Rohwer Elementary				5	4	9
Russell MS	1		1	3	24	29
Sandoz Elementary		100		29	12	141
Upchurch Elementary	3			3	5	11
Wheeler Elementary			1	3	5	9
Willowdale Elementary		40		19	16	75
Young Adult Program					1	1
Grand Total	73	315	9	288	503	1188

LEPW = Limited English Proficient Waived
LEPA = Limited English Proficient Active

LEPC = Limited English Proficient Consultative
REF = Redesignated English Fluent

Enrollment of ELL Eligible students increased slightly, with an increase of 17 students in the K-12 program during the 2015-2016 school year. The number of preschool students increased by six students, with a total of 110 students. The number of students who are eligible for ELL services, but whose parents have chosen to waive services (Eligible, Not Participating), decreased by one student from 2014-15 to 2015-16.



From 2010 to 2012, students receiving consultative ELL services were counted as “Not Participating.” In subsequent years, students receiving consultative services were counted as “Participating.”

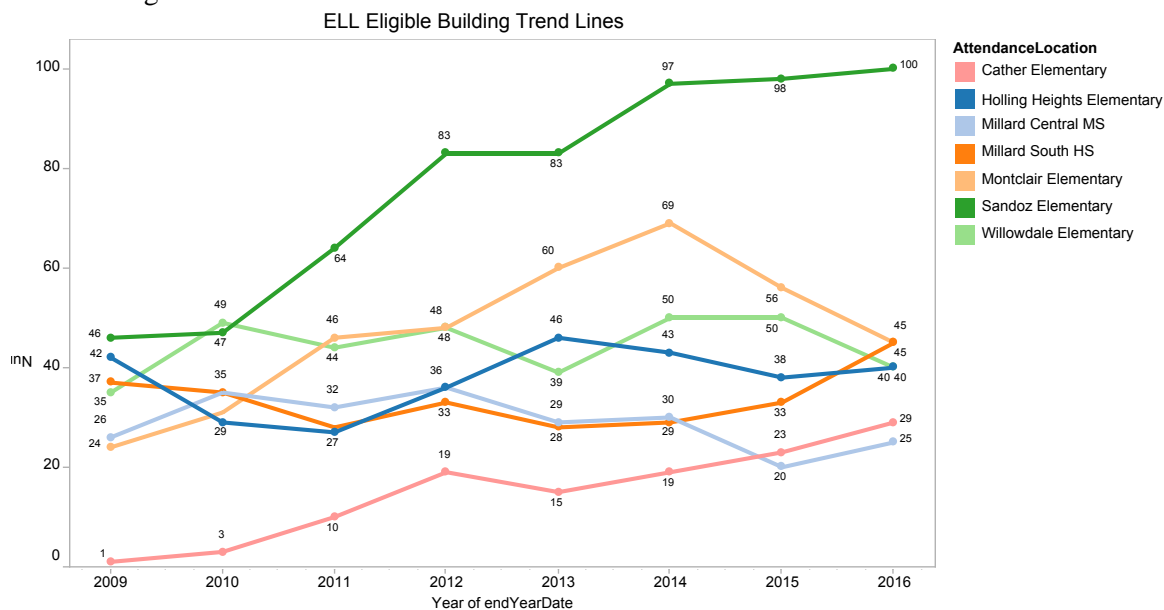
Special Education

18.54% of K-12 ELL Eligible students are also verified with a disability and receive services through the Special Education Program. District-wide, 12.62% of students are verified for services.

High Ability Learners

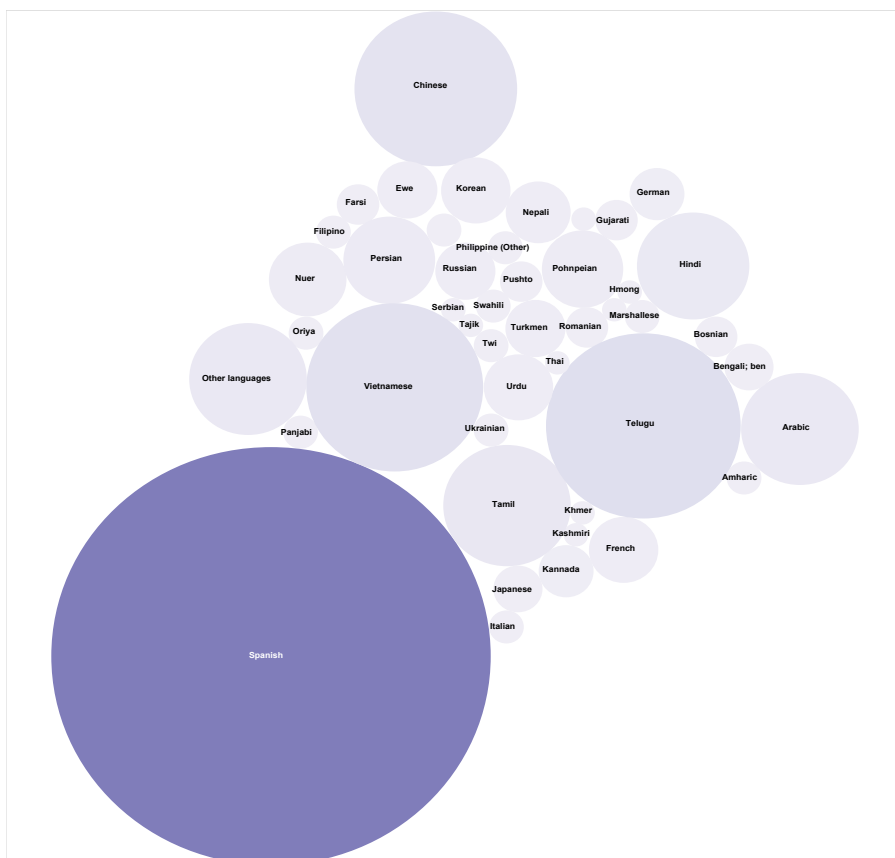
2.81% of K-12 ELL Eligible students are also identified as High Ability Learners (HAL). District-wide, 33.47% of students are identified as High Ability Learners. Concerted efforts have been made over recent

years to redesign identification procedures to be inclusive of students who may be limited in language, thus opening up the opportunity to demonstrate gifts and talents that may otherwise go unnoticed. For most ELL Program sites, enrollment has gone up and down in no predictable pattern. This year, the middle and high school programs demonstrated an increase in enrollment; Central Middle School serving 25 students and Millard South High School serving 45. Sandoz Elementary increased to 100 students and Holling Heights increased to 40. A part-time ELL teacher was added to Cather Elementary to serve the growing number of English learners opting into the Core Knowledge Program. The end-of-year enrollment for Cather was 29 students. Montclair and Willowdale experienced a decrease in enrollment, each serving 45 students.



Native Language

56 languages other than English are spoken among the ELL student population. Spanish is the majority native language with 45% of students speaking Spanish as their first language. 9% of students speak Telugu, 7% speak Vietnamese, and 6% speak Chinese.



Primary Language	Family's Nation of Origin	Birth Country	Count *Counts fewer than 10 have been masked for privacy
Arabic	Egypt	Egypt	*
		United States	*
	Iraq	United States	*
	Israel	United States	*
	Jordan	United States	*
	Sudan	United States	*
	Tunisia	United States	*
Bengali; ben	India	India	*
		United States	*
Bosnian	Bosnia and Herzegovina	United States	*
Chinese	China	China	*
		United States	17
	Taiwan, Province of China	United States	*
English	Mexico	United States	*
Ewe	Niger	United States	*
	Togo	United States	*
Farsi	Afghanistan	Afghanistan	*
	Tajikistan	United States	*
Filipino	Philippines	Philippines	*
French	Benin	Benin	*
	South Africa	Central African Republic	*
	Togo	United States	*
German	Germany	Germany	*
		United States	*
Gujarati	India	United States	*
Haitian Creole	Haiti	Haiti	*
Hindi	India	India	*
		United States	11
Hmong	Lao People's Democratic Republic	United States	*
Japanese	Japan	Japan	*
		United States	*
Kannada	India	India	*
		United States	*
Kashmiri	India	United States	*
Khmer	Cambodia	Cambodia	*
Korean	Korea, Republic of	Korea, Republic of	*
		United States	*
Marathi	India	India	*
		United States	*

Marshallese	Marshall Islands	United States	*
Nepali	Nepal	Nepal	*
		United States	*
Nuer	Sudan	United States	*
Oriya	India	India	*
Other languages	Afghanistan	Afghanistan	*
		United States	*
	Gambia	United States	*
	Guam	Guam	*
	India	India	*
		United States	*
	Micronesia, Federated States of	Micronesia, Federated States of	*
	Uganda	Uganda	*
Panjabi	India	United States	*
Persian	Afghanistan	Afghanistan	*
	Pakistan	Pakistan	*
Philippine (Other)	Philippines	Philippines	*
Pohnpeian	Guam	Guam	*
	Marshall Islands	Micronesia, Federated States of	*
		United States	*
	Micronesia, Federated States of	Guam	*
		Micronesia, Federated States of	*
		United States	*
Pushto	Afghanistan	United States	*
Romanian	Romania	Romania	*
Russian	Russian Federation	Russian Federation	*
		United States	*
	Tajikistan	Russian Federation	*
Spanish	Argentina	United States	*
	Colombia	United States	*
	Dominican Republic	Dominican Republic	*
		United States	*
	El Salvador	El Salvador	*
		United States	*
	Guatemala	Guatemala	10
		United States	*
	Honduras	Honduras	*
		United States	*
	Mexico	Mexico	24
		United States	93
	Peru	Peru	*
	Puerto Rico	Puerto Rico	11
		United States	*

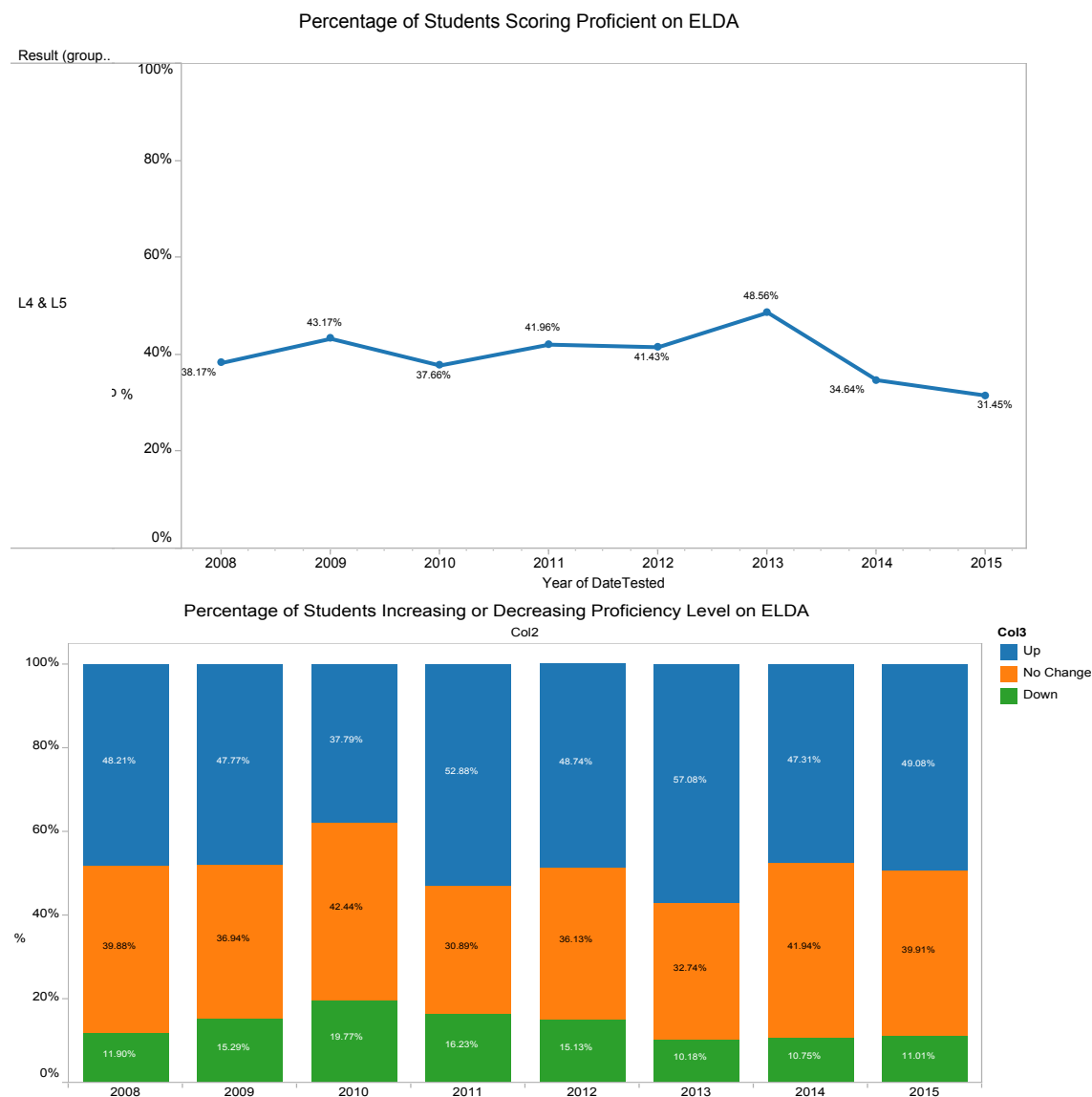
Swahili	Tanzania, United Republic of	Tanzania, United Republic of	*
		United States	*
Tamil	India	India	10
		United States	10
Telugu	India	India	18
		United States	20
Thai	Thailand	Thailand	*
Turkmen	Afghanistan	United States	*
	Aland Islands	United States	*
	Pakistan	United States	*
Ukrainian	Ukraine	Ukraine	*
	United States	Ukraine	*
Urdu	India	Canada	*
		India	*
		United States	*
Vietnamese	Vietnam	United States	20
		Vietnam	16

Student Achievement

English Language Proficiency Assessment

As required by Title III and Rule 15, all ELL students must participate in the state language proficiency assessment. In Nebraska, the English Language Development Assessment (ELDA) was the test administered to all ELL students from 2005 to 2015. The ELDA is a battery of tests used to measure progress in the acquisition of English language proficiency skills among non-native English speaking students in grades K-12. ELDA measures both academic and social language proficiency in the four domains of language: listening, speaking, reading and writing. In the 2015-16 school year, a new assessment was administered, the English Language Proficiency Assessment for the 21st Century (ELPA21). The results from the first ELPA21 are expected in the fall of 2016.

The number of students earning a proficient score on the ELDA 2015 decreased. In 2015, 106 (31%) students earned a proficient score. Of the 218 students tested who had previously taken ELDA, 107 (49%) increased their proficiency level score, 87 (40%) earned the same proficiency level score, and 24 (11%) earned a lower proficiency level score than the previous year.



Also required by Title III and Rule 15, and as outlined in the program evaluation section of the Limited English Proficiency Plan for State Aid, all ELL students participate in the state content assessments. This provides English learners an opportunity to demonstrate their knowledge and skills. Participation yields data that informs educators of progress in learning language and academics and can be used to inform instructional decisions. For students who are very limited in their English proficiency, the emphasis is on the opportunity to participate with less concern as to whether or not the student masters the assessment. The district provides appropriate accommodations to ensure meaningful participation in the assessments.

Table 1 shows the results of ELL students on the first testing occasion of ELO assessments taken during the 2015-2016 school year. The percentage of students who mastered or did not master the assessment is listed, with the number of students presented below the percentage figure. Data includes students who have been redesignated English fluent and are in the two-year monitoring period as required by NCLB. This is in response to a change in the Nebraska Department of Education consolidated data collection (CDC) which now includes these students in the two-year monitoring period for AYP purposes. It is important to note that following changes in the Millard Public Schools assessment program, no students were given an original administration (first testing occasion) of ELO Science or Math assessments.

Table 1

Test Code	Date Tested	Mastered	Not Mastered
AWA03	11/30/2015	75.81%	24.19%
	11/30/2015	47.00	15.00
AWA05	11/30/2015	80.43%	19.57%
	11/30/2015	37.00	9.00
AWA06	1/19/2016	78.79%	21.21%
	1/19/2016	26.00	7.00
AWA07	1/19/2016	63.64%	36.36%
	1/19/2016	14.00	8.00
AWA10	1/20/2016	50.00%	50.00%
	1/20/2016	7.00	7.00
SocStudy11	2/29/2016	100.00%	
	2/29/2016	1.00	

Table 2, below, shows the performance of ELL students on the 2014-2015 NeSA Math, Reading, Writing and Science assessments. This data set also includes students who have been redesignated English fluent and are in the two-year monitoring period as required by NCLB.

Keeping in mind the challenge of demonstrating content knowledge when one is not yet proficient in English, the data shows seven (78%) ELL students not yet scoring proficient on the 11th grade NeSA-Reading assessment, seven (70%) ELL students not yet scoring proficient on the 11th grade NeSA-Writing assessment, and 21 (64%) ELL students not yet scoring proficient on the 6th grade NeSA-Math assessment. Areas of strength are demonstrated on the 3rd grade, 4th grade, and 5th grade NeSA-Reading assessments, for which 84%, 81% and 78%, respectively, scored proficient.

Table 2
Nebraska Accountability Assessments 2014-2015

Test Code	Not Proficient	Proficient
NeSA-M03	38.36%	61.64%
	28.00	45.00
NeSA-M04	31.34%	68.66%
	21.00	46.00
NeSA-M05	31.37%	68.63%
	16.00	35.00
NeSA-M06	63.64%	36.36%
	21.00	12.00
NeSA-M07	41.67%	58.33%
	10.00	14.00
NeSA-M08	44.44%	55.56%
	4.00	5.00
NeSA-M11	50.00%	50.00%
	4.00	4.00
NeSA-R03	16.42%	83.58%
	11.00	56.00
NeSA-R04	18.75%	81.25%
	12.00	52.00
NeSA-R05	22.00%	78.00%
	11.00	39.00
NeSA-R06	54.84%	45.16%
	17.00	14.00
NeSA-R07	45.45%	54.55%
	10.00	12.00
NeSA-R08	55.56%	44.44%
	5.00	4.00
NeSA-R11	77.78%	22.22%
	7.00	2.00
NeSA-S05	41.18%	58.82%
	21.00	30.00
NeSA-S08	60.00%	40.00%
	6.00	4.00
NeSA-S11	37.50%	62.50%
	3.00	5.00
NeSA-W04	35.82%	64.18%
	24.00	43.00
NeSA-W08	60.00%	40.00%
	6.00	4.00
NeSA-W11	70.00%	30.00%
	7.00	3.00

Annual Measureable Achievement Objectives

No Child Left Behind requires each state to establish Annual Measureable Achievement Objectives (AMAOs) for students who are English Language Learners. AMAOs are the measure of progress for all districts receiving Title III funds. Progress is measured through three components:

- AMAO I – The number of ELL students making progress in learning English
- AMAO II – The number of ELL students becoming proficient in English
- AMAO III – The number of ELL students making AYP

The Nebraska Department of Education uses student composite scores on the English Language Development (ELDA) assessment to determine AMAO I and AMAO II. The following tables reflect the AMAO results received from NDE in October 2015.

AMAO	Result	Index Points		Average Index		CI 99% Index	
I	MET	2014	2015	2014	2015	2014	2015
		12,800	14,200	60.1	60.9	69.9	69.6

AMAO	Result	AMAO-II Count		Proficiency Count		% Proficient	
II	MET	2014	2015	2014	2015	2014	2015
		359	337	124	106	34.5	31.5

AMAO	Result	Reading		Math	
III	NOT MET	2014	2015	2014	2015
		MET	NOT MET	MET	NOT MET

The number of students making progress in learning English from the 2014 administration of the ELDA to the 2015 administration increased a sufficient number to meet the federal goal under AMAO I. The District has always met AMAO II, for which this year's target was 25%. The target increases each year. The ELL sub-group, as defined by NCLB, did not meet AYP in either reading or math. For this reason, the District did not meet AMAO III. If any one goal is not met, the District is considered to have not met AMAOs altogether.

As a result, notification was sent to parents informing them of the District's status. Building administrators were informed and an improvement plan designed to increase the performance level of ELL students in language proficiency and on state reading and math assessments was submitted to the Nebraska Department of Education.

Accomplishments Related to Curriculum and Instruction Support for ELL Students

- Continued to collect and analyze data pertaining to student achievement, using Tableau for data visualization
- Continued to assess student progress in writing by administering, scoring and analyzing benchmark writing samples
- Implemented use of Reading A to Z Speaking and Listening tests at the elementary level to monitor student progress in developing oral English proficiency
- Coordinated and delivered the new English Language Proficiency Assessment for the 21st Century (ELPA21), the chosen state-wide English proficiency test which satisfies requirements under Title III of NCLB
- Retired the use of the rubric/checklist to monitor student progress and collaboratively explored a revised system to be used in 2016-17
- Continued implementation of processes congruent with NDE Rule 15 which went into effect in August 2012
- Finalized implementation of the Instructional Approaches, Curriculum and Assessment Review Procedures, reaching full implementation of the new English Language Proficiency Standards
- Participated in collaborative conversations on the use of new ELL curriculum materials at most grades and language levels
- Continued inclusion of the four essential components of the ELL lesson plan: language function and frame, instructional vocabulary routine, participation structures, review and assessment
- Practiced ongoing review of research on best practices for teaching LEP students
- Participated in professional development activities, including structured activities during department meetings, district professional development days, off-site workshops, and webinars
- Continued informal training and discussion among teachers, specialists, and principals in regard to meeting the needs of ELL students through the RtI+I Model
- Continued working collaboratively with the Department of Special Education to provide staff development and guidance on the use of the Language Intervention Toolkit for Tier I language support
- Continued to monitor and promote growth among ELL students who do not actively participate in ELL Program
- Coordinated efforts between the ELL Coordinator and ELL Support Specialist to address academic concerns of ELL students
- Discontinued participation in district singleton PLCs for Elementary ELL and Secondary ELL; teachers now participate in an ELL PLC within their building
- Continued the use of language development software for all K-5 ELL students at each of the five elementary ELL program sites, as well as for a few students attending non-ELL sites on an as-needed basis
- Explored the option of upgrading Rosetta Stone software for secondary ELL program sites
- Provided training in research-based practices for ELLs for general education teachers, specialists, ELL teachers and administrators, including language development, vocabulary instruction and writing
- Sponsored evening enrichment opportunities for ELL students and their families funded by the Title III LEP and Title III Immigrant grants
- Continued the employment of two bilingual liaisons to support communication between school and family and to promote parent outreach activities
- Promoted summer school opportunities among the ELL population
- Shifted staffing to provide a .5 FTE ELL teacher at Cather Elementary to serve students whose families had waived ELL services to attend the Core Knowledge Program

ELL Staffing and Professional Development
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Rule 15 requires that each school district ensure that all teachers of language instruction educational programs hold an endorsement in English as a Second Language (ESL) or participate annually in professional development.

In the 2015-16 school year, there were 14 FTE ELL teachers employed by the District, all of whom hold ESL endorsements. This includes two District ELL Support Specialists.

Professional development for ELL teachers and administrators is listed below. Presentations on a variety of language development topics were made available to principals through the District ELL Support Specialists and several buildings invited them in to present to their staff. Additionally, there were instructional coaching opportunities for classroom teachers to work with an ELL coach.

Course Title	Month of Start Date	Demographics	
ELL Instructional Approaches, Curriculum, and Assessment Review	October 2015	ELL TEACHER	14
	January 2016	ELL TEACHER	14
	March 2016	ELL TEACHER	14
English Language Development: All System..	August 2015	ELL TEACHER	14
Learning Objectives: Content and Language Objectives Simplified	October 2015	ELL TEACHER	1
		FAMILY CONSUMER SCI TCHR	1
		GRADE 2 TEACHER	1
		READ TEACHER	1
New ELL Teacher Training	December 2015	ELL TEACHER	1
Newcomers in Your School	May 2016	ELL TEACHER	3
TESOL 2016	April 2016	SOCIAL STUDIES Teacher	1
		ELEM PRINCIPAL	1
		ELL TEACHER	4
Word Sorts for All Learners	January 2016	SPED RESOURCE Teacher	2
		TITLE 1 TEACHER	1
		ELL TEACHER	1
		GRADE 1 TEACHER	2
		GRADE 2 TEACHER	1
		GRADE 3 TEACHER	3
		GRADE 5 TEACHER	1
		KINDERGARTEN TEACHER	1
		MONTESSORI 1-3 TEACHER	1
		READ TEACHER	1
Writing Strategies	September 2015	SPED RESOURCE Teacher	2
		TITLE 1 TEACHER	1
		ADMINISTRATIVE INTERN	1
		ELEM PRINCIPAL	1
		GRADE 1 TEACHER	2
		GRADE 2 TEACHER	1
		GRADE 5 TEACHER	1
		MONTESSORI 1-3 TEACHER	2
		READ TEACHER	1
		SPEECH PATHOLOGIST	1

Parent Outreach and Community Connections
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As authorized under Title III, LEP grant funds are used to provide community participation programs, family literacy services and parent outreach or training activities to ELL children and their families. A Parent Outreach Committee meets several times each year to plan events for parents and families.

Event	Date	Number of Staff Participating	Number Students and Parents Participating
ELL Fall Family Festival	9/22/2015	21	278
Latino Summit - Kearney	10/27/2015	3	24
Common Sense Parenting Boys Town Café	11/10/2015	5	1 parent 3 children
Spring Family Night / Common Sense Parenting	3/8/2016	17	175
Common Sense Parenting Boys Town Parenting Classes	Wednesdays 3/30/2016 to 5/4/2016	4	16 parents 10-15 children
Ballet Folklorico “Quetzalli” de Veracruz (Orpheum)	4/15/2016	3	35
Children’s Day at the Omaha Public Library	4/29/2016	11	200

Program Planning and Evaluation
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As required by Rule 15 and described in the ELL Plan for State Aid, the Instructional Approaches, Curriculum, and Assessment Review Procedures for the ELL Program have been created and approved by Educational Services. This process, which is similar to the MEP Curriculum Review process, yet unique, includes two phases: Program Planning and Curriculum Planning, Development, and Implementation.

Program Planning

Phase I, *Program Planning*, is carried out in a manner consistent with program evaluation requirements set forth by Nebraska Rule 15. A committee of teacher representatives from K-12 ELL, a principal from an ELL program site, and the ELL Coordinator meet annually to carry out a program review. The committee is charged with reviewing ELL practices, procedures and documents to ensure compliance to district and state policy and rule and adoption of best practices. Participants synthesize research and data to identify program strengths and weaknesses. A thorough review of ELL identification procedures, instructional approaches, proficiency standards and indicators, and assessment procedures is also conducted.

The Program Planning Committee met on February 29, 2016. Committee members included:

Amy Becker	Montclair	ELL Teacher
Cindy Wallace	Willowdale	ELL Teacher
Jennifer Reid	DSAC	Coordinator of ELL, Poverty & Federal Programs
Kip Colony	Millard South HS	Assistant Principal
Molly Kennedy	Sandoz	ELL Teacher
Nancy Nelson	Holling Heights	Principal
Pam Erixon	Holling Heights	ELL Teacher and District Support Specialist
Paul Grant	Millard South HS	ELL Teacher

The committee analyzed student program data and procedures, including:

- Identification of ELL students
- Implementation of the ELL Program, including instructional approaches
- Program staffing
- Assessment, including accommodations for ELL students on district and state assessments
- Program exit requirements
- Results of the English Language Development Assessment (ELDA), state content (NeSA) assessments, and other relevant assessments and data
- The process for monitoring students who have been re-designated English fluent for less than two years, including a comparison of academic performance to non-ELL students

Prior to the meeting, committee members were provided ELL program and assessment data and asked to review the data in light of the following four questions:

Question #1: What is the level of achievement on district and state standards of ELL students once they are redesignated English fluent (REF)?

Question #2: Grouped by language proficiency level, what is the level of achievement of ELL students in math, reading, science and writing (AMAO III)? How has this level of achievement changed over time?

Question #3: In what content areas and/or strands are students making the greatest gains in achievement? In what content areas and/or strands are there the least gains?

Question #4: What are the strengths of the ELL Program? In what ways could the ELL Program improve?

During the meeting, committee members reported on their individual analysis and the group further discussed as a whole. It was noted that a higher percentage of students do well on district and state assessments after they have been Redesignated English Fluent more than two years. For students who are currently identified as ELL Eligible, there are more who score proficient on district and state tests once they reach advanced proficiency levels (Levels 4 and 5). Students at the lower English proficiency levels do not often meet proficiency standards, which is to be expected; although some students do meet the standards when they are at the Intermediate level of proficiency. ELL students have increased in performance on reading assessments over the years; on the NeSA-Reading test, students performed better in vocabulary than in comprehension. It was thought this might be true given the emphasis on front-loading vocabulary used in the general education classroom (a practice used mostly in elementary classrooms) and the amount of time spent teaching prefixes and suffixes. It was the general consensus among stakeholders surveyed that ELL teachers play an important role in the success of ELL students and are highly valued by their general education colleagues and principals.

Looking at opportunities for improvement, it was noted that ELL students are struggling in the areas of math and writing. The performance of ELLs on the NeSA-Math assessment mirrors the general population in terms of strengths and weakness; however, achievement among ELL students is even lower than for non-ELLs. The gap widens dramatically in middle and high school. Students scored the lowest on the Data Analysis and Problem Solving strand. It is recognized that this area requires greater facility of English and therefore more attention to language development within mathematics is required. Overall, the committee discussed the importance of academic language development occurring throughout the day in all content areas. Opportunities for collaboration, push-in and co-teaching could enhance the use of strategies targeting academic language development. Relative to the stakeholder survey, how to best identify and support students who are English learners and also have a disability was noted as an area for improvement. The availability of transportation, especially for after school programs, is also a concern. It was noted that ELL teachers, content area teachers, and principals requested more professional development in the area of English Language Development.

Supporting Data

- Students categorized as Redesignated English Fluent (REF) Less Than 2 Years underperformed on NeSA-Math compared to students categorized as Not ELL in Grades 3-8 and 11. (See Table 1)
- Students categorized as ELL Eligible and REF Less Than 2 Years (grouped together) performed less well on NeSA-Math than students categorized as Not ELL from Grade 3 in 2010-11 to Grade 7 in 2014-15. There was improvement from 2013-14 when 61% of the ELL /REF group in Grade 6 scored proficient compared to 2014-15 when the percentage of students in Grade 7 scoring below proficient decreased to 42%. (See Table 2)
- Students categorized as ELL Eligible and REF Less Than 2 Years (grouped together) performed less well on NeSA-Math than students categorized as Not ELL from Grade 7 in 2010-11 to Grade 11 in 2014-15. There was improvement from 2011-12 when 68% of the ELL /REF group in Grade 8 scored proficient compared to 2014-15 when the percentage of students in Grade 11 scoring below proficient decreased to 50%. (See Table 3)
- Students categorized as ELL performed less well than students categorized as Not ELL in every strand of mathematics as measured by NeSA-Math from Grade 3 to Grade 7. Looking at cohorts of students since 2010-11, performance has decreased over time in most strands, with the exception of Grade 5 in 2012-13 in the areas of Data Analysis and Probability and Geometry and Measurement and in Number Sense in Grade 7 in 2014-15. (See Table 4)

Program Goal

Increase by 3% the percentage of ELL students (ELL Eligible and Redesignated English Fluent Less Than 2 Years) scoring proficient on the 2017 administration of NeSA-Math by:

- **Collaborating with classroom teachers** to support weekly mathematics learning at Tier I. Strategies for teaching math vocabulary and increasing opportunities to use oral language to explain math processes should be a collaborative endeavor between the classroom teachers and the ELL teachers. Activities will include
 - Exchanging information that explores “What is happening during ELL instruction?” and “What is happening during core instruction?” to support academic language development
 - Sharing strategies and approaches that support both language and content development
 May also include co-teaching, push-in, Instructional Coaching or other collaborative arrangements
- **Teaching a weekly lesson** that reinforces mastery of grade-level, district-defined academic language in mathematics (district word lists) AND addresses three of the four Nebraska Mathematical Processes, which relate to the English Language Proficiency Standards and Math Talk
 - Communicate mathematical ideas effectively and precisely (ELP Standards 2 and 9)
 - Utilize appropriate communication approaches, including writing, speaking, and listening (ELP Standards 1, 2 and 9)
 - Critique the reasoning of others as well as provide mathematical justifications (ELP Standard 6) [using Talk Moves and language frames]
 The focus shall be on developing oral language in relation to math processes rather than the process itself.
- **Providing professional development** for classroom teachers that reinforces the language development strategies teachers can use to help ELLs in the math classroom

Philosophical Foundation

The 10 ELP Standards are designed for collaborative use by English as a second language (ESL)/English language development (ELD) and content area teachers in both English language development and content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and benefits ELLs’ learning experiences.

At present, second language development is seen largely as the responsibility of the ESL/ELD teacher, while content development as that of the subject area teacher. Given the new [content] standards’ explicitness in how language must be used to enact disciplinary knowledge and skills, such a strict division of labor is no longer viable. Content area teachers must understand and leverage the language and literacy practices found in science, mathematics, history/social studies, and the language arts to enhance students’ engagement with rich content and fuel their academic performance. ESL/ELD teachers must cultivate a deeper knowledge of the disciplinary language that ELL students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ELD teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2).

Implementation Details

- Grades 1-12
 - Elementary: begin teaching math vocabulary at ELL Level 3, focusing on 2-3 math words being taught in classrooms each week

- Middle school: the Math Department will take responsibility for targeting the development of academic language during math class
- High school: focus on students enrolled in Algebra Foundation courses
- Consider how to ensure this is meaningful in both mathematics class and ELL class (not just checking a box); suggestions:
 - Schedule collaboration time between ELL and math teachers
 - Communicate with administrators so they know what to look for in math classrooms
 - Is language deliberately included in daily lessons?
 - Are students given ample opportunities to interact and practice using the language of mathematics?
 - Engage in ongoing conversation within the building and at district ELL meetings to monitor activities and make adjustments

Accountability

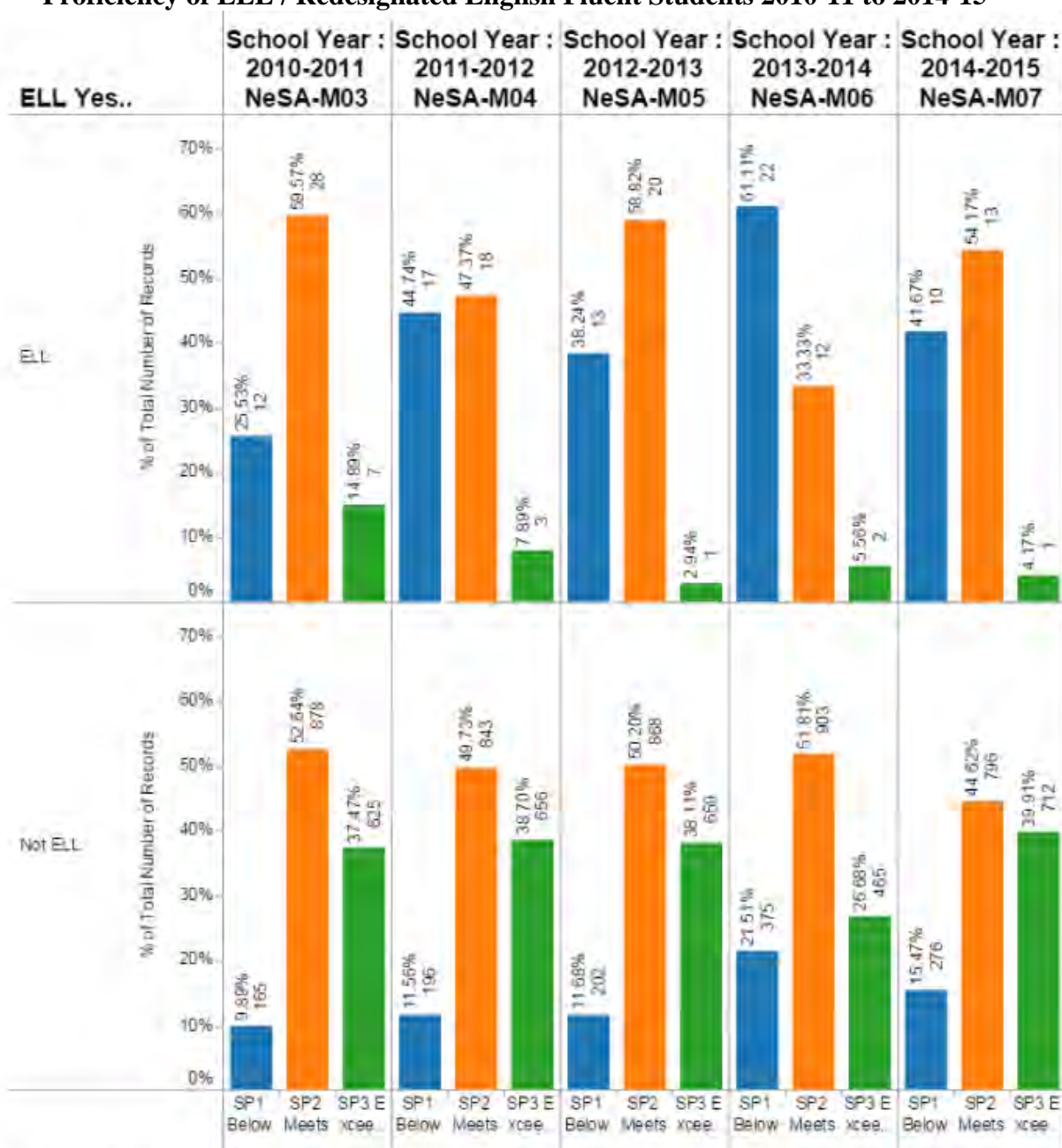
- Include a weekly math academic language lesson in the ELL lesson plan or co-taught/push-in lesson plan (focus on developing oral language using math vocabulary)
- Maintain a shared Google doc to prompt discussion at monthly ELL collaborative meetings
 - Utilize a simple t-chart: language development strategies I have tried / language development strategies I shared with a classroom teacher
 - Include a listing of professional development for classroom teachers that reinforces the language development strategies teachers can use to help ELLs in the math classroom (might be as simple as 10 minutes at a staff meeting)

Table 1
Nebraska Accountability Assessments 2014-2015

Test Code	ELLDescription (group) 1	Not Proficient	Proficient	Grand Total
NeSA-M03	ELL Eligible	50.00%	50.00%	100.00%
		19	19	38
	Redesignated English less than 2 years	25.71%	74.29%	100.00%
		9	26	35
	Not ELL	12.66%	87.34%	100.00%
		201	1,387	1,588
NeSA-M04	ELL Eligible	60.87%	39.13%	100.00%
		14	9	23
	Redesignated English less than 2 years	15.91%	84.09%	100.00%
		7	37	44
	Not ELL	13.00%	87.00%	100.00%
		209	1,399	1,608
NeSA-M05	ELL Eligible	53.33%	46.67%	100.00%
		8	7	15
	Redesignated English less than 2 years	22.22%	77.78%	100.00%
		8	28	36
	Not ELL	13.65%	86.35%	100.00%
		235	1,486	1,721
NeSA-M06	ELL Eligible	50.00%	50.00%	100.00%
		4	4	8
	Redesignated English less than 2 years	68.00%	32.00%	100.00%
		17	8	25
	Not ELL	22.14%	77.86%	100.00%
		370	1,301	1,671
NeSA-M07	ELL Eligible	50.00%	50.00%	100.00%
		3	3	6
	Redesignated English less than 2 years	38.89%	61.11%	100.00%
		7	11	18
	Not ELL	15.39%	84.61%	100.00%
		265	1,457	1,722
NeSA-M08	ELL Eligible	50.00%	50.00%	100.00%
		3	3	6
	Redesignated English less than 2 years	33.33%	66.67%	100.00%
		1	2	3
	Not ELL	19.79%	80.21%	100.00%
		345	1,398	1,743
NeSA-M11	ELL Eligible	25.00%	75.00%	100.00%
		1	3	4
	Redesignated English less than 2 years	75.00%	25.00%	100.00%
		3	1	4
	Not ELL	23.60%	76.40%	100.00%
		397	1,285	1,682

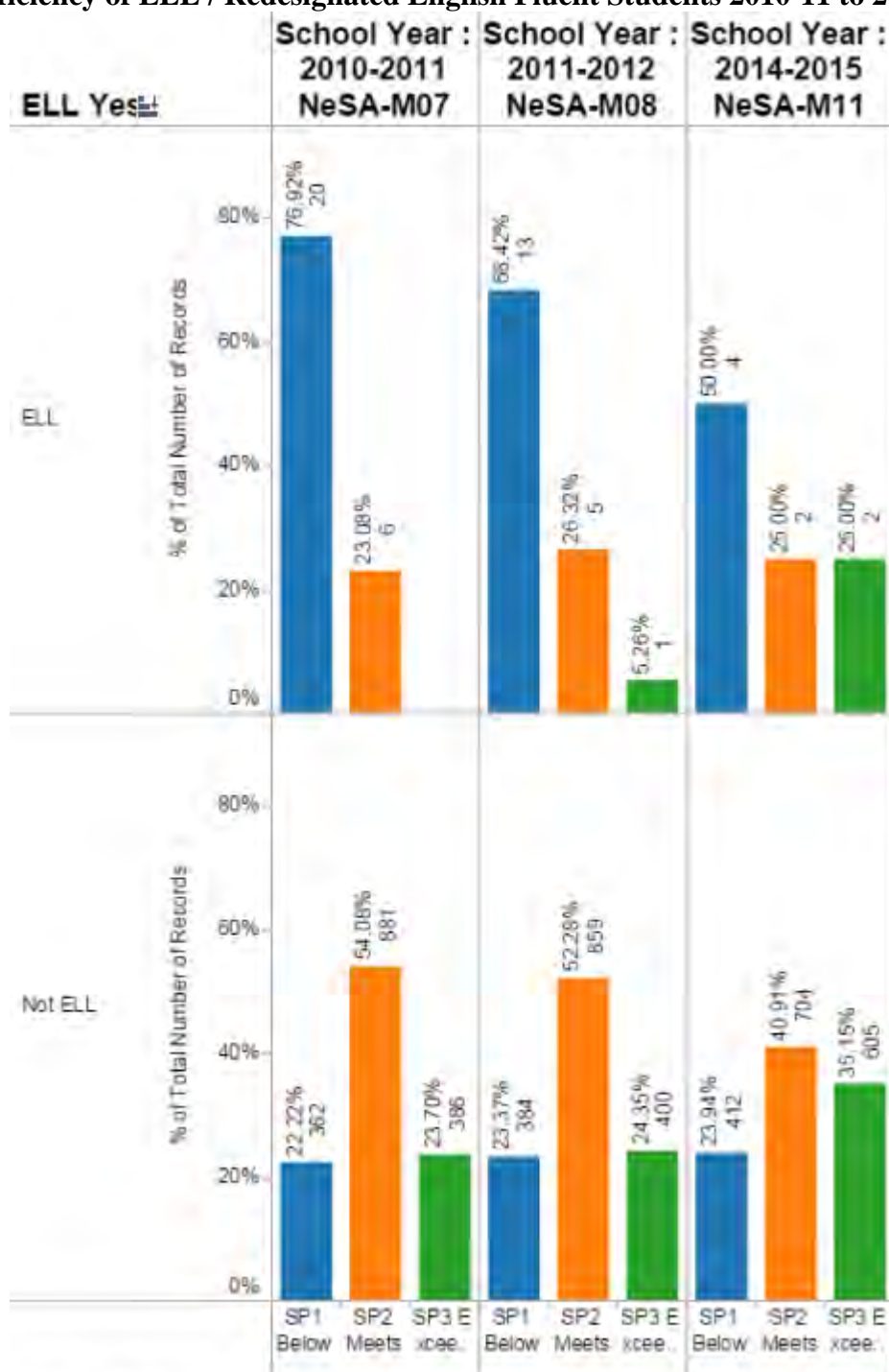
% of Total Number of Records along Pane (Across) and Number of Records broken down by School Year Display and Result (group) vs. Test Code and ELLDescription (group) 1. The data is filtered on endYear, Retest or Not, Result and ELLDescription. The endYear filter keeps 2015. The Retest or Not filter keeps NOT. The Result filter excludes GP5 Alt Pr. The ELLDescription filter keeps ELL, ELL Eligible - Not Participating, ELL Eligible and Participat-

Table 2
Proficiency of ELL / Redesignated English Fluent Students 2010-11 to 2014-15



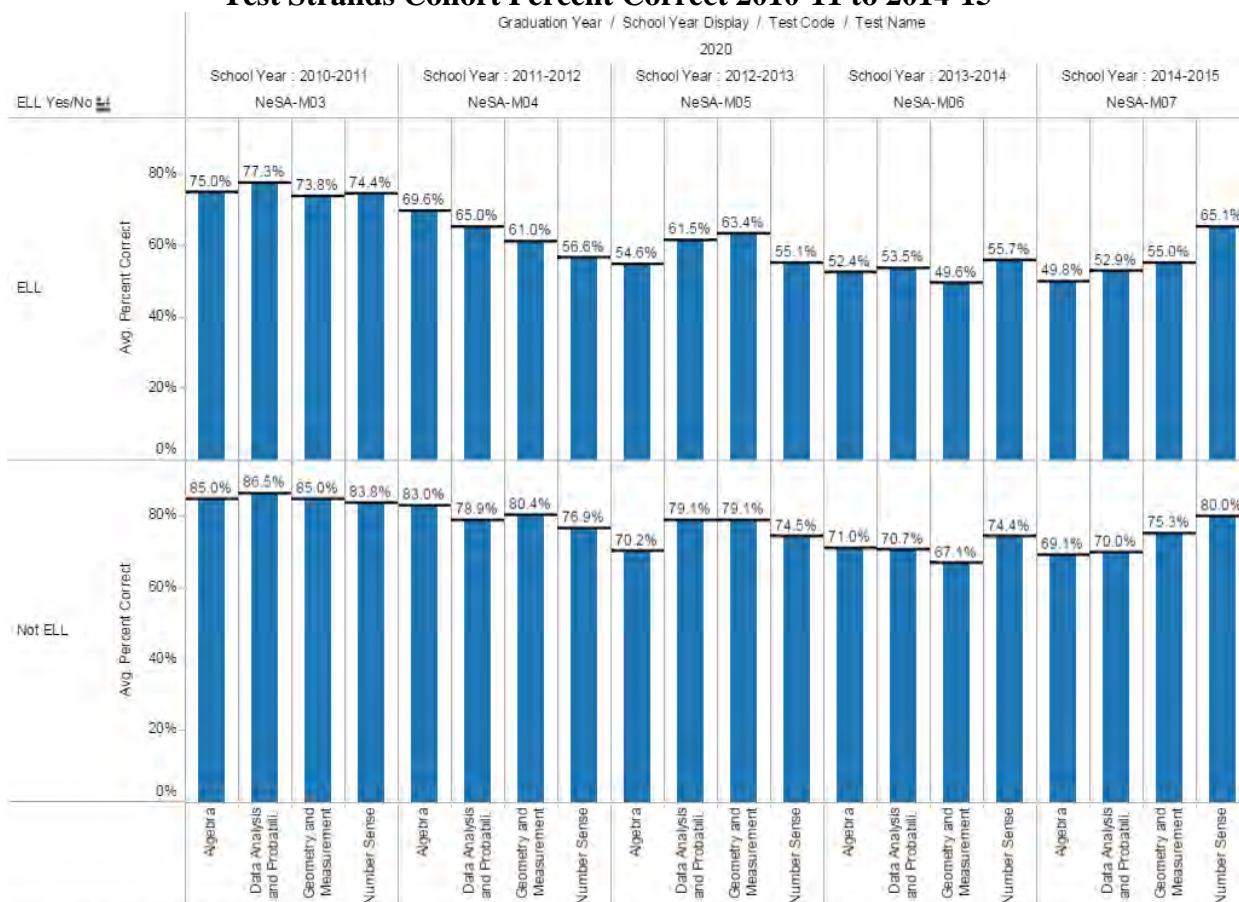
Displays proficiency levels achieved in the selected test broken out by ELL status. The ELL category includes redesignated English fluent less than 2 years. Results are for the selected cohort, i.e., students in a particular graduating class. The subject tested is constant while grade tested varies to capture the same group of students across years.

Table 3
Proficiency of ELL / Redesignated English Fluent Students 2010-11 to 2014-15



Displays proficiency levels achieved in the selected test broken out by ELL status. The ELL category includes redesignated English fluent less than 2 years. Results are for the selected cohort, i.e., students in a particular graduating class. The subject tested is constant while grade tested varies to capture the same group of students across years.

Table 4
Test Strands Cohort Percent Correct 2010-11 to 2014-15



Displays the percent correct for each strand in the selected test group. Results are for the selected cohort, i.e., students in a particular graduating class. The subject tested is constant while grade tested varies to capture the same group of students across years.

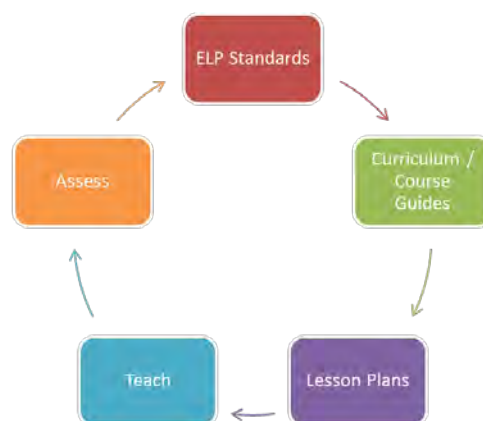
Curriculum Planning, Development and Implementation

In Phase 2, *Curriculum Planning, Development, and Implementation*, The Curriculum Planning Committee is charged with reviewing the program goals set forth by the Program Planning Committee and developing a draft of PK-12 district standards and indicators derived from state standards and indicators.

The Curriculum Planning Committee began its work in the 2012-13 school year. The process continued in 2013-14 with the Curriculum Development and Materials Selection Committees. In January 2014, The Nebraska Department of Education adopted new English Language Proficiency Standards with the expectation that implementation of the standards would begin in 2014-15, resulting in full implementation for the 2015-16 school year. Therefore, the work of the Curriculum Development Committee continued this year.

The committee, comprised of all ELL teachers, met on three occasions: October 1, January 28, and March 28. The work was centered on four guiding questions:

1. How will we ensure a connection between these five elements (right) so that our program is delivered systematically across the district?
2. How will we ensure what we teach is in line with the standards at each grade and language level?
3. How will we know if students have met the standards at each level?
4. How will we ensure a new ELL teacher knows what to teach and how to assess her students' learning?



On each of these days, ELL teachers engaged in activities to further implement the new ELP Standards and to arrive at answers to the guiding questions listed above.

Curriculum guides were developed that serve to connect standards and curriculum materials to daily lesson plans. The curriculum guide for each grade cluster drives the objective and skills addressed in the lesson plan. Every ELL lesson plan includes four essential components:

- Language function and frame
- Targeted vocabulary instruction
- Participation structure
- Review and assessment (checking for understanding)

Teachers will utilize formative assessments (checks for understanding) and will maintain evidence of each student's progress toward mastering the standards at his/her English proficiency level. A new ELL teacher will use the curriculum guide to address the appropriate standards for each grade cluster and language level using the assigned curriculum materials.

Conclusion

The English Language Learner Program in Millard Public Schools is a strong program that demonstrates measured success in supporting students in the development of the English language and in meeting content standards. Teachers and leaders work diligently to ensure the needs of students and parents are met and that ELL students have equal opportunities to succeed alongside their native English-speaking peers. Nonetheless, there is room to improve and grow. As a result of the program evaluation cycle, we have reflected on quantitative and qualitative data which has led us to identify the aforementioned goal. The work of aligning the curriculum to state standards and improving instructional practices and outcomes for all English learners will continue in the 2016-17 school year. Likewise, in keeping with the LEP Plan, which is approved by the Board of Education and submitted to the Nebraska Department of

Education, the evaluation process will recommence in 2016-17 to evaluate our progress and set new goals.

State Aid

For the certification of State Aid, every school district is required to designate a maximum Limited English Proficiency Allowance. This designation must be filed with the Department of Education on or before October 15 of each school year along with a Limited English Proficiency Plan. In addition, the LEP Plan must be reviewed and approved by Learning Community Subcouncil #4 and the Learning Community Coordinating Council (LCCC).

In the 2015-16 application for State Aid, the total Limited English Proficiency expenditures were \$1,200,000. For Fiscal Year 2015-16, LEP expenditures are estimated to total \$1,395,176.

Millard Public Schools Grants Report 2015-2016

As in the past, proposal writing for the year focused on supporting the District Strategic Plan and individual building site plans. All grant awards fall outside the spending lid. Listed below are the larger grants for 2015-2016, including carry-over funds from last year.

Grant & Description	Award
Autism Action Partnership (multiple elementary and middle schools)	25,970
Autism Minigrant	6,140
Early Childhood (Birth to Age 3) Sixpence grant	100,025
Buffett Early Childhood Institute	279,828
Elementary Learning Center (Holling Summer School)	137,590
Elementary Principals Institute (carry-over only)	7,395
Farm Credit Services, FCS America Working Here Fund	2,000
Gene Haas Foundation Grant	7,500
Gen Youth Foundation (AKA Fuel Up to Play 60)	26,450
Green Omaha Coalition (Horizon)	1,000
High Ability Learner: NDE Rule 3	159,824
Kiewit Corporation Early College Program Grant	40,000
Metro Community College (Dual Enrollment) carryover	170,593
Midwest Dairy Council, Grants to grow school meals	15,000
Midwest Dairy Council, 2 nd Chance Breakfast	6,000
MPS Foundation, Site Plan Grants, Study Centers, Media Centers, Preschool, Technology	726,394
Nebraska Department of Education, Positive Behavioral Intervention and Support (PBIS)	107,418
Nebraska Department of Education, SpEd Collaborative	37,193
Nebraska Department of Environmental Quality: Waste Reduction and Recycling Incentive Grants Program	74,784
Pacific Life	11,634
Perkins (Vocational & Applied Technology Education Grant)	130,189
Region 21 Interagency Planning Grant (Age 3 – 5 SpEd)	24,625
TeamMates of Millard	25,000
Textbook Loan Grant: NDE Rule 4	44,242
Title I, Part A (instruction, staff development, parent involvement, preschool, school wide)	1,913,395
Title II, Part A (class size reduction, private schools)	236,246
Title III (ESL, immigrant education)	56,419
Total	\$4,372,854

In addition to the grants in the chart above, teachers and administrators at various buildings have received numerous small grants from a variety of sources, most of which are less than \$1,500. Sources include but are not limited to: Ritonya-Buscher-Poehling Memorial Scholarship Classic for small classroom projects, Walmart and Sam's Club for projects to enhance classroom learning, Nebraska Arts Council for Artists-in-Schools/Communities and School Bus Arts Grants to help underwrite the cost of field trips and admission fees to professional arts events, Target for field trip transportation, and Papio-Missouri Natural Resources District for school gardens. In addition to cash grant awards, schools and the District occasionally receive non-cash grants such as this year's \$7,500 scholarship award from the Gene HAAS Foundation to provide no-cost testing and credentialing services for Millard South High School students seeking certification from the National Institute for Metalworking Skills and scholarships for graduating seniors going into metalworking.

High Ability Learner Program 2015-2016

Overview:

The bulk of the high ability curriculum is delivered in the elementary schools by classroom teachers. Students identified as having high ability in math, visual spatial, and/or reading study those subjects in small groups (or individually) using a curriculum chosen for high ability learners. These groups meet once or twice a week in the regular classroom to augment the regular curricula. In some schools, a few students meet as individuals or in small groups with the High Ability Learner (HAL) Facilitator in order to study particular subjects in more depth or at a faster pace than their classmates.

During the 2015-16 school year, 7,698 students were identified High Ability Learners. 933 of those are current elementary students; 2,970 are in middle school, including above-level math students; and 3,795 are in high school, most enrolled in Honors, AP, or IB classes.

In the middle schools, units applicable to high ability learners have been developed for the three grade levels in social studies, reading, writing, literature, and science. Classroom teachers use these units as they differentiate for the students' needs. Middle school math placement is based largely on the results of the Orleans-Hanna test of mathematical ability that the majority of 5th grade students take.

Middle school students also participate in HAL seminars. These seminars occur either on-site at schools or off-site at metro locations. The seminars provide extension of the regular curriculum and reinforce the exploratory vision of the middle school philosophy.

At the high school level, placement in more rigorous classes is largely by student and parent choice, with the exception of math. Accelerated math placement begins with sixth grade and continues as appropriate through high school.

A substantial portion of the funding for our High Ability Learner program comes from grants. In 2015-16 MPS applied for and received \$159,832 from the Nebraska Department of Education. In addition, the district budget included money which each school could apply to "gifted" education. The elementary and high schools may spend this money for services to high ability learners. The District budget allocation was combined with the allocation from the state department of education grant to partially fund a part-time HAL facilitator for each middle school.

During the school year, all buildings submitted plans to use monies received from the state (Rule 3) to support High Ability Learners.

- Elementary schools received a total of \$44,489 with individual schools receiving \$3.42 per pupil in total enrollment and \$7.00 for each identified HAL student.
- In addition, \$8,000 was allocated for K-5 HAL choral and instrumental music.
- Middle schools received a total of \$31,611 with individual building amounts ranging from \$4,553-\$6,213. These funds were used to partially fund the six Middle School High Ability Learner Facilitator positions.
- High schools received a total of \$31,455 with individual building amounts ranging from \$9,257-\$10,885. Horizon High School received \$572.

Funds were distributed to the buildings using a formula that incorporated an equity factor for the number of identified high ability students and a base factor for total enrollment in the building. The monies were used for resources, activities, and programs for students and teachers.

Summary:

The NDE Rule 3 funds enabled schools to fund an array of activities and programs that benefited both students and teachers. The following narrative represents a summary of how the funds were spent.

Elementary Activities

Training for new facilitators, as well as a refresher for the veterans, was conducted by the District HAL Facilitator in August. This year there were four new elementary HAL/Building Instructional Facilitators. Any necessary teacher training was conducted in-house by these facilitators in September.

Activities and programs for students included after-school clubs for robotics, coding, music, art, Future Cities, Dream Your Future, science, community service, chess, Spanish, photography, reading, and the Brain Academy Club. Students in many schools participated in contests including MAVS (Math, Art, Visual-Spatial) Tournament, WordMasters, Mad Hatter Quiz Bowl, ESU Extreme Math Day, the Stock Market game, school spelling bees, Math Munchers, Golden Sower Competition, Marrs Magnet Center Math Contest, Science Olympiad, Destination Imagination, and the National Geography Bee.

Other activities included independent study projects, materials, and field trips to the Strategic Air and Space Museum, the Joslyn, It's Your Pottery, the Durham Museum, the University of Nebraska at Omaha, the Rose Theatre, the Apple Store, and Spielbound.

Guest presenters included an artist, an architect, guest speakers from the Nebraska Humanities Council, 4-H presentations, the Omaha Children's Museum, the Omaha Public Library's Millard Branch, UNL Extensions, and a US Marshal, with a trip to the US District Court.

Workshops included "Your Memory: Use It or Lose It," Kitchen Science, "Think Like Leonardo," embryology, beekeeping, shark dissection, robotics, physics, entomology, geology, engineering, electricity, and rocketry. Two favorites this year were sharing the District's Spheros kits and Cubelets kits.

Resources, activities, and programs for teachers included designated facilitators' attendance at the Nebraska Association for the Gifted Conference (NAG) in Omaha.

Middle School Activities

The middle school activities were funded by the schools' budgets, by a Nebraska Humanities Council grant, and by students themselves. Most of the middle school program was accomplished through one- and two-day seminars on a variety of topics. They included seminars in art, engineering, writing/Nebraska authors, architecture, genetics, animal behaviors, and forensic science. Students participated in Engineering at UNL, Writing at UNO, Celebrate Creativity at the Joslyn, Flash Animation, Biodiversity and Conservation at the Henry Doorly Zoo and the Safari Park, Mock Trial at the Hruska Courthouse, Advanced Theater at the Rose, Geology at Schramm Park, and others. Students also participated in school spelling bees, then

the District Spelling Bee. The district winner advanced to the Omaha *World Herald* Spelling Bee in March.

Resources, activities, and programs for teachers included attendance from three buildings at the Nebraska Association for the Gifted Conference (NAG) in Omaha.

High School Activities

Resources, activities, and programs for students included the purchase of curricular materials for Advanced Placement (AP) classes, and AP test review sessions, National Exams in the world languages, a trip to the Omaha Symphony, the National Math Exam, and the Hugh O'Brien Leadership program. AP testing facilities and student transportation were also funded. Students also participated in UNL Math day.

Resources, activities, and programs for teachers included AP Teacher registrations and stipends for one-day workshops, provision of off-contract time for teachers to tutor students for AP exams, and materials to support best practices.

One favorite this year was a new distance learning opportunity at Millard North High School. Their HOSA students participated in a CyberSurgeons experience through e-missions.net. Over 20 students diagnosed and "treated" patients in South America through this educational technology opportunity. Their hope is to repeat and expand this seminar at North next year.

Library Services 2015-2016

Whether it is accessing print or online information or learning how to become more responsible digital citizens, the MPS students and staff depend on library services year round. The libraries provide services in a variety of modes and venues. Teacher librarians lead classes, teach digital literacy lessons, offer individual support plus provide resources that meet the research, learning and teaching needs of many different groups of users. School libraries remain the most preferred place for study, research, computing, or community meetings. The school library is also the largest and busiest classroom at each school.

MPS school libraries focus on supporting all PK-12 learning objectives. Not only do they provide access to over 393,000 books, but they also provide resources such as digital cameras, listening stations, video equipment and computers. The teacher librarians recognize reading as a foundational skill for learning, personal growth, and enjoyment and support this by engaging students in all formats of communication, whether it be digital or print. An integrated approach to mastering digital literacy skills forms the nucleus of student research and inquiry based learning. Educational Services provides funding for the following student databases along with all the resources that are found in our school libraries. Research databases include the following:

RESOURCE	LEVEL	SUMMARY
World Book Online	PreK-12	Content and tools developed especially for students at all levels; serves research needs with extensive multimedia; available in Spanish.
PebbleGo	PreK-2	Interactive and age appropriate content for our youngest students with emphasis on science and math.
CultureGrams	PreK-12	Concise, reliable, and up-to-date reports on more than 200 countries, each U.S. state, and all 13 Canadian provinces and territories with emphasis on culture, history, customs and lifestyles.
Grolier Online	PreK-5	Resources designed for elementary students includes Lexile leveled articles, interactive maps, America the Beautiful series; also available in Spanish.
Junior Reference Collection	6-8	Topics in History, Literature, Science, Social Studies suitable for middle school students.
Student Resources in Context	6-12	Comprehensive module covers a wide-range of topics. It features full-text magazines, academic journal, news articles, primary documents, images, videos, audio files, and links to vetted websites.
Opposing Viewpoints in Context	6-12	Features continuously updated viewpoint articles, topic overviews, full-text magazines, academic journals, news articles, primary source documents, statistics, images, videos, audio files, and links to vetted websites.
Gale Biography in Context	6-12	Specifically designed for research on people using a combination of on-line books, periodicals, and multimedia. Students can search by keyword and full text or by name, occupation, nationality, ethnicity, birth/death dates and places.

Literature Resource Center	6-12	Provides access to biographies, bibliographies, and critical analyses of authors from every age and literary discipline; covers more than 130,000 novelists, poets, essayists, journalists, and other writers, with in-depth coverage of 2,500 of the most-studied authors using hundreds of thousands of books, articles, and dissertations from 1926 to the present.
US History in Context	6-12	Most significant people, events, and topics in US history covered via full text magazines, journals, news articles, primary source documents, images, videos, audio files and links to vetted websites.
World History in Context	6-12	Hundreds of the most significant people, events, and topics in World History are examined with full-text magazines, academic journals, news articles, primary source documents, images, videos, audio files, and links to vetted websites.
Global Issues in Context	6-12	International viewpoints on a broad spectrum of global issues, topics and current events.
Science in Context	6-12	Contextual information on hundreds of today's most significant science topics are discussed through full-text magazines, academic journals, news articles, experiments, images, videos, audio files.
Scribner's Writer's Series	6-12	Includes 15-20 page signed essays on more than 2,000 authors and literary genres drawn from 13 acclaimed Scribner print series.
Literature Resource Center	6-12	Provides access to biographies, bibliographies, and critical analyses of authors from every age and literary discipline. This module covers more than 130,000 novelists, poets, essayists, journalists, and other writers, with in-depth coverage of 2,500 of the most-studied authors using hundreds of thousands of books, articles, and dissertations from 1926 to the present.
Twayne Author Series	6-12	More than 600 full-text titles from the Twayne Literary Masters series; designed for comprehensive research on literary topics.
Professional Collection	9-12	Features more than 250 full-text journals with a focus on educational issues.
JSTOR	9-12	Provides thousands of scholarly and academic journals with a focus on international publications, and primary source materials; focuses on the Humanities, Sciences, and Social Sciences and used in the International Baccalaureate Program.
Safari Montage	PreK-12	Resource rich digital learning environment that stores learning objects such as video, audio, text, web links, pictures, and lessons that are available for all staff and students for teaching and learning.
Creation Station	PreK-12	Software that enables staff and students to create digital resources and store them on our district Learning Object Repository.
Destiny	PreK-12	This software provides access to all library resources includes mobile app for 24/7 to ebook content, print resources and digital learning tools.

NEbraskAccess	PreK-12	Nebraska state government publications and digitized Nebraska historical resources.
netTrekker	PreK-12	Over 300,000 fully vetted classroom resources available via Safari Montage that support instruction.
Soundzabound	PreK-12	Royalty free music library offers a wide variety of music which can be used for presentations, news, podcasts and web.

Collections, Services and Resources

Circulation statistics give evidence that students are reading and continue to value print. Combined district circulation totaled over 1 million this year. Fiction books are the most circulated books with picture books circulating a close second. The heaviest areas of use for non-fiction books at the elementary level are life science and geography, while the secondary students utilize historical fiction and biography.

This is the eighth year for districtwide use of the Safari Montage digital video system. The system provides access to over 100,000 video segments to enhance lessons and engage learners--an increase of 20,000 segments from the previous year. Over 300,000 fully vetted netTrekker resources were circ. Through the district library services, over 600 videos have been produced and uploaded to the Safari Montage system. These resources include school news clips, instructional support for curriculum and staff development training videos.

Use of multimedia equipment to produce and edit digital projects put a high demand on library equipment and staff. Higher demand for digital video production was evident in teacher requests for assistance from the librarians. Student productions give evidence of communication skills at both elementary and secondary levels. Music students use the library production rooms to capture their talents digitally and apply for colleges and scholarships.

Curriculum

With continued focus on reading, research strategies and digital literacy, teacher librarians provided over 19,000 large class instruction sessions, 5,000 small group sessions, and more than 600 staff development requests. The district wide digital literacy curriculum was facilitated and led by the teacher librarians. The Common Sense Media web resources formed the nucleus of over 50 lessons taught directly by the teacher librarians. Lesson topics included cyberbullying, social networks, online safety, copyright, plagiarism, and online searching.

All teacher librarians support the district and state assessments and help students with practice tests. Continued use of data will measure student growth and improve instruction. The following is a district snapshot of integrated teaching and learning from a district perspective:

- Addition of over 500 interactive digital books to PK-12 collections
- Circulation increase of 8%
- Resource sharing between schools increase of 9%
- Student searching results totaling over one million

Destiny System

This is the seventh year that Destiny software has managed our library resources. This system provides performance solutions that answer key challenges, including:

- Equitable access to resources for all students and staff
- Easy access via the web
- Unified and updated catalog of all print and electronic resources
- Efficient use of budget, time and staff
- Support for language arts and reading curriculum
- Access to all district purchased ebooks

Resource Manager, a part of the Destiny software suite, is utilized to manage assets such as audio visual equipment, intervention materials, special education equipment, musical instruments, and computers.

Textbook Manager, also part of the Destiny suite of software, gave enhanced management of our district textbooks. Over 4,000 items are in current inventory and plans are to add more in the upcoming year.

Staff and Hours

The Millard Public Schools Foundation continued support of afternoon and evening hours at the high schools. During extended hours students took advantage of tutoring sessions, met with small groups to work on research projects and used technology resources. October was the busiest month with over 400 students spending their evenings at the MPS libraries. Central Middle School continued after school hours on Tuesday and Thursday to support a concentrated focus on reading.

Millard Public Schools library success is, in large part, due to the efforts of its support staff. This allows our certificated teacher/librarians to focus on student achievement and academic success. The staff at Support Services continues to provide dedicated service to all schools, including database support and shelf ready materials. The support team has been invaluable in keeping our technology resources repaired and readily available in the classrooms and libraries.

Class Visits and Usage Patterns

Demand for access was competitive for both library resources and computers, especially in December and May when major projects are due. It was not uncommon for high school libraries to host four classes during a single period. During a typical period students are seen gathering information for a debate or speech, presenting documentaries and original videos, designing Web pages, engaged in historic simulations, researching authors, preparing for AP tests, or simply reading. A variety of new organizers, rubrics, online instructional units, and planning documents were created and used in English, Science, Math and Social Studies courses. Millard high schools continued to offer a student focused reading initiative called “Millard Reads”. Teacher librarians pre-selected and provided book talks for over 100 Young Adult titles. Our students read and discussed these books online via blogs posted in the Destiny Library Management system.

Additional Activities

Elementary students benefited from reading clubs and activities offered at many schools. Before and after school activities were well attended and gave students added opportunities to improve their skills. Student Book Clubs read Golden Sower Award books, as well as classics. The

Golden Sower Quiz Bowl hosted by Holling Heights Elementary, Ezra Millard Elementary, and Wheeler Elementary schools attracted over 450 students district wide. Schools welcomed eight award-winning authors who shared their love of writing with students in grades K-12.

Standards for Multimedia Purchasing

Standards for multimedia equipment were refined to include document cameras and digital audio devices which support the emphasis on reading, writing, listening and fluency. In addition, district purchasing standards for items such as speakers, headsets, and digital learning tools were expanded.

Goals

The Millard Public Schools' libraries provide a key role in engaging students and giving them the tools they need to succeed. As such, the 2015-2016 school year saw the completion of several goals including:

- introduction of eBooks and audio books to the PK-12 collections
- expanded use of Safari Montage to include district playlists for science and social studies
- integration of the library system and the new district mobile app
- implementation of Creation Station (allows teachers to store digital learning objects on our Safari Montage system)
- implementation of MPSTube---our own digital video station that gives our students and community the opportunity to see and hear what is happening in Millard Public Schools
- expanded use of the Destiny Resource Management System, including the expansion of the Textbook management features
- implementation of the Millard North High School Channel 99 broadcast via Safari Montage

Multicultural Education Report 2015-2016

Nebraska Department of Education Rule 10 stipulates that “The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.”

In addition, Rule 10 requires (sections 004.01F and 004.01F1-F5) that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

Board of Education Policy 6610 and Rule 6610.1, Curriculum, Instruction, and Assessment: Multicultural Education, address these requirements including the mission of the Multicultural Education Program as defined by a District task force and approved by the Board of Education on October 17, 1994.

In addition, Multicultural Education continues to be one of several filters or screening variables within each of the four phases of the Millard Education Program curriculum model. In this way, the District meets the requirements of Rule 10 ensuring that multicultural instructional materials are identified and secured, staff development provided, and all curriculum documents incorporate multicultural education components.

An example of multicultural incorporation into the curriculum and instructional materials is provided by the matrix for Scott Foresman Science and the Guidelines for the Scott Foresman Reading Street program.

Finally, examples of multicultural education activities and learning opportunities at the various levels and in different content areas are provided. All examples have been provided by building multicultural reports.



Curriculum, Instruction, & Assessment

Policy 6000

Category: Curriculum, Instruction, and Assessment**Policy: Multicultural Education****6610**

The instructional program of the Millard Public Schools shall incorporate multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races.

Related Rule: 6610.1**Legal Reference:** Neb. Rev. Stat. §§ 79-719 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10 Section 004.01F5**Date of Revision:** November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008; February 2, 2015

Millard Public Schools
Omaha, NE



Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

Rule: Multicultural Education 6610.1

The Multicultural Education Program shall comply with the requirements of Nebraska law and the accreditation rules of the Nebraska Department of Education.

I Statement of Philosophy

A. Multicultural Education is essential in meeting the mission of the Millard Public Schools. Students will be provided with opportunities:

1. to gain knowledge and appreciation of their own unique racial and ethnic heritage
2. to gain knowledge, understanding and respect for the racial and ethnic diversity of our country, our world and its peoples.

II. Program Parameter

A. The Multicultural Education Program shall be incorporated into the Millard Education Program, all curriculum frameworks and course guides, and include a process for selecting appropriate instructional materials, providing staff development, and periodic assessment of the program.

An annual report shall be provided to the Board of Education.

Related Policies and Rule: 6100, 6120, 6610, 6120.1

Legal Reference: Neb. Rev. Stat. § 79-703, 79-719 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10, Section 004.01F5

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008; February 2, 2015

Millard Public Schools
Omaha, NE

Multi-Cultural Representation in Scott Foresman Science

Grade Level	Examples of Multicultural Ties
All Grade Levels	<p>Teacher Support for working with different cultures:</p> <ul style="list-style-type: none"> TEs -Professional Development section that addresses how to support diversity in Science Education “Every Student Learns” support book addresses working with ELL students. <p>All print materials: student and parent, including songs are in Spanish</p> <p>Student DVDs:</p> <ul style="list-style-type: none"> Discovery School (content knowledge), Activity (inquiry) <p>People represented – African American, Asian, East Indian, Hispanic; Regions of the world - All 7 continents</p>
Kindergarten	<p>Careers/Scientists: <u>African American, Asian, Hispanic:</u> Astronauts, Medical Professionals, Inventor - Stoplight</p>
First Grade	<p>Careers/Scientists: <u>African American, Asian, East Indian, Hispanic:</u> Marine biologist, Physician, Meteorologist, NASA Rocket engineer, Electrical Engineer, Astronaut, Computer engineer</p>
Second Grade	<p>Careers/Scientists: <u>African American, Hispanic:</u> Marine biologist, Aerospace engineer, Meteorologist, Professional Athlete, Creator of Lunar Rover</p>
Third Grade	<p>Careers/Scientists: <u>African American, East Indian:</u> Fire fighter, Computer Engineer, Park Ranger</p>
Fourth Grade	<p>Careers/Scientists: <u>African American, Hispanic:</u> Analytical Chemist, NASA Research Scientist, Astronaut, Inventor – Pacemaker</p>
Fifth Grade	<p>Careers/Scientists: <u>African American, Asian, Hispanic:</u> Inventor – blood-mobile, Research Scientist, Research Physicist, Jet engineer, Space Shuttle Specialist</p>

Multi-Cultural Representation in Pearson Scott Foresman Reading Street Language Arts Series

Grade Level	Examples of Multicultural Ties
All Grade Levels	<p><u>Teacher Support for working with different cultures:</u></p> <ul style="list-style-type: none"> • TEs -Professional Development section that addresses how to support diversity in Science Education • “Every Student Learns” support book addresses working with ELL students. <p><u>All print materials:</u> student and parent, including songs are in Spanish</p> <p><u>Student DVDs:</u></p> <ul style="list-style-type: none"> • Discovery School (content knowledge), Activity (inquiry) <p><u>People represented</u> – African American, Asian, East Indian, Hispanic; <u>Regions of the world</u> - All 7 continents</p>
Kindergarten	<p>Children and Families in Big Books and Flip Chart: African-American, Asian, East Indian, Hispanic</p>
First Grade	<p>Children and Families in Big Book: African American, Asian, East Indian, Hispanic</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Second Grade	<p>Children and Families in Text: Asian, African, East Indian, Hispanic</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Third Grade	<p>Children and Families: African American, Asian, East Indian, Hispanic, Native American</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar Regions</p>
Fourth Grade	<p>Children and Families: African American, East Indian, Asian, Hispanic, Native American</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar Regions</p>
Fifth Grade	<p>Children and Families: African American, East Indian, Asian, Hispanic</p> <p>Leveled Readers: Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>

2008-2016 Culturally Responsive Teaching Training in Millard Public Schools

2014-2015; 2015-2016

As the result of a new Strategic Plan, Millard Public Schools reviewed our Culturally Responsive Teaching staff development for the 2014-2015 school year. The strategic plan states that we will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready. Specifically we will examine demographic trends and develop strategies to address the unique needs of each student. There are several action steps involved in this strategy:

- Identify, evaluate, and provide access to existing and potential social services, including those in the community, to meet the changing needs of our students. e.g. Backpack meal program, health needs, transportation, adult education.
- Implement strategic academic and social interventions based on data analysis. e.g. summer programming, extended school day.
- Develop and implement a system to allocate resources that includes measures of student performance and demographic data.
- Provide on-going staff development on strategies that positively impact student achievement in all demographic subgroups.

In 2014-2015, ***Culturally Responsive Teaching*** remains a 2nd year staff member commitment. All 2nd year staff members were invited to a class during Fall Workshop taught by UNO Professor, Dr. Sarah Edwards. The primary goals of this class are the same as those outlined above for the 2013-2014 school year. Any 2nd year staff members who did not attend this session were asked to complete an ***Introduction to Culturally Responsive Teaching via ANGEL***, our on-line learning management system. The plan for 2nd year staff members in 2015-2016 will be the same.

In 2014-2015, all 1800 salaried staff members continued their differentiated experiences based on their Building Staff Development Plans. Administrators and Building Staff Development Facilitators met in the summer of 2014 to review the Strategic Plan and to learn about District demographics. Principals were asked to create a plan that meets the needs of their staff and students. These staff development plans were entitled ***Culturally Responsive Teaching***. Parameters for these staff development plans are the same as those outlined above for the 2013-2014 school year. Moving forward, we will maintain a similar plan, additionally reviewing a brief from Hanover Research titled Strategies for Building Cultural Competency and incorporating such strategies into the comprehensive plan for 2015-2016.

Elementary School Multicultural Examples

- **Kindergarten**
 - Studied Martin Luther King Jr., as well as the Native American culture
 - Music activities celebrating the arts to include folk dancing, Los Pollitos--From Mexico--Song and dance
- **1st Grade**
 - Students studied holiday customs around the world and cultures of our nation. They also did a unit on Martin Luther King Jr. and made announcements to the school. Students also participated in an Ireland Studies Unit
 - Music activities celebrating the arts to include folk dancing, Uno Dos!--From Mexico--Song and Dance
 - Durham Field Trip – Native American
- **2nd Grade**
 - Participated in In-depth activities for Black History month
 - Participated in a variety of multicultural literature (African American, Japanese, Native American)
 - Students researched famous African Americans and wrote reports
 - Second grade discussed ethnic backgrounds during a social studies unit with creation of flags representing each student's ancestors. They also discussed Black History through the stories: George Washington Carver, Just Like Josh Gibson and Follow the Drinking Gourd. Students also studied the Chinese New Year along with Chinese Traditions
 - Music activities celebrating the arts to include folk dancing, Epoitaitaie--From Hawaii--Rhythm stick game
 - Jingle Dancer Speaker – Ponca Indian tribe pow-wows
 - Baseball Historian – Negro Leagues presentation
- **3rd Grade**
 - Linus Project
 - Native American Day/activities- including totem poles, and art
 - African American History month- research and reports
 - Martin Luther King Jr.- research and reports
 - Presented on famous African Americans
 - Studied Native Americans through Omaha History
 - Studied European countries and explorers through Omaha History
 - Music activities celebrating the arts to include folk dancing, Sansa Kroma--From Ghana--stick passing game (3rd grade)
 - Batic Art/India, African Art - Cup Weaving, Writing - Timeline Filmstrip of Martin Luther King Jr. Social Studies
 - Muslim Parent explained Ramadan and why their family immigrated from Afghanistan
- **4th Grade**
 - Viewed the “Tour of the States” to learn about specific regions
 - Completed many additional Native American activities like pinch pots, parflesches, and a visit to a Native American round earth lodge. Additions are made to the related curriculum to infuse with information about other cultures
 - Studied states and regions and toured many region sites. They also studied famous Nebraskans and how they have contributed to our state and society. Multicultural literature is incorporated through language arts throughout the year, including a focus on Lewis and Clark. Native American culture is taught through NE unit in Social Studies. Historic Trails and Current Events have been discussed and experienced

throughout the year. The fourth grade students also take part in Holiday observance activities. Students Read Hold Fast and were involved in a study of poverty and homelessness

- Cinco de Mayo Hispanic Independence Day celebration, discussion of family stories, food, culture and piñata
- Music activities celebrating the arts to include folk dancing, Aqua Aqua --From Israel hand clapping game
- River City Round-up, Through My Eyes - Ruby Bridges, Dream Catchers - Native American Art, Keep America Beautiful Commercial - Native Americans, Martin Luther King Jr., Number the Stars by Lois Lowry, Read and learned about a boy from Jordan named Fadil as they discovered the Engineering process.

- **5th Grade**

- Visit to Ft. Atkinson to learn about Native American peace talks with Lewis and Clark
- Studied Famous Americans (included in the list to choose from were mostly Famous African Americans/Women), Louis Armstrong (Blues music), Mahalia Jackson (Gospel singer)
- Fifth graders learned about famous and contributing African Americans through an art project. They studied various cultures through the reading selections and Social Studies curriculum, such as The Ch'i-lin Purse-Japanese Folktale, Underground Railroad, Passage to Freedom, and Satchel Paige. In Spelling and Grammar, they studied words that derived from other cultures.
- Music activities celebrating the arts to include folk dancing, Aqua Aqua --From Israel hand clapping game
- Effects of slavery on Early America, Martin Luther King, Jr.

Middle School Multicultural Examples

- **English/Reading**

- Reading class now requires that students read books of cultural diversity as part of their genre requirement and the teachers give book talks on that genre. Along with the reading requirements, the Plugged into Non-Fiction Reading program has several books that deal with black American History including: "Tell All the Children Our Story" by Tonya Bolden, "Birmingham, 1963" by Carole Boston Weatherford, and "Kids Make History" by Susan Buckley and Elspeth Leacock. All three of these books immerse the students in cultures not similar to their own. Students also read the novel "Watson's Go to Birmingham" which familiarizes students about life in the South for African Americans in the early 1960's during the time of the bombing in Birmingham, Alabama which killed four innocent girls in their church. In one of their reading texts, the students explore a variety of themes/stories related to ancient worlds and minorities. In addition to the regular reading requirements, one class read the following stories regarding multi-cultural education: "Baseball Saved Us" by Ken Mochizuki, "The Dragon's Pearl" retold by Julie Lawson, "from Elena" by Diane Stanley, "Richard Wright and the Library Card" by William Miller, "El Chino" by Allen Say, "I Prove Myself a Hunter: from Wise Words of Paul Tiulana" autobiography, "Jaime Escalante: Math Teacher", "Chief Joseph of the Nez Perce" biography, "The Sacred Well" by Judy Donnelly, "Matajuro's Training" by Eric Kimmel, "The Cow-tail Switch: folktale from Africa". Team 7C read a book, "The Circuit" and completed two murals with UNO students and One World Community Center participants, as part of their service

learning project. Contributions of scientists from various countries were also shared. Math students learned about Greek life and philosophers through the study of the Pythagorean Theorem and learned how to write the variable, x , in multiple languages.

- In English 8, we read literature written by authors from a variety of cultural backgrounds. This year we read the work of authors such as Gary Soto, Barack Obama, Frederick Douglass, and Anne Frank, among others.
- **Math**
 - Algebra - Discussion of Islam and Al-khwarizmi and his contributions to mathematics in Algebra when we are deriving the quadratic formula by completing the square.
- **Science**
 - George Washington Carver scientific contributions in 6th grade science.
 - Science 6 – Volcanoes and Earthquakes - We apply our learnings to current geographical events (Nepal). Ancient creation stories (specifically Native American stories) are also discussed as we make connections between what people once believed were the cause of this phenomenon and what science tells us is the cause.
- **Social Studies**
 - Guest speaker from Guatemala (Reina) for our Central America unit
 - In 8th grade social studies, we learned about the impact of immigrants on the development of our government. We studied Alexander Hamilton, who was an immigrant, and his contributions on the construction of the U.S. Treasury Department. We learned about positive immigrant impacts on society. We listened to rap battles from the show *Hamilton* and how the Broadway cast represents the make-up of the U.S. today in comparison to the original founding fathers. We completed several gallery walks learning about Native American cultures and their impact on past and current U.S. society. Additionally, we completed projects about the Trail of Tears during our study of Jacksonian Democracy. We studied Mexican contributions to the United States by participating in a gallery walk and cooperative learning discussion groups. We wrote fictional slave narratives following our study of slavery and reading slave accounts from the Library of Congress. Following our study of the Civil War and the period of Reconstruction, we wrote poems based on the elements of Reconstruction.
- **High Ability Learners (HAL)**
 - HAL Seminars and Activities - Expanding Your Horizons, Math and Science Conference @ Bellevue University. Students listened to guest speaker, Krupa Savalia. Ms. Savalia's parents immigrated from India when she was a young child. She talked about her life experiences and encouraged girls to pursue careers in math and science.

High School Multicultural Examples

- **English 11**
 - The Adventures of Huckleberry Finn by Mark Twain (depicts racial inequalities and supports tolerance through the Huck's relationship with Jim)
 - Fallen Angels by Walter Dean Myers (Details the experiences of African-American soldiers fighting in Vietnam)
 - The Secret Life of Bees
 - Multicultural Anthology
 - Poems and short story selections from the Anthology
 - Read articles exploring the topic of modern-day usage of the "n-word" as well as the Donald Sterling comments.

- We (for reasons related to separate content) looked at 2 articles entitled, "Omaha in Black and White: Poverty Amid Prosperity" and "Omaha, Nebraska: Most Dangerous Place to Be Black."
- We did an "I Have A Dream" activity based on a combination of the written words of Emmitt Till's mother and MLK's famous speech. Students were asked to then write their dreams on slips of paper, which are still displayed in the hallway outside my room.
- **Social Studies**
 - I Have A Dream video, reading & discussion
 - Examination of the contributions of African Americans to U.S. Military
 - Significance of MLK day
 - Civil Rights Unit
 - Minorities in America
 - Supreme Court cases
 - Japanese Internment Camp
 - Discussions on prejudice, stereotypes and discrimination
 - Studies music, art & politics of countries
 - Speakers from different cultures
 - Studies of cultures & their religions
 - Book Group/Multicultural Club
 - Civil Rights Movements of Women, Mexican Americans, Japanese Americans, Hispanics, and Native Americans
 - Great Black Migration
 - Immigration Diaries and New Immigration Readings
 - Study immigration & migration of various ethnic/racial groups
 - Black History & Diversity Month
 - Video on first interracial basketball in Louisiana
 - Video & discussion on Ruby Bridges
 - Video on Montgomery Bus Boycott
 - "Eyes on the Prize" & Civil Rights
 - Malcolm X, Booker T. Washington, W.E.B. DuBois
 - Discuss minorities in the workplace and on the police force
- **Miscellaneous**
 - AP Spanish students participated in service learning in cooperation with UNO and the Learning Community Center in South Omaha. Several times AP students met with Hispanic adults to help them prepare for their child's parent teacher conferences. The students conducted mock conferences in Spanish to help parents feel comfortable with the format. Next, they helped those parents learn some basic phrases in English to help facilitate the process. We still skype the center when the adults have questions about culture or need help understanding cultural norms.
 - AP Spanish students also worked with preschool kids that spoke Spanish from the Learning Community Center. We created bilingual activities and taught them while their parents attended classes.

Response to Instruction & Intervention (RtI+I) 2015-2016

The Response to Instruction and Intervention (RtI+I) initiative is derived from District Strategic Plan (2009) Strategy 4, Action Plan 8, “Implement a response to intervention model that uses standardized assessments, common data indicators and research-based interventions,” with requirements grounded in No Child Left Behind and IDEA legislation. Millard’s RtI+I Model is predicated on the beliefs that:

- Preventive action is better than the wait-to-fail approach,
- Early intervention is more effective than remediation,
- Universal screening prevents students from falling through the cracks,
- Tiers of instruction are available to meet the needs of all students, and
- All students can learn and high expectations promote higher achievement

With the rewrite of the District Strategic Plan (2013) two action plans related to RtI+I were activated: Action Plan 2.2: College and Career Readiness and Action Plan 3.1: Behavior Skills Education Program. The MPS Character Traits (Action Plan 3.1) were represented through the College and Career Readiness Skills (BOE Rule 6110.1) and through the PK-12 College and Career Standards and Indicators (Action Plan 2.2). In addition, within Action Plan 3.1, each school will establish a student behavior skills education program that is research based and in compliance with the three-tiered MPS RtI+I Model. In June of 2013, approximately 400 Millard staff members attended a day of staff development for the purpose of comprehending the revised RtI+I Model with scheduled work time as building teams to review processes and procedures, record-keeping, parent communications, student data analysis, and use of interventions.

During 2013-2014, the PK-12 College and Career Readiness Standards and Indicators matrix was created and shared with District Level Leaders and administrators. Staff development sessions for District administrators related to the PK-12 College and Career Readiness Standards and Indicators matrix, the Character Traits, the connection to behavior skills, which included a focus on a tiered approach to behaviors. On February 4, 2014, administrators also interacted with the MPS RtI+I Behavior Chart, expectations related to the incorporation of a bullying prevention component, reviewed the current curriculum related to bullying and cyberbullying, and the discussed selection and implementation of a Behavior Skills Education Program as part of the Site Planning cycle. In the spring administrators shared strengths and opportunities related to their Fidelity Goals, Behavior Implementation, and beginning focus for 2014-2015 within their buildings. During the 2014-15 school year, the RtI+I Leadership Team met eight times during the school year for planning and implementation purposes. A Behavior Implementation Sub-committee was reconvened to create supporting materials for implementation at the building level. On November 5, 2014, members of the District RtI+I Committee facilitated a staff development session for District administrators related to RtI+I Social and Emotional Support with a focus on behavior support programs and behavior interventions, including bullying and harassment.

The goals for 2015-2016 included the merging of academic and behavior documents to create a consistent MPS RtI+I Model and Appendix. Administrators received professional development related to the behavior portion of the model on December 1, 2015, while also having had the opportunity to provide input on proposed changes. Administrators were introduced to the use of the Functional Behavior Assessment (FBA) and Positive Behavior Intervention Plan (P-BIP) forms. The updated MPS RtI+I Model was approved by the Board of Education on May 16, 2016. The focus included the creation and addition of the RtI+I Behavior Flowchart, including Parent Communication highlights, and an in-depth section on Roles and Responsibilities for staff, students, and parents. Administrators, Administrative Interns, District Level Leaders, counselors, social workers, and school psychologists attended a morning session on May 31, 2016, which focused on updates to the RtI+I Model and Appendix with an emphasis on supports related to behavior. Information and activities included the RtI+I Behavior Tiered Problem Solving Process; Continuum of Behavior Support; a webinar with Dr. Tim Lewis, from the University of Missouri Center,

who began work with our District and four middle schools this spring; expectation information for the 2016-2017 school year; and review of changes in the RtI+I Model and Appendix. On June 9, 2016, administrators will focus on staff development plans for implementation of the newly revised model in preparation for Fall Workshop and utilization throughout the 2016-2017 school year.

Special Education 2015-2016

Introduction

During the 2015-16 school year Millard Public Schools provided special education and related services to 3,501 students' birth through twenty-one years of age who were eligible under the requirements set forth in the federal Individuals with Disabilities Education Act and Nebraska Title 92 NAC Chapter 51. The official count of students with disabilities was taken on October 1, 2015. The tables below provide more information about the students with disabilities served by Millard Public Schools during 2015-16.

Official MPS Enrollment	Total Enrollment	Number Disabled	Percent Disabled
PK- 21	23,914	3,501	14.6%
K-21	23,232	3,132	13.4%
Category		Number	Percent
Female		1199	34.2%
Male		2302	65.8%
American Indian/Alaskan Native		21	0.6%
Asian		86	2.5%
Black (Not Hispanic)		156	4.5%
Hispanic		341	9.7%
Native Hawaiian/Pacific Islander		10	0.3%
White (Not Hispanic)		2751	78.5%
Two or More Races		136	3.9%
Total count of students with disabilities, Birth - 21 on 10-1-15		3,501	

Disability	Number	Percent
Autism	194	5.5 %
Deaf Blind	1	.03 %
Developmental Delay	227	6.5 %
Emotional Disturbance	251	7.2 %
Hearing Impairment	51	1.5 %
Intellectual Disability	203	5.8 %
Multiple Impairments	32	0.9 %
Orthopedic Impairment	29	0.8 %

Other Health Impairment	479	13.7 %
Specific Learning Disability	801	22.9 %
Speech Language Impairment	1205	34.4 %
Traumatic Brain Injury	8	0.2 %
Visual Impairment	20	0.6 %
Total count of students with disabilities, Birth - 21 on 10-1-15	3,501	

Special education services were delivered in accordance with each student's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). The District's birth through age 21 special education program is comprised of several service delivery models, including the following.

- Consultation with general education teachers
- Special education support provided in general education classrooms (collaboration)
 - Collaborative teaching in general education classrooms (inclusion)
 - Special education resource programs in combination with general education classes (pullout)
 - Special education classrooms offering highly specialized educational programming (cluster site program)
 - Early childhood home-based services (birth through age 3) offered in collaboration with the family in the home or other community based settings
 - Preschool programs (ages 3-5) in 11 elementary buildings
 - Homebound/hospital services for students with medical conditions that prevent them from attending a Millard Public School
 - Contracted special education services provided in locations outside the Millard Public Schools

Early Childhood Special Education

Services to eligible students who are birth through age five include a multidisciplinary team evaluation to assess a child's developmental status in the areas of communication, gross and fine motor skills, cognitive, behavioral and social-emotional development, hearing and vision. During the 2015-16 school year, 330 children birth to age 3, and 198 children ages 3-5, were referred due to concerns about the child's development. Each child was either screened or evaluated by MPS early childhood teachers and related service providers to determine their eligibility for Early Childhood Special Education services.

Early Childhood Special Education services were provided to students and their families utilizing the following models:

1. Students' birth to age three are provided services in the child's natural environment (home or childcare setting). This model may also be used for preschool-age students who are so medically fragile that they cannot be safely educated outside of their home/daycare environment.

2. There are 11 elementary buildings throughout the district that have a preschool program. Early Childhood Special Education preschools are provided for 3-year-olds in half day programs at Cody, Sandoz, Hitchcock, Harvey Oaks, Rockwell and Wheeler. In addition, our 4-year-old full and half day programs are fully blended, serving children with disabilities, Title I, ELL, and Parent Pay. Morning and afternoon sessions are offered at Neihardt, Disney, Wheeler, Hitchcock, Sandoz and Bryan. Full day programs are offered at Rockwell, Cody, Bryan, and Holling Heights. All of our programs include home visits twice a year, family involvement and parent education activities. We provide parents with opportunities to participate in family/child activities, attend field trips, and learn about activities that they can do at home to support their child's development. The District provides transportation for preschool children with verified disabilities; typically developing peers are transported to the program by their parents.
3. Itinerant services are provided to students who do not need the intensity of a classroom setting, but benefit from more individualized instructional opportunities focused on specific learning areas.
4. Consultative services to children and their parents/caregivers are provided through collaboration with community preschools and child-care professionals.

K-12 Resource Program

Each school in the District provides special education and related services to students in their attendance area through resource programs, speech-language services, paraprofessional support, psychological services and other related services, i.e., occupational/physical therapy, vision services. All students are provided special education services in the least restrictive environment as recommended by the student's IEP Team. These services are available at all 25 Millard elementary schools and at each middle and high school.

When a student's Individual Education Program (IEP) Team determines that the student's needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a special education program outside their assigned neighborhood school. These specialized cluster site programs are provided for students with severe academic deficiencies, behavioral difficulties or other significant educational needs that cannot be appropriately met at the neighborhood school. These programs may be located at another Millard school or at a location outside the school district. Transportation to the program recommended by the student's IEP Team is provided by the District.

Forty-five students with disabilities in grades six through twelve who were suspended or expelled from school during the 2015-16 school year received services with their nondisabled peers at the Ombudsman Program. This is an increase of thirteen students from the 2014-15 school year. The students with disabilities who attended the Ombudsman Program continued to receive special education and related services as determined appropriate by their IEP Team.

Services for Students in Alternate Curriculum Programs

Millard Public Schools has a small percent of students whose IEP Teams have recommended that the student participate in an alternate curriculum in order to most appropriately meet their educational needs. The purpose of the Alternate Curriculum Program is to provide individualized, specially-designed instruction in the areas of functional academics, personal management, motor development, vocational development, and independent living skills and develop the life-long skills necessary for maximum independence. All students in the Alternate Curriculum Program participate as appropriate with general education peers in grade level general education classes.

During the 2015-16 school year students in the K-12 Alternate Curriculum Program were served at six elementary buildings, three middle school sites and each of the comprehensive high schools. During the 2015-16 school year, IEP Teams recommended 6 elementary, 3 middle school students and 4 high school students for placement in ACP cluster site programs; 1 elementary student exited a cluster site program and was able to return to a general education classroom with resource support.

Staff development was provided for the NeSA-AA assessments, individualized classroom assessments, small group instruction, and Restraint and Seclusion training appropriate for students with special needs. Students in ACP programs were provided opportunities to practice gross motor skills through activities such as swimming, bowling, and skating.

Elementary ACP teachers participated in a singleton Professional Learning Community group with a focus on introducing a piece of technology three times a month to enhance student instruction.

Services for Students with Autism

During 2015-16 school year numerous opportunities for training and professional development were provided to staff members working with students with Autism Spectrum Disorders (ASD). These opportunities were co-funded by a Metro Autism Spectrum Disorder Mini Grant and the MPS Special Education Department. Thirteen different training topics were offered in district between August 2015 and May 2016. These training opportunities were offered to both certificated and classified staff. More than 160 general education teachers, special education teachers, speech-language pathologists, early childhood special education teachers, paraprofessionals and Young Adult Program staff participated in ASD training opportunities provided in district or by the Nebraska ASD Network. This summer we will be sending teachers, SLPs and paraprofessionals from nine different schools to training through the Nebraska Autism Spectrum Disorder Network to support students at all levels.

Training topics provided in district included Comprehensive Autism Planning for six school teams, Executive Functioning for Students with ASD in Middle School and in Preschool, Structured Teach, Social Skills, Zones of Regulation, Picture Exchange, Book Study on Smart But Scattered, Adapted Books, Joint Action Routines and Peer Mediated Social Skills, Unlocking a Student's Reading Potential and Peer Awareness. The overall ratings on feedback evaluations were excellent. Six teams consisting of teachers, speech and language pathologists, principals, program facilitators, paraprofessionals, school psychologist and parents met with the

District's Autism Consultant in half-day sessions to develop plans to support students. The student plans developed by the teams included visual supports, modifications, schedule, sensory strategies, communication and social skill development, low and high tech solutions to communication and data collection procedures.

The innovative iSEE program (interactive Social Education Experiences), originally funded by a grant from the Autism Speaks Foundation, continued this year with funding from Autism Action Partnership and through support from the MPS Special Education Department. Autism Action Partnership awarded Millard South, Millard North and Millard West High Schools a total of \$6,000 to the iSEE program, which served 17 students with ASD and approximately five typically developing peers. In the iSEE program students learned and practiced social skills and leadership skills through weekly meetings and monthly outings. Training and activities for students were planned, implemented and supervised by two school psychologists, three high school resource teacher and two Program Facilitators. Parent meetings provided opportunities for networking and updates on the grant activities.

For the second year the group worked with the Young Adult Program to host an Oktoberfest for all elementary and middle school Circle of Friends groups. It was well attended and enjoyed by all. The students were engaged in all activities leading up to the event and got to practice social skills with teachers, younger students and their parents. It also gave them opportunities to problem solve as some activities didn't go exactly as they had planned.

We had many successes in the iSEE program. The results of our end of year survey showed that over 100% of parents reported that their child improved in talking about or acknowledging the interests of others. 80% of parents reported improvements in the following areas: joins in activities with peers, interacts with peers in unstructured activities, maintains the give and take in a conversation, verbally express how they feel, responds to greetings, compromises during disagreements with others, makes less inappropriate comments, reads cues to terminate a conversation, and engages in less socially inappropriate behaviors. Our end of the year picnic was held at a student's home for the second year, and the students had a great time hanging out with others, playing pool, sitting around the coffee table having a conversation, and having a tournament on a gaming system. The mom who hosted said that this is the most engaged her son has been in regards to having people over. He had to work on time management, organization, cleaning, and social skills like greeting and helping people bring stuff in and out from their cars.

Staff observed students using these social skills on a variety of community outings, which included: a tailgate at a high school football game, bowling, trampoline park, a board game cafe, the Autism Puzzle Walk and more. According to the survey, over 80% of students reported that they improved in the following areas: join in activities more with their peers, talking about or acknowledging the interests of others, respond to greetings, initiating greetings, making less inappropriate comments, and engaging in less socially inappropriate behaviors. We celebrate that our students are taking risks and participating in school and community activities. Parent reports include the following: their child is getting together with friends more often, has made friends, got a job, starting to drive and attending prom for the first time.

Our peer mentors reported that they stand up more for others even if they do not know the student. Our peers were good listeners and were able to assist staff in engaging students with ASD in group activities.

The Autism Action Partnership also helped MPS further social skills instruction by creating a source of funding for Circle of Friends programs for students with ASD. In 2016-17, Millard Public Schools has 23 schools receiving funding through Autism Action Partnership for Circle of Friends. That number includes 14 elementary buildings, 5 middle school buildings, 3 high school buildings and our Young Adult Program. All programs ran during the 2015-16 school year were successful in creating meaningful social opportunities for students with ASD and their peers.

Services for Students requiring Behavioral Supports

General and special education staff members at all Millard schools who work with K-12 students who demonstrate behavioral difficulties were provided training and support by a Special education Program Facilitators and Special Education Coordinators at the elementary and secondary levels. The Special Education Program Facilitators and Coordinators provided support to buildings through staff development, consultation with school teams, assisting in the development of behavior intervention plans, assisting in the assessment of students, and providing direct services to students.

The Program Facilitators and Coordinators continued to provide consultation to teachers in almost every Millard school during this school year. The consultation services included classroom observations of students, assessing students, assisting in the development of behavior plans, problem solving the implementation of plans, and attending meetings for these students.

The Program Facilitators presented staff development on the topic of behavior management strategies to First Student bus drivers, MPS van drivers and several groups of para-professionals.

When a student's Individual Education Program (IEP) Team determines that the student's behavioral/emotional needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a Behavioral Skills program outside their assigned neighborhood school. The cluster site Behavioral Skills programs are located at Cottonwood Elementary School, Holling Heights Elementary Schools, Andersen Middle School, Central Middle School, Kiewit Middle School and Russell Middle School. These programs use the general curriculum, supplemented with social skills instruction. During the 2015-16 school year, IEP Teams recommended 4 elementary and 6 middle school students for placement in a behavior skills cluster site program; 2 elementary and 3 middle school students exited the program and were able to return to a general education classroom with resource support.

The three comprehensive high schools provided additional behavioral support for students with disabilities whose IEP teams recommended it. This program served 58 students across the three high schools.

The Coordinators and Program Facilitators also worked with out-of-district contract placement programs to facilitate Millard student placements in the contract programs or to integrate students back into Millard schools. During the 2015-16 school year four students began the process of transitioning back to a Millard school and one student completed this process and returned full-time to their neighborhood school.

A new level 3 option became available to the district this school year. Boys Town started the Metro Intervention Center that is designed to be a short-term diagnostic program for students helping the IEP team to determine the appropriate level of support for a struggling student. A student can be in this program 10 to 45 days.

Services for Students with Hearing Impairments

The District serves the majority of students with hearing impairments in Millard Public Schools classrooms; these students include those who can benefit from an oral educational program and those who also utilize the services of a sign language interpreter in the regular curriculum program. Nine school-age students requiring intensive deaf education instructional services were served out of district.

During the 2015-16 school year, the District Audiologist conducted 384 diagnostic hearing evaluations including 114 diagnostic evaluations for the Metro Regional Program. Hearing screenings are also an integral part of the job responsibilities of the District Audiologist. This year the MPS Audiologist conducted a total of 2244 screening evaluations of Millard Public Schools students and staff. Of the 2244 screenings conducted, 511 were completed with students who will be entering kindergarten during the 2016-17 school year.

Services for Homebound Students

Students may be eligible for homebound services as recommended by their IEP Team if they are unable to attend school due to illness or injury for longer than two weeks. The duration of homebound services ranges from two weeks to the entire year. The purpose of the homebound program is to provide the necessary services during the time the student is unable to attend school and to provide the support necessary for the student to return as soon as the student's health condition permits school attendance. The number of students with health conditions preventing school attendance totaled thirty-seven compared to thirty-three the previous school year. Millard Public Schools has one full-time teacher assigned as a homebound teacher for grades K-12 students. When additional teaching services are required, other teachers are contracted to serve homebound students.

Students excluded from attending school for discipline purposes may be eligible to receive homebound instruction beginning on their eleventh cumulative day of disciplinary absence. During the 2015-16 school year, three students with disabilities excluded from school for discipline reasons were provided homebound assistance.

Services for Students with Speech and Language Impairments

Speech and language services are provided to children who meet the eligibility requirements of Nebraska Title 92 NAC Chapter 51. A speech-language pathologist works with the comprehensive range of skills that comprise communication, including disorders that contribute to problems with communication. These disorders may include:

- Expressive/receptive language impairments

- Cognitive disorders
- Articulation or speech delays
- Fluency (stuttering)
- Voice disorders
- Hearing impairments

The speech-language pathologist (SLP) works directly with students, resource teachers, general education teachers, administrators, audiologists, psychologists, social workers, counselors, parents, and others to provide information and strategies to support the student in and out of the classroom. The SLP conducts a comprehensive evaluation of the student's communication needs, consults with parents and teachers, develops interventions, and implements these interventions through the student's Individual Education Plan. Interventions will vary depending on the nature and severity of the problem, the age of the individual, and the individual's awareness of the problem. The settings in which interventions are provided include pull-out therapy in a separate location, small group or 1:1 instruction within a general classroom, team-teaching with the general education teacher, and/or consultation with the general education teacher. Speech-language pathologists select intervention approaches based on the highest quality of scientific evidence available in order to:

- Help individuals with articulation disorders to learn how to say speech sounds correctly
- Assist individuals with voice disorders to develop proper control of the vocal and respiratory systems for correct voice production
- Assist individuals who stutter to increase their fluency
- Help children with language disorders to improve language comprehension and production (e.g., grammar, vocabulary, conversation, and story-telling skills)
- Assist individuals with severe communication disorders with the use of augmentative and alternative communication systems

The Speech and Language Department in Millard Public Schools employs 58.9 FTE speech-language pathologists; 2.0 FTE are specialists in the area of Assistive Technology and Augmentative Communication. This year five new SLPs were hired and trained to work effectively with students in MPS curriculum. SLP workload averages were 40-55 /FTE. Professional development within MPS for the year focused on the topics of effective Language and Vocabulary, digital technology, best practices for SLPs, collaboration, college and career readiness, as well as Response to Instruction and Intervention (RtI+I) Best Learning Practices in the area of language. Additional professional development included staff attending the American Speech-Language Hearing Association annual conference, the Nebraska Speech, Hearing, and Language Association conference, Closing the Gap conference, Nebraska Educational Technology Association Conference, iPad use, the RtI+I process as related to SLPs, the National Autism conference and transition practices for students between levels. On January 18th, all of the district SLP's attended a training hosted by ESU #3 and presented by Jill Kuzman on executive functioning and social skills.

Young Adult Program

The Millard Public Schools Young Adult Program focuses on transitioning students, ages 18-21, from the school environment to the community. To assure a successful transition, students participate in curriculum that emphasizes personal management, vocational development, and

independent living. Functional academic instruction is embedded in the daily living and vocational development activities.

The Young Adult Program, located on the grounds of Central Middle School, served approximately 40 students during the 2015-16 school year. This year the program expanded its presence at the Central Middle School Annex location by taking over two additional classroom spaces. Four teachers, nine paraprofessionals, and four van drivers/job coaches assisted the young adults in acquiring the skills necessary for independent living and the world of work. The program serves students who have a wide variety of abilities.

The participation hours varies based on the needs of individual students. There are students who attend the Young Adult Program all week long, while other students only attend on a part-time basis due to college attendance or job schedules.

In a typical week students spend two days in instructional classes directed toward their future vocational and independent living goals, two days at a job site and one day focused on community integration and social skill development. Activities and outings are scheduled throughout the school year to provide variety of community experiences. These experiences include opportunities such as local cultural attractions (e.g. Omaha Symphony, The Henry Doorly Zoo, etc.), Metro Area Transit System training, shopping, vocational tours, bank tours, and volunteering (e.g. park clean-up). Schedules are individualized for each student's needs. The Young Adult Program provides work experiences at volunteer employment sites. Volunteer work sites this year included: Millard Lumber, MPS Don Stroh Administration Center, Millard Grounds and Maintenance, MPS Distribution Center, MPS Transportation Department, Central Middle School, Family Resource Center, Hy-Vee Grocery and Restaurant, Douglas County Care Center, Lakeside Infusion and Respiratory Centers/Gift Shop/Childcare, Faith Westwood Church, Neihardt Elementary School, Bryan Elementary Preschool, Recycling, Mockingbird and Montclair Community Centers, DiGiorgio's, Laundry for the Millard Preschools, and Rotella's Bakery. The District provides transportation from the school to all non-paid work sites and exploratory work experiences during the school day.

The Young Adult Program also runs a small business called Creative Cottage Crafts. From this business the Young Adult Program operates a coffee and snack cart, makes seasonal craft items for sale, as well as various greeting cards. This business provides students opportunities with packaging, measurement, and money management skills. It also gives students opportunities to follow directions, develop team building and problem solving skills. The income generated from this business is used to buy additional supplies for the coffee cart and future craft projects as well as funding outings and experiences. The coffee cart serves staff at district level meetings as well as various elementary and middle school buildings multiple times throughout the year. This provides exposure for the Young Adult Program to the MPS staff.

In addition to work sites, the students maintain the Young Adult Program facility, prepare meals, and participate in volunteer and community activities. Classroom instruction includes skill development needed for participation, independence, and employment in the community. This is an excellent opportunity to practice problem solving skills, social skills, fine-motor skills, responding to and following directions, as well as money management. Two grants were also obtained to support the social skill development and healthy lifestyle choices of student's at the Young Adult Program. The Circle of Friends grant was used to fund activities and outings through the year. Students from the UNO Speech and Language Pathology program were

utilized as peers and supported students in learning various social skills and developing positive social interactions. The Oktoberfest celebration, “Trip to the Movies” experience, and a Storm Chasers baseball game were culminating activities for these lessons. The Project Unify Grant supported healthy living habits by reinforcing activities that the students could participate in within the community with peers. Students learned many new outdoor games such as Bocci, bean bag toss, Frisbee golf and chair volleyball. UNO students were peers in the participation of these activities.

In April the Young Adult Program hosted a Mock Interview Forum. In preparation for participating in the Interview Fair, students developed a resume to be handed out to the businesses with whom the student interviewed throughout the day. Students were taped in mock interviews and practiced their interviewing skills prior to the Interview Fair. Students were well prepared and quite excited to demonstrate their skills to others. Following the interviews and feedback from the interviewers’ additional training was provided to students. The feedback from interviews is an important component of student programming and curriculum planning.

As part of the YAP 40 Developmental Assets commitment, students and staff contributed to their community and others in the following ways:

- Sponsored BINGO games at the Douglas County Health Center by providing prizes, setting up the activity room, and calling numbers
- Participated in Salvation Army Bell ringing
- Prepared mailings and stuffed envelopes to send information to thousands of Millard residents and families
- Raised money for the MPS student and staff United Way campaign
- Completed mailings for various non-profit organizations
- Filled candy bags for SERTOMA

The Project SEARCH Program was also implemented this year in partnership with Cabela’s LaVista and VR Nebraska. The main objective of this program is to assist students in developing marketable and transferrable skills so that they can obtain competitive employment. The students participate in three, 10 week internships that occur over the course of one school year. Each internship rotation consists of a different work experience within a host business. Their work day includes one hour of course work and approximately five hours of internship. A gradual release model is used as the students’ progress through the program. The Project SEARCH teacher provides on-going assessment of student’s performance and determines modification and accommodations to job tasks as needed. Once the students have demonstrated a set of core skills, additional skills are incorporated to further increase their independence and marketability. One teacher as well as one job coach is assigned to this program. Students are transported to Cabela’s where all of their class work and vocational experiences occur unless alternative vocational experiences are needed to meet a student’s skill development needs. Vocational experiences included; Softlines processing, Camping, Nut Cart, Customer Service, OMNI processing, General Store, Deli, Pricing, Fishing Department, the Shoe Department and the Warehouse. One student went to the Sheraton Hotel for his final rotation to gain computer skills and experiences that were unavailable at Cabela’s. This year eight students participated in and completed this internship experience.

The Young Adult Program is committed to connecting the students and their families to the appropriate agencies and supports that will assist them with the transition from public school.

Three workshops were provided for parents and guardians this year that focused on the topic of guardianship, special needs trusts, residential services and service agencies.

Fifteen Young Adult Program students aged-out (21 years of age) of eligibility for public education services or met all of their graduation requirements at the end of the 2015-16 school year. Two celebration ceremonies were held in May to commemorate the accomplishments of the students.

Contracted Services

The educational needs of some students are not able to be met in programs provided at Millard Public Schools facilities. The District contracted with the agencies listed below to provide services for these students, whose disabilities are generally in the areas of behavior disorder or hearing impairment.

- Alpha School
- Autism Center of Nebraska
- Brook Valley School (operated by ESU 3)
- Father Flanagan's Boys Town Day School
- Metro Intervention Center at Boys Town
- Goodwill Industries
- Heartland School
- Omaha Public Schools
- Suburban Hearing Impaired Program (early childhood and school age program)
- Westside Community Schools

Related Services

Related services are provided to students with disabilities when necessary to provide the student with a free appropriate public education. Related services were provided in the following areas:

- Adaptive Physical Education
- Occupational and Physical Therapy
- Speech and Language Therapy
- Assistive Technology/Augmentative Communication
- Hearing and Vision Services, including Audiological Evaluations and Orientation and Mobility Services
- Vocational Services

Psychological Services

Psychological services were provided by a staff of 19 school psychologists with a total full-time equivalency of 18.0. These psychologists provided a full range of direct and consultative services to students, staff members, and parents.

During the 2015-2016 school year, each psychologist provided an average of 24.59 hours of consultation service per week. Consultation refers to the collaboration with and input to school

teams, administrators, school counselors, agencies, parents, and other professionals, including referrals to community agencies. In collaboration with teachers and administrators, psychologists assisted with the development and implementation of classroom plans designed to facilitate learning and overcome behavior difficulties and other social problems.

The psychologists completed 663 non-special education assessments. This number includes screenings for mental health issues, Attention Deficit Hyperactivity Disorder (ADHD), English Language Learners (ELL), and intellectual giftedness. It also includes assessments to determine qualifications for grade retention or acceleration, as well as functional behavioral assessments for manifestation determination hearings.

Direct services to children involved individual evaluations (intellectual, social, emotional, and behavioral) with subsequent follow-up. The vast majority of new evaluations were the result of referrals from the building level staff and general education problem solving team. Referrals also came from parents, physicians, social agencies, private schools, and from exempt schools. In the case of referrals that did not originate with the building staff or general education problem solving team, documentation was reviewed by the MDT in order to screen the cases prior to initiating the evaluation process. Results of evaluations were discussed with the child's parents and teachers. Recommendations were made for academic programming, behavior management and, when appropriate, placement in special education programs. This year, 82% of all students who were referred to multidisciplinary teams (MDT) for evaluations that included psychological assessments were determined to be eligible for special education services. This percentage is a bit higher than the 2014-2015 and the 2013-2014 school year when 74% of the students assessed qualified for Special Education services. The increase in the percent of students evaluated who qualify for special education services as a student with a disability is evidence of the ongoing effectiveness of pre-referral intervention strategies that are implemented through the Response to Instruction and Intervention (RtI+I) process.

Students with disabilities are reevaluated every three years as required by law. These regularly scheduled individual reevaluations are used to assess progress, determine continued eligibility for special education programming, and help identify specific educational needs and potential interventions. The table below summarizes the direct services provided by the Millard school psychologists during the 2015-16 school year.

School	New Evaluations			Reevaluations		
	Tested	Verified	%	Tested	Verified	%
Abbott Elementary	6	5	83%	11	11	100%
Ackerman Elementary	7	6	86%	17	15	88%
Aldrich Elementary	8	3	38%	2	2	100%
Black Elk Elementary	10	7	70%	9	9	100%
Bryan Elementary	10	9	90%	14	13	93%
Cather Elementary	8	3	38%	16	15	94%
Cody Elementary	4	3	75%	31	29	94%
Cottonwood Elementary	6	4	67%	13	10	77%
Walt Disney Elementary	5	2	40%	17	16	94%

Harvey Oaks Elementary	12	10	83%	4	4	100%
Hitchcock Elementary	12	7	58%	14	13	93%
Holling Heights Elementary	4	4	100%	16	15	94%
Ezra Millard Elementary	17	15	88%	14	12	86%
Montclair Elementary	18	11	61%	15	12	80%
Morton Elementary	4	3	75%	29	28	97%
Neihardt Elementary	13	12	92%	19	18	95%
Norris Elementary	11	10	91%	14	14	100%
Reagan Elementary	10	9	90%	12	9	75%
Reeder Elementary	16	13	81%	10	8	80%
Rockwell Elementary	7	6	86%	16	16	100%
Rohwer Elementary	15	9	60%	27	22	81%
Sandoz Elementary	8	5	63%	26	20	77%
Upchurch Elementary	8	5	63%	18	16	89%
Wheeler Elementary	5	5	100%	23	22	96%
Willowdale Elementary	14	10	71%	9	7	78%
Andersen Middle School	15	11	73%	57	48	84%
Beadle Middle School	12	10	83%	35	27	77%
Central Middle School	14	10	71%	67	51	76%
Kiewit Middle School	6	6	100%	38	36	95%
North Middle School	4	2	50%	44	38	86%
Russell Middle School	3	3	100%	34	27	79%
Millard North High School	17	15	88%	107	101	94%
Millard South High School	7	4	57%	132	129	98%
Millard West High School	13	8	62%	73	61	84%
Early Childhood Special Education - Centerbased	28	24	86%	70	53	76%
Early Childhood Special Education - Homebased	10	8	80%	6	6	100%
Horizon High School	2	0	0%	16	15	94%
Young Adult Program				17	17	100%
2015-2016 Total	369	277	75%	1092	965	88%

Special Education Program Highlights

1. The total number of students with disabilities served by Millard Public Schools increased by 9.4% or 226 students. The increase follows two years of declining numbers of students with disabilities. The increase in students was distributed across many disability categories with the largest percentage increase seen in the disability categories of Developmental Delay (60 students or 1.4%), Emotional Disturbance (43 students or .8%) and Autism (24 student or .3%).
2. The number of students with Autism served by MPS continues to increase and is consistent with the national increase of individuals being diagnosed with Autism or an Autism Spectrum Disorder (including Asperger's Syndrome). The number of students with a primary or secondary education verification of Autism in MPS increased by 23% (50 students) to 220 students PK-21.
3. The MPS birth to age 3 program participated in a pilot program through NDE to implement Routines Based Interviews (RBI). The RBI is a semi-structured interview used to gather meaningful information about how a child participates in everyday activities. All birth to age 3 staff participated in a two day training on how to conduct the interview. Staff was required to submit a video of their interview and nearly 100% of the staff has met fidelity.
4. The Special Education Department collaborated with the Early Childhood Title/Parent pay programs to increase inclusive practices in early childhood. Using the Building Blocks model all four year old preschool environments are fully inclusive programs.
5. iPads for elementary students and teachers were integrated into the alternate curriculum program during the 2015-16 school year.
6. The structured behavior skills program was successfully moved from Ezra Millard Elementary to Cottonwood Elementary.
7. A Project Search program focused on providing real-life experiences through workplace immersion practices for transition aged (18-21 year olds) students with disabilities was approved and developed during this school. Eight Students completed the inaugural year of the Project SEARCH program at Cabela's during the 2015-16 school year.
8. On May 15th, Glenn Wragge, Adaptive P.E. teacher, organized the yearly "Fishing for All" experience. This experience involves a partnership with Nebraska Game and Parks Commission, Cabela's, Project Wild, Hy-Vee, Papio NRD, and Archery in School along with secondary level students in MPS' Alternative Curriculum Program. Students have the opportunity to participate in a variety of outdoor activities including archery and fishing. The event is held at Two Rivers State Park.