

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	Omaha Public Schools
County Dist. No.:	28-0001
School Name:	Gilder Elementary
County District School Number:	125
School Grade span:	Pre-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Cassandra S. Schmidt
School Principal Email Address:	cassandra.Schmidt@ops.org
School Mailing Address:	3705 Chandler Rd. Bellevue, NE 68147
School Phone Number:	531-299-1500
Additional Authorized Contact Person (Optional):	Molly Belling
Email of Additional Contact Person:	molly.belling@ops.org
Superintendent Name:	Cheryl Logan
Superintendent Email Address:	cheryl.logan@ops.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Juliana Alvarez Cassandra Schmidt Molly Belling Martha Raczynski Michelle Linder Jen Rinn _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Instructional Facilitator Bilingual Liasion Counselor Teacher _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 352	Average Class Size: 19	Number of Certified Instruction Staff: 37
Race and Ethnicity Percentages		
White: 29.3 %	Hispanic: 60.2 %	Asian: .6 %
Black/African American: 6 %	American Indian/Alaskan Native: %	
Native Hawaiian or Other Pacific Islander: %		Two or More Races: 4 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 84.7 %	English Learner: 33.8 %	Mobility: 7.1 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAP	
ELPA	
InView	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i></p>
<ul style="list-style-type: none"> • To promote effective decision making, the district’s assessment program serves three major purposes; 1) To measure student’s achievement of basic and advanced skills to meet rigorous curriculum standards and to communicate this information to parents and/guardians, 2) To provide information to staff to improve instructional practices and to meet student needs, and 3) To evaluate and monitor the effectiveness of district curriculum and instructional programs. <ul style="list-style-type: none"> o NSCAS (spring Grades-3-6) o MAP (fall, winter, spring- Grades K-6) o InView (Grade 2) <p>The Academic Action Plan provides staff and families throughout the district the following components:</p> <ul style="list-style-type: none"> • Instructional Framework: <ul style="list-style-type: none"> -Gradual Release of Instruction: To be used daily in all classrooms. Modeled/ Shared/Guided/Independent. All staff are trained on this process consistently. The OPS lesson plan template supports the Gradual Release of Instruction. -Guaranteed & Viable Curriculum is a process in place to measure teacher engagement with students, and it is documented and it of excellent quality. -A guaranteed and viable Curriculum ensures that students receive the content in a course or grade regardless of which school they attend or who they have for a teacher. <p>Curriculum refers to a common set of topics, concepts, and texts aligned with the content standards. This common curriculum is the material taught by teachers of the same course of grade level.</p> <ul style="list-style-type: none"> -District Pacing Guides ensures that the intended curriculum is the taught curriculum. -Student objectives/learning goals are based on the content standards which are included in the District Pacing Guides. -MTSS Eight Practices -Literacy Strategies Across the Content Areas and Numeracy Strategies <ul style="list-style-type: none"> • Data use at Gilder is a process used by all (100%) certified teachers. Formative, interim, and summative student assessment results are analyzed and used to identify areas of success and challenges needing focus. Appropriate strategies are aligned to the identify focus areas identified, implemented, and monitored to ensure continuous improvement for all students. Short and long term goals are established to ensure identified strategies are implemented and effective. Additional data will be examined to understand its relationship to academic outcomes. Data allow staff to view interim and formative assessments so they can intentional plan for instruction to prepare students for summative assessments. <ul style="list-style-type: none"> • Data Books provide Gilder staff an opportunity to review student growth as well setbacks. Staff consistently monitor and address student engagement using data and discuss areas of concerns in programming. • Data Dives discussions at Gilder are a continuous improvement process and take place with the grade level and Admin. team once in a 10-day cycle. Certified staff work together consistently to review the curriculum and 	

monitor its implementation as well as address student engagement using data from multiple assessments. This process is customized to student learning. Staff review a particular area of data and discuss areas of success and needs of improvements. Staff are able to work together during this time to review the data gain and understanding of their students' needs.

- OPS Guiding Principles for Assessment: It is an expectation at Gilder that the OPS Guiding Principles for Assessment will be in effect at all times. This process ensures that assessments in use are reliable, valid and appropriate for the students being assessed.
 - o Develop and sustain educators—teachers and administrators—who are assessment literate.
 - o Implement a district assessment system that includes not only required state and national tests, but classroom assessments as well.
 - o Incorporate assessments that inform the teaching-learning process at multiple organizational levels—parent, student, classroom, school, and district.
 - o Understand that all assessments may be used to monitor classroom and school progress.
 - o Assure that communication of assessment results is systematic, timely, and appropriate to the audience.
 - o Develop and/or adopt quality assessments

1.2

Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.

- All Gilder families, students and staff have an opportunity to provide input regarding our school through the School Climate survey taken each year. The survey asks questions in the areas of School Climate, School Safety, Equity/Respect for Diversity, Discipline and Involvement. The survey is made available to families in paper form, electronic form and in person at a family nights as well as email. To students during the school day in class. To staff by email. This data is consistently utilized to inform and adjust practices, policies, and procedures, and communicates actions to stakeholders. Gilder staff work to improve strategies to ensure support services for the academic success, healthy social an emotional development and continued partnership with community groups.
- The district currently has a process in place when evaluating new educational programs. This process has clear objectives and involves a careful and rigorous examination that informs decision making. Omaha Public Schools is currently in the process of a Language Arts Adoption. The voice of teachers from all buildings is critical to the success of this process. Each building selects one K-2 classroom teacher and one 3-5 classroom teacher for consideration to participate on the District Textbook Review Committee. Gilder has two classrooms currently implementing the Language Arts Adoption process. The process has clear objectives and involves a careful and rigorous examination that informs decision making for programming. In addition to teachers reviewing the programs in their classrooms, OPS community members and families are invited to review potential curriculum as well. It is critical that we ensure and it is well documented that all (100%) students, staff, community members and families are involved in the process of providing feedback in evaluating the effectiveness of a new educational program.
- At spring conferences a Parent survey is offered to all families in a common area. The survey was electronic and available in English and Spanish. The survey asked families questions regarding Gilder greenbooks/ Gilder assemblies/star tickets/ Gilder Great Expectations. The data allows the school to review those areas and make adjustments if needed.

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.

•Gilder School Improvement Plan (SIP) is derived from staff input based on school data. There is a continuous improvement process in place, goals are determined in the areas of literacy, math, science, wellness, attendance and behavior. The SIP Team meets on a monthly basis to monitor growth, create professional development for all staff (certified and classified) and determine next steps for maintaining the expectations for a safe, clean and healthy learning environment. The SIP plan has many clear measures in place and is a working document throughout the school year. It is continuously assessed and improved upon based on data and staff input and is customized to student needs.

•Gilder Elementary Administrators have a documented coaching schedule on a consistent basis each month for the leadership team calibration. This process is in place to measure teacher engagement with students. The team visits classrooms together for inter-rater reliability and school wide data analysis. The Gilder Administration team and other district representatives will debrief weekly or every other week about coaching visits to inform and improve the building level professional development and teacher support. The process is customized to teacher needs based on calibration data determining the level of assistance needed for levels of coaching and reflection cycles. This process is of excellent quality.

- First semester an average of ten coaching visits per week will be completed by building leadership.

- Second semester an average of five coaching

The Gilder coaching form aligns with the SIP plan so coaching is consistent with our plan. We use a document that allows us to track data from every coaching visit to chart what is going well and what the building may need to improve upon. This data allows us to focus our PD opportunities.

- Gilder Data Dives discussions are a continuous improvement process and take place within the grade level once in a 10-day cycle. Certified staff work together consistently to review the curriculum and monitor its implementation as well as address student engagement using data from multiple assessments. This process is customized to student learning. Staff review a particular area of data and discuss areas of success and needs of improvements. Staff are able to work together during this time to review the data gain and understanding of their students' needs.

- Gilder Data Cards provide Gilder staff an opportunity to work together regularly to review all Gilder student growth as well setbacks. Gilder Staff consistently review and monitor and address student engagement using data and discuss areas of concerns in programming as well as review curriculum implementation. This process allows staff to customize a plan based on student needs. The data cards are consistently updated, monitored and used by school personnel during Data Dive discussions, SAT's, Attendance meeting, MTSS-B meetings, etc.

- Strategy Sessions are opportunities for each certified staff member to meet with the Admin. team and discuss classroom data. In strategy sessions we focus on student growth and interventions in place and what we ideas we think we can change or enhance to increase areas. It allows staff time to discuss in a private way about their students and receive assistance with a plan moving forward.

- The Gilder SIP Plan a year-long calendar including Professional Development is created based by all staff on needs that were identified in the plan. The professional learning plan is a personalized, plan that is informed by valid and reliable measures of educator effectiveness. Staff Development is once in a 10-day cycle.

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i>
<ul style="list-style-type: none"> • Gilder Data Dive discussions are a continuous improvement process and take place within the grade level once in a 10-day cycle. Certified staff work together consistently to review the curriculum and monitor its implementation as well as address student engagement using data from multiple assessments. This process is customized to student learning. Staff review a particular area of data and discuss areas of success and students at risk of not meeting the challenging state academic standards. Staff are able to work together during this time to review the data gain and understanding of their students’ needs and look at interventions needed. • Connections is a service provided through Project Harmony. This service is available to all Gilder students in need of social, emotional, behavioral support within the school building by licensed therapist. There is a process in place to determine the academic, physical, social and emotional needs of students through staff referral, SAT process and/or parent referral. The therapist will collaborate with the family and staff to provide support for the student. • Zones of Regulation is school-wide framework at Gilder to foster self-regulation and emotional control. All staff are trained in this process. The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. This process always provides extensive opportunities for students to acquire knowledge, skills, actions, and dispositions needed to be responsible citizens. • Student Assistance Team (SAT) Process is a process in place to support on-time grade completion for students. The process is customized to student needs. The student assistance team (SAT) is a regular education function. The classroom teacher is responsible for requesting a SAT (set-up with the SAT coordinator) whenever a student demonstrates a concern in the classroom or other area in the school setting. Parents must be invited to their child’s SAT at least 3 days prior to the meeting. The SAT meeting may be related to academic, physical, behavioral, or emotional concerns that interfere with the child’s ability to function successfully in school. The purpose of the SAT is to review the individual students’ concerns and plan alternative instructional strategies to be used in the classroom. Although specialists such as psychologists and resource teachers may be involved, the SAT is not a special education function. A special education referral may be appropriate after alternate strategies have been implemented and problems still exist. As a regular education function, the team also helps with mainstreaming strategies for those students who are already in special education. Parents should be involved in and informed of problem-solving attempts and results throughout the SAT process. • PLC: Teaching with Love & Logic: Taking control of the classroom. This PLC allowed staff to work together as a group discussing effective solutions for gaining cooperation, motivation students, reducing classroom drama and much more. Our staff is feel empowered with the tools they have received from this text feel that they are able to truly teach during the day. 	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
------------	--

- All instructional paraprofessionals at Gilder meet the ESSA requirements. Documentation of training level or NSSRS paraprofessional validation is included.
- The Gilder SIP Plan a year-long calendar including Professional Development is created based by all staff on needs that were identified in the plan. The professional learning plan is a personalized, plan that is informed by valid and reliable measures of educator effectiveness. Para staff development is monthly.

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<ul style="list-style-type: none"> • Gilder Data Dive discussions are a continuous improvement process and take place within the grade level once in a 10-day cycle. Certified staff work together consistently to review the curriculum and monitor its implementation as well as address student engagement using data from multiple assessments. This process is customized to student learning. Staff review a particular area of data and discuss areas of success and needs of improvements. Staff are able to work together during this time to review the data gain and understanding of their students’ needs. • The Gilder SIP Plan a year-long calendar including Professional Development is created based by all staff on needs that were identified in the plan. The professional learning plan is a personalized, plan that is informed by valid and reliable measures of educator effectiveness. Staff Development & Data Dives are once in a 10-day cycle. Staff sign in at all PD sessions. • Strategy Sessions are opportunities for each certified staff member to meet with the Admin. team and discuss classroom data. In strategy sessions we focus on student growth and interventions in place and what we ideas we think we can change or enhance to increase areas. It allows staff time to discuss in a private way about their students and receive assistance with a plan moving forward. • 	

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
<ul style="list-style-type: none"> • • The School-Parent compact is jointly developed at the annual parent meeting. The group reviews the previous compacts and looks to what adjustments need to be made. • The School-Parent compact is distributed two ways at Gilder: <ul style="list-style-type: none"> - Gilder Green Books: (Bilingual) All Gilder Students K-6 use the Greenbooks to communicate between home and school. The Compacts are in the fronts and are explained to families are Back to School Night. The Green books are customized to students needs and are an academic and social communication tool used schoolwide. Zones of regulation help our students use expected behaviors. Continuously reteaching behavior expectations supports student success. Our approach to supporting behavior is always instructional. We reteach expectations continually. The Green Books are a consistent process for school personnel at Gilder to 	

<p>consistently determine comprehensive data regarding academic, social, emotional needs of students, and it is documented and is of excellent quality.</p> <p>- Student and Family Handbook: All Gilder families receive a handbook outlining Gilder expectations and District Code of Conduct. In the handbook we have the Student-Parent compact. We have all student + Parent signature page that we collect on campus showing that families have received and read the book.</p>	
5.2	<p><i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i></p>
<p>The Title 1 Parent and Family Engagement Policy or Procedure is jointly developed at the annual parent meeting. The group reviews the previous compacts and looks to what adjustments need to be made.</p> <p>•Student and Family Handbook: All Gilder families receive a handbook outlining Gilder expectations and District Code of Conduct. In the handbook we have The Title 1 Parent and Family Engagement Policy or Procedure. We have all student + Parent signature page that we collect on campus showing that families have received and read the book.</p>	
5.3	<p><i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i></p>
<p>Gilder GREAT Family Nights are extremely exciting at Gilder Elementary and we make these evenings all about our families. We provide multiple family evenings throughout the year and they are about taking care of the family's needs, while providing enrichment, engagement, nourishment and fun. Childcare for non-school aged children is something that our Gilder families can expect so that they can enjoy the meaningful events planned with their Gilder student(s). We have many Gilder Family nights throughout the school year.</p> <p>O Gilder Carnival Night: September Evening of games, music for all families to enjoy. Families celebrate together by participating at an outdoor event to support Gilder.</p> <p>O Gilder Family Math Night: October All families are invited to actively participate in an evening of math centered activities focused on number sense, estimation and problem solving.</p> <p>O Gilder Family Science Night: November All families are invited discover the fun of science through engaging activities and a presentation from the Omaha Henry Doorly Zoo.</p> <p>O Gilder Family Books & Bingo Night: March All families are invited to participate in an evening of Bingo, Pancakes and Books. All students who attend who receive a free book.</p> <p>O Gilder Family Heritage Night: April All families were invited to come and learn about the various cultures and traditions around the world. All students received a free book, and families actively participated in crafts, sampled special foods while learning about the various activities.</p>	

6. Transition Plan

6.1	<p><i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School). Provide supporting documentation in the corresponding folder.</i></p>
------------	--

- There is a process in place to prepare incoming students for Gilder elementary school. Students are prepped at Gilder Elementary during our Kindergarten Round-Up period in January. The process is documented by Pre-K students in our attendance area are identified and encouraged to participate in round-up. At Gilder we prepare the incoming Kindergarten students and their families by:
 - o A tour of the school: Families and incoming students visit the campus.
 - o Receive information about Gilder: handbook, sample of school events, PTO activities, etc.,
 - o Visit a Kindergarten classroom and participate in an engaging educational activity with Kindergarten teacher and students.
 - o Keys to Kindergarten Calendar: Daily Activities to Prepare for Kindergarten
 - o Early Entrance to Kindergarten opportunity information
 - The process can be customized to needs of incoming students and families if needed:
 - o Time of year
 - o Special Education services
 - o Private tour

6.2 *Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.*

- All Gilder sixth grade students receive six weeks of Keys to Success Transition lessons. The lessons are delivered by the school guidance counselor during guidance time. Each lesson pertains to prepare outgoing students for the transition to middle school.
- On Your Way to Middle School: PPT is provided to all sixth grade students by the school guidance counselor during guidance class to prepare outgoing students for middle school. The students are able to discuss the content in a safe setting with the counselor. If needed process is customized to student needs in follow-up sessions with the counselor based on individual basis.
- To aid in the transition between elementary and middle school, all Gilder students and families are engaged in preparation for Middle School registration. Students and parents are invited to register at their neighborhood school. A calendar is provided to all sixth students and families regarding registration dates and the registration process. If a student is unable to attend the registration date , a representative from the Middle School will come to Gilder, and register the student.
- Summer School is offered for incoming middle school students to middle school as a transition time to learn about the school before the school year begins. This is an opportunity to learn how to operate the lockers, become familiar with the campus and the classrooms. For four weeks each day the students will use a mock schedule, meet staff members, dine in the café and experience the school without the hustle and bustle of a large population of students. This summer school experience is a clear indication are successfully prepared for middle school.
- Our school counselor and sixth grade teachers accompany Gilder sixth grade students through a guided visit of a middle school each May. During this visit the sixth grade students explore middle school classroom areas, practice using lockers, visit with middle school staff, and learn about middle school clubs and activities. This middle school visit is a clear indication students are successfully prepared for middle school.
- At Gilder we have a sixth grade promotion ceremony each year in May. This ceremony indicates that there is clear and updated documentation that these students have completed their K-6 studies and are prepared for

middle school. At this ceremony the Bryan middle school Principal gives a talk to the sixth grade students and audience. At this ceremony it is a opportunity for families and sixth grade students to meet the the Middle school Principal.

- President’s Awards for Educational Excellence are an honor bestowed upon students who have earned A’s & B’s grade fourth thru sixth grade. The Award to presented in sixth grade to students who not only excel in academics but also surpass in effort. There is clear and updated documentation indicating these students are successfully prepared for middle school.

7. Strategies to address areas of need

7.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.

- Guided Reading (provided to all K-6 students) provides teachers an opportunity to measure student engagement in learning and inform instruction consistently, monitor progress, and evaluate student learning in small group literacy instruction. The process is customized to student needs and guides instructions. (guided reading plan w/ anecdotal notes)
- Leveled Literacy Intervention (LLI) is an intervention program which provides teachers an opportunity to measure student engagement in learning, assess, inform and customize instruction. The process allows teachers to monitor progress, and evaluate student learning in small group literacy instruction daily.
- Attendance Meeting Gilder’s Attendance Team is comprised of the Principal, School Support Liaison, Counselor, Instructional Facilitator, Bilingual Liaison, Attendance Secretary and other staff appointed by the Principal (Positive Partnerships, Relationships and Success). The Attendance Team meets weekly to consistently monitor and address student engagement using the attendance dashboard data, office referrals and staff input to identify students for intervention, review current active strategies and align additional needed supports (Positive Partnerships, Relationships and Success). Implementation of Attendance Mentoring Program (Positive Partnerships, Relationships and Success).
- All K-6 Gilder teachers are expected to adhere to the provided set time allotments for each content area. This process supports all (100%) students in the school. The time allotments are in place to support on-time grade completion for students. The process is documented and is of excellent quality.
- Summer School provides Gilder students enriching opportunities throughout the month of June. The summer school program has time for quality academics as well as opportunities to explore the city on enhancing field trips and on site performing arts, athletics and healthy living activities. All students attending summer school are provided free breakfast and lunch each day in the summer school program. This process supports on-time grade completion for students and is customized to student needs.
- 21st CCLC Gilder Kids Can Program provides time outside of the regular school day for all Gilder Kids Can students to connect in meaningful ways throughout the year with local business and industry, colleges, school day educators, and program staff to develop interests and skills for future success. Gilder Kids Can collaborates with local business to develop interest and skills necessary for future careers. These experiences are fully aligned with the school’s course and program offerings

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Gilder Elementary currently has nearly 400 students enrolled in Pre-k thru 6th grade. In order to meet student needs and support student achievement at Gilder Elementary the primary funding sources listed below are coordinated and integrated into day to day operations. The funds listed cover such things as salaries, benefits, contracted services, transportation, utilities, technology, curriculum materials and supplies. All annual allocations are approximate and vary from year to year.</p> <p>Omaha Public School General Fund Dollars: \$1,567,136 Local General Fund \$'s</p> <p>ESL Funds: \$246,000 FEDERAL \$'s</p> <p>Title 1 Funds: \$218,153 FEDERAL \$'s</p> <p>Specials Education Funds: \$235,556 FEDERAL \$'s</p> <p>Sherwood Grant: \$6,26 LOCAL COMMUNITY \$'S</p>	