

Board of Education Meeting Agenda  
Monday, October 8, 2018 6:30 PM  
Bellevue Public Schools Welcome Center  
2600 Arboretum Drive  
Bellevue, NE 68005

A. Routine Business

1. Call to Order

Board President

2. Roll Call

Board Secretary

3. Open Meetings Law

Board President

4. The Bellevue Board of Education abides by the Nebraska Open Meetings Law. A copy of the law is posted on the wall of our Board room.

5.

6. Pledge of Allegiance

Board President

B. Student Update

Board President

1. #BeKind

Jeff Rippe

2. Students from Bellevue East and Bellevue West will give an update on how they are embracing the #BeKind initiative.

3.

C. Consent Agenda  
Board President

D. Administrative Recommendation: The information in section C was sent to all members of the Board of Education for review. The administration recommends approval by consent of the items in section C of the agenda identified with an asterisk.

E.

1. \*Approval of Minutes  
Board Secretary

2. Administrative Recommendation: Approve the Minutes of the September 10, 2018, Board of Education meeting.

3.

4. \*Treasurer's Report  
Susan Brooks

5. Administrative Recommendation: Acknowledge receipt of the Treasurer's Report for September, 2018.

6.

7. \*Payment of Claims  
Jeff Rippe

8. Administrative Recommendation: Approve the payment of claims totaling \$4,522,497.56.

9.

10. \*Release from Contract  
Sharra Smith

11. Administrative Recommendation: (1) Kyle Sandall be released from his contract effective August 31, 2018 and that (2) Heather Krueger be released from her contract effective November 2, 2018 and that (3) Rhonda Wiebers be released from her contract effective November 5, 2018.

12.

## F. Action Items

1. Falcon Pointe  
Jeff Rippe

2. The Falcon Pointe Land Agreement between Springfield Platteview Community Schools and Bellevue Public Schools was approved at the July 9, 2018 Board meeting. It has been determined the legal description was incorrect. Tonight the Board will be asked to ratify and approve the corrected legal description.

3.  
4.  
5.

6. Bond Projects Update  
Jeff Rippe

7. The Board will receive updates and requests for approvals on bond projects.  
8.

a. Bond Oversight Committee  
Bond Oversight Committee Member

b. A member of the Bond Oversight Committee will provide a report to the Board.  
c.

d. Support Center Safety/Security  
Greg Boettger

e. The administration will ask the Board to approve the bid from Prime Communications in the amount of \$ 28,000 to provide access control and cameras at the District Support Center.

f.  
g.

h. Buses and White Fleet  
Rich Casey

- i. Tonight the administration will ask for approval from the Board to solicit bids for 10 new buses and 2 new white fleet vehicles that are budgeted for 2019.
- j.
- k.
- l.

G. Commendations

H. Information Items

- 1. STEM Education Grant  
Robert Moore
- 2. The administration will give an update on the STEM Education Grant the district received from the Department of Defense Education Activity.
- 3.
- 4. Strategic Plan  
Robert Moore
- 5. The administration will review the Strategic Plan with the Board for final approval at the November Board Meeting.
- 6.

I. Public Comment Period

Public Comment pertaining to items not otherwise on the Agenda must be submitted to the Secretary of the Board five days prior to the Board meeting. There were no items submitted for Public Comment for this meeting.

J. Board of Education Member Reports on Meetings They Have Attended  
Board President

K. BPS Foundation - Scott Eby and Frank Kumor

L. MABE - Sarah Centineo

Other Meetings Attended

NAFIS 2018 Fall Conference - Dr. Jeff Rippe

M.

N. Future Business

Board President

O. October 10, NASB Regional Meeting/Dinner

P. October 18, Bond Oversight Committee Meeting, Lied Activity Center, 6:00 p.m.

October 27, BPS Foundation Gala, Beardmore Event Center

Q. November 5, Board of Education Meeting, Welcome Center, 6:30 p.m.

R.

S. Adjourn

Board President

Adjourn the October 8, 2018, meeting of the Board of Education.

**BELLEVUE PUBLIC SCHOOLS**  
**Board of Education Meeting**  
**Bellevue, Nebraska**

**Official Minutes**  
**September 10, 2018**

The Board of Education at Bellevue, Nebraska, met in open and public session at 6:30 p.m. on Monday, September 10, 2018, at Bellevue Public Schools Welcome Center 2600 Arboretum Drive Bellevue, NE 68005.

Notice of the meeting was given in the advance notice thereof by publication in the Bellevue Leader and posting, the designated method of giving notice, a copy of the proof of publication being kept on file with the Board Secretary. All proceedings hereafter shown were taken while the meeting was open to the public.

**A. Routine Business**

**A.1. Call to Order**

**A.2. Roll Call**

Attendance Taken at 6:30 p.m.

**Present Board Members:**

Sarah Centineo: Present  
Doug Cook: Present  
Phil Davidson: Present  
Scott Eby: Present  
Frank Kumor: Present  
Nina Wolford: Present

**Also in Attendance:**

Jeff Rippe, Superintendent  
Lt. Col. Park, Military Advisor  
Staff Members

**A.3. Open Meetings Law**

President Nina Wolford noted a copy of the Open Meeting Acts is posted on the wall of the Board room.

**A.4. Pledge of Allegiance**

President Nina Wolford led those in attendance in the Pledge of Allegiance.

**B. Special Recognition**

**B.1. Bellevue West FBLA Nationals**

President Nina Wolford and Vice President Phil Davidson offered congratulations to the Bellevue West students who competed at the Future Business Leaders of America (FBLA) National Leadership Conference in Baltimore, Maryland. The students won 1<sup>st</sup> place in

Computer Game and Simulation. These students were presented a certificate on behalf of the Bellevue Public School District.

**C. Consent Agenda**

**Motion Passed:** I approve by consent items in section C of the Agenda identified with an asterisk. Passed with a motion by Frank Kumor and a second by Sarah Centineo.

Sarah Centineo: Yea  
Doug Cook: Yea  
Phil Davidson: Yea  
Scott Eby: Yea  
Frank Kumor: Yea  
Nina Wolford: Yea

**C.1. \*Approval of Minutes**

Approved the Minutes of the August 6, 2018, Board of Education meeting.

**C.2. \*Treasurer's Report**

Acknowledged receipt of the Treasurer's Report for August, 2018.

**C.3. \*Payment of Claims**

Approved the payment of claims totaling \$7,888,575.85.

**C.4. \*Election of New Teachers**

(1) Rebecca Holland was elected to the certified staff for the 2018-19 school year effective August 10, 20185 subject to her release from any contractual agreements with other school districts.

**D. Action Items**

**D.1. Valuation Review**

Susan Brooks, Director of Fiscal Affairs reviewed the districts valuation that has risen 4% since 2017. The proposed budget recommends a General Fund tax levy of \$1.05 and a Bond Fund levy of \$.074602 for a total levy of \$1.124602. This supports the 2018-19 budget approved by the Board at the August 6<sup>th</sup> meeting.

**D.2. Hearing on Property Tax and Rate**

A hearing was held on Property Tax and Rate. Public comment was not given.

**D.3. Resolution to Establish Property Tax Request and Rate**

Adopt the following resolution to set the property tax request and rate for FY 2018-19:

WHEREAS, the Bellevue Public Schools held a budget hearing on August 6, 2018, and

WHEREAS, a tax request and rate hearing was held on September 10, 2018, and

WHEREAS, all of the above were done for the FY 2018-2019 budget and are consistent with all state statutes:

NOW, THEREFORE, be it resolved by the Bellevue Board of Education of School District #1 in Sarpy County: (1) that the Bellevue Board of Education sets the 2018-2019 general fund property tax request of \$1.05 and the bond fund property tax request of \$.074602 and asks the County Board to set the total tax rate of \$1.124602 accordingly consistent with state statutes.

**Motion Passed:** I move to accept the resolution as presented. Passed with a motion by Phil Davidson and a second by Sarah Centineo.

- Sarah Centineo: Yea
- Doug Cook: Yea
- Phil Davidson: Yea
- Scott Eby: Yea
- Frank Kumor: Yea
- Nina Wolford: Yea

**D.4. Bond Project Update**

**D.4.a. Bond Oversight Committee**

Bill Baldwin spoke on behalf of the Bond Oversight Committee to give an overview of the August 16<sup>th</sup> Oversight Committee Meeting that took place at Betz. After the meeting the Committee was given a tour of the building by Ralph Gladbach from GP Architecture to show the different projects that have been completed. The Committee asked Mr. Gladbach for an updated bond expenditure report to be reviewed at the next meeting. Mr. Baldwin shared during the Committee meeting discussions were held regarding ongoing projects, the chiller at Logan Fontenelle, starting the process for RFP’s and solicit bids for projects slated for 2019, and the OPPD rebates. The Bond Oversight Committee meeting minutes can be located on the BPS Bond website. The next Committee meeting will be September 18<sup>th</sup> at Avery.

**D.4.b. Birchcrest, Belleaire, Central, and Logan Fontenelle Life Safety/HVAC**

Mr. Gladbach explained the different projects that will take place at Birchcrest, Belleaire, Central and Logan Fontenelle that will be part of the next round of bond projects for 2019. Currently, Belleaire and Central have steam chillers. Bond funds included chillers and the mechanical components to be replaced in these buildings. Mr. Gladbach will work with Advanced Engineering Systems (AES) to complete a cost analysis for the benefits if switching to a VRF system versus traditional chiller units. The VRF systems would be similar to what was installed at Betz and Peter Sarpy this summer. Once the information is gathered, Mr. Gladbach will share the findings with the Bond Oversight Committee.

**Motion Passed:** I move to approve GP Architecture to prepare the RFP and solicit bids for the life safety/HVAC upgrades at Birchcrest, Belleaire, Central, and Logan Fontenelle. Passed with a motion by Sarah Centineo and a second by Phil Davidson.

Sarah Centineo: Yea  
Doug Cook: Yea  
Phil Davidson: Yea  
Scott Eby: Yea  
Frank Kumor: Yea  
Nina Wolford: Yea

**D.4.c. Birchcrest, Central and Logan Fontenelle Partial Roof Replacement**

Mr. Gladbach explained to the Board that Birchcrest, Central and Logan Fontenelle were identified in the roof inspection report to be a high priority for partial roof replacements. These buildings will be bid out as separate roof packages. The Board approved for GP Architecture to prepare the RFP and solicit bids for partial roof replacements at Birchcrest, Central and Logan Fontenelle.

Also, a discussion was held on permits and final inspections by the City of Bellevue for mechanical and general construction and the state for electrical projects throughout the district. The Board wants to make sure all processes and approvals are being completed before final payment is made to contractors. Mr. Gladbach also explained the process that GP Architecture follows before finalizing a project with the contractor.

Mr. Gladbach proceeded to give an update on the lighting project at the Bellevue West stadium.

**Motion Passed:** I move to approve GP Architecture to prepare the RFP and solicit bids for the partial roof replacement at Birchcrest, Central and Logan Fontenelle. Passed with a motion by Phil Davidson and a second by Scott Eby.

Sarah Centineo: Yea  
Doug Cook: Yea  
Phil Davidson: Yea  
Scott Eby: Yea  
Frank Kumor: Yea  
Nina Wolford: Yea

**E. Commendations**

**F. Information Items**

### **F.1. Back to School Report**

Dr. Rippe gave a report on the back to school activities for the 2018-19 school year. Thank you to Dr. Mark and Joni Adler for sharing their story about their son Reid and creating the #BeKind campaign. Also, Dr. Rippe shared that enrollment is just below 10,000 students in the district. Thank you to all the staff who helped in preparing the buildings for students to have a smooth transition into the new school year.

### **G. Public Comment Period**

None

### **H. Board of Education Member Reports on Meetings They Have Attended**

BPS Foundation – Scott Eby and Frank Kumor attended the August BPS Foundation meeting. It was announced that Jon Costello has been selected as the Executive Director for the BPS Foundation. Denny Gilbert who is the interim executive director, will resume his role as a Board member on the Foundation. It was shared the Foundation Gala will be October 27<sup>th</sup>. Also, thank you to Cornhusker Auto Wash for the donation of \$11,000 for playground equipment at Fort Crook. The Foundation has received a matching donation of up to \$25,000 for playground equipment at Fort Crook as well.

MABE – Sarah Centineo reported there was not a meeting in August.

Other Meetings Attended – Sarah Centineo attended the NASB Board of Directors meeting in August. A topic of discussion was ALICAP.

Dr. Rippe gave an update on the National Math and Science Initiative (NMSI) Announcement Celebration that was held on Tuesday, August 28th at Offutt Air Force Base. Bellevue Public Schools is the first district in the state to participate in the NMSI program. The district received \$1,392,000 in financial support for Bellevue East and Bellevue West students to participate in NMSI. The program is designed to encourage more students to take rigorous coursework throughout middle and high schools to prepare for advanced coursework (AP) in Math, Science, Computer Programming and English. The cost of the program is being funded fully by the Department of Defense and various national partners.

### **I. Future Business**

September 18, Bond Oversight Committee Meeting, Avery Elementary, 6:00 p.m.

September 27, Bellevue Chamber Annual Dinner, Beardmore Event Center, 5:00 p.m.

October 8, Board of Education Meeting, Welcome Center, 6:30 p.m.

**J. Executive Session**

**Motion Passed:** I move to adjourn to Executive Session to consider matters relating to strategy sessions with respect to real estate negotiations which are necessary to be considered in closed session for the protection of the public interest. Passed with a motion at 7:07 p.m. by Phil Davidson and a second by Sarah Centineo.

Sarah Centineo: Yea  
Doug Cook: Yea  
Phil Davidson: Yea  
Scott Eby: Yea  
Frank Kumor: Yea  
Nina Wolford: Yea

**Motion Passed:** Reconvene in Open Session at 7:24 p.m. passed with a motion by Frank Kumor and Scott Eby.

Sarah Centineo: Yea  
Doug Cook: Yea  
Phil Davidson: Yea  
Scott Eby: Yea  
Frank Kumor: Yea  
Nina Wolford: Yea

**Motion Passed:** Adjourn the September 10, 2018 Board of Education meeting passed at 7:25 p.m. with a motion by Frank Kumor and a second by Scott Eby.

Sarah Centineo: Yea  
Doug Cook: Yea  
Phil Davidson: Yea  
Scott Eby: Yea  
Frank Kumor: Yea  
Nina Wolford: Yea

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Secretary

**Treasurer's Report  
to the  
Board of Education**

**September, 2018**

**BELLEVUE PUBLIC SCHOOLS  
Bellevue, Nebraska**

**BELLEVUE PUBLIC SCHOOLS**

Financial Summary

September 2018

Accounts	Book Balance 08/31/2018	Receipts	Expenditures	Book Balance 09/30/2018	Funds Invested 09/30/2018	Adjusted Balance 09/30/18
General Fund*	23,599,385.36	7,101,352.20	9,713,849.97	20,986,887.59	15,855,374.57	5,131,513.02
District Revolving Account*	104,241.09	0.83	26,406.49	77,835.43	-	77,835.43
Special Building Fund*	7,256,828.23	10,000.98	73,463.88	7,193,365.33	6,950,509.21	242,856.12
Social Security & Retirement Fund*	10,248.65	619.08	2,033.52	8,834.21	-	8,834.21
Bond Debt Fund *	154,626.87	47,145.33		201,772.20	-	201,772.20
Bond Proj ICS Fund**	40,720,620.14	38,484.88	4,178,359.75	36,580,745.27	36,580,745.27	0.00
School Lunch Fund*	574,195.21	429,342.94	444,713.88	558,824.27	322,205.72	236,618.55
Severance Leave*	437,324.61	140.85	6,067.06	431,398.40	424,460.46	6,937.94
Severance Service*	797,041.42	258.74		797,300.16	795,654.70	1,645.46
General Severance*	3,402,652.96	1,169.91	1,081,656.14	2,322,166.73	1,862,863.61	459,303.12
Student Fees Fund*	18,491.37			18,491.37	-	18,491.37
Lewis & Clark Activity Fund*	35,188.56	12,084.00	17,507.63	29,764.93	-	29,764.93
Logan Activity Fund****	19,006.01	3,556.18	2,468.14	20,094.05	-	20,094.05
Mission Activity Fund*	9,393.62	1,642.55	2,257.69	8,778.48	-	8,778.48
Bellevue East Activity Fund*	270,860.83	63,701.67	45,524.54	289,037.96	-	289,037.96
Bellevue West Activity Fund*	311,782.12	96,858.51	53,439.79	355,200.84	-	355,200.84
District Activity Fund****	1,172,106.20	126,176.17	101,615.39	1,196,666.98	104,312.23	1,092,354.75
<b>Totals</b>	<b>77,191,098.47</b>	<b>7,932,534.82</b>	<b>15,749,363.87</b>	<b>71,078,542.41</b>	<b>62,896,125.77</b>	<b>8,182,416.64</b>

FOOTNOTES: \* = Great Western Bank \*\* = Great Western Bank and Liquid Asset combined for Bond Project Fund \*\*\*\* = American National Bank

NOTE: Funds are invested assuming some checks will not be submitted to the bank for payment immediately. As a result, the "adjusted book balance" listed above may reflect a negative adjusted book balance.

**RECEIPTS**

ACCOUNT	ANTICIPATED	Y-T-D	Y-T-D	Year To Date % Received 2018-19
		RECEIVED 2018-19	RECEIVED 2017-18	
Cash Reserve	\$ 4,021,478	\$ -	\$ -	0.00%
Taxes	\$ 32,000,000	\$ 802,782.41	\$ 864,218.23	2.51%
Public Power Sales Tax	\$ 1,200,000	\$ -	\$ -	0.00%
Motor Vehicle Tax	\$ 3,100,000	\$ 308,455.78	\$ 284,388.44	9.95%
Interest	\$ 70,000	\$ 6,594.90	\$ 6,749.61	9.42%
Other Local Receipts	\$ 450,000	\$ 335.19	\$ -	0.07%
County Fines & Licenses	\$ 260,000	\$ 200.00	\$ 150.00	0.08%
State Aid	\$ 50,892,933	\$ 5,089,293.00	\$ 5,338,157.92	10.00%
Special Ed. Programs	\$ 6,000,000	\$ -	\$ -	0.00%
Special Ed. Transportation	\$ 575,000	\$ -	\$ -	0.00%
High Ability Learners	\$ 65,000	\$ -	\$ -	0.00%
ProRata Motor Vehicle	\$ 100,000	\$ -	\$ -	0.00%
State Apportionment	\$ 1,250,000	\$ -	\$ -	0.00%
SCIP Grant	\$ 25,000	\$ -	\$ -	0.00%
Other State Receipts	\$ 40,000	\$ -	\$ 20,454.00	0.00%
Title I	\$ 1,000,000	\$ -	\$ 378,569.00	0.00%
Title IIA	\$ 225,000	\$ -	\$ 77,746.00	0.00%
Title III	\$ 45,000	\$ -	\$ 31,329.00	0.00%
IDEA	\$ 2,079,778	\$ -	\$ -	0.00%
SPED Region 20 Grant	\$ 15,000	\$ -	\$ -	0.00%
MIPS	\$ 100,000	\$ -	\$ -	0.00%
Med Admin NASB	\$ 11,000	\$ -	\$ -	0.00%
Impact Aid	\$ 2,250,000	\$ 660,522.46	\$ 34,554.30	2642.09%
Federal Vocational Ed	\$ 100,000	\$ 41,928.00	\$ -	69.88%
Migrant Grant (OPS)	\$ 25,000	\$ -	\$ -	0.00%
Other Federal Source	\$ 60,000	\$ -	\$ -	0.00%
ROTC	\$ 180,000	\$ 13,975.17	\$ -	0.28%
Services Coordination	\$ 275,000	\$ 50,938.51	\$ 27,184.80	18.52%
Loans	\$ 5,000,000	\$ -	\$ -	0.00%
<b>TOTAL</b>	<b>\$ 111,415,189</b>	<b>\$ 6,975,025.42</b>	<b>\$ 7,063,501.30</b>	<b>6.26%</b>

**DISBURSEMENTS**

CATEGORY	BUDGET	CURRENT	PRIOR YEAR	Year To Date % Disbursed 2018-19
		DISBURSED 2018-19	DISBURSED 2017-18	
Instructional Services	\$ 53,047,648	\$ 4,551,727.17	\$ 4,335,510.06	8.58%
<b>Support Services</b>				
Special Education	\$ 17,549,933	\$ 1,572,731.96	\$ 1,385,738.24	8.96%
Pupil Services	\$ 5,022,641	\$ 423,728.48	\$ 389,637.11	8.44%
Staff Services	\$ 5,881,311	\$ 408,382.20	\$ 403,347.93	6.94%
General Administration	\$ 1,770,750	\$ 125,282.33	\$ 127,603.29	7.08%
School Administration	\$ 5,441,000	\$ 444,666.89	\$ 433,266.12	8.17%
Business	\$ 1,110,250	\$ 60,370.85	\$ 69,769.25	5.44%
Operation of Plant	\$ 8,230,987	\$ 707,186.41	\$ 748,205.38	8.59%
Maintenance of Plant	\$ 2,862,500	\$ 861,088.48	\$ 878,239.00	30.08%
Pupil Transportation	\$ 4,409,170	\$ 389,040.42	\$ 311,582.74	8.82%
Debt Services	\$ 5,025,000	\$ -	\$ -	0.00%
Summer School	\$ 1,064,000	\$ -	\$ -	0.00%
<b>TOTAL</b>	<b>\$ 111,415,189</b>	<b>\$ 9,544,205.19</b>	<b>\$ 9,082,899.12</b>	<b>8.57%</b>
<b>REVENUE OVER EXPENSE</b>	<b>\$ (0)</b>	<b>\$ (2,569,179.77)</b>	<b>\$ (2,019,397.82)</b>	<b>-2.31%</b>

# State of Nebraska Disbursement Categories

## Instructional Services

Carl Perkins Vocational Innovation Grant  
Early Childhood Instruction  
Elementary Instruction  
ELL Plan  
High Ability Learners Program  
Immigrant Grant  
Instructional Substitutes  
Migrant Grant  
PBIS Grants  
Poverty Plan  
Secondary Instruction  
Textbook Loan Program  
Title I  
Title I Accountability  
Title III

## Special Education

Contracted Services  
Diagnostic Services  
Homebased Services  
IDEA Programs  
Region 20 Grant  
School Age Special Education  
SCIP Grant  
SPED Health Services  
SPED Preschool

## Pupil Services

Attendance Services  
Elementary Guidance  
Extra Curricular Programs  
Health Services  
Safety  
Secondary Guidance

## Staff Services

Assessment  
Curriculum & Instruction  
Library/Media  
Technology  
Title IIA

## General Administration

Board of Education  
Communications  
Executive Administration  
Personnel

## School Administration

Building Secretaries  
Principals

## Business

District Vehicle Maintenance  
Fiscal Affairs

## Operation of the Plant

Custodial Services  
Trash Collection  
Utilities

## Maintenance of the Plant

General Liability Insurance  
Maintenance and Repairs  
Site Maintenance (Grounds)

## Transportation

Learning Community Transportation  
Regular School Age Transportation  
SPED Below Age Five Transportation  
SPED School Age Transportation

## Debt Services

Loan Principal and Interest

## Summer School Instruction

**Bellevue Public Schools Building Fund**  
Sep-18

<b>FUND NAME</b>	<b>BALANCE AUG</b>	<b>RECEIPTS SEP</b>	<b>DISBURSEMENTS SEP</b>	<b>BALANCE SEP</b>
BUILDING FUND	\$ 7,256,828.23	\$ 10,000.98	\$ (73,463.88)	\$ 7,193,365.33
BANK BALANCE	\$ 7,193,365.33			
PLUS O/S DEPOSITS	\$ -			
LESS O/S CHECKS	\$ -			
<b>TOTAL CASH</b>	<b>\$ 7,193,365.33</b>			

**Bellevue Public Schools Bond Fund**  
Sep-18

<b>FUND NAME</b>	<b>BALANCE AUG</b>	<b>RECEIPTS SEP</b>	<b>DISBURSEMENTS SEP</b>	<b>BALANCE SEP</b>
BOND FUND (Debt)	\$ 154,626.87	\$ 47,145.33	\$ -	\$ 201,772.20
BOND PROJECT FUND	\$ 40,720,620.14	\$ 38,484.88	\$ (4,178,359.75)	\$ 36,580,745.27

**Lunch Program Income Statement**  
Sep-18

<b>Revenues:</b>	
Lunch Program	\$ 190,338.42
State & Federal Funding	\$ 198,056.13
Catering	\$ 27,379.31
Vending	\$ 13,569.08
<b>Total Revenues</b>	<b>\$ 429,342.94</b>
<b>Expenses:</b>	
Salaries	\$ 279,182.94
Supplies	\$ 145,496.68
Repairs	\$ 6,778.67
Miscellaneous	\$ 13,255.59
<b>Total Expenses</b>	<b>\$ 444,713.88</b>
<b>Net Income (Loss)</b>	<b>\$ (15,370.94)</b>

<b>FUND NAME</b>	<b>BALANCE 9/1/18</b>	<b>RECEIPTS YTD</b>	<b>DISBURSEMENTS YTD</b>	<b>BALANCE 9/30/18</b>
Lunch Fund	\$ 574,195.21	\$ 429,342.94	\$ (444,713.88)	\$ 558,824.27

**Bellevue Public Schools Employee Benefit Fund**  
**Sep-18**

<b>FUND NAME</b>	<b>BALANCE AUG</b>	<b>RECEIPTS SEP</b>	<b>DISBURSEMENTS SEP</b>	<b>BALANCE SEP</b>
Social Security & Retirement	\$ 10,248.65	\$ 619.08	\$ (2,033.52)	\$ 8,834.21
Severance Leave	\$ 437,324.61	\$ 140.85	\$ (6,067.06)	\$ 431,398.40
Severance Service	\$ 797,041.42	\$ 258.74	\$ -	\$ 797,300.16
General Severance	\$ 3,402,652.96	\$ 1,169.91	\$ (1,081,656.14)	\$ 2,322,166.73
<b>TOTAL</b>	<b>\$ 4,647,267.64</b>	<b>\$ 2,188.58</b>	<b>\$ (1,089,756.72)</b>	<b>\$ 3,559,699.50</b>

**Bellevue Public Schools Student Fees Fund**  
**Sep-18**

<b>FUND NAME</b>	<b>BEGINNING AUG</b>	<b>RECEIPTS SEP</b>	<b>DISBURSEMENTS SEP</b>	<b>ENDING SEP</b>
BELLEVUE EAST HS	\$ 47.12	\$ -	\$ -	\$ 47.12
BELLEVUE WEST HS	\$ 18,444.25	\$ -	\$ -	\$ 18,444.25
<b>TOTAL</b>	<b>\$ 18,491.37</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 18,491.37</b>

LEWIS & CLARK MIDDLE SCHOOL

General Ledger Report

Financial Report

LEWIS & CLARK ACTIVITY

Activity Accounts

From Date: 9/1/2018

To Date: 09/30/2018

From Acct: 100

To Acct: 470

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	\$746.77	\$0.00	\$0.00	\$0.00	\$746.77	\$0.00	\$746.77
110	STAFF AFFAIRS	\$355.00	\$0.00	\$0.00	\$0.00	\$355.00	\$0.00	\$355.00
120	FINES	\$2,702.35	\$0.00	\$(744.06)	\$0.00	\$1,958.29	\$0.00	\$1,958.29
130	FACILITY USE FEES	\$5,032.86	\$1,200.00	\$(2,548.99)	\$0.00	\$3,683.87	\$0.00	\$3,683.87
140	INTEREST	\$73.49	\$0.00	\$0.00	\$0.00	\$73.49	\$0.00	\$73.49
150	ACTIVITY CARDS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
160	MEDIA CENTER	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
170	SCOUT BREW	\$475.23	\$0.00	\$0.00	\$0.00	\$475.23	\$0.00	\$475.23
180	ROBOTICS	\$104.56	\$0.00	\$0.00	\$0.00	\$104.56	\$0.00	\$104.56
200	H.A.L.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
210	BPS FOUNDATION GRANTS	\$7.64	\$0.00	\$0.00	\$0.00	\$7.64	\$0.00	\$7.64
220	GRANTS	\$5,479.00	\$0.00	\$(1,499.99)	\$0.00	\$3,979.01	\$0.00	\$3,979.01
230	NATIONAL HISTORY DAY	\$16.30	\$0.00	\$0.00	\$0.00	\$16.30	\$0.00	\$16.30
240	bps VOCAL MUSIC	\$146.41	\$0.00	\$0.00	\$0.00	\$146.41	\$0.00	\$146.41
250	BPS BANDS	\$1,097.00	\$276.00	\$(1,373.00)	\$0.00	\$0.00	\$0.00	\$0.00
260	ACADEMIC TEAMS	\$496.91	\$2,935.00	\$(2,935.00)	\$0.00	\$496.91	\$0.00	\$496.91
270	ATHLETIC TEAMS	\$16.44	\$2,401.00	\$(1,671.00)	\$0.00	\$746.44	\$0.00	\$746.44
360	SPIRIT CLUB	\$138.88	\$0.00	\$0.00	\$0.00	\$138.88	\$0.00	\$138.88
380	ATHLETICS	\$216.52	\$822.00	\$(69.23)	\$0.00	\$969.29	\$0.00	\$969.29
400	TEAMMATES	\$279.20	\$0.00	\$0.00	\$0.00	\$279.20	\$0.00	\$279.20
402	NATIONAL JR HONOR SOCIETY	\$3,267.86	\$3,300.00	\$(3,845.00)	\$0.00	\$2,722.86	\$0.00	\$2,722.86
404	STUDENT COUNCIL	\$1,857.25	\$0.00	\$(250.00)	\$0.00	\$1,607.25	\$0.00	\$1,607.25
406	CHESS CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
408	ART CLUB	\$68.09	\$0.00	\$0.00	\$0.00	\$68.09	\$0.00	\$68.09
410	SERVICE CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
412	DRUG FREE CLUB	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
414	INSTRUMENTAL MUSIC	\$681.00	\$0.00	\$(87.35)	\$0.00	\$681.00	\$0.00	\$681.00
416	VOCAL MUSIC	(\$663.04)	\$1,150.00	\$0.00	\$0.00	\$486.96	\$0.00	\$486.96
418	DRAMA CLUB	\$715.71	\$0.00	\$0.00	\$0.00	\$715.71	\$0.00	\$715.71
420	DIVERSITY CLUB	\$550.30	\$0.00	\$0.00	\$0.00	\$550.30	\$0.00	\$550.30
422	BOOK CLUB	\$548.64	\$0.00	\$0.00	\$0.00	\$548.64	\$0.00	\$548.64
424	YEARBOOK	\$9,269.04	\$0.00	\$(2,484.01)	\$0.00	\$6,785.03	\$0.00	\$6,785.03
426	BUILDERS CLUB	\$144.39	\$0.00	\$0.00	\$0.00	\$144.39	\$0.00	\$144.39
428	HOPE SQUAD	\$180.41	\$0.00	\$0.00	\$0.00	\$180.41	\$0.00	\$180.41
450	WORLD LANGUAGE CLUB	\$174.18	\$0.00	\$0.00	\$0.00	\$174.18	\$0.00	\$174.18
460	SCIENCE CLUB	\$6.05	\$0.00	\$0.00	\$0.00	\$6.05	\$0.00	\$6.05
462	SCIENCE OLYMPIAD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
468	MATH CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
470	CIRCLE OF FRIENDS	\$804.12	\$0.00	\$0.00	\$0.00	\$804.12	\$0.00	\$804.12
<b>Activity Accounts Grand Total</b>		<b>\$35,188.56</b>	<b>\$12,084.00</b>	<b>\$(17,507.63)</b>	<b>\$0.00</b>	<b>\$29,764.93</b>	<b>\$0.00</b>	<b>\$29,764.93</b>

LOGAN FONTENELLE MID SCH

From Date: 9/1/2018  
To Date: 09/30/2018

General Ledger Report  
Financial Report  
LOGAN ACTIVITY  
Activity Accounts

From Acct: 100  
To Acct: 474

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	(\$4,780.80)	\$1,460.21	\$0.00				
110	STAFF AFFAIRS	(\$7,960.20)	\$53.10	\$0.00	\$0.00	(\$3,320.59)	\$0.00	\$(3,320.59)
120	FINES	\$23,312.28	\$30.00	\$(48.95)	\$0.00	(\$7,907.10)	\$0.00	\$(7,907.10)
130	FACILITY USE FEES	\$1,072.05	\$0.00	\$0.00	\$0.00	\$23,293.33	\$0.00	\$23,293.33
140	INTEREST	(\$2.36)	\$0.12	\$0.00	\$0.00	\$1,072.05	\$0.00	\$1,072.05
200	H.A.L.	(\$77.40)	\$0.00	\$0.00	\$0.00	(\$2.24)	\$0.00	\$(2.24)
260	ACADEMIC TEAMS	\$502.90	\$0.00	\$0.00	\$0.00	(\$77.40)	\$0.00	\$(77.40)
360	SPIRIT CLUB	\$768.65	\$0.00	\$0.00	\$0.00	\$502.90	\$0.00	\$502.90
400	TEAMMATES	\$46.25	\$0.00	\$0.00	\$0.00	\$768.65	\$0.00	\$768.65
402	NATIONAL JR HONOR SO	(\$1,335.90)	\$0.00	\$(16.45)	\$0.00	\$29.80	\$0.00	\$29.80
404	STUDENT COUNCIL	\$113.03	\$0.00	\$0.00	\$0.00	(\$1,335.90)	\$0.00	\$(1,335.90)
406	CHESS CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$113.03	\$0.00	\$113.03
408	ART CLUB	\$155.18	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
410	SERVICE CLUB	\$651.41	\$0.00	\$0.00	\$0.00	\$155.18	\$0.00	\$155.18
412	DRUG FREE CLUB	(\$433.24)	\$0.00	\$(46.76)	\$0.00	\$604.65	\$0.00	\$604.65
414	INSTRUMENTAL MUSIC	\$1,181.69	\$0.00	\$0.00	\$0.00	(\$433.24)	\$0.00	\$(433.24)
416	VOCAL MUSIC	\$135.67	\$1,135.00	\$0.00	\$0.00	\$1,181.69	\$0.00	\$1,181.69
418	DRAMA CLUB	\$334.25	\$0.00	\$0.00	\$0.00	\$1,270.67	\$0.00	\$1,270.67
420	DIVERSITY CLUB	\$285.58	\$0.00	\$0.00	\$0.00	\$334.25	\$0.00	\$334.25
424	YEARBOOK	(\$8,102.85)	\$0.00	\$(1,816.24)	\$0.00	\$285.58	\$0.00	\$285.58
450	WORLD LANGUAGE CLU	\$94.51	\$0.00	\$0.00	\$0.00	(\$9,919.09)	\$0.00	\$(9,919.09)
460	SCIENCE CLUB	\$34.97	\$0.00	\$0.00	\$0.00	\$94.51	\$0.00	\$94.51
462	SCIENCE OLYMPIAD	\$3,612.73	\$0.00	\$0.00	\$0.00	\$34.97	\$0.00	\$34.97
468	MATH CLUB	(\$13.52)	\$0.00	\$0.00	\$0.00	\$3,612.73	\$0.00	\$3,612.73
469	SKILLS USA	(\$36.46)	\$0.00	\$0.00	\$0.00	(\$13.52)	\$0.00	\$(13.52)
470	ATHLETIC	\$9,471.48	\$866.75	\$0.00	\$0.00	(\$36.46)	\$0.00	\$(36.46)
471	BPS FOUNDATION GRANT	(\$223.89)	\$0.00	\$(309.74)	\$0.00	\$10,028.49	\$0.00	\$10,028.49
472	FAMILY CONSUMER SCIENCE	\$200.00	\$0.00	\$0.00	\$0.00	(\$223.89)	\$0.00	\$(223.89)
473	CIRCLE OF FRIENDS	\$0.00	\$11.00	\$(230.00)	\$0.00	\$200.00	\$0.00	\$200.00
474	GSA	\$0.00	\$0.00	\$0.00	\$0.00	(\$219.00)	\$0.00	\$(219.00)
<b>Activity Accounts Grand Total</b>		<b>\$19,006.01</b>	<b>\$3,556.18</b>	<b>\$(2,468.14)</b>	<b>\$0.00</b>	<b>\$20,094.05</b>	<b>\$0.00</b>	<b>\$20,094.05</b>

MISSION MIDDLE SCHOOL

General Ledger Report

Financial Report

MISSION ACTIVITY

Activity Accounts

From Acct:	100
To Acct:	476

From Date:	9/1/2018
To Date:	09/30/2018

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	\$900.72	\$1,396.55	\$(1,832.12)	\$0.00	\$465.15	\$0.00	\$465.15
105	STAFF SOCIAL FUNDS	\$36.66	\$0.00	\$0.00	\$0.00	\$36.66	\$0.00	\$36.66
110	STAFF AFFAIRS	\$(516.45)	\$0.00	\$0.00	\$0.00	\$36.66	\$0.00	\$36.66
120	FINES	\$338.67	\$0.00	\$(110.00)	\$0.00	\$(516.45)	\$0.00	\$(516.45)
130	FACILITY USE FEES	\$2,128.70	\$0.00	\$0.00	\$0.00	\$228.67	\$0.00	\$228.67
140	INTEREST	\$128.08	\$0.00	\$0.00	\$0.00	\$2,128.70	\$0.00	\$2,128.70
200	H.A.L.	\$364.51	\$0.00	\$0.00	\$0.00	\$128.08	\$0.00	\$128.08
220	ATHLETICS/GATE	\$2,500.20	\$0.00	\$0.00	\$0.00	\$364.51	\$0.00	\$364.51
260	ACADEMIC TEAMS	\$342.57	\$0.00	\$0.00	\$0.00	\$2,500.20	\$0.00	\$2,500.20
360	SPIRIT CLUB	\$379.13	\$220.00	\$(245.00)	\$0.00	\$342.57	\$0.00	\$342.57
400	TEAMMATES	\$(124.18)	\$0.00	\$0.00	\$0.00	\$354.13	\$0.00	\$354.13
402	NATIONAL JR HONOR SO	\$(469.47)	\$0.00	\$0.00	\$0.00	\$(124.18)	\$0.00	\$(124.18)
404	STUDENT COUNCIL	\$(104.71)	\$0.00	\$0.00	\$0.00	\$(469.47)	\$0.00	\$(469.47)
406	CHESS CLUB	\$241.19	\$0.00	\$0.00	\$0.00	\$(104.71)	\$0.00	\$(104.71)
408	ART CLUB	\$217.12	\$0.00	\$0.00	\$0.00	\$241.19	\$0.00	\$241.19
410	SERVICE CLUB	\$54.40	\$0.00	\$0.00	\$0.00	\$217.12	\$0.00	\$217.12
412	DRUG FREE CLUB	\$1,046.92	\$0.00	\$(70.57)	\$0.00	\$54.40	\$0.00	\$54.40
414	INSTRUMENTAL MUSIC	\$(56.86)	\$0.00	\$0.00	\$0.00	\$976.35	\$0.00	\$976.35
416	VOCAL MUSIC	\$(545.54)	\$0.00	\$0.00	\$0.00	\$(56.86)	\$0.00	\$(56.86)
418	DRAMA CLUB	\$0.02	\$0.00	\$0.00	\$0.00	\$(545.54)	\$0.00	\$(545.54)
420	DIVERSITY CLUB	\$1.46	\$0.00	\$0.00	\$0.00	\$0.02	\$0.00	\$0.02
424	YEARBOOK	\$(2,004.24)	\$26.00	\$0.00	\$0.00	\$1.46	\$0.00	\$1.46
450	WORLD LANGUAGE CLUB	\$687.36	\$0.00	\$0.00	\$0.00	\$(1,978.24)	\$0.00	\$(1,978.24)
460	SCIENCE CLUB	\$0.15	\$0.00	\$0.00	\$0.00	\$687.36	\$0.00	\$687.36
462	SCIENCE OLYMPIAD	\$193.71	\$0.00	\$0.00	\$0.00	\$0.15	\$0.00	\$0.15
468	MATH CLUB	\$281.38	\$0.00	\$0.00	\$0.00	\$193.71	\$0.00	\$193.71
470	CIRCLE OF FRIENDS	\$0.00	\$0.00	\$0.00	\$0.00	\$281.38	\$0.00	\$281.38
472	BPS Foundation Grants	\$74.61	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
474	COUNSELING	\$0.44	\$0.00	\$0.00	\$0.00	\$74.61	\$0.00	\$74.61
476	ROBOTICS CLUB	\$3,297.07	\$0.00	\$0.00	\$0.00	\$0.44	\$0.00	\$0.44
<b>Activity Accounts Grand Total</b>		<b>\$9,393.62</b>	<b>\$1,642.55</b>	<b>\$(2,257.69)</b>	<b>\$0.00</b>	<b>\$8,778.48</b>	<b>\$0.00</b>	<b>\$8,778.48</b>

BELLEVUE EAST HIGH SCHOOL

General Ledger Report

Financial Report

EAST HIGH ACTIVITY  
Activity Accounts

From Date: 9/1/2018  
To Date: 09/30/2018

From Acct: 100  
To Acct: 505

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	\$26,314.49						
110	STAFF AFFAIRS		\$563.00	\$(2,539.21)	\$0.00	\$24,338.28	\$0.00	\$24,338.28
120	FINES	(\$813.77)	\$0.00	\$(513.76)	\$0.00	(\$1,327.53)	\$0.00	(\$1,327.53)
130	FACILITY USE FEES	\$1,729.08	\$31.36	\$(500.00)	\$0.00	\$1,260.44	\$0.00	\$1,260.44
140	INTEREST	\$4,716.42	\$1,750.00	\$(153.84)	\$0.00	\$6,312.58	\$0.00	\$6,312.58
150	School Store/Trading Post	\$211.74	\$2.40	\$0.00	\$0.00	\$214.14	\$0.00	\$214.14
160	Activity Fees	\$7,764.33	\$11,703.08	\$(16,618.64)	\$0.00	\$2,848.77	\$0.00	\$2,848.77
170	BPS Foundation Grant	\$15,065.00	\$1,540.00	\$0.00	\$0.00	\$16,605.00	\$0.00	\$16,605.00
210	Freshman Class	\$214.65	\$0.00	\$0.00	\$0.00	\$214.65	\$0.00	\$214.65
220	Sophomore Class	\$541.00	\$0.00	\$0.00	(\$541.00)	\$0.00	\$0.00	\$0.00
230	Junior Class	\$513.28	\$0.00	\$0.00	\$27.72	\$541.00	\$0.00	\$541.00
240	Senior Class	\$569.43	\$217.00	\$(123.00)	(\$56.15)	\$607.28	\$0.00	\$607.28
250	Alumni Class	\$847.21	\$0.00	\$0.00	(\$277.78)	\$569.43	\$0.00	\$569.43
300	Athletics	\$56.71	\$0.00	\$0.00	\$847.21	\$903.92	\$0.00	\$903.92
310	Athletic Training	\$39,165.83	\$17,050.00	\$(13,434.87)	\$0.00	\$42,780.96	\$0.00	\$42,780.96
320	Athletic Team Sub Accts	\$176.16	\$0.00	\$0.00	\$0.00	\$176.16	\$0.00	\$176.16
340	Cheerleaders	\$25,391.22	\$1,566.00	\$(3,306.67)	\$0.00	\$23,650.55	\$0.00	\$23,650.55
400	Teammates	(\$12,608.39)	\$2,266.76	\$(76.45)	\$0.00	(\$10,418.08)	\$0.00	(\$10,418.08)
402	National Honor Society	\$20.21	\$0.00	\$0.00	\$0.00	\$20.21	\$0.00	\$20.21
404	Student Council	\$1,362.31	\$0.00	\$0.00	\$0.00	\$1,362.31	\$0.00	\$1,362.31
406	Strategic Games Club	\$14,682.10	\$7,760.00	\$(2,874.38)	(\$380.00)	\$19,187.72	\$0.00	\$19,187.72
408	Art Club	\$149.02	\$0.00	\$0.00	\$0.00	\$149.02	\$0.00	\$149.02
410	Key Club	\$924.64	\$0.00	\$(36.34)	\$0.00	\$888.30	\$0.00	\$888.30
412	HOSA	\$593.66	\$50.00	\$0.00	\$0.00	\$643.66	\$0.00	\$643.66
414	Instrumental Music	\$283.08	\$1,571.50	\$(350.00)	\$0.00	\$1,504.58	\$0.00	\$1,504.58
416	Vocal Music	\$164.69	\$0.00	\$0.00	\$0.00	\$164.69	\$0.00	\$164.69
418	Drama Club/Thespians	\$3,752.76	\$3,472.03	\$(722.00)	\$0.00	\$6,502.79	\$0.00	\$6,502.79
420	Diversity Club	\$516.74	\$0.00	\$(95.00)	\$0.00	\$421.74	\$0.00	\$421.74
424	Yearbook-Chieftain	\$2.17	\$0.00	\$0.00	\$0.00	\$2.17	\$0.00	\$2.17
426	Publications-Image	\$49,006.63	\$330.00	\$(785.00)	\$0.00	\$48,551.63	\$0.00	\$48,551.63
428	Newspaper-Tom Tom	\$653.53	\$0.00	\$0.00	\$0.00	\$653.53	\$0.00	\$653.53
430	Play/Musical Productions	\$17,297.42	\$1,206.75	\$(785.00)	\$0.00	\$17,719.17	\$0.00	\$17,719.17
432	Dance Team/Bellevedettes	\$10,722.22	\$0.00	\$(400.00)	\$0.00	\$10,322.22	\$0.00	\$10,322.22
440	ROTC	(\$17,410.01)	\$600.84	\$0.00	\$0.00	(\$16,809.17)	\$0.00	(\$16,809.17)
445	Maxwell/ROTC	\$23,354.26	\$9,641.00	\$(862.70)	\$0.00	\$32,132.56	\$0.00	\$32,132.56
452	German Club	\$5,454.76	\$515.95	\$0.00	\$0.00	\$5,970.71	\$0.00	\$5,970.71
454	French Club	\$571.82	\$0.00	\$0.00	\$0.00	\$571.82	\$0.00	\$571.82
456	Spanish Club	\$51.65	\$1,247.00	\$0.00	\$0.00	\$1,298.65	\$0.00	\$1,298.65
458	Latin Club	\$221.70	\$0.00	\$(15.58)	\$0.00	\$206.12	\$0.00	\$206.12
470	FBLA	\$88.28	\$0.00	\$(34.83)	\$0.00	\$53.45	\$0.00	\$53.45
472	DECA	\$6,549.51	\$0.00	\$(360.00)	\$0.00	\$6,189.51	\$0.00	\$6,189.51
474	FEA	\$1,684.79	\$0.00	\$0.00	\$0.00	\$1,684.79	\$0.00	\$1,684.79
476	Forensics	\$131.64	\$0.00	\$(520.00)	\$0.00	(\$388.36)	\$0.00	(\$388.36)
480	Family Consumer Science	(\$2,091.56)	\$0.00	\$0.00	\$0.00	(\$2,091.56)	\$0.00	(\$2,091.56)
482	Culinary Arts	\$646.76	\$0.00	\$0.00	\$0.00	\$646.76	\$0.00	\$646.76
484	Skills USA	\$3,777.78	\$0.00	\$0.00	\$380.00	\$4,157.78	\$0.00	\$4,157.78
486	History Club	\$1,014.30	\$105.00	\$0.00	\$0.00	\$1,119.30	\$0.00	\$1,119.30
487	Science	\$263.25	\$0.00	\$0.00	\$0.00	\$263.25	\$0.00	\$263.25
488	Leadership Academy	\$27.27	\$0.00	\$0.00	\$0.00	\$27.27	\$0.00	\$27.27
490	POST PROM	\$616.89	\$0.00	\$(243.75)	\$0.00	\$373.14	\$0.00	\$373.14
495	Special Education	\$12,592.93	\$0.00	\$0.00	\$0.00	\$12,592.93	\$0.00	\$12,592.93
		\$2,238.07	\$0.00	\$(76.84)	\$0.00	\$2,161.23	\$0.00	\$2,161.23

BELLEVUE EAST HIGH SCHOOL

General Ledger Report

Financial Report

EAST HIGH ACTIVITY

Activity Accounts

From Date: 9/1/2018  
To Date: 09/30/2018

From Acct: 100  
To Acct: 505

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
497	Circle of Friends	\$188.67	\$0.00	\$0.00	\$0.00	\$188.67	\$0.00	\$188.67
500	Activity Clearing	(\$2,800.00)	\$0.00	\$0.00	\$0.00	(\$2,800.00)	\$0.00	\$(2,800.00)
505	Counseling	\$23,702.50	\$512.00	\$(96.68)	\$0.00	\$24,117.82	\$0.00	\$24,117.82
<b>Activity Accounts Grand Total</b>		<b>\$270,860.83</b>	<b>\$63,701.67</b>	<b>\$(45,524.54)</b>	<b>\$0.00</b>	<b>\$289,037.96</b>	<b>\$0.00</b>	<b>\$289,037.96</b>

BELLEVUE WEST HIGH SCHOOL

General Ledger Report

Financial Report

WEST HIGH ACTIVITY

Activity Accounts

From Date: 9/1/2018  
To Date: 09/30/2018

From Acct: 100  
To Acct: 505

Acct	Account Name	Beg. Bal.	Recept / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	Student Affairs	\$439.76	\$0.00	\$0.00	\$0.00	\$439.76	\$0.00	\$439.76
102	T-Bird Café	\$127.91	\$0.00	\$0.00	\$0.00	\$127.91	\$0.00	\$127.91
110	Staff Affairs	\$699.06	\$175.00	\$(135.11)	\$200.93	\$939.88	\$0.00	\$939.88
120	Fines	\$3,105.00	\$4.89	\$(580.90)	\$0.00	\$2,528.99	\$0.00	\$2,528.99
125	Student fees	\$9,145.00	\$0.00	\$0.00	\$0.00	\$9,145.00	\$0.00	\$9,145.00
130	Facility Use Fees	\$8,589.17	\$2,300.00	\$(933.74)	\$0.00	\$9,955.43	\$0.00	\$9,955.43
140	INTEREST	\$754.02	\$2.97	\$0.00	\$0.00	\$756.99	\$0.00	\$756.99
150	School Store/FBLA	\$(2,094.78)	\$8,287.73	\$(3,253.23)	\$0.00	\$2,939.72	\$0.00	\$2,939.72
160	NEA Grant	\$11,131.22	\$0.00	\$0.00	\$0.00	\$11,131.22	\$0.00	\$11,131.22
170	BPS Foundation Grants	\$620.00	\$0.00	\$0.00	\$0.00	\$620.00	\$0.00	\$620.00
180	Courtesy Committee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
210	Freshman Class	\$182.00	\$0.00	\$0.00	\$(182.00)	\$0.00	\$0.00	\$0.00
220	Sophomore Class	\$795.79	\$0.00	\$0.00	\$(613.79)	\$182.00	\$0.00	\$182.00
230	Junior Class	\$9,312.21	\$0.00	\$0.00	\$(204.21)	\$9,108.00	\$0.00	\$9,108.00
240	Senior Class	\$200.93	\$0.00	\$0.00	\$799.07	\$1,000.00	\$0.00	\$1,000.00
250	Alumni Class	\$2,215.67	\$0.00	\$0.00	\$0.00	\$2,215.67	\$0.00	\$2,215.67
260	Autism Action Grant	\$4,363.72	\$33.00	\$(33.00)	\$0.00	\$4,363.72	\$0.00	\$4,363.72
300	Athletics	\$40,304.78	\$21,990.47	\$(10,265.86)	\$0.00	\$52,029.39	\$0.00	\$52,029.39
310	Athletic Training	\$92.76	\$0.00	\$0.00	\$0.00	\$92.76	\$0.00	\$92.76
320	Athletic Team Sub-Accts	\$28,994.00	\$301.21	\$(15,997.66)	\$0.00	\$13,297.55	\$0.00	\$13,297.55
330	Athletic Booster Club	\$14,409.57	\$0.00	\$(428.00)	\$0.00	\$13,981.57	\$0.00	\$13,981.57
340	Cheerleaders	\$16,399.72	\$4,007.35	\$(4,301.47)	\$0.00	\$16,105.60	\$0.00	\$16,105.60
350	Strategic Games Club	\$5,513.23	\$0.00	\$0.00	\$0.00	\$5,513.23	\$0.00	\$5,513.23
400	Teammates	\$22.12	\$0.00	\$0.00	\$0.00	\$22.12	\$0.00	\$22.12
402	National Honor Society	\$1,317.77	\$60.00	\$0.00	\$0.00	\$1,377.77	\$0.00	\$1,377.77
403	Science NHS	\$174.00	\$30.00	\$0.00	\$0.00	\$204.00	\$0.00	\$204.00
404	Student Council	\$773.54	\$10,260.00	\$(1,014.86)	\$0.00	\$10,018.68	\$0.00	\$10,018.68
405	Mu Alpha Theta	\$343.84	\$0.00	\$0.00	\$0.00	\$343.84	\$0.00	\$343.84
406	BW Food Drive	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
408	Cong. Awards Club	\$333.93	\$0.00	\$(11.25)	\$0.00	\$322.68	\$0.00	\$322.68
410	Key Club	\$1,860.54	\$43.00	\$(456.00)	\$0.00	\$1,447.54	\$0.00	\$1,447.54
412	Ecology Club	\$39.32	\$0.00	\$0.00	\$0.00	\$39.32	\$0.00	\$39.32
414	Instrumental Music	\$6,791.23	\$3,417.00	\$0.00	\$0.00	\$10,208.23	\$0.00	\$10,208.23
416	Vocal Music	\$31,292.68	\$4,522.25	\$(2,345.78)	\$0.00	\$33,469.15	\$0.00	\$33,469.15
418	W.A.S.T. Thespians	\$1,166.61	\$0.00	\$(109.66)	\$0.00	\$1,056.95	\$0.00	\$1,056.95
420	Diversity Club	\$834.26	\$0.00	\$0.00	\$0.00	\$834.26	\$0.00	\$834.26
422	Latino Leaders	\$114.59	\$0.00	\$0.00	\$0.00	\$114.59	\$0.00	\$114.59
424	Yearbook-Thunderbird	\$13,201.04	\$482.50	\$(407.97)	\$0.00	\$13,275.57	\$0.00	\$13,275.57
426	Publications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
428	Newspaper-Westwind	\$1,448.76	\$104.44	\$(224.23)	\$0.00	\$1,328.97	\$0.00	\$1,328.97
430	Play/Musical Productions	\$17,289.50	\$0.00	\$(94.44)	\$0.00	\$17,195.06	\$0.00	\$17,195.06
432	Dance Team/Thunderettes	\$5,220.65	\$7,229.08	\$(1,606.23)	\$0.00	\$10,843.50	\$0.00	\$10,843.50
434	Envirothon Grant	\$475.00	\$0.00	\$0.00	\$0.00	\$475.00	\$0.00	\$475.00
440	ROTC	\$33,649.72	\$8,783.00	\$(2,754.66)	\$0.00	\$39,678.06	\$0.00	\$39,678.06
445	Maxwell/ROTC	\$4,105.93	\$6,854.33	\$(3,913.18)	\$0.00	\$7,047.08	\$0.00	\$7,047.08
452	German Club	\$0.01	\$0.00	\$0.00	\$0.00	\$0.01	\$0.00	\$0.01
454	French Club	\$50.28	\$0.00	\$0.00	\$0.00	\$50.28	\$0.00	\$50.28
456	Spanish Club	\$21.43	\$0.00	\$0.00	\$0.00	\$21.43	\$0.00	\$21.43
458	Latin Club	\$100.82	\$0.00	\$0.00	\$0.00	\$100.82	\$0.00	\$100.82
460	FBLA-Miscellaneous	\$(257.65)	\$940.70	\$(94.30)	\$0.00	\$588.75	\$0.00	\$588.75
464	Science Olympiad Acct.	\$88.79	\$0.00	\$0.00	\$0.00	\$88.79	\$0.00	\$88.79

**BELLEVUE WEST HIGH SCHOOL**

**General Ledger Report**

**Financial Report**

**WEST HIGH ACTIVITY**

**Activity Accounts**

<b>From Date:</b>	9/1/2018
<b>To Date:</b>	09/30/2018

<b>From Acct:</b>	100
<b>To Acct:</b>	505

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
470	FBLA	(\$15,686.37)	\$6,433.74	\$(150.00)	\$0.00	(\$9,402.63)	\$0.00	\$(9,402.63)
472	DECA	\$3,837.03	\$9,287.85	\$(4,328.26)	\$0.00	\$8,796.62	\$0.00	\$8,796.62
474	FEA	\$179.31	\$0.00	\$0.00	\$0.00	\$179.31	\$0.00	\$179.31
476	Forensics	\$275.00	\$40.00	\$0.00	\$0.00	\$315.00	\$0.00	\$315.00
478	Debate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
480	Family Consumer Science	\$344.72	\$0.00	\$0.00	\$0.00	\$344.72	\$0.00	\$344.72
482	Culinary Arts	\$126.44	\$0.00	\$0.00	\$0.00	\$126.44	\$0.00	\$126.44
484	Skills USA	\$5,003.70	\$260.00	\$0.00	\$0.00	\$5,263.70	\$0.00	\$5,263.70
486	History Club	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
490	POST PROM	\$22,150.35	\$0.00	\$0.00	\$0.00	\$22,150.35	\$0.00	\$22,150.35
500	Activity Clearing	(\$3,550.00)	\$0.00	\$0.00	\$0.00	(\$3,550.00)	\$0.00	(\$3,550.00)
505	Counseling	\$23,342.49	\$1,008.00	\$0.00	\$0.00	\$24,350.49	\$0.00	\$24,350.49
<b>Activity Accounts Grand Total</b>		<b>\$311,782.12</b>	<b>\$96,858.51</b>	<b>\$(53,439.79)</b>	<b>\$0.00</b>	<b>\$355,200.84</b>	<b>\$0.00</b>	<b>\$355,200.84</b>

**BELLEVUE PUBLIC SCHOOLS**

**General Ledger Report**

**Financial Report**

**From Date:** 9/1/2018  
**To Date:** 09/30/2018

**From Acct:** 1001  
**To Acct:** 9960

**DISTRICT ACTIVITY**

**Activity Accounts**

Acct	Account Name	Beg. Bal.	Recpt / JV	Dish / JV	Transfers	End. Bal.	YTD Payables	Work Bal
1001	AVERY	\$4,717.17	\$2,351.00	\$(1,768.34)	\$0.00	\$5,299.83	\$0.00	\$5,299.83
1002	BELLEAIRE	\$2,622.50	\$0.00	\$(206.47)	\$0.00	\$2,416.03	\$0.00	\$2,416.03
1004	BERTHA BARBER	\$3,971.15	\$225.00	\$(239.13)	\$0.00	\$3,957.02	\$0.00	\$3,957.02
1005	BETZ	\$6,097.34	\$414.35	\$(33.75)	\$0.00	\$6,477.94	\$0.00	\$6,477.94
1006	BIRCHCREST	\$3,395.29	\$0.00	\$(303.14)	\$0.00	\$3,092.15	\$0.00	\$3,092.15
1007	CENTRAL	\$880.80	\$0.00	\$(243.76)	\$0.00	\$637.04	\$0.00	\$637.04
1008	FORT CROOK	\$9,931.92	\$0.00	\$(67.90)	(\$178.60)	\$9,685.42	\$0.00	\$9,685.42
1009	LEMAY	\$1,098.38	\$160.00	\$(145.00)	\$0.00	\$1,113.38	\$0.00	\$1,113.38
1010	PETER SARPY	\$1,088.95	\$632.82	\$(420.59)	\$0.00	\$1,301.18	\$0.00	\$1,301.18
1011	TWIN RIDGE	\$3,353.33	\$1,051.00	\$(1,100.48)	\$0.00	\$3,303.85	\$0.00	\$3,303.85
1014	WAKE ROBIN	\$5,526.03	\$0.00	\$(56.83)	\$0.00	\$5,469.20	\$0.00	\$5,469.20
1015	LEONARD LAWRENCE	\$5,993.25	\$335.20	\$(350.29)	\$0.00	\$5,978.16	\$0.00	\$5,978.16
1016	TWO SPRINGS	\$1,605.85	\$1,364.00	\$(58.93)	\$0.00	\$2,910.92	\$0.00	\$2,910.92
1017	FAIRVIEW	\$3,030.44	\$1,573.00	\$(666.81)	\$0.00	\$3,936.63	\$0.00	\$3,936.63
1018	BELLEVUE ELEMENTARY	\$8,855.67	\$1,060.00	\$(679.05)	\$0.00	\$9,236.62	\$0.00	\$9,236.62
1101	CHAP CENTER	\$554.33	\$0.00	\$0.00	\$0.00	\$554.33	\$0.00	\$554.33
9910	BEST PROGRAM	\$1,061.77	\$0.00	\$0.00	\$0.00	\$1,061.77	\$0.00	\$1,061.77
9920	DAY CAMP	\$3,629.50	\$0.00	\$0.00	\$0.00	\$3,629.50	\$0.00	\$3,629.50
9921	STEM - SUMMER SCHOOL	\$8,428.42	\$0.00	\$(37.00)	\$0.00	\$8,391.42	\$0.00	\$8,391.42
9922	WC SOCIAL GROUP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9923	WELCOME CENTER	\$2,480.62	\$100.17	\$(39.99)	\$0.00	\$2,540.80	\$0.00	\$2,540.80
9924	MISSION ANNEX	\$315.83	\$0.00	\$(56.25)	\$0.00	\$259.58	\$0.00	\$259.58
9925	SALES TAX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9926	EARLY CHILDHOOD CENTER	(\$51.48)	\$0.00	\$0.00	\$0.00	(\$51.48)	\$0.00	(\$51.48)
9927	FASE TEAM	\$13,253.67	\$0.00	\$(2,545.58)	\$0.00	\$10,708.09	\$0.00	\$10,708.09
9928	DISTRICT APPRECIATION	\$19,952.89	\$760.20	\$0.00	\$0.00	\$20,713.09	\$0.00	\$20,713.09
9930	HUMANITIES COUNCIL GRANT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9931	STAFF DEVELOPMENT	\$4,597.09	\$0.00	\$0.00	\$0.00	\$4,597.09	\$0.00	\$4,597.09
9932	ELEM. PRINCIPAL SUNSHINE	\$189.13	\$0.00	\$0.00	\$0.00	\$189.13	\$0.00	\$189.13
9933	RECYCLING REVOLVING	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9934	TRANSPORTATION	\$9,202.78	\$289.80	\$(671.65)	\$0.00	\$8,820.93	\$0.00	\$8,820.93
9935	SENSORY ROOM	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
9936	GENERAL USE - ACTIVITY	\$134,170.57	\$1,210.81	\$(1,053.80)	\$0.00	\$134,327.58	\$0.00	\$134,327.58
9937	ELEMENTARY BAND FUND	\$318.13	\$0.00	\$0.00	\$0.00	\$318.13	\$0.00	\$318.13
9938	COOPERATING TEACHER	\$33,175.00	\$0.00	\$0.00	\$0.00	\$33,175.00	\$0.00	\$33,175.00
9939	ELEMENTARY BLDG.	\$63,311.32	\$0.00	\$(1,250.00)	\$0.00	\$62,061.32	\$0.00	\$62,061.32
9940	SECONDARY BLDG.	\$119,967.44	\$2,550.00	\$(572.00)	\$0.00	\$121,945.44	\$0.00	\$121,945.44
9943	HAL	\$272.96	\$0.00	\$0.00	\$0.00	\$272.96	\$0.00	\$272.96
9944	COMMUNICATIONS	\$15,185.95	\$728.82	\$0.00	\$178.60	\$16,093.37	\$0.00	\$16,093.37
9945	TECHNOLOGY	\$58,563.68	\$70.00	\$0.00	\$0.00	\$58,633.68	\$0.00	\$58,633.68
9946	AFTER PROM	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
9947	EL PARENT GROUP (PADRE)	\$167.74	\$0.00	\$0.00	\$0.00	\$167.74	\$0.00	\$167.74
9948	WEST BASEBALL FIELD PROJ.	\$586,703.50	\$102,900.00	\$(86,167.87)	\$0.00	\$603,435.63	\$0.00	\$603,435.63
9949	LAC FIELD PROJECT	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00
9950	OPERATION READ	\$0.07	\$0.00	\$0.00	\$0.00	\$0.07	\$0.00	\$0.07
9960	DISTRICT CLEARING	\$28,887.22	\$8,400.00	\$(2,880.78)	\$0.00	\$34,406.44	\$0.00	\$34,406.44
<b>Activity Accounts Grand Total</b>		<b>\$1,172,106.20</b>	<b>\$126,176.17</b>	<b>\$(101,615.39)</b>	<b>\$0.00</b>	<b>\$1,196,666.98</b>	<b>\$0.00</b>	<b>\$1,196,666.98</b>

**Bellevue Public Schools General Obligation Bonds  
Summary as of 9/30/2018**

<b>Bonds Approved by Voters</b>	<u><u>76,000,000.00</u></u>
<b>Bonds Sold</b>	49,550,000.00
Premium Received on Sale of Bonds	<u>6,647,751.25</u>
<b>Gross Proceeds</b>	56,197,751.25
Other Activity:	
Underwriter's Discount (netted against proceeds)	(450,890.00)
Costs of Issuance (expense)	(136,825.00)
Interest Income received	-
<b>Net Funds Received To Date</b>	<u><u>55,610,036.25</u></u>
<b>Bonds Remaining to be Sold</b>	<u><u>26,450,000.00</u></u>
<b>FY18 Activity:</b>	
<b>Beginning Cash Balance as of September 1, 2018</b>	40,720,620.14
Income through September 30, 2018	38,484.88
Expenditures through September 30, 2018	<u>(4,178,359.75)</u>
<b>Ending cash balance on September 30, 2018</b>	<u><u>36,580,745.27</u></u>

BELLEVUE PUBLIC SCHOOLS  
BOARD OF EDUCATION

10-01-2018

IT IS RECOMMENDED THAT THE FOLLOWING CLAIMS  
BE APPROVED FOR PAYMENT

GENERAL FUND	1,009,854.46
SPECIAL BUILDING FUND	94,392.94
FOOD SERVICE FUND	261,122.09
BOND PROJECTS FUND	3,157,128.07
<b>TOTAL</b>	<b>4,522,497.56</b>

10-01-2018

General Fund	Check No	Check Date	Vendor Name	Amount	Description
	00236195	10/01/18	10 MEN LLC	12,850.00	BUILDING IMPROVEMENT
	00236196	10/01/18	A-1 CONTAINERS	210.00	SITE IMPROVEMENTS
	00236197	10/01/18	AAPC PUBLISHING	112.45	SUPPLIES
	00236198	10/01/18	ACCUPRINT LASER SERVICES, INC.	178.90	SUPPLIES
	00236199	10/01/18	ADAMS & SULLIVAN P.C.	1,890.00	LEGAL SERVICES
	00236200	10/01/18	ADVANCED OFFICE AUTOMATION INC	29.29	SUPPLIES
	00236201	10/01/18	AKSARBEN PIPE & SEWER CLEANING CO	465.00	BUILDING IMPROVEMENT
	00236202	10/01/18	ALL AMERICAN SPORTS/RIDDELL	1,192.62	PRIOR YEAR PAYABLE
	00236202	10/01/18	ALL AMERICAN SPORTS/RIDDELL	4,020.92	SUPPLIES
	00236203	10/01/18	ALL BRITE GLASS & SCREEN, INC.	3,543.75	BUILDING IMPROVEMENT
	00236204	10/01/18	AMERICAN TIME	583.47	BUILDING IMPROVEMENT
	00236205	10/01/18	ANDREW BUTTERMORE PAINTING	750.00	BUILDING IMPROVEMENT
	00236206	10/01/18	APPLE, INC.	1,519.00	TECHNOLOGY REPAIRS
	00236207	10/01/18	APPLES & MORE	270.54	PRIOR YEAR PAYABLE
	00236207	10/01/18	APPLES & MORE	157.91	SUPPLIES
	00236208	10/01/18	AQUA-CHEM, INC.	300.00	BUILDING IMPROVEMENT
	00236209	10/01/18	ARROW TOWING, INC.	450.00	REPAIRS
	00236210	10/01/18	AUTO VALUE	177.97	TIRES & PARTS
	00236211	10/01/18	B & H PHOTO-VIDEO	199.60	SUPPLIES
	00236212	10/01/18	BAKER'S SUPERMARKET	10.28	EMPLOYEE TRAINING & DEVELOPMNT
	00236212	10/01/18	BAKER'S SUPERMARKET	1,619.35	SUPPLIES
	00236213	10/01/18	BALDWIN'S FLOORING AMERICA	831.06	BUILDING IMPROVEMENT
	00236214	10/01/18	BATTERIES PLUS BULBS	483.46	SUPPLIES
	00236214	10/01/18	BATTERIES PLUS BULBS	45.00	TIRES & PARTS
	00236215	10/01/18	BAXTER FORD	9.84	SUPPLIES
	00236216	10/01/18	BEARCOM	219.13	SUPPLIES
	00236217	10/01/18	BEARDMORE CHEVROLET, INC	676.54	REPAIRS
	00236217	10/01/18	BEARDMORE CHEVROLET, INC	174.24	SUPPLIES
	00236217	10/01/18	BEARDMORE CHEVROLET, INC	479.24	TIRES & PARTS
	00236218	10/01/18	BELLEVUE CHAMBER OF COMMERCE	750.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236219	10/01/18	BELLEVUE LEADER	35.00	SUPPLIES
	00236220	10/01/18	BELLEVUE LEADER	8.75	SUPPLIES
	00236221	10/01/18	BELNICK, INC.	681.06	SUPPLIES
	00236222	10/01/18	BIG RED LOCKSMITHS, INC.	240.00	REPAIRS
	00236223	10/01/18	BISHOP BUSINESS EQUIPMENT	444.00	SUPPLIES
	00236224	10/01/18	BLACK HILLS ENERGY	1,421.53	FUEL
	00236225	10/01/18	BLACK HILLS ENERGY	133.33	FUEL
	00236226	10/01/18	BLICK ART MATERIALS, LLC.	130.41	SUPPLIES
	00236227	10/01/18	BODY BASICS FITNESS EQUIPMENT	515.00	REPAIRS

10-01-2018

00236228	10/01/18	BOUND TO STAY BOUND	321.70	SUPPLIES
00236229	10/01/18	BRIGGS, INC.	1,366.58	BUILDING IMPROVEMENT
00236230	10/01/18	BSN SPORTS INC.	134.50	SUPPLIES
00236231	10/01/18	BUILDERS SUPPLY CO., INC.	445.30	BUILDING IMPROVEMENT
00236232	10/01/18	BUS PARTS WAREHOUSE	158.00	TIRES & PARTS
00236233	10/01/18	C & C CONSULTANTS	4,800.00	BUILDING IMPROVEMENT
00236234	10/01/18	CANTH AWARDS	328.00	SUPPLIES
00236235	10/01/18	CARPENTER PAPER COMPANY	2,256.46	SUPPLIES
00236236	10/01/18	CCL SUPPLY, LLC.	258.07	SUPPLIES
00236237	10/01/18	CENTER FOR RESPONSIVE SCHOOLS	432.00	SUPPLIES
00236238	10/01/18	CHANNING BETE COMPANY	213.85	SUPPLIES
00236239	10/01/18	CINTAS CORPORATION #749	642.10	PROFESSIONAL SERVICES
00236240	10/01/18	COLLECTIVE GOODS	52.00	SUPPLIES
00236241	10/01/18	CONSTELLATION ENERGY	129.36	FUEL
00236242	10/01/18	CONTINENTAL RESEARCH CORP.	743.96	SUPPLIES
00236243	10/01/18	CONTROL MANAGEMENT, INC	270.00	BUILDING IMPROVEMENT
00236243	10/01/18	CONTROL MANAGEMENT, INC	5,198.41	REPAIRS
00236244	10/01/18	CORNHUSKER INTL TRUCKS, INC.	914.00	TIRES & PARTS
00236245	10/01/18	COX BUSINESS SERVICES	22,101.48	TELECOMMUNICATIONS
00236246	10/01/18	CUMMINS CENTRAL POWER, LLC	495.97	TIRES & PARTS
00236247	10/01/18	D.C. ELECTRIC/HEARTLAND LIGHTING	5,592.00	BUILDING IMPROVEMENT
00236248	10/01/18	DATASHIELD CORPORATION	68.00	TRASH REMOVAL
00236249	10/01/18	DECKER EQUIPMENT	1,041.57	SUPPLIES
00236250	10/01/18	DELTA EDUCATION	518.44	SUPPLIES
00236251	10/01/18	DEMCO, INC.	412.00	SUPPLIES
00236252	10/01/18	DIETZE MUSIC	7,965.00	PRIOR YEAR PAYABLE
00236252	10/01/18	DIETZE MUSIC	6.50	REPAIRS
00236252	10/01/18	DIETZE MUSIC	3,098.00	SUPPLIES
00236253	10/01/18	DR. VINYL	600.00	BUILDING IMPROVEMENT
00236254	10/01/18	E.S.U. #3	15.00	EMPLOYEE TRAINING & DEVELOPMNT
00236255	10/01/18	ECHO ELECTRIC SUPPLY	335.37	BUILDING IMPROVEMENT
00236256	10/01/18	EGAN SUPPLY	87.68	REPAIRS
00236256	10/01/18	EGAN SUPPLY	29,822.09	SUPPLIES
00236257	10/01/18	ELECTRONIC CONTRACTING COMPANY	470.00	BUILDING IMPROVEMENT
00236258	10/01/18	FAMILY FARE SUPERMARKET	609.51	SUPPLIES
00236258	10/01/18	FAMILY FARE SUPERMARKET	88.99	TECH TRAINING & DEVELOPMENT
00236259	10/01/18	FATHER FLANAGAN'S BOYS' HOME	62.00	TUITION-OTHER AGENCIES
00236260	10/01/18	FIRST STUDENT, INC.	43,816.37	CONTRACTED TRANSPORTATION
00236261	10/01/18	FLAGHOUSE, INC.	120.50	SUPPLIES
00236262	10/01/18	FLEETPRIDE	53.66	SUPPLIES

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00236262	10/01/18	FLEETPRIDE	4,553.88	TIRES & PARTS
00236263	10/01/18	FOLLETT SCHOOL SOLUTIONS, INC.	362.97	PRIOR YEAR PAYABLE
00236264	10/01/18	FONTENELLE NATURE ASSOCIATION	7,525.00	SUPPLIES
00236265	10/01/18	FREMONT INDUSTRIES, INC.	174.25	SUPPLIES
00236266	10/01/18	GECKO MICROSOLUTIONS, INC	510.00	SOFTWARE
00236267	10/01/18	GENERAL FIRE AND SAFETY EQUIPMENT	4,102.49	BUILDING IMPROVEMENT
00236268	10/01/18	GLENNA FISHER	4,485.01	PROFESSIONAL SERVICES
00236269	10/01/18	GOPHER	1,652.31	SUPPLIES
00236270	10/01/18	GRAINGER, INC.	1,526.31	BUILDING IMPROVEMENT
00236270	10/01/18	GRAINGER, INC.	1,985.57	REPAIRS
00236271	10/01/18	GREAT LAKES SPORTS	68.50	SUPPLIES
00236272	10/01/18	GREATER NEBRASKA SCHOOLS ASSOC	4,000.00	DUES AND FEES
00236273	10/01/18	GREENLIFE GARDENS, INC.	2,930.50	BUILDING IMPROVEMENT
00236274	10/01/18	HAMPTON INN KEARNEY	318.00	EMPLOYEE TRAINING & DEVELOPMNT
00236275	10/01/18	HARCOURT OUTLINES INC.	230.00	SUPPLIES
00236276	10/01/18	HEARTLAND FAMILY SERVICE	150.00	PROFESSIONAL SERVICES
00236277	10/01/18	HEARTSAVER	490.00	EMPLOYEE TRAINING & DEVELOPMNT
00236278	10/01/18	HEINEMANN	1,629.65	SUPPLIES
00236279	10/01/18	HENRY DOORLY ZOO & AQUARIUM	483.00	SUPPLIES
00236280	10/01/18	HSMC ORIZON, LLC.	12,800.00	AUDITORS
00236281	10/01/18	HUSSMANN CORPORATION	464.75	BUILDING IMPROVEMENT
00236282	10/01/18	HY-VEE, INC.	1,097.35	SUPPLIES
00236283	10/01/18	INDUSTRIAL ARTS SUPPLY CO	1,342.79	PRIOR YEAR PAYABLE
00236284	10/01/18	INSTRU-MED, INC.	6,363.50	SUPPLIES
00236285	10/01/18	INTERSTATE POWER SYSTEMS, INC.	688.37	REPAIRS
00236285	10/01/18	INTERSTATE POWER SYSTEMS, INC.	1,075.45	TIRES & PARTS
00236286	10/01/18	IRIS LTD	1,426.00	SUPPLIES
00236287	10/01/18	IXL LEARNING	49.00	SUPPLIES
00236288	10/01/18	J & J SMALL ENGINE SERVICE, INC.	-48.00	PROFESSIONAL SERVICES
00236288	10/01/18	J & J SMALL ENGINE SERVICE, INC.	312.00	SUPPLIES
00236289	10/01/18	J.W. PEPPER & SON, INC.	225.98	SUPPLIES
00236290	10/01/18	JODON'S	156.00	SUPPLIES
00236291	10/01/18	JOHNSON CONTROLS, INC.	2,224.81	BUILDING IMPROVEMENT
00236291	10/01/18	JOHNSON CONTROLS, INC.	3,299.00	PROFESSIONAL SERVICES
00236292	10/01/18	JOHNSON HARDWARE CO	361.72	BUILDING IMPROVEMENT
00236293	10/01/18	JOHNSTONE SUPPLY	306.92	BUILDING IMPROVEMENT
00236294	10/01/18	JOSH TEDDER CONSTRUCTION, INC.	775.00	SITE IMPROVEMENTS
00236295	10/01/18	KEENE TIEDEMANN	380.19	MILEAGE REIMBURSEMENT (STAFF)
00236296	10/01/18	KEYSTONE GLASS CO.	960.00	BUILDING IMPROVEMENT
00236297	10/01/18	KIMBALL MIDWEST	644.80	TIRES & PARTS

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00236298	10/01/18	KONE INC.	850.46	BUILDING IMPROVEMENT
00236298	10/01/18	KONE INC.	2,275.24	SITE IMPROVEMENTS
00236299	10/01/18	KRIHA FLUID POWER CO. INC.	87.97	TIRES & PARTS
00236300	10/01/18	LANGUAGE LINE SERVICES	8.51	SUPPLIES
00236301	10/01/18	LEADING EDGE LAMINATING	107.20	BUILDING IMPROVEMENT
00236301	10/01/18	LEADING EDGE LAMINATING	161.94	PRIOR YEAR PAYABLE
00236301	10/01/18	LEADING EDGE LAMINATING	1,057.04	SUPPLIES
00236302	10/01/18	LEARNING A-Z	699.65	SUPPLIES
00236303	10/01/18	LEARNING WITHOUT TEARS	3,102.00	SUPPLIES
00236304	10/01/18	LIFEGUARD MD	60.30	SUPPLIES
00236305	10/01/18	LONE STAR PERCUSSION	53,212.20	SUPPLIES
00236306	10/01/18	MACGILL	327.75	SUPPLIES
00236307	10/01/18	MATHESON TRI-GAS, INC.	32.56	REPAIRS
00236307	10/01/18	MATHESON TRI-GAS, INC.	26.18	SUPPLIES
00236307	10/01/18	MATHESON TRI-GAS, INC.	147.35	TIRES & PARTS
00236308	10/01/18	MAXIM HEALTHCARE SERVICES, INC.	23,186.10	TUITION-OTHER AGENCIES
00236309	10/01/18	MEJIA ROOFING & CONTRACTORS	1,400.00	BUILDING IMPROVEMENT
00236310	10/01/18	MENARDS, INC.	684.40	BUILDING IMPROVEMENT
00236310	10/01/18	MENARDS, INC.	39.95	COMPUTER HARDWARE
00236310	10/01/18	MENARDS, INC.	1,294.21	REPAIRS
00236310	10/01/18	MENARDS, INC.	1,372.17	SUPPLIES
00236310	10/01/18	MENARDS, INC.	183.22	TIRES & PARTS
00236311	10/01/18	METAL DOORS & HARDWARE COMPANY	797.00	BUILDING IMPROVEMENT
00236312	10/01/18	METROPOLITAN UTILITIES DIST.	2,549.80	FUEL
00236312	10/01/18	METROPOLITAN UTILITIES DIST.	27,840.58	WATER & SEWER
00236313	10/01/18	MID-PLAINS INSULATION	3,555.61	BUILDING IMPROVEMENT
00236314	10/01/18	MIDLANDS CARRIER TRANSICOLD	40.68	TIRES & PARTS
00236315	10/01/18	MOBYMAX, LLC	398.00	SUPPLIES
00236316	10/01/18	MOORE MEDICAL	4,085.99	SUPPLIES
00236317	10/01/18	MPS	3,200.00	PRIOR YEAR PAYABLE
00236318	10/01/18	NAPA AUTO PARTS	145.61	REPAIRS
00236318	10/01/18	NAPA AUTO PARTS	68.03	SUPPLIES
00236318	10/01/18	NAPA AUTO PARTS	1,157.80	TIRES & PARTS
00236319	10/01/18	NAQT	25.00	SUPPLIES
00236320	10/01/18	NCS PEARSON INCORPORATED	15,169.11	SUPPLIES
00236321	10/01/18	NE ASSOC OF SCHOOL BOARDS	30.00	DUES AND FEES
00236322	10/01/18	NE DEPT OF LABOR BOILER INSPECTION	150.00	BUILDING IMPROVEMENT
00236323	10/01/18	NEBRASKA - IOWA SUPPLY CO. INC.	23,235.78	GAS, DIESEL, OIL
00236324	10/01/18	NEBRASKA LIBRARY ASSOCIATION	185.00	EMPLOYEE TRAINING & DEVELOPMNT
00236325	10/01/18	NEBRASKA MACHINERY CO	327.18	SUPPLIES

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00236326	10/01/18	NEOPOST USA, INC	374.04	REPAIRS
00236327	10/01/18	NEW HORIZONS LLC	2,400.00	BUILDING IMPROVEMENT
00236328	10/01/18	OFFICE DEPOT, INC	1,113.93	FURNITURE & EQUIPMENT
00236328	10/01/18	OFFICE DEPOT, INC	5,711.60	SUPPLIES
00236329	10/01/18	OFFICE SUPPLY	92.48	SUPPLIES
00236330	10/01/18	OHARCO	183.60	BUILDING IMPROVEMENT
00236331	10/01/18	OMAHA COMPOUND COMPANY	183.65	SUPPLIES
00236332	10/01/18	OMAHA PUBLIC POWER DISTRICT	199,302.48	ELECTRICITY
00236333	10/01/18	OMAHA WORLD-HERALD MEDIA GROUP	508.71	ADVERTISING/PUBLICATION
00236334	10/01/18	ONE SOURCE, INC.	1,970.00	PROFESSIONAL SERVICES
00236335	10/01/18	OPC DIRECT	2,522.69	SUPPLIES
00236336	10/01/18	PAUL LUCHT & SONS, INC	4,971.39	REPAIRS
00236337	10/01/18	PEERLESS WIPING CLOTH COMPANY	210.00	SUPPLIES
00236338	10/01/18	PENSKE TRUCK LEASING CO.	430.12	CONTRACTED TRANSPORTATION
00236339	10/01/18	PIONEER PUBLISHING	1,211.00	PRIOR YEAR PAYABLE
00236340	10/01/18	PLIBRICO COMPANY, LLC.	22,003.43	BUILDING IMPROVEMENT
00236341	10/01/18	PREMIER WASTE SOLUTIONS	2,434.05	TRASH REMOVAL
00236342	10/01/18	PRESTO-X	1,143.00	BUILDING IMPROVEMENT
00236343	10/01/18	PRIME COMMUNICATIONS, INC.	2,691.91	COMPUTER HARDWARE
00236343	10/01/18	PRIME COMMUNICATIONS, INC.	3,757.35	PRIOR YEAR PAYABLE
00236343	10/01/18	PRIME COMMUNICATIONS, INC.	3,587.42	SITE IMPROVEMENTS
00236344	10/01/18	PRO-ED, INC.	726.00	SUPPLIES
00236345	10/01/18	PULSE FINDERS	480.00	EMPLOYEE TRAINING & DEVELOPMNT
00236345	10/01/18	PULSE FINDERS	60.00	SUPPLIES
00236346	10/01/18	PURELAND SUPPLY	400.43	SUPPLIES
00236347	10/01/18	PURELAND SUPPLY	135.38	SUPPLIES
00236348	10/01/18	RADCLIFFE & ASSOCIATES	4,500.00	PROFESSIONAL SERVICES
00236349	10/01/18	READ TO THEM	3,564.55	SUPPLIES
00236350	10/01/18	REALLY GOOD STUFF, LLC.	123.12	SUPPLIES
00236351	10/01/18	SARPY COUNTY TREASURER	1,530.00	CONTRACTED TRANSPORTATION
00236352	10/01/18	SCANTRON CORPORATION	130.28	PROFESSIONAL SERVICES
00236352	10/01/18	SCANTRON CORPORATION	3,007.85	SUPPLIES
00236353	10/01/18	SCHOLASTIC BOOK CLUBS INC.	1,895.00	SUPPLIES
00236354	10/01/18	SCHOLASTIC MAGAZINES	151.80	SUPPLIES
00236355	10/01/18	SCHOOL BUS PARTS COMPANY	1,582.78	TIRES & PARTS
00236356	10/01/18	SCHOOL NURSE SUPPLY, INC.	151.01	SUPPLIES
00236357	10/01/18	SCHOOL OUTFITTERS	70.72	SUPPLIES
00236358	10/01/18	SCHOOL SPECIALTY, INC.	39.59	PRIOR YEAR PAYABLE
00236358	10/01/18	SCHOOL SPECIALTY, INC.	2,287.26	SUPPLIES
00236359	10/01/18	SHARRY A. RINGLER	228.00	PROFESSIONAL SERVICES

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00236360	10/01/18	SHERWIN-WILLIAMS	239.70	SUPPLIES
00236361	10/01/18	SHOPKO	744.43	PRIOR YEAR PAYABLE
00236361	10/01/18	SHOPKO	459.16	SUPPLIES
00236362	10/01/18	SITE ONE LANDSCAPE SUPPLY	102.85	SUPPLIES
00236363	10/01/18	SNYDER CHARLESON THERAPY SERVICE	31,769.94	TUITION-OTHER AGENCIES
00236364	10/01/18	SOCIAL THINKING	111.83	SUPPLIES
00236365	10/01/18	SOUTHERNCARLSON, INC	65.98	BUILDING IMPROVEMENT
00236366	10/01/18	SOUTHSIDE PLUMBING, LLC.	636.95	BUILDING IMPROVEMENT
00236367	10/01/18	STANDARD PLUMBING SERVICE, INC	670.00	BUILDING IMPROVEMENT
00236368	10/01/18	STAPLES ADVANTAGE	1,416.21	SUPPLIES
00236369	10/01/18	STERICYCLE INC.	126.12	SUPPLIES
00236370	10/01/18	STEVE'S FLOOR COVERINGS, INC.	370.00	BUILDING IMPROVEMENT
00236371	10/01/18	STEVEN LEHR, RPT	80.00	SUPPLIES
00236372	10/01/18	SUPPLYWORKS	229.13	SUPPLIES
00236373	10/01/18	SUPREME SCHOOL SUPPLY	161.03	SUPPLIES
00236374	10/01/18	TALX CORPORATION	40.00	PROFESSIONAL SERVICES
00236375	10/01/18	TEACHING STRATEGIES, LLC.	7,809.00	SUPPLIES
00236376	10/01/18	TERRY HUGHES TREE SERVICE	284.96	BUILDING IMPROVEMENT
00236376	10/01/18	TERRY HUGHES TREE SERVICE	3,087.50	SITE IMPROVEMENTS
00236377	10/01/18	THE FILTER SHOP	1,637.99	SUPPLIES
00236378	10/01/18	THE LIBRARY STORE, INC.	27.65	SUPPLIES
00236379	10/01/18	THERMO KING CHRISTENSEN	12.99	TIRES & PARTS
00236380	10/01/18	THOMPSON MUSIC	2,037.50	PRIOR YEAR PAYABLE
00236381	10/01/18	TREES, SHRUBS & MORE	294.74	SUPPLIES
00236382	10/01/18	TROPHY CONSTRUCTION, INC.	1,200.00	BUILDING IMPROVEMENT
00236383	10/01/18	TRUCK CENTER COMPANIES	6,900.45	TIRES & PARTS
00236384	10/01/18	TURF CARS LTD.	189.47	SUPPLIES
00236385	10/01/18	TY'S OUTDOOR POWER INC.	216.27	SUPPLIES
00236386	10/01/18	U.S. BANK CORPORATE PAYMENT SYS	58.36	BUILDING IMPROVEMENT
00236386	10/01/18	U.S. BANK CORPORATE PAYMENT SYS	2,350.00	EMPLOYEE TRAINING & DEVELOPMNT
00236386	10/01/18	U.S. BANK CORPORATE PAYMENT SYS	24.94	PRIOR YEAR PAYABLE
00236386	10/01/18	U.S. BANK CORPORATE PAYMENT SYS	1,544.00	SOFTWARE
00236386	10/01/18	U.S. BANK CORPORATE PAYMENT SYS	6,257.08	SUPPLIES
00236386	10/01/18	U.S. BANK CORPORATE PAYMENT SYS	102.00	TECH TRAINING & DEVELOPMENT
00236386	10/01/18	U.S. BANK CORPORATE PAYMENT SYS	164.54	TEXTBOOKS & PERIODICALS
00236387	10/01/18	U.S. BANK EQUIPMENT FINANCE	9,952.92	RENTALS/LEASE PURCHASE
00236387	10/01/18	U.S. BANK EQUIPMENT FINANCE	13,092.87	SUPPLIES
00236388	10/01/18	UNIFIRST CORPORATION	344.19	PROFESSIONAL SERVICES
00236389	10/01/18	UNIVERSITY OF NEBRASKA-OMAHA	168,000.00	CERTIFIED PROFESSIONAL SALARY
00236390	10/01/18	UNIVERSITY OF OREGON	460.00	SUPPLIES

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00236391	10/01/18	VIRCO, INC.	507.60	SUPPLIES
00236392	10/01/18	VOSS LIGHTING	3,394.10	SUPPLIES
00236393	10/01/18	WEIDENHAMMER	262.50	PROFESSIONAL SERVICES
00236394	10/01/18	WELDON PARTS OMAHA	200.28	TIRES & PARTS
00236395	10/01/18	WENGER CORPORATION	25,331.00	PRIOR YEAR PAYABLE
00236396	10/01/18	WESTERN PSYCHOLOGICAL SERVICES	1,222.10	SUPPLIES
00236397	10/01/18	WESTLAKE HARDWARE	41.55	BUILDING IMPROVEMENT
00236397	10/01/18	WESTLAKE HARDWARE	475.89	PRIOR YEAR PAYABLE
00236397	10/01/18	WESTLAKE HARDWARE	521.61	REPAIRS
00236397	10/01/18	WESTLAKE HARDWARE	20.71	SUPPLIES
00236397	10/01/18	WESTLAKE HARDWARE	7.99	TIRES & PARTS
00236398	10/01/18	WORDMASTERS LLC	297.00	SUPPLIES
00236399	10/01/18	WORK FIT, INC.	2,535.00	PROFESSIONAL SERVICES
00236400	10/01/18	WORLD BOOK SCHOOL AND LIBRARY	849.60	SUPPLIES
00236401	10/01/18	ZTRIP NE	1,967.08	PROFESSIONAL SERVICES
		<b>General Fund Total:</b>	<b>997,987.08</b>	

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General Fund	Check No	Check Date	Vendor Name	Amount	Description
	00236040	09/04/18	AMANDA HEGG	37.28	SUPPLIES
	00236041	09/04/18	AMY LUGINBILL	300.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236042	09/04/18	ANDIE MAUPIN	96.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236043	09/04/18	BECKY TORRES	300.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236044	09/04/18	COLLEEN HOLDREDGE	300.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236045	09/04/18	JIM BOSE	14.42	REPAIRS
	00236046	09/04/18	JODEE GNUSE	75.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236047	09/04/18	KELLY GOMEZ	117.50	DUES AND FEES
	00236048	09/04/18	MARIJANA NIGHSWONGER	300.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236049	09/04/18	MELISSA WILLIAMS	300.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236050	09/04/18	MICHAELLA ESTERS	364.40	SUPPLIES
	00236051	09/04/18	NEBRASKA DEPT. OF EDUCATION	20.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236052	09/04/18	PHILLIP LOOMIS	96.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236053	09/04/18	SARA RAMIREZ	40.00	SUPPLIES
	00236054	09/04/18	SKATE CITY	150.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236055	09/04/18	STEPHANIE TOELLE	9.94	SUPPLIES
	00236056	09/04/18	UPS	63.85	POSTAGE
	00236057	09/06/18	MENARDS, INC.	2.99	REPAIRS
	00236058	09/06/18	NAPT	425.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236059	09/06/18	NSCTA	145.00	SUPPLIES
	00236060	09/06/18	PREMIER WASTE SOLUTIONS	2,434.05	TRASH REMOVAL
	00236061	09/06/18	REBECCA HIER	131.00	SUPPLIES
	00236062	09/07/18	CARDMEMBER SERVICE	28.35	CONTRACTED TRANSPORTATION
	00236062	09/07/18	CARDMEMBER SERVICE	596.20	EMPLOYEE TRAINING & DEVELOPMNT
	00236063	09/07/18	VERIZON WIRELESS	344.65	TELECOMMUNICATIONS
	00236112	09/10/18	JEFF RIPPE	288.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236113	09/10/18	PHIL DAVIDSON	288.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236114	09/10/18	ROBERT MOORE	25.02	EMPLOYEE TRAINING & DEVELOPMNT
	00236115	09/10/18	SCOTT EBY	288.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236116	09/10/18	SHARRA SMITH	60.87	SUPPLIES
	00236117	09/10/18	UNIVERSITY OF NE - LINCOLN	90.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236119	09/14/18	E.S.U. #3	150.00	SUPPLIES
	00236120	09/14/18	MINDY FAIMAN	26.72	SUPPLIES
	00236121	09/14/18	SHERI FILLIPI	85.21	SUPPLIES
	00236125	09/18/18	JENNIFER LAMONTAGUE	160.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236126	09/18/18	MELISSA WOOD	160.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236127	09/18/18	OFFICE DEPOT, INC	159.13	SUPPLIES
	00236128	09/18/18	STACY ELSHIRE	160.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236129	09/18/18	TERA OYLER	132.57	SUPPLIES

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	00236130	09/18/18	UPS	37.35	POSTAGE
	00236131	09/18/18	U.S. POSTAL SERVICE	81.59	SUPPLIES
	00236132	09/20/18	E=MCQ, LLC	300.00	SUPPLIES
	00236133	09/20/18	NACIA	390.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236134	09/20/18	NEBRASKA SCHOOL TRANS ASSOC	250.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236135	09/20/18	RENAISSANCE LEARNING INC	390.00	SUPPLIES
	00236136	09/20/18	SARAH DICKEY	40.00	SUPPLIES
	00236137	09/20/18	SARAH JACOBS	160.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236138	09/20/18	THE CREATIVE J	355.08	SUPPLIES
	00236140	09/25/18	MICHAELLA ESTERS	418.83	SUPPLIES
	00236141	09/25/18	NACIA	15.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236142	09/25/18	NEBRASKA SCHOOL TRANS ASSOC	125.00	EMPLOYEE TRAINING & DEVELOPMNT
	00236143	09/25/18	NEBRASKA STATE BAR FOUNDATION	40.00	SUPPLIES
	00236144	09/25/18	NIKKI SCHUBAUER	41.98	SUPPLIES
	00236145	09/26/18	CUNE COMMITTEE	100.00	SUPPLIES
	00236146	09/26/18	NAMI	50.00	SUPPLIES
	00236147	09/26/18	NFWC	100.00	SUPPLIES
	00236148	09/26/18	WAYNE STATE COLLEGE	90.00	SUPPLIES
	00236193	09/28/18	CONCORDIA UNIVERSITY, NE	99.00	SUPPLIES
	00236194	09/28/18	RACHAEL EVERSOLE	18.40	SUPPLIES
<b>General Fund Immediate Pays Released Prior to Board Meeting:</b>				<b>11,867.38</b>	

10-01-2018

Special Bldg	Check No	Check Date	Vendor Name	Amount	Description
	00236402	10/01/18	AMERICAN PARKING SHARP FINANCIAL	2,436.44	
	00236403	10/01/18	EGAN SUPPLY	7,265.00	
	00236404	10/01/18	PRIDE HOME SERVICES, INC	33,875.00	
			<b>Special Building/Site Fund:</b>	<b>43,576.44</b>	

10-01-2018

Special Bldg	Check No	Check Date	Vendor Name	Amount	Description
	00236118	09/12/18	MITCHELL & ASSOCIATES, INC.	1,450.00	PROFESSIONAL SERVICES
	00236139	09/25/18	HOCKENBERGS	49,366.50	
<b>Special Bldg Immediate Pays Released Prior to Board Meeting:</b>				<b>50,816.50</b>	

10-01-2018

Bond Fund	Check No	Check Date	Vendor Name	Amount	Description
	00030148	10/01/18	ADVANCED ENGINEERING SYSTEMS, INC	4,460.37	
	00030149	10/01/18	APPLE, INC.	1,045,893.00	
	00030150	10/01/18	BIL-DEN GLASS INC	3,896.00	
	00030151	10/01/18	GP ARCHITECTURE, LLC.	7,500.00	PROFESSIONAL SERVICES
	00030151	10/01/18	GP ARCHITECTURE, LLC.	18,438.21	
	00030152	10/01/18	KIEFER U.S.A.	280,836.00	
	00030153	10/01/18	LUEDER CONSTRUCTION CO.	1,268,690.06	
	00030154	10/01/18	MCCOY CONSTRUCTION, LLC	188,325.00	
	00030155	10/01/18	NEBRASKA FURNITURE MART	597.00	
	00030156	10/01/18	NEW HORIZONS LLC	1,200.00	
	00030157	10/01/18	PROTECH ELECTRIC SERVICES	98,911.00	
	00030158	10/01/18	TROPHY CONSTRUCTION, INC.	10,400.00	
			<b>Bond Project Fund Total:</b>	<b>2,929,146.64</b>	

10-01-2018

Bond Fund	Check No	Check Date	Vendor Name	Amount	Description
	00030146	09/04/18	MUSCO SPORTS LIGHTING, LLC.	213,000.00	
	00030147	09/20/18	KIEFER AQUATICS	14,981.43	
<b>Bond Projects Immediate Pays Released Prior to Board Meeting:</b>				<b>227,981.43</b>	

10-01-2018

Food Service	Check No	Check Date	Vendor Name	Amount	Description
	00236405	10/01/18	AMERICAN BOTTLING COMPANY	5,219.40	FOOD
	00236406	10/01/18	BAXTER FORD	9.84	SUPPLIES
	00236407	10/01/18	BPS FOUNDATION - LAC	100.00	SUPPLIES
	00236408	10/01/18	CARPENTER PAPER COMPANY	12,559.84	SUPPLIES
	00236409	10/01/18	COCA-COLA OF OMAHA	7,917.73	FOOD
	00236410	10/01/18	DISTRICT ACTIVITY FUND	1,690.00	SUPPLIES
	00236411	10/01/18	EAST HIGH ACTIVITY ACCOUNT	550.00	SUPPLIES
	00236412	10/01/18	FAMILY FARE SUPERMARKET	153.60	FOOD
	00236413	10/01/18	FARNER-BOCKEN COMPANY	11,421.56	FOOD
	00236414	10/01/18	GENERAL PARTS, LLC.	1,929.49	
	00236415	10/01/18	HILAND DAIRY	25,744.14	FOOD
	00236416	10/01/18	LEWIS & CLARK ACTIVITY FUND	150.00	SUPPLIES
	00236417	10/01/18	LOFFREDO FRESH PRODUCE CO., INC.	6,347.44	FOOD
	00236418	10/01/18	LOGAN FONTENELLE ACTIVITY FUND	150.00	SUPPLIES
	00236419	10/01/18	MARY HANSEN	468.05	SUPPLIES
	00236420	10/01/18	MISSION ACTIVITY FUND	150.00	SUPPLIES
	00236421	10/01/18	MMC CONTRACTORS, INC.	4,718.84	
	00236422	10/01/18	NEBRASKA - IOWA SUPPLY CO. INC.	679.72	GAS, DIESEL, OIL
	00236423	10/01/18	OFFICE DEPOT, INC	239.97	SUPPLIES
	00236424	10/01/18	PAN-O-GOLD BAKING CO.	6,015.85	FOOD
	00236425	10/01/18	PEPSI COLA COMPANY	6,646.21	FOOD
	00236426	10/01/18	PREMIER WASTE SOLUTIONS	1,554.00	TRASH REMOVAL
	00236427	10/01/18	SYSCO LINCOLN	164,218.62	FOOD
	00236428	10/01/18	THE WASSERSTROM COMPANY	189.20	SUPPLIES
	00236429	10/01/18	WEST HIGH ACTIVITY FUND	550.00	SUPPLIES
			<b>Food Service Fund Total:</b>	<b>259,373.50</b>	

10-01-2018

Food Service	Check No	Check Date	Vendor Name	Amount	Description
	00236060	09/06/18	PREMIER WASTE SOLUTIONS	1,554.00	TRASH REMOVAL
	00236063	09/07/18	VERIZON WIRELESS	134.59	TELECOMMUNICATIONS
	00236122	09/14/18	VIRGIL BEATY	60.00	
	<b>Food Service Immediate Pays Released Prior to Board Meeting:</b>			<b>1,748.59</b>	





STATE COMMITTEE FOR THE REORGANIZATION OF SCHOOLS  
STATE OF NEBRASKA

IN THE MATTER OF: )  
 )  
Transfer of Parcels of Land Between Sarpy )  
County School District 46 (Springfield )  
Platteview Community Schools) and Sarpy )  
County School District 1 (Bellevue Public )  
Schools) (Falcon Pointe) )

Case No. LT-\_\_\_\_

AFFIDAVIT OF CORRECT LEGAL  
DESCRIPTION

STATE OF NEBRASKA )  
 ) ss.  
COUNTY OF LANCASTER )

Derek A. Aldridge, being duly sworn, on oath, deposes and states:

1. I am over 18 years of age and have personal knowledge of the facts set forth in this affidavit.

2. I am representing both Sarpy County School District 46 (Springfield Platteview Community Schools) and Sarpy County School District 1 (Bellevue Public Schools) on the above-captioned land transfer matter referred to as "Falcon Pointe."

3. On or about September 11, 2018, I was advised by the Sarpy County, Nebraska, GIS Department that there were certain scrivener errors in the legal description contained in the proposed Reorganization Plan which would prevent the land transfer from being recorded on county records.

4. That proposed Reorganization Plan already had been approved by both school districts at regular meetings of the respective Boards of Education held on July 9, 2018.

5. As of September 11, 2018, the next regular meeting of the respective Boards of Education for the school districts, for purposes of correcting the legal description in the Reorganization Plan, would be October 8, 2018.

6. According to Sarpy County officials, the correct legal description for the land intended to be used in and transferred by the Reorganization Plan is as follows:

That part of the North 1/2 of the NE 1/4 of Section 7, T13N, R13E of the 6th P.M., Sarpy County, Nebraska, described as follows:

Beginning at the SE Corner of said North 1/2; Thence S89°59'14"W (Assumed Bearing) 2664.18 feet on the South line of said north 1/2 to the SW Corner thereof; Thence N00°40'13"W 1275.86 feet on the West line of said North 1/2 to the South Line of Capehart Road; Thence N89°53'02"E 2440.85 feet on a line 50.00 feet south of and parallel with North line of said North 1/2 and on the south line of Capehart Road and to the West line of Tax Lot 1 located in said North 1/2; Thence South 00°07'22"W 191.00 feet on a line 241.00 feet West of and parallel with the East line of said North 1/2 and of the West line of Tax Lot 1 to the SW Corner thereof; Thence N89°53'02"E 241.00 feet on a line 241.00 feet south of and parallel with the North line of said North 1/2 and on the South line of said Tax Lot 1 to the East of line of said lot North 1/2; Thence S00°07'22"W 1089.62 feet on the East line of said North 1/2 to the point of beginning.

Containing 77.379 acres more or less.

7. It was the intent of the school districts to transfer the above-described land.

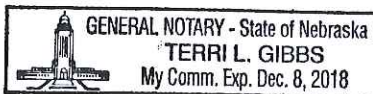
8. The school districts each intend to take action at their next regular Board of Education meetings on October 8, 2018, to ratify and approve the correct legal description for purposes of the Reorganization Plan and the land transfer.

9. The school districts respectfully request that the State Committee for the Reorganization of Schools approve the submitted Reorganization Plan subject to substitution of the above corrected legal description.

FURTHER AFFIANT SAYETH NOT.

Derek A. Aldridge  
Derek A. Aldridge

SUBSCRIBED and SWORN to before me this 17th day of September, 2018.



Terri L. Gibbs  
Notary Public

# Bellevue Public Schools

STUDENT TRANSPORTATION  
and  
WHITE FLEET

VEHICLE REPLACEMENT PLAN

*2019 PURCHASES*



CHAMPIONS  
— FOR —  
CHILDREN

# Bellevue Public Schools

## Student Transportation Vehicles

**ESTIMATED  
COST**

**ACTUAL  
COST**

○ 2017: 5 regular buses and 5 SPED buses	\$1,000,000.00	\$965,630.00
○ 2018: 3 regular buses and 1 SPED bus	\$ 465,000.00	\$407,240.00
○ 2019: 7 SPED buses 3 regular buses	\$ 636,000.00 \$ 375,000.00	
○ 2020: 5 regular buses	<del>\$ 625,000.00</del> \$ 250,000.00	
○ 2021: 5 regular buses	\$ 635,000.00	
<b>TOTAL 5 YEAR COST</b>	<b>\$3,361,000.00</b>	



**CHAMPIONS  
— FOR —  
CHILDREN**

# Bellevue Public Schools

## White Fleet Vehicles

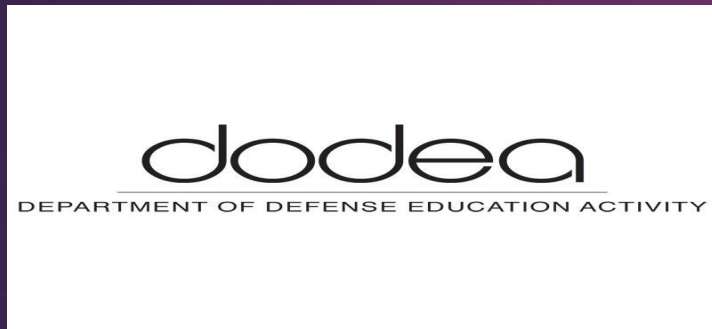
	<u>ESTIMATED COST</u>	<u>ACTUAL COST</u>
○ 2017: 3 Box Trucks (FS) and 2 utility trucks (GM)	\$269,000.00	\$211,603.00
○ 2018: 3 Cargo Vans (HVAC, Carpenter, IT), 1 Service Truck (TR), <del>Grounds MX Truck</del>	<del>\$243,000.00</del> \$176,000.00	\$140,762.00
○ 2019: 1 Cargo Van (FS) and 1 Box Truck (FS)	\$ 93,000.00	
○ 2020: 1 Service Truck (BW)	\$ 60,000.00	
○ 2021: 1 Service Truck (BE)	\$ 60,000.00	
<b>TOTAL 5 YEAR COST</b>	<b>\$725,000.00</b>	



# Bellevue Public School Project S.T.E.M

**S**tudents and **T**eachers **E**ngaging **M**inds  
1.25 Million grant (2019-2023)

Bellevue, Fairview, Fort Crook, LeMay, Leonard Lawrence, Petery Sarpy, Twin Ridge, Two Springs, Wake Robin



# DoDEA Military K-12 Partners Grant Program

- ▶ The 2018 grants are approximately 54-month grants that aim to equip local educational agencies with resources necessary to successfully build and/or expand STEM programming
- ▶ Same organization that funded NMSI

# Grant Writing Timeline

- ▶ Needs Assessment-January/February
- ▶ Data collection/disaggregation and support letters-March
- ▶ Request for proposals released-March 15
- ▶ Grant Writing-March/April
- ▶ Application Deadline-May-6
- ▶ Preliminary Budget discussion with DoDEA-July
- ▶ Notification of Award-September

# Purpose of Project STEM

- ▶ Improve Math and Science Performance by six percent by 2023 in participating schools
- ▶ Provide STEM resources for teachers to utilize with students
- ▶ Provide extensive STEM training for teachers in order to.....
- ▶ Develop a true STEM culture across the district
  - ▶ It's **not** something **you do** once a year as a special day. It's a **culture!**
  - ▶ **Problem Solvers-Innovators-Transdisciplinary**

# Elements of Project STEM

- ▶ **Discovery STEM Leader Corp**
  - ▶ Discovery Streaming
  - ▶ Discovery STEM Connect
- ▶ **Coding and Robotics**
  - ▶ Gen 3 Lego Mindstorm
  - ▶ Sphero
- ▶ **Math Intervention Software**
- ▶ **Summer School Support**
- ▶ **Support for grant (sub costs, admin costs, project director)**

# Focus of STEM Leader Corp

## ▶ **The Student-Centered Classroom**

- ▶ Building highly effective Student-Centered STEM environments through the development of teacher leadership skills tied to a schoolwide learning- lab culture.

## ▶ **Project-Based Learning**

- ▶ Creating high-quality STEM experiences in “MY” classroom through multiple forms of inquiry, including project-based learning.

## ▶ **Transdisciplinary Teaching**

- ▶ Developing deeper-learning instructional strategies while collaborating with grade- level teams for the creation of innovative transdisciplinary units.

# STEM Resources (Videos)

- ▶ Discovery STEM Connect
- ▶ Sphero
- ▶ Lego Mindstorm

# “Champions for Children”

▶ “You can't be what you can't see.”

— **Marian Wright Edelman**



# Military K-12 Partners

Department of Defense Education Activity (DoDEA) Military-Connected Academic and Support Programs (MCASP)  
Full Application 2018

Bellevue Public Schools

Students and Teachers Engaging Minds to Improve Achievement in Math and Science (Project STEM)

2600 Arboretum Drive  
Bellevue, Nebraska 68005  
402.293.4000

<b>Project Director</b>	<b>Alternate Point of Contact</b>	<b>Evaluator</b>
TBD	Dr. Robert Moore	Dr. William Carruthers
DoDEA Project Director	Assistant Superintendent	GrantProse, Inc. President
TBD	402.293.4017	919.414.5861
TBD	Robert.moore@bpsne.net	grantproseinc@gmail.com

Unique Entity Identifier (Use DUNS Number): 078033982

Total Funds Requested: \$1,250,000

Military Installations Served: Offutt Air Force Base

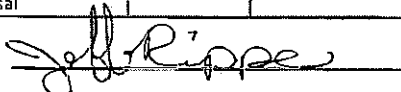
CCR-STEM Focus Area(s): Math and Science

Grant Grade Levels (s): K-6 (elementary)

New Applicant?

Subgroups (if applicable) (s): N/A

Student Enrollments (SY 2017-18)					
Target Schools	Grades	Total Number Military-Connected Students	Total Number Non-Military-Connected Students	Total Number of Students in School	Percentage of Military-Connected Students in School
Belleaire	K-6	78	222	300	26.00%
Bellevue	K-6	175	314	489	35.79%
Fairview	K-6	143	252	395	36.20%
Fort Crook	K-6	94	229	323	29.10%
Lemay	K-6	200	128	328	60.98%
Leonard Lawrence	K-6	119	313	432	27.55%
Peter Sarpy	K-6	361	50	411	87.83%
Two Springs	K-6	128	206	334	38.32%
Wake Robin	K-6	95	399	494	19.23%
Total for Grant Proposal	1,393	2,113	3,506	39.73%	1,393

  
Dr. Jeff Rippe, Bellevue Public Schools

7/20/2018



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@DoDEAGrants

SEND US AN EMAIL  
[info@dodk12grants.org](mailto:info@dodk12grants.org)





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Detail Budget

Appendix A: Planning Year & Implementation Year Templates

Appendix B: Supporting Documents

Appendix C: Letters of Commitment

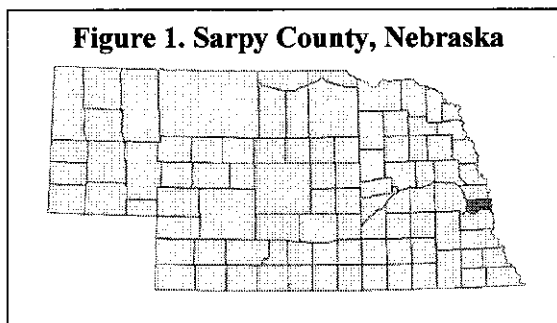
## PROJECT NARRATIVE

Bellevue Public Schools is pleased to submit this proposal to the United States Department of Defense Education Activity (DoDEA), titled Students and Teachers Engaging Minds to Improve Achievement in Math and Science (Project STEM). The overarching purpose of our proposal is to improve student achievement in STEM subjects, most notably in the mathematics and science achievement of military-connected students. Project STEM will support STEM activities at the district's nine elementary schools which meet DoDEA criteria of having at least 15% of their enrollment being military-connected students.

Bellevue is a city in Sarpy County, Nebraska, United States and a southern suburb of Omaha. The population was 50,137 at the time of the 2010 census. Figure 1 indicates Bellevue's location in Nebraska.

Bellevue Public Schools consists of 15 elementary schools (grades K-6), 3 middle schools (7-8), and 2 high schools (9-12). The school district enrolled 9,740 students in the 2017-18 school year, and 39.7% of these students at the nine project schools included in this proposal are military-connected.

Bellevue Public Schools serves students at the nearby Offutt Air Force Base. The base is the headquarters of the U.S. Strategic Command, the Air Force Weather Agency, and the 55th Wing of the Air Combat Command.



## II. NEEDS ASSESSMENT

In anticipation that DoDEA would conduct a grant competition in the Spring 2018, administrative and instructional staff with Bellevue Public Schools (BPS) began in January to conduct a series of school and community meetings to assess what key stakeholders perceived to be the needs and gaps in educational practices with BPS students. Meetings were held with the Offutt Military Liaison, Military Helping Agencies located on base, Military Support Group Task Force, Military Student Panel, and BPS K-8 district administrators, among others.

Notably, these meetings were held before the DoDEA request for proposals was released in March when it could be determined that the grant competition would emphasize STEM education, but there is ample evidence in the outcomes from these meetings that identify needs and gaps associated with STEM education. For instance, members of one stakeholder group noted that military-connected students come "...to Bellevue a bit behind in STEM subject content knowledge." A survey that was conducted in February with families of almost 2,700 military-connected students included a number of questions that specifically addressed STEM education. The majority of students' families responding to the survey expressed general satisfaction with STEM education in the school district, ranging from 60 to 75% indicating "Agree" to satisfaction questions, but did offer a variety of recommendations for consideration as bulleted here:

- Increased access to technology at home
- STEM for all not just high ability students

- More hands-on activities
- STEM in lower grades
- More science labs, more opportunities for problem-solving and real-world application of knowledge
- STEM and Robotics clubs
- More support for science Olympiads
- Field trips and community service connections with STEM
- More challenging curriculum for students

Stakeholders attending the varied needs assessment meetings also expressed interest in strengthening math education and creating expanded learning opportunities such as through after-school programs. There is clearly an interest in STEM education among BPS educators as well as the military community, and participants at the stakeholder meetings identified varied gaps such as improving math instruction, expanding after-school education, and strengthening STEM competencies. Please see Table 14 in Appendix B: Supporting Documents for a detailed accounting of the varied stakeholder meetings.

#### **Disaggregated Data for Military-connected Students**

The school district is accomplished with disaggregating demographic and achievement data for military-connected students using data collected from Impact Aid totals, as indicated in the following tables.

#### **Student Demographics**

Table 1 provides demographic data for student enrollment at the nine project schools. The project schools range from 87.8% to 19.2% military enrollment, from 69.7% to 13.8% low income enrollment, from 26.7% to 16.2% students-with-disabilities enrollment, and from 84.6% to 58.0% White student enrollment. African-American and Hispanic/Latino students also comprise sizeable enrollment percentages at the project schools.

<b>School</b>	<b>Total Stdnt</b>	<b>% Cvlia</b>	<b>% Miltr</b>	<b>% Low Inc</b>	<b>% SWD</b>	<b>% Asin</b>	<b>% Blck</b>	<b>% Whte</b>	<b>% Hisp</b>	<b>% AmI</b>
<b>Belleaire</b>	300	74.0	26.0	69.7	26.4	5.1	10.5	58.0	24.2	2.2
<b>Bellevue</b>	489	64.2	35.8	13.8	17.7	3.9	6.4	84.6	23.0	4.7
<b>Fairview</b>	395	63.8	36.2	15.9	18.9	6.9	12.8	74.4	5.1	0.8
<b>Crook</b>	323	70.9	29.1	35.1	19.7	5.2	16.6	62.8	13.8	1.5
<b>Lemay</b>	328	39.0	61.0	29.3	18.3	8.5	16.2	61.9	10.7	2.7
<b>Lawrence</b>	432	72.5	27.6	26.8	17.1	6.2	15.5	71.1	7.4	0.7
<b>Sarpy</b>	411	12.2	87.8	35.9	21.7	6.6	19.3	62.0	10.7	1.5
<b>TwoSprgs</b>	334	61.7	38.3	22.9	26.7	3.2	8.8	78.3	7.6	2.1
<b>Robin</b>	494	80.8	19.2	33.1	16.2	3.7	10.2	72.0	13.2	1.0

#### **Math Achievement**

Beginning in 3<sup>rd</sup> grade, math achievement is evaluated with the Nebraska State Assessment every

year for students in grades 3 through 8. Data in Figure 2 (see Appendix B: Supporting Documents), comparing math achievement at the district's elementary schools to that for the Nebraska at large, indicate there has been a persistent gap in achievement over the last five years. The percentage of students performing at/above state standards in mathematics for all elementary schools in the district is lower than the state's average in each year.

Table 2 provides data for the last two years of this math achievement testing at the nine project schools, aggregated for students in 3<sup>rd</sup> through 6<sup>th</sup> grade at each school and disaggregated for civilian and military-connected students. The data in Table 2 show that +/- 70-80% of students at the nine schools score at and above proficiency standards for the state, and military-connected students generally outperform civilian students but not at every school. Bellevue and Fort Crook are schools where civilian and military-connected students perform similarly. The data also show that military-connected students' scores on the math assessment fell in 2016-17 relative to 2015-16 at seven of the nine schools (Fairview and Peter Sarpy being the exceptions). The bar graphs in Figure 3 (See Appendix B: Supporting Documents) compare how math achievement scores at the nine project schools fell between the 2015-16 and 2016-17 years at seven of the schools.

<b>Table 2. Nebraska State Assessment for Mathematics Aggregated for Students in 3<sup>rd</sup> through 6<sup>th</sup> Grade</b>					
<b>2015-16</b>			<b>2016-17</b>		
<b>School</b>	<b># Students tested</b>	<b>% Meet State Standards</b>	<b>School</b>	<b># Students tested</b>	<b>% Meet State Standards</b>
Belleaire	158	71.50%	Belleaire	171	73.10%
Civilian	115	66.10%	Civilian	131	71.00%
Military	43	86.00%	Military	40	80.00%
Bellevue	261	87.00%	Bellevue	270	88.50%
Civilian	191	86.90%	Civilian	181	90.10%
Military	70	87.10%	Military	89	85.40%
Fairview	258	73.30%	Fairview	247	76.90%
Civilian	171	70.80%	Civilian	159	72.30%
Military	87	78.20%	Military	88	85.20%
Fort Crook	164	78.70%	Fort Crook	147	77.60%
Civilian	123	78.00%	Civilian	107	78.50%
Military	41	80.50%	Military	40	75.00%
Lemay	180	76.10%	Lemay	161	71.40%
Civilian	72	72.20%	Civilian	68	67.60%
Military	108	78.70%	Military	93	74.20%
Lawrence	252	80.60%	Lawrence	252	72.60%
Civilian	189	77.80%	Civilian	185	69.20%
Military	63	88.90%	Military	67	82.10%
Peter Sarpy	209	78.00%	Peter Sarpy	214	81.30%
Civilian	32	65.60%	Civilian	31	67.70%
Military	177	80.20%	Military	183	83.60%

Two Springs	193	79.80%	Two Springs	182	69.80%
Civilian	127	78.70%	Civilian	117	68.40%
Military	66	81.80%	Military	65	72.30%
Wake Robin	210	70.50%	Wake Robin	203	62.10%
Civilian	184	68.50%	Civilian	182	60.40%
Military	26	84.60%	Military	21	76.20%

### Science Achievement

In the elementary grades, science achievement is measured for 5<sup>th</sup> grade students with Nebraska's State Assessment. Data in Figure 4 (See Appendix B: Supporting Documents), comparing science achievement at the district's elementary schools to that for the state of Nebraska at large, indicate there has been a persistent gap in achievement over the last five years. The percentage of students performing at/above state standards in science for all elementary schools in the district is lower than the state's average in each year.

Table 3 provides data for the last two years of this science achievement testing for 5<sup>th</sup> grade students at the project schools, disaggregated for civilian and military-connected students. Similar to what was evident for math achievement, the data in Table 3 show that military-connected students tend to outperform civilian students although there is greater volatility in the scores due the smaller number of military-connected 5<sup>th</sup> grade students tested at each school. In contrast to math achievement, science achievement scores for military-connected students improved in 2016-17 at five schools relative to 2015-16, as shown in Figure 5 (See Appendix B: Supporting Documents). Again, caution is necessary in this interpretation due to the relatively small number of military-connected students tested in 5<sup>th</sup> grade science.

<b>Table 3. Nebraska State Assessment for Science for Students in 5<sup>th</sup> Grade</b>					
<b>2015-16</b>			<b>2016-17</b>		
<b>School</b>	<b># Students tested</b>	<b>% Meet State Standards</b>	<b>School</b>	<b># Students tested</b>	<b>% Meet State Standards</b>
Belleaire	43	65.10%	Belleaire	37	70.30%
Civilian	31	64.50%	Civilian	29	69.00%
Military	12	66.70%	Military	8	75.00%
Bellevue	64	85.90%	Bellevue	63	100.00%
Civilian	45	86.70%	Civilian	47	100.00%
Military	19	84.20%	Military	16	100.00%
Fairview	62	71.00%	Fairview	64	65.60%
Civilian	41	70.70%	Civilian	42	57.10%
Military	21	71.40%	Military	22	81.80%
Fort Crook	35	51.40%	Fort Crook	35	77.10%
Civilian	29	51.70%	Civilian	29	75.90%
Military	6	50.00%	Military	6	83.30%
Lemay	32	78.10%	Lemay	36	75.00%
Civilian	9	77.80%	Civilian	15	73.30%
Military	23	78.30%	Military	21	76.20%

Lawrence	72	72.20%	Lawrence	65	76.90%
Civilian	53	67.90%	Civilian	45	68.90%
Military	19	84.20%	Military	20	95.00%
Peter Sarpy	43	76.70%	Peter Sarpy	60	53.30%
Civilian	39	74.40%	Civilian	54	51.90%
Military	4	100.00%	Military	6	66.70%
Two Springs	47	80.90%	Two Springs	47	72.30%
Civilian	30	76.70%	Civilian	33	69.70%
Military	17	88.20%	Military	14	78.60%
Wake Robin	43	76.70%	Wake Robin	60	53.30%
Civilian	39	74.40%	Civilian	54	51.90%
Military	4	100.00%	Military	6	66.70%

When math and science achievement scores from the 2016-17 year are compared at each school, four schools were doing better in math and five schools were doing better in science, as depicted in Figure 6 (see Appendix B: Supporting Documents).

Generally speaking, 70-80% of military-connected students at the nine project schools score at/above Nebraska’s proficiency standards for math and science. There does not appear to be a pronounced “gap” in performance between math achievement and science achievement, although there is the possibility that actual math achievement in 2016-17 declined somewhat when compared to 2015-16. Declining scores are always a cause for concern, and approximately 20% of military-connected students are failing to meet Nebraska’s math and science proficiency standards.

Regarding achievement gaps, there are gaps in mathematics achievement among military-connected students when the data are disaggregated for race, income, and disability.

- Table 4 shows that Asian/Pacific and White military-connected students score strongest on Nebraska’s state assessment for math; American Indian, African-American, and Hispanic students score weaker.
- Table 5 shows that students participating in the Federal Free/Reduced Lunch program (low income) perform less well on the state’s math assessment when compared to non-participants.
- Table 6 shows that students with disabilities perform less well on the state’s math assessment when compared to students without disabilities.

Ethnicity	2015-16		2016-17	
	# Students tested	% Meet Standards	# Students tested	% Meet Standards
<b>Civilian Students</b>				
American Indian Civ	20	70.0%	48	70.8%
Asian/Pacific Civilian	71	76.1%	113	75.2%

African-American Civ	200	59.0%	311	60.5%
Hispanic Civilian	250	66.8%	403	61.8%
White Civilian	1,476	75.7%	2,249	75.1%
<b>Military-Connected Students</b>				
American Indian Mil	4	50.0%	9	66.7%
Asian/Pacific Mil	38	84.2%	66	81.8%
African-American Mil	92	78.3%	123	73.2%
Hispanic Military	69	79.7%	102	74.5%
White Military	538	82.9%	776	83.5%

**Table 5. Comparing Income Populations on the Performance of Military-Connected Students on Nebraska's Math Assessment**

Free Reduced Lunch Status	2015-16		2016-17	
	# Students tested	% Meet Standards	# Students tested	% Meet Standards
<b>Civilian Students</b>				
Not Low-Income Civ	1,142	79.9%	1,880	78.0%
Low-Income Civ	875	63.9%	1,244	62.7%
<b>Military-Connected Students</b>				
Not Low-Income Mil	598	82.6%	921	82.4%
Low-Income Mil	143	79.0%	155	74.2%

**Table 6. Comparing Students With Disabilities Populations on the Performance of Military-Connected Students on Nebraska's Math Assessment**

Special Education	2015-16		2016-17	
	# Students tested	% Meet Standards	# Students tested	% Meet Standards
<b>Civilian Students</b>				
Not SWD Civ	1,605	80.1%	1,551	77.1%
SWD Civ	412	44.9%	439	40.8%
<b>Military-Connected Students</b>				
Not SWD Mil	637	86.2%	613	86.5%
SWD Mil	104	55.8%	133	50.4%

Regarding achievement gaps, there are gaps in science achievement among military-connected students when the data are disaggregated for race, income, and disability.

- Table 7 shows that White military-connected students score strongest on Nebraska's state assessment for math with the other racial populations scoring weaker.
- Table 8 shows that students participating in the Federal Free/Reduced Lunch program (low income) perform less well on the state's science assessment when compared to non-participants.
- Table 9 shows that students with disabilities perform less well on the state's science assessment when compared to students without disabilities.

<b>Table 7. Comparing Racial Populations on the Performance of Military-Connected Students on Nebraska's Science Assessment</b>				
<b>Ethnicity</b>	<b>2015-16</b>		<b>2016-17</b>	
	<b># Students tested</b>	<b>% Meet Standards</b>	<b># Students tested</b>	<b>% Meet Standards</b>
<b>Civilian Students</b>				
American Indian Civ	4	100%	4	50.0%
Asian/Pacific Civ	21	81.0%	20	70.0%
African-American Civ	42	50.0%	46	56.5%
Hispanic Civ	63	57.1%	53	60.4%
White Civ	349	71.6%	364	71.2%
<b>Military-Connected Students</b>				
American Indian Mil	--	--	29	72.4%
Asian/Pacific Mil	8	75.0%	9	77.8%
African-American Mil	20	75.0%	24	62.5%
Hispanic Mil	15	66.7%	13	61.5%
White Mil	126	82.5%	125	85.6%

<b>Table 8. Comparing Income Populations on the Performance of Military-Connected Students on Nebraska's Science Assessment</b>				
<b>Free Reduced Lunch Status</b>	<b>2015-16</b>		<b>2016-17</b>	
	<b># Students tested</b>	<b>% Meet Standards</b>	<b># Students tested</b>	<b>% Meet Standards</b>
<b>Civilian Students</b>				
Not Low-Income Civ	269	76.2%	299	75.6%
Low-Income Civ	210	58.6%	188	56.9%
<b>Military-Connected Students</b>				
Not Low-Income Mil	137	81.8%	145	82.8%
Low-Income Mil	32	71.0%	26	65.4%

<b>Table 9. Comparing Students With Disabilities Populations on the Performance of Military-Connected Students on Nebraska's Science Assessment</b>				
<b>Special Education</b>	<b>2015-16</b>		<b>2016-17</b>	
	<b># Students tested</b>	<b>% Meet Standards</b>	<b># Students tested</b>	<b>% Meet Standards</b>
	533	77.50%	529	75.60%
<b>Civilian Students</b>				
Not SWD Civ	383	75.5%	381	73.5%
SWD Civ	96	40.6%	106	50.0%
<b>Military-Connected Students</b>				
Not SWD Mil	150	82.7%	148	81.1%
SWD Mil	19	57.9%	23	73.9%

In summary, our needs assessment documents that varied school and community groups have expressed interest in advancing math and science education, two central aspects of STEM education. Regarding math and science achievement, there is a gap between how well the school district performs on state assessments—less well—and averages for the state. This gap has persisted for at least the last five years. There is also evidence suggesting the most recent 2017 math scores for the school district were weaker than the year before. Regarding the military-connected student, it is well-documented that the district has the ability to disaggregate achievement data for the military-connected and civilian students by a variety of variables (e.g., grade level, school level, and demographic variables such as race, income and disabilities). When disaggregated, the military-connected students tend to perform stronger than the civilian students in math and science, but still as many as +/- 20% of military-connected students are not performing at Nebraska's proficiency levels in math and science. And, drilling deeper into the data, gaps are apparent among the military-connected students in achievement when analyzed for race, income, and disabilities.

The needs assessment clearly supports the goals of this proposal to advance math and science achievement for military-connected students specifically and all students generally.

#### **Current and Past Efforts to Address the Need**

- The school district is currently developing its first strategic plan for improvement. The year-long process conducted by a consultant from the Nebraska School Boards Association involves a comprehensive needs assessment, extensive parental and community feedback opportunities at each school, feedback sessions for the entire staff at each district school building, various community stakeholder meetings, and a Strategic Overview committee tasked with processing data to develop strategic needs for the district. From the feedback acquired so far, it has become obvious that the school district is needing to find avenues to become more innovative. Feedback shared has included a need to connect students to the world-of-work and develop College and Career Readiness skills in students. Additional data show that district teachers are seeking sustained professional development that changes practices and makes a difference in the learning of their students.
- In 2018, the district established a STEM program through a Title IV-A competitive grant from the Nebraska Department of Education to serve nearly 1,000 elementary students in a Kids' Time afterschool program. The Kids' Time program provides after school care for families who work. Thirty percent of families served in the Kids' Time program are military-connected. The new STEM program provides each elementary school with a certified STEM teacher two days per week to engage in STEM related activities. Activities include robotics, engineering-design challenges, and coding. The program is also designed to train the current Kids' Time non-certified para staff in the use of activities to support STEM skills on days when certified teachers are not present in the school.
- The district is currently implementing a one-to-one Apple iPad initiative across the district to provide ubiquitous access to technology for all students and teachers. The purpose of this initiative is to improve engagement, instructional practices, and seamlessly integrate technology into every classroom. This 4-year process is combined with extensive professional development and coaching support for each teacher to effectively integrate technology into instructional practices.

- High Ability Learner Teachers are providing STEM support to all elementary schools through lessons and materials provided to classroom teachers and hosting STEM-related events and competitions. This initiative utilizes Thinker Power, Little Bits, and Boxels, integrating these into the program curriculum.
- Several buildings throughout the district have purchased and supported Coding/Robotics programs within their schools. Forty teachers have been trained by the APPLE computer corporation in the “Everyone Can Code” program. This train-the-trainer model is designed to support the integration of coding activities into the classroom and will expand as the district continues its roll out of the one to one initiative.
- The district is currently revising the math curriculum to align with state standards that call for more problem-based learning and integration of the National Council of Teachers of Mathematics eight mathematical practices.
- The district is currently revising the science curriculum to align to newly adopted state standards that call for students to develop and use models, plan and conduct investigations, analyze and interpret data, use mathematical and computational thinking, construct explanations and design solutions, engage in arguments from evidence, and obtain, evaluate and communicate scientific information.
- The district is currently working to integrate College and Career Ready employability and soft skills into all curriculum. The goal is to support the development of these skills as students progress through the district to help prepare them for life and careers after high school.
- The school district is currently participating in the Nebraska RE-Vision process for all College and Career Readiness programs. The goal of the process is to identify gaps in career programming and develop appropriate programs to meet the state’s needs for high demand, high skill, and high paying jobs. The district is working to improve programming in the health-related sciences and computer programming to help meet the identified work-related needs of our region. Through this re-visioning process, the district is working with many local businesses, industries, and agencies to update current programs and facilitate partnerships that will provide our students with the skills to meet the needs in the workplace.

### **Current and Past Staff Professional Learning Efforts**

- As a support for the district’s Apple iPad one-to-one initiative and to support improved instructional strategies, the district is training all staff with a district-developed “Blended” training. This 6-day training with sustained job-embedded coaching provides foundational technology and instructional training that equips teachers with the necessary skills to learn, design, develop, and teach in a connected digital world. Educators learn how to build a blended learning culture that is efficient, effective, and engaging that supports creativity and personalized learning. Training provides digital workflows, high impact instructional technology strategies, and understanding and fluency of the technology tools being used by educators and students.
- Apple “Everyone Can Code” training is currently being spread throughout the district by 40 teachers and instructional coaches who were trained in the use of Apple Swift Playground software. The goal of the training is to provide teachers the tools they need to integrate coding into their classroom as the district expands the use of technology through our one to one initiative.
- The district is providing professional learning to all elementary teachers in the use of the following National Council of Teachers of Mathematics eight mathematical practices: Establish mathematics goals to focus learning; Implement tasks that promote reasoning and problem-

solving; Use and connect mathematical representations; Facilitate meaningful mathematical discourse; Pose purposeful questions; Build fluency from conceptual understandings; Support productive struggle; and Elicit and use evidence of student thinking. This training during monthly building professional development days provided by principals and instructional coaches using district created Turnkey presentations.

- The district has initiated the use of Schoology Learning Management System for all district curriculum resources and has utilized building technology coordinators and instructional coaches to train staff in its effective use in the classroom. . Schoology is a cloud based platform that allow teachers to create, manage, and share content and resources. Schoology learning platform provides tools to manage any classroom and creates a blended learning environment for students.

- The district has spent the past three years implementing an instructional coaching model in most elementary schools. Seven of the nine Project STEM schools currently have a full-time instructional coach to support teaching, learning, and curricular implementation. The instructional coaches use the Jim Knight Model to support teacher learning in the building. These instructional coaches are also receiving training to support best instructional practices to meet teacher and student needs in technology utilization, second language acquisition, and support for special needs learners. Due to this heavy load, these instructional coaches are too overloaded to also support the needs of our teachers to fully support comprehensive STEM practices and a culture professional learning across the buildings. The Discovery Education STEM Corps professional learning program with the intensive three years of training and the yearly eight days of coaching support per teacher from Discovery Education consultants throughout Project STEM will help the district meet the needs of our teachers and develop the capacity of our teachers to make STEM connections and implement STEM pedagogical practices across the curriculum.

- Another need of the school district has been the reduction of district curriculum, instruction, and professional learning staff due to budget shortfalls. The shortage of such staff has placed a great deal of pressure on the limited resources available to adequately train staff. This same lack of funds has prevented the district from acquiring adequate professional development support to improve achievement. A recent school tax/bond issue had generated funds to implement the one-to-one technology initiative. However, these funds cannot be utilized to pay for professional development which places additional strain on the district staff to provide appropriate technology training. The district has made an effort to increase the instructional coaching program through cost neutral solutions to support our need to improve instruction. Resources available through Project STEM will greatly bolster our effort to conduct professional development in support of STEM learning, especially as relates to the goals and strategies we describe below for mathematics and science.

### III. PROJECT GOALS

#### **Goals are Aligned with the Identified Needs**

Project STEM has two goals:

- Goal 1. To increase the percentage of military-connected students in grades 3-6 scoring proficient or above relative to baseline established for spring 2019, as annually measured on the state's end-of-year mathematics assessment during the grant cycle for the spring 2020 (+ 1.5 percentage points over baseline), spring 2021 (+ 3.0 percentage points over

baseline), spring 2022 (+ 4.5 percentage points over baseline), and spring 2023 (+ 6.0 percentage points over baseline (if 2023 data are available) years, and

- Goal 2. To increase the percentage of military-connected students in grade 5 scoring proficient or above relative to baseline established for spring 2019, as annually measured on the state's end-of-year science assessment during the grant cycle for the spring 2020 (+ 1.5 percentage points over baseline), spring 2021 (+ 3.0 percentage points over baseline), spring 2022 (+ 4.5 percentage points over baseline), and spring 2023 (+ 6.0 percentage points over baseline (if 2023 data are available) years.

### Strategies Align with the Goals and Needs Identified

Our strategies to achieve each goal are:

- Strategy 1 (S1): In-class curriculum and instruction support,
- Strategy 2 (S2): In-class technology supports, and
- Strategy 3 (S3): Extra-curricular activities.

While our goals will measure impact on military-connected students, BPS will conduct a whole-school program and the three strategies associated with the goals will impact all students, both civilian and military-connected. Our implementation of the in-class curriculum and instruction support strategy (S1) will feature STEM-based student-centered classrooms, project-based STEM-related learning activities designed to advance students' achievement in mathematics and science specifically and motivate their interest in STEM careers generally. The school district will contract with Discovery Education to conduct professional development with school administrators and staff and provide material resources supporting classroom teachers' implementation of project-based and trans-disciplinary learning activities in their classrooms. Project-based learning activities will be carried out with students kindergarten thru grade 6, and will feature science curriculum with associated math activities.

Our implementation of the in-class technology supports strategy (S2) will feature online educational software to be used with students in grades kindergarten to sixth. The online software programs include features offered by three subscription-based online services are currently being used in one or more of the nine schools (MobyMax Math <http://www.mobymax.com/curriculum/math>; IXL Math <https://www.ixl.com/math/>; and Reflex Math <https://www.reflexmath.com/> ). MobyMax Math, IXL MATH, and Reflex Math resources will support remedial instructional activities with students identified as Tier II and Tier III in the district's Multi-Tiered System of Supports (MTSS).

- **MobyMax Math** will be used as an MTSS Tier 2 and 3 intervention tool in five schools using online software and is designed to fix learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

- **IXL MATH** (from "I excel") is a math website for K-12. It has unlimited questions on thousands of math topics and a comprehensive reporting system which is adaptive to meet the needs of learners. It will be used as an MTSS Tier 2 and 3 support in two schools.

- **Reflex Math** will be used as an MTSS Tier 2 and 3 support in two schools which helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division.

Tier 2 and Tier 3 students are overly represented in racial minority, low-income, and students-with-disabilities populations where achievement gaps identified in our needs assessment persist. DoDEA funding in Project STEM will permit the school district to expand its use of the MobyMax Math, IXL MATH, and Reflex Math resources so as to reduce achievement gaps in math and science. These programs will be used during the regular school year as well as an extra-curricular summer program which is a third strategy for Project STEM.

Our implementation of the extra-curricular activities strategy (S3) will feature a 3-week summer school program conducted at each of the nine project schools. Presently, all schools hold 3-week summer schools and any child is eligible to attend. Nearly 90% of all district elementary students attend this free summer school. DoDEA funding for Project STEM will permit the schools to enhance the science and mathematics curriculum and instructional activities during the three weeks. The summer program offers opportunities to build on STEM-related project-based learning activities and practices introduced during the school year and to make greater use of community members and agency resources.

#### IV. PROJECT PLANNING YEAR

##### **HOW Project Director Will Use the Planning Year**

- *System for regular communication with all stakeholders* The Project Director will be recruited and employed half-time for 10 months of the year, pending receipt of a DoDEA award. This person's employment is anticipated to begin January 2019. Please see the job description for this person submitted with this proposal. The Project Director will report directly to the Assistant Superintendent and will have oversight and authority to direct and revise processes throughout the project and to secure district and school resources as needed to make the project successful. Reporting to the district's Assistant Superintendent places the Project Director high in the organizational structure of the school system and affords the opportunity for this individual to exercise command authority and impact systemwide improvements in the implementation of our strategies.

The Project Director will meet bi-monthly with the district's Assistant Superintendent and Director of Curriculum, Instruction and Professional Learning to develop grant implementation tasks, solicit feedback, and establish implementation timelines throughout the planning year. The Project Director will also report to the district's Leadership Collaboration Team (LCT) each month to develop plans, provide updates, and share implementation progress. The LCT is composed of all district directors, and minutes of each bi-monthly meeting are shared with all school employees and school board members. The Project Director will also meet monthly with the principals at all participating schools to plan and coordinate appropriate activities as well as meet with teachers to share information about the grant program. The Project Director will develop a quarterly STEM-related newsletter to discuss the grant program for parents and community members that will be emailed to all military-connected and civilian families. The Project Director will also meet quarterly with the School Liaison Officer from Offutt Air Force Base to share program needs and provide information on event timelines.

The Project Director will use the planning year to establish a system for regular communication with all stakeholders (e.g., school board members, BPS central office leadership, administrators and staff at project schools, parents of students at project schools, Offutt Air Force Base leaders, and the community at large). The Project Director will develop a ‘rolodex’ of names and contact information for key stakeholders along with a matrix of what communications are shared with which stakeholders, vehicles for sharing this information (e.g., meetings, telephone calls, email, flyers and brochures, etc), and frequency of contact such as weekly, monthly, annually etc. Table 10 below captures much of this matrix information.

- *Involve staff at each target school.* The Assistant Superintendent will introduce the Project Director to principals at the nine schools who will in turn introduce the Project Director to lead teachers at the schools. The Project Director will meet in person with these individuals within the first two months of employment and gauge the readiness of staff at each school to undertake strategies and activities in the grant. The Project Director will develop an **implementation plan**, individualized for each school, that identifies key instructional strategy readiness activities—associated with in-class curriculum support (S1), in-class technology support (S2), and extra-curricular planning (S3)—to complete during the planning year with school staff, students, parents, and community members. The Project Director will provide ongoing support to school staff members with these activities during the planning year. To the extent permissible by confidentiality protections, the Project Director will assure that school leaders are able to identify military-connected students, understand the goals of this grant program to increase their achievement in math and science, and determine the level of resources needed by individual students for these purposes.

- *Arrange for appropriate professional learning opportunities.* BPS will contract with Discovery Education ([www.discoveryeducation.com](http://www.discoveryeducation.com)) to provide professional development with school administrators and instructional staff at the nine project schools to create a corps of STEM leaders at each school. The “STEM Leader Corps” at each school will consist of the school principal and four classroom teachers (e.g., K-1 teacher, grade 2-4 teacher, grade 5-6 teacher) who, in turn, will model best practices in STEM education for all educators at each of their schools. In the proposal for services which Discovery Education prepared for BPS, it is explained that “...each school selects educators to serve as STEM teacher leaders who progress through an intentional system of professional development over three years, moving from student-centered STEM learning environments to project-based learning and ultimately transdisciplinary teaching. These teacher leaders are expected to chronicle, expose and transfer their learning to their school-based peers through the establishment of their classrooms as Learning Labs. Each building principal, serving as champions of the teacher leaders, will also engage in a differentiated progression of professional learning to provide their STEM teacher leaders with support as they transform classrooms throughout their school.”

In the course of preparing this proposal, BPS has received a detailed plan for PD programs from Discovery Education which will support implementation of all three strategies insofar as project-based learning science and math instructional activities will be woven into the regular curriculum (S1), will be an aspect of online instructional activities (S2), and will comprise a significant part of the extra-curricular summer program at each school (S3). The Project Director will work with the independent evaluator during the planning year to finalize data collection tools and timelines

for measuring the impact of PD programs, the fidelity evaluation for measuring implementation of the strategies, the formative evaluation for measuring qualitative results from implementing strategies, and the summative evaluation for measuring outcomes on our two goals. Table 10 provides a synopsis of PD activities that will be arranged in the planning year for the first four years of Project STEM.

<b>Table 10. Arranging PD Activities for Four Years</b>			
<b>Year 1 Planning Year Thru August 2019</b>	<b>Year 2 1<sup>st</sup> Implementation Year 9/2019 thru 8/2020</b>	<b>Year 3 2<sup>nd</sup> Implementation Year 9/2020 thru 8/2021</b>	<b>Year 4 3<sup>rd</sup> Implementation Year 9/2021 thru 8/2022</b>
Two half day STEM leadership retreats for up to 125 teachers, parents, school administrators, community partners with Discovery Learning to kick off the program and facilitate teacher and community support.	<ul style="list-style-type: none"> <li>• Administrator Professional Development 25 people (4 six-hour sessions addressing Modules 1-4)</li> <li>• Six-hours of Administrator Job-Embedded Instructional Support Sessions for 9 building principals</li> <li>• STEM Teacher Leader Academy (5 Sessions addressing Modules 1-5 for two cohorts) = 10 Total Sessions</li> <li>• 8 Sessions of Instructional Support per Leader = 72 Total Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator Professional Development 25 people (2 six-hour sessions addressing Modules 5-6)</li> <li>• Six-hours of Administrator Job-Embedded Instructional Support Sessions for 9 building principals</li> <li>• STEM Teacher Leader Academy (5 Sessions addressing Modules 6-10 for two cohorts) = 10 Total Sessions</li> <li>• Sessions of Instructional Support per Leader = 72 Total Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator Professional Development 25 people (2 six-hour sessions addressing Modules 7-8)</li> <li>• Six-hours of Administrator Job-Embedded Instructional Support Sessions for 9 building principals</li> <li>• STEM Teacher Leader Academy (5 Sessions addressing Modules 11-15 for two cohorts) = 10 Total Sessions</li> <li>• 8 Sessions of Instructional Support per Leader = 72 Total Sessions</li> </ul>

During the professional development conducted in the planning year, Discovery Education introduce BPS educators to other aspects of their STEM packaging, including Discovery Education’s “Streaming Plus” and “STEM Connect” features which will also be provided in their contract with the school district. Streaming Plus resources for students include interactive activities, reading passages, audio clips, skill builders, and writing prompts that engage students and extend critical thinking. Resources for teachers include lesson starters, training videos, and classroom strategies to help them invigorate every lesson. STEM Connect offers a curricular framework that progresses across grade levels, placing an emphasis on the 4C STEM Skills (i.e., Communication, Collaboration, Creativity, and, Critical Thinking. Through STEM Connect, students learning about diverse STEM careers in context and connects the skills they are using to real work happening around the world, preparing students to be college and career ready.

The Project Director will make use of the planning year to finalize plans, schedule and arrange for professional development programs that will be conducted in Years 1, 2, 3 and 4.

- *Collaborate with the evaluator.* The Project Director will coordinate with the independent evaluator to finalize data collections instruments, data collection timelines, and project evaluation deliverables. Fidelity, formative, and summative evaluations will be carried out over the course of the project, and the Project Director will determine with the evaluator during the planning year when evaluation activities will be conducted for which of these purposes. An **evaluation plan** will be finalized with the independent evaluator during the planning year.

For evaluation of the Project STEM, BPS plans to contract with GrantProse, Inc., an evaluation firm located in North Carolina. GrantProse is experienced with the DoDEA grant program, having worked with a client in North Carolina to conduct evaluations of three past and current DoDEA programs, one of which was focused on STEM strategies. GrantProse provided technical assistance to BPS in the development of this proposal.

In the planning year, GrantProse staff will visit BPS to meet in person with the district Superintendent, Assistant Superintendent Dr. Robert Moore, the Project Director, and other central office staff members, as well as administrators and educators at the nine project schools. During these initial meetings, GrantProse will set expectations for the evaluation and identify broad parameters of evaluation activities. GrantProse will create an evaluation plan as indicated in Table 11.

**Table 11. GrantProse Evaluation Plan for Project STEM**

Adapted from Brinkerhoff, Brethower, Hluchyj, & Nowakowski (1983) <sup>1</sup>						
Strategy Implementation Activities	Information Collection Plan				Continuous Improvement Reporting	Annual Fidelity, Formative, & Summative Report
	Data Collection Tools	Type of Data	Data Sources	Data Timelins		

Throughout the 2018-19 planning year, the Project Director will work closely with GrantProse to identify data collection sources, finalize evaluation instruments, and determine data collection timelines. Baseline data for the project's two goals will be collected and analyzed over the summer 2019.

#### **Overall Approach for Planning Year...to PREPARE Staff to Implement Strategies**

- *Establish a communication plan with materials and timeline.* A **communication plan** will be embedded in the implementation plan that the Project Director will develop during the planning year with each school. The communication plan will identify the audiences for sharing information, the nature of the information to be shared with each audience, the individual(s) responsible for preparing the information for dissemination, the vehicle(s) by which information will be disseminated, and the timeline for disseminating this information. The communication plan will be a multi-year plan, but updated annually.

<sup>1</sup> Brinkerhoff, R.O., Brethower, D.M., Hluchyj, T., & Nowakowski, J.R. (1983). Program evaluation: A practitioner's guide for trainers and educators. Boston: Kluwer-Nijhoff Publishing

- *Establish key strategy implementation activities, data collection tools, and a timeline.* In the implementation plan developed for each school, the two goals and three strategies associated with each goal will be delineated and linked to professional development programs that will be conducted in Project STEM. Professional development (PD) is budgeted for the planning year and the next three years of implementation. This PD will permit introducing all three strategies in the first year of implementation and the PD will refine as well as expand upon these strategies in the first, second and third years of implementation. In consultation with the independent evaluator, the Project Director will finalize an evaluation plan specifying the strategies and associated data collection tools, type of data being collected, data sources, and timelines for data collection. Findings from the evaluation will be reported in two formats: 1) periodic **continuous improvement reports** with recommendations for BPS consideration, and 2) an **annual evaluation report** with results of the fidelity, formative, and summative evaluations.

- *Establish key professional learning activities, data collection tools, and a timeline.* For Strategy 1 (In-class curriculum and instructional support), Discovery Education has provided a detailed description and timeline of the key professional development (PD) learning activities which describes distinct learning pathways for administrators and teachers. Administrators complete eight Discovery Education PD Modules and teachers complete fifteen Modules. Data collection tools for the evaluation include online surveys with administrators following each Module addressing their satisfaction with the PD along with an annual telephone interview addressing barriers, challenges, and continuous improvements needed. Data collection tools with teachers include online surveys following the completion of each Module addressing their satisfaction with the PD as well as how they plan to incorporate project-based learning activities into their classroom curriculum. Please see Appendix B: Supporting Documents for a timeline of PD programs to be conducted by Discovery Education.

For Strategy 2 (In-class technology supports), teachers are already familiar with the MobyMax, IXL MATH, and Reflex Math online programs. An annual survey will be conducted with the teachers to assess their perceptions of how useful these programs are with Tier 2 and 3 students, along with any needed professional learning activities associated with these programs.

For Strategy 3 (Extra-curricular activities), an annual survey will be conducted with individuals at each school responsible for organizing and implementing the summer program to evaluate barriers, challenges and professional learning activities associated with continuous improvements needed. Data will also be collected that indicate the enrollment at these programs, disaggregated by civilian and military students.

### **Overall Approach for Planning Year**

Please see Appendix A for our completed template for the planning year.

## **V. PROJECT IMPLEMENTATION YEAR**

### **How Project Director Will Manage Project STEM During the Implementation Years**

- *Communicate with all stakeholders.* In the template for the planning year, we have identified a number of stakeholder groups: school board members, the district's Leadership Collaboration Team, administrators and teachers at participating schools, parents and students at participating schools, military members at Offutt Air Force Base, the community at large, and

the independent evaluator. The planning template provides a matrix of communication methods for the Project Director to use (e.g., meetings, email, telephone, newsletter, website among others) and indicates the frequency for these communications ranging from twice annually with the school board and community at large to ongoing with school administrators, teachers and the evaluator, to quarterly with students and parents. These communications will describe the goals of the program and desired student outcomes along with activities taking place and those planned for the future.

- Use project data to monitor and re-direct project activities as needed. The planning template describes a variety of data that will be collected during the planning year using evaluation tools such as interviews with school principals, classroom observations, staff and student surveys. These data will inform the implementation plans that the Project Director will develop with each school and will guide revisions to the plans as new information is gathered. In consultation with the Assistant Superintendent and school administrators, the Project Director will re-direct activities if found necessary to improve the focus on our two goals and desired student outcomes.

- Collaborate with outside evaluator. BPS has collaborated with GrantProse, Inc. in the course of preparing this proposal. In the event a DoDEA award is made to BPS, Table 11 above describes an evaluation plan that GrantProse will prepare in collaboration with BPS stakeholders. During the planning year, data will be collected from each project school that indicates student baseline performance on the math and science achievement measures and staff readiness to undertake the strategies and activities planned for Project STEM. Results of professional learning activities conducted during the planning year will be made available to the Project Director with GrantProse recommendations for continuous improvement. The Project Director will share these results with the Assistant Superintendent and school administrators with GrantProse recommendations for continuous improvements considered.

- Implement problem-solving procedures to overcome implementation barriers. In monthly consultation with the district's Leadership Collaboration Team, the Project Director and Assistant Superintendent will review feedback on Project STEM being collected through formal and informal networks to identify any emerging barriers to implementing project strategies and activities. The Assistant Superintendent, Leadership Collaboration Team, and Project Director will identify avenues for overcoming any such barriers. For instance, a barrier such as turnover in school administrators could be addressed through making it a requirement that new administrators understand the premise of Project STEM and organizing make-up training sessions for the new administrator(s).

- Provide, or arrange, professional learning to staff implementing strategies. Professional learning opportunities will be of two main forms—that provided by Discovery Education and that provided by the school district. Discovery Education will carry out professional development programs in Years 1-4 of the grant performance period. These programs are described in varied locations throughout this narrative. See, for instance, Table 10 and Appendix B: Supporting Documents. Professional development programs conducted by the school district will be organized to support implementation of the online math remedial programs (i.e., MobyMax Math, IXL MATH, Reflex Math) and to prepare school staff to conduct summer school programs at each school.

### **Overall Approach for Year 2 Implementation**

Please see Appendix A for our completed template for the implementation years.

## VI. LEADERSHIP ROLES

Dr. Robert Moore, BPS Assistant Superintendent, will provide overall leadership for Project STEM. Dr. Moore will contribute 5% of his time/effort, on average, to administering and implementing the project. Dr. Moore's time/effort will be an in-kind contribution to the project, valued at approximately \$54,000 over the performance period of the grant program.

With DoDEA funding, Dr. Moore will hire a half-time Project Director to coordinate and carry out the day-to-day implementation of the project's strategies and provide support to school administrators and staff at the nine schools, as well as contractors and consultants including the independent evaluator for the project. The position for the Project Director is "to be hired" contingent upon receipt of a DoDEA grant award. A job description for this position is provided in Appendix B: Supporting Documents.

### Criteria for the Project Director

- Use of background knowledge and experience to direct project. The Project Director will possess a strong background in elementary education, instructional curriculum, and Nebraska's standard course of study for science and mathematics. Background knowledge and experience with STEM practices and project-based learning is a requirement for the position. Background knowledge and experience with planning and implementing professional development programs is also a requirement for the position. The Project Director will put this experience to use through working closely with Dr. Robert Moore to build collaborative relations with administrators and staff at the nine project schools as well as community-based and military resources. Through collaboration, the Project Director will closely monitor implementation activities to ensure that the Project STEM is being conducted with fidelity to its design as stated in this proposal. Transparency in program operations will be key to maintaining a collaborative climate among project staff, school members, and community stakeholders including the military command. Through email, first-person, and other forms of communication, the Project Director will seek regular feedback on how program operations can be continually improved.
- Address the project barriers and challenges collaboratively. Any barriers and/or challenges that the Project Director identifies through continuous improvement communications will be documented and the Project Director will formulate recommendations for continuous improvement to address such barriers and/or challenges and share these with Dr. Moore. Together, Dr. Moore and the Project Director will identify possible actions to redress such barriers and/or challenges, and will secure consultation on such actions from stakeholders who would be impacted by the actions. Through collaboration with stakeholders, continuous improvement actions will be finalized and benchmarks will be set by which the implementation and progress of such actions can be judged. Stakeholders will be kept informed of how barriers and/or challenges to the success of Project STEM are being redressed.
- Utilize the project plan activities and tools. This proposal provides the foundation upon which the implementation of Project STEM rests. Dr. Moore is responsible for the creation of this proposal and will provide guidance to the Project Director in the design, activities, and tools of the proposal. During the planning year, the Project Director will have the opportunity to become fully acquainted with the proposal features and will coordinate work activities with school, community and military stakeholders to initiate work activities. The budget is one

important tool that the Project Director will closely monitor to ensure that line-item expenditures are being made in accordance with scheduling plans. The aforementioned implementation plans created with each school are another important tool for monitoring the progress of work activities. The communication plan and evaluation plan, previously mentioned, are also important planning tools.

- Collaborate with project school leadership(s) and district leadership. Collaboration is an important emphasis of the Project Director's job description with responsibilities including, serving as liaison with district central office staff to secure support services, coordinating regularly scheduled meetings of staff, student, parent and community groups, representing the school district at conferences and on task forces and committees, and co-chairing with Dr. Moore an advisory committee for the grant program (see Appendix B: Supporting Documents for the complete job description). Being the Assistant Superintendent in the school district, Dr. Moore will be able to connect the Project Director to school, community and military stakeholders engaged in Project STEM, and will be able to invest the Project Director with the authority work collaboratively with these individuals.

- Provide the outside evaluator with formative and summative data. The Project Director will support the fidelity, formative and summative evaluation activities carried out by the independent evaluator. The aforementioned evaluation plan will clearly identify the data collection tools, type of data, data sources, and data timelines for all evaluation activities. The Project Director will use the planning year to finalize the evaluation plan with the evaluator and will be the main point of contact for the evaluator when data are being collected. Should the evaluator find that any dataset is insufficient or incomplete, the Project Director will work closely with the evaluator to ensure that data supplied to the evaluator are suitable for evaluation purposes.

- Provide continual and effective communication to all participants and stakeholders. Tables 12 and 13 above detail major features of the communication plan that the Project Director will coordinate. From these tables, it is evident that there are multiple and diverse communication vehicles for the Project Director and others to make use of, providing ongoing communication to all stakeholders including students and parents.

- Resume and/or job description. Please see Appendix B: Supporting Documents for a job description for the Project Director.

### **Criteria for the Outside Evaluator**

Expertise with qualitative and quantitative data collection methods and analyses. Dr. Moore has consulted with GrantProse, Inc. in the course of preparing this proposal and plans to contract with GrantProse to serve as the independent evaluator for Project STEM. Having conducted evaluations of three DoDEA awards to date, GrantProse has utilized both qualitative and quantitative evaluation instruments, conducted a matched control group experimental design to measure impact on student achievement, and evaluated varied professional development initiatives conducted with K-12 educators. One of the previous GrantProse DoDEA evaluations featured STEM programming, and another of the DoDEA evaluations features Multi-Tiered System of Supports, both which have applications in this Project STEM proposal. Qualitative measurement tools utilized by GrantProse include observations, records review, focus groups, and surveys. Quantitative measuring tools include achievement data on Nebraska's annual math and science examinations, formative assessments of student performance conducted by the school district, rubrics for rating the quality of math and science PBL lesson plans, and online

metrics for monitoring use of online software tools (e.g., Discovery STEM Connect and STEM-Streaming, MobyMax Math, IXL MATH, Reflex Math), among others.

- Expertise with education, school, and district contexts. GrantProse has made a specialty of evaluating K-12 initiatives, particularly STEM projects. Testament to GrantProse's experience with STEM evaluation is an evaluation of a \$7.5 million grant awarded by the National Science Foundation to North Carolina State University for the purpose of introducing middle school students to project-based learning featuring citizen science investigations, a \$12 million grant awarded by the U.S. Department of Education to the Wichita Public Schools with one purpose of emphasizing STEM curriculum in schoolwide programs, two citizen science initiatives being conducted by the Boston-based Earthwatch organization measuring experiences that teachers and high school students have on summer science field expeditions, and a summer school program with elementary, middle, and high school students measuring their satisfaction with the program, along with a number of other program evaluations.

- Expertise with evaluating direct service projects. In all of GrantProse's K-12 evaluation contracts, there are participants including school administrators, classroom teachers, students, families, and community members with whom GrantProse conducts evaluation activities. Telephone interviews with school administrators, teachers and students, classroom observations of teacher instructional practices, and surveys with administrators, teachers, students and families are commonly employed by GrantProse. Archival and records data pertaining to these participants are collected and analyzed such as achievement scores on school formative assessment and state annual assessments. While GrantProse has a library of tested evaluation instruments, all evaluation instruments are adjusted to match the purpose of each evaluation. Should new evaluation instruments be needed, these are developed by GrantProse staff in collaboration with members of the project team.

- Expertise with evaluating process and summative measures and data. GrantProse is very familiar with school system staff and student databases and is well acquainted with the DoDEA model of fidelity, formative process and summative outcome evaluations, including the electronic portal for submitting periodic evaluation reports. Process (aka formative) evaluation is organized as an ongoing evaluation that begins at the start of the program and is principally designed to support continuous improvement recommendations. Outcome (aka summative) evaluation is organized at periodic mid-year and annual intervals and is designed to measure progress being made towards achieving desired SMART goals. In some instances, GrantProse summative evaluations involve the use of factor analyses, tests of significance, and other such statistics, reflecting GrantProse capabilities to carry out challenging evaluations.

- Expertise with using a collaborative approach. Dr. William Carruthers, GrantProse President/CEO, will serve as Principal Investigator for the Project STEM evaluation. Dr. Carruthers has a background of 30 years in public education as a school psychologist, program evaluation administrator, and grant administrator. Upon his retirement from public education, he organized GrantProse which is now in its 11<sup>th</sup> year of operation. Dr. Carruthers' degrees in Psychology (Ph.D.), Student Personnel and Guidance (M.A.), and Sociology (M.S.) demonstrate that he is well-versed in collaborative principles and practices.

### **Overall Approach to Evaluation Responsibilities**

- Project summative data. GrantProse's approach to evaluation is to utilize mixed methods of collecting summative data so as to "triangulate" the data from multiple sources including school administrators, instructional staff, students and parents. GrantProse provides an analysis

of the data disaggregated for military-dependent and non-military-dependent students which allows a comparison of strengths and/or weaknesses evident in these different populations. Data are also disaggregated by school, so that continuous improvements to program operations can be implanted by individual schools as well as district-wide among the nine target schools in Project STEM. With summative evaluation activities, findings from the data are analyzed and reports to the program leadership include clear indications of whether SMART goals are being achieved. These reports are presented in first-person meetings between GrantProse and district leaders. While recognized for its role as an “outside” evaluator, GrantProse is also recognized as a “critical friend” working in concert with the leadership to make the program a success.

- Process data to provide actionable information. GrantProse’s fidelity, formative and summative evaluations all provide actionable information to project leaders. Findings of the fidelity evaluation indicate how well the project is adhering to its original timeline, scope and objectives. Fidelity evaluation addresses the question whether milestones are being met. Formative evaluation addresses the question whether project strategies and activities are satisfactory for their intended purpose. If strategies and/or activities are not meeting their purpose, actionable recommendations are offered for continuous improvement. And, summative evaluation addresses the question whether SMART goals are being achieved, and provides actionable information indicating where it may be necessary to devote additional resources.

## VII. PROJECT EVALUATION

- Addresses the three (3) big questions.
  - To what extent did the project meet its SMART goals? Project STEM’s two SMART goals are clearly specific, measurable, achievable, relevant, and time-bound. The GrantProse summative evaluation will analyze establish baselines for these two goals with results of the spring 2019 mathematics and science testing administered by the State of Nebraska. Each year thereafter, GrantProse will analyze results of the state’s math and science testing to compare these results against their baselines.
  - What aspects of the project are successful? The GrantProse formative evaluation will assess how well the three strategies and associated activities were implemented. The formative evaluation is an ongoing activity, conducted throughout the school year (and over the summer for the summer program) and designed to identify any possible barriers and/or challenges as well as make recommendations for continuous improvements to program operations. Through formative evaluation, project leaders and other stakeholders will learn what aspects of the project are being successful.
  - What can we learn from the project? Fidelity evaluation will identify barriers and/or challenges to implementing project activities with fidelity to their design and according to their timeline for implementation—and identify how any such barrier and or challenge can be overcome. Formative evaluation will identify the strengths and weaknesses associated with implementation of the strategies and related activities. Formative evaluation will provide information on how the project can be improved. Summative evaluation will determine if the project is achieving its desired goals. To the extent that the project may not be achieving one or both goals, summative evaluation can guide decisions on the allocation of future resources so as to better achieve the goals.
- Addresses the three (3) small questions.

- To what extent are participants (military-connected students and staff) improving? Our needs assessment has shown that the school district is capable of disaggregating achievement data for civilian and military-connected students, including sub-populations by race, income, and disability of student. The school district will be able to determine if military-connected students are making improvements relative to baseline on their goals and in comparison to their civilian peers, and determine if gaps in the performance of sub-populations are narrowing.
- What are the barriers to success and how did the project address these barriers? Fidelity and formative evaluation activities carried out by GrantProse as well as the Project Director and school district personnel will identify any possible barriers. GrantProse's experience with evaluating other DoDEA grant awards prepares it for identifying barriers, such as turn-over in staff (typically seen with school principals and teachers), resistance among staff (typically seen in some staff members when all staff are being impacted), variable quality of lesson planning (typically seen when staff are inexperienced with new lesson plan formats), and difficulties aligning instructional activities to state standards (typically seen when state standards are changing). Other possible barriers include participation for students with limited English proficiency and/or disabilities, transportation challenges for extra-curricular activities, and bureaucratic inefficiencies with activities such as contracting and purchasing.
- What are recommendations for moving forward with sustainability? Sustainability planning begins with the initial preparation of the proposal and continues throughout the life of the grant program. All line items in the budget submitted with this proposal have been examined with this in mind. In other sections of this proposal, we have discussed activities and expenses that we anticipate could cease with the end of the grant and others that may continue. Recommendations for "moving forward" with sustainability will be developed by the Project Director to share with the district leadership, and offered by GrantProse in its annual evaluation reports.
- Determines if project participants meet intended outcomes each year. Our two goals are SMART and provide clear indicators of whether participants meet intended outcomes each year. Results of Nebraska's annual math and science assessments will be available in the Summer/Fall of each year, and will be compared to baseline data established from the spring 2019 assessment. Math and science data will be disaggregated for military-connected and civilian students and further disaggregated for student sub-populations by race, income, and disability.
- Analyzes for shortcomings and successes against benchmarks. All nine schools have a stake in the math and science goals. While results for these two goals will be aggregated for math across the nine schools for grades 3-6 and for science across the nine schools for grade 5, GrantProse will also report disaggregated data for each school. Disaggregating at the school level, for military-connected as well as civilian students, will allow the Assistant Superintendent, Leadership Collaboration Team, and Project Director to identify schools that are surpassing annual benchmarks and schools that are not meeting annual benchmarks. With this information in hand, Project STEM leaders will be able to make adjustments to the implementation plans for schools not meeting the annual benchmarks. Project STEM as well as school district and community resources can be redirected to provide such schools with additional support.
- Makes recommendations for improving outcomes and sustainability. GrantProse recommendations for improving and/or sustaining operations will be offered periodically throughout the grant performance period. The interim reports submitted to DoDEA during the

year as well as the annual report prepared by GrantProse are typical points in time when such recommendations can be made. However, with ongoing evaluation activities being conducted throughout the year(s) and frequent communications between the Project Director and GrantProse, such recommendations can be offered at any time.

### VIII. BUDGET NARRATIVE AND SUSTAINABILITY

#### Budget Narrative

• Provides a clear overview and rationale for how grant dollars (and any matching funds) will be allocated. Funds in Project STEM are allocated for salary and fringe benefits, travel, supplies, and contractual expenses. Totaling \$309,948, BPS In-Kind contributions to the project amount to 24.8% of the \$1,250,000 in funding sought from DoDEA. Expenses described in Table 12 below are rounded to the nearest dollar and may differ by a few dollars from the actual budget submitted with this proposal.

While there is considerable overlap among the strategies, Table 13 below indicates that the professional development provided by Discovery Education will principally support in-class curriculum and instructional supports (S1) for both math and science, while online subscriptions to MobyMax, IXL Math, and Math Reflex will support in-class technology supports (S2) and extra-curricular activities (S3) for mathematics, and the acquisition of Gen3 Lego Mindstorms Robotics kits and Sphero SPRK+® Power Pack Kits will support S2 and S3 for science.

<b>Table 12. Budget Narrative for Each Year and All Years</b>						
	<b>Year 1 Ending Aug 2019</b>	<b>Year 2 Ending Aug 2020</b>	<b>Year 3 Ending Aug 2021</b>	<b>Yr4 Ending Aug 2022</b>	<b>Yr5 Ending May 2023</b>	<b>All Years</b>
<b>Personnel</b>						
• A half-time Project Director will be employed in Yr1, beginning January 2019, 10 months in each of Yrs2-4, and 9 months in Yr5. The salary is based in BPS salary schedule for a Supervisor/Specialist. A 2.6% cost-of-living is calculated for each year after Yr1. Total salary (including fringe benefits) is 18.1% of the request for DoDEA funding, well below the ceiling of 25% set by DoDEA for FTE positions.						
DoDEA	\$14,554	\$24,168	\$24,805	\$25,460	\$26,132	\$115,119
BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
• Teacher substitutes are budgeted in Yrs 1-4, based on BPS substitutes rates and permitting classroom teachers to attend professional development programs.						
DoDEA	\$5,040	\$25,200	\$25,200	\$25,200	\$25,200	\$80,640
BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
• Supervision of Project Director. The BPS Assistant Superintendent will commit 5% of his time/effort, on average, to supervising the Project Director and otherwise supporting implementation of Project STEM.						
DoDEA	\$5,769	\$9,876	\$9,590	\$9,878	\$10,469	\$45,582
BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fringe Benefits</b>						
• Project Director (calculated for FICA/Medicare, Retirement, Health, and Life Insurance)						
DoDEA	\$6,869	\$11,775	\$12,111	\$12,458	\$12,814	\$56,007

BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
• Teacher substitutes (calculated for FICA/Medicare)						
DoDEA	\$386	\$1,929	\$1,929	\$1,929	\$0	\$6,173
BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
• Supervision of Project Director (calculated for FICA/Medicare, Retirement, Health, and Life Insurance)						
DoDEA	\$1,231	\$2,110	\$2,170	\$232	\$2,296	\$8,039
BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
<b>Travel</b>						
• Post-award DoDEA meeting (includes estimates for travel, lodging, per diem, & ground transportation)						
DoDEA	\$4,500	\$0	\$0	\$0	\$0	\$4,500
• Local travel for the Project Director (estimated using the BPS travel reimbursement rate)						
DoDEA	\$218	\$218	\$218	\$218	\$218	\$1,090
<b>Supplies</b>						
• Purchase in Yr2 - 90 (10 per school) Gen3 Lego Mindstorms Robotics kits with EV3 expansion kits to be utilized in classrooms and summer school courses in all 9 schools. Price per kit with EV3 expansion kit (\$515.90 per kit) and replacement part as needed						
DoDEA	\$0	\$46,431	\$500	\$500	\$500	\$47,931
BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
• Purchase 1 Yr2 -36 Sphero SPRK+® Power Pack Kits 4 per elementary school (\$1,741.00 per kit) Included with each Kit for use in summer programs						
DoDEA	\$0	\$62,683	\$0	\$0	\$0	\$62,683
BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
• Administrative materials and supplies						
DoDEA	\$500	\$500	\$500	\$500	\$500	\$2,500
<b>Contractual</b>						
• BPS will contract with an external evaluator for no greater than 4% of the DoDEA request for funding, at \$925/month for 9 months in Yr1, 12 months in Yrs2-4, and 9 months in Yr5						
DoDEA	\$8,325	\$11,100	\$11,100	\$11,100	\$8,325	\$49,950
• BPS will contract with Discovery Education to provide professional development programs in Yrs1-4. The nature of these programs are detailed in Table 10 above. BPS will provide \$57,677 of in-kind funding during Yrs 2-4.						
DoDEA	\$11,200	\$208,333	\$202,733	\$202,733	\$0	\$624,999
BPS In-Kind	\$0	\$57,667	\$57,667	\$57,667	\$0	\$173,001
• BPS will contract with Discovery Education to provide its Discovery STEM Connect program in Yrs 2-5 and will use BPS In-Kind funding to support this program.						
DoDEA	\$0	\$0	\$0	\$0	\$0	\$81,000
BPS In-Kind	\$0	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000
• BPS will contract with Discovery Education to provide its STEM-Streaming Digital Plus program in Yrs 2-5 and use BPS In-Kind funding to support this program.						
DoDEA	\$0	\$0	\$0	\$0	\$0	\$0
BPS In-Kind	\$0	\$23,400	\$23,400	\$23,400	\$23,400	\$93,600
• BPS will secure an online subscription to MobyMax Math for Yrs2-5.						

DoDEA	\$0	\$4,975	\$4,975	\$4,975	\$4,975	\$19,900
• BPS will secure an online subscription to IXL Math for Yrs2-5.						
DoDEA	\$0	\$8,099	\$8,099	\$8,099	\$8,099	\$32,396
BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
• BPS will secure an online subscription to Reflex Math for Yrs2-5.						
DoDEA	\$0	\$7,000	\$7,000	\$7,000	\$7,000	\$28,000
BPS In-Kind	\$0	\$0	\$0	\$0	\$0	\$0
<b>Indirect Costs will be contributed as In-Kind support.</b>						
DoDEA	\$2,500	\$15,000	\$15,000	\$15,000	\$15,000	\$62,500
<b>TOTALS</b>						
DoDEA	\$61,092	\$439,377	\$325,930	\$327,273	\$96,328	\$1,250,000
BPS In-Kind	\$0	\$108,067	\$108,067	\$108,067	\$50,400	\$374,601

	<b>All Goals, All Strategies</b>	<b>Specific to Goal 1: Math</b>	<b>Specific to Goal 2: Science</b>
S1: In-class curriculum and instructional support	Project Director, substitute teachers, national and local travel, administrative materials & supplies, independent evaluation	Discovery Education professional development, Discovery Education STEM Connect, & Discovery Education STEM-Streaming Digital Plus	STEM Robotics
S2: In-class technology support		MobyMax Math, IXL MATH, & Reflex Math	
S3: Extra-curricular activities			

• *Describes existing resources and other support the LEA expects to receive for the project.* BPS will commit as much as \$374,601 in matching In-Kind contributions to Project STEM, equal to 29.9% of our request for DoDEA funding. Additionally, BPS has secured a number of partnering organizations that will support Project STEM operations. These organizations bring a variety of resources to enhance the project and support sustainability after grant funding ceases. The Omaha Public Power District, for instance, has a team of employees with STEM expertise who can work with BPS students and staff to share their knowledge in mathematics and science and explore STEM career opportunities. Bellevue University will be able to identify college pathways for parents and students interested in STEM studies. The Armed Forces Communication and Electronics Chapter Association, Greater Omaha Chapter, is able to offer assistance as mentors, speakers and volunteers. The Bellevue Public Schools Foundation will support efforts to secure additional resources and funding and is experienced with extra-curricular programming. The Department of the Air Force, Headquarters 55<sup>th</sup> Wing, Offutt Air Force Base will support outreach and communication efforts with military-connected families. Nebraska Medicine-Bellevue can provide staff members to speak with students about STEM career opportunities. With over 150 member businesses and community organizations, the Offutt Advisory Council is able to support acquiring STEM resources and STEM subject matter expertise to support teachers and students. And, the Greater Bellevue Area Chamber of Commerce will be able to facilitate meetings with Chamber members who can support BPS STEM programs. Please see our letters of support in Appendix B: Supporting Documents.

- Provides an Overview of LEA Grant Internal Control Processes. Bellevue Public Schools' system of internal controls begins with our Alio accounting software. Paid staff positions are created and entered into the system by the Personnel Department and reviewed by the Director of Fiscal Affairs according to approved grant parameters. All discretionary grant purchases require a purchase order in Alio, supported by appropriate documentation, which is then subject to a chain of approvals before any order is placed. The Director of Fiscal Affairs is the final approver on all POs. All disbursements are approved monthly by the Bellevue Public Schools Board of Education. Requests for reimbursement of federal grants are prepared by the Director of Fiscal Affairs after a review of expenses, and submitted with appropriate documentation. Additionally, BPS is subject to an external federal funds audit due the total amount of federal grant funds we receive annually.
- Identifies How Project Leaders will Track Budget Expenditures. The Project Director will be responsible for guiding the spending of discretionary funds. The Project Director will have access to real time budget information in the Alio system, and will be the originator of any purchase orders under the grant. The Project Director will be the first approver in the chain on purchase orders, and will also approve any invoices received for payment. The Director of Fiscal Affairs will also review budget progress and spending for grant compliance, and to make sure spending stays within any federal deadlines.
- Identifies the Role/Position and FTE for Each Person Involved in the Project. A half-time Project Director will be supported with DoDEA funding. Additionally, the district's Assistant Superintendent, Dr. Robert Moore, will commit 5% of his time/effort, on average, to supervising the Project Director and otherwise supporting the implementation of Project STEM. The roles for these individuals have been detailed in the narrative and tables of this proposal.
- Provides Reasonable Estimates for Implementing and Maintaining Strategies and Action Items, as well as Standards for Inventory Control. Implementation plans that are developed with each of the nine schools will identify timelines for the varied professional development programs Discovery Education will conduct. Table 10 above indicates the years in which these are to be provided and a timeline provided by Discovery Education (see Appendix B: Supporting Documents) provides additional information. Any professional development school staff need associated with the online programs for MobyMax Math, IXL MATH, and/or Reflex Math will also be detailed in the individual school implementation plans. The building principals are responsible for maintaining and accounting for all equipment that is purchased for each building. In the case of this proposal all items would be considered supplies since all purchased items are web-based subscriptions, supplies, or contracted services. The district does not inventory supplies, but all technology supplies such as robotic items must be properly maintained and supported by the school principal and staff.

### **Sustainability Plan**

- Provides Description of How Determination(s) will be Made Which Parts of the Program to Sustain. BPS will work to sustain and possibly expand upon several key components of the grant depending upon the success of the implementation, impact on teacher effectiveness, and improvement in student learning. Several of the grant strategies are currently being utilized in the participating schools and the grant will allow us to fully expand the program to meet the needs of our students. Other aspects of the grant are new to the district and final determinations about sustaining or expanding the program will be made as we evaluate implementation and impact on teaching practices and student learning.

The Discovery STEM Corps program is new to the district and has the potential to affect instructional practices in all of the participating schools. As a component of the program, the establishment of teacher leadership related to the effective integration of STEM practices and curriculum could have an impact on other aspects of our district's work. The district will utilize the new STEM-trained teacher leaders to assist the district post-grant to lead efforts to integrate STEM practices and content into the other six elementary students not served by the grant. Their STEM expertise will also be used as these teacher leaders serve on district curriculum writing teams to integrate STEM curricular and instructional knowledge into our curriculum documents. The district will evaluate the capacity that is developed through the model developed by Discovery Learning to determine if we should look for other avenues of financial support to expand the professional learning to our middle schools.

The district will evaluate the effectiveness of the three math intervention software subscriptions to determine if they impact student learning. The district is currently evaluating a variety of intervention practices through our MTSS framework to identify a Tier 2 and 3 program for use throughout all elementary schools. The three programs utilized in this grant will provide the data the district needs to determine if any these programs have the potential to be used across all elementary schools now that we will have taken the use of these programs to scale across all grade levels.

The final aspect of the grant is project-based learning curriculum and instructional items that can be used in the classroom and in extra-curricular activities such as summer school. We will evaluate the effectiveness and ease of implementation and connections to our current curriculum for the Discovery STEM Connect and Discovery Streaming services to determine if these components should be sustained. The utilization of the robotics supplies integrated into the summer school is a component that we feel will be sustained after the conclusion of the grant due to our current commitments to expand coding and programming in our district.

At this time, we do not feel that we will have the need to sustain the Project Director position since the STEM leadership Corps professional development will have concluded. However, it is possible that the district could sustain the position if other STEM programs are added due to participation in other grant opportunities.

- *Provides Information on How to Use Project Data to Build Sustainability Plan.* Data collected from teachers in the elementary schools for the Discovery STEM Corps component of the grant will drive sustainability determinations as well as student achievement data. In-process survey data, classroom observation data, and interviews with teachers related to the effectiveness of program implementation and impact on classroom practice will support sustainability and expansion decisions.

Both state and local assessment data along with teacher interviews and observations will be utilized throughout the project to adjust implementation practices related to the use of the IXL MATH, Reflex Math, and MobyMax Math interventions and make determinations on further implementation. Discovery STEM Connect resources and Discovery Streaming services will also be evaluated in the same manner as the math interventions.

Observational data related to student participation, student's engagement, and student interest in the summer school robotics program will inform decisions related to the expansion of these programs to the other six elementary schools in the district as well as the sustaining of these programs in the participating schools. The district anticipates that these programs will most likely continue given our current efforts to expand coding and programming in our district.

- Addresses Awareness of Financial Needs to Sustain the Program and Secure Funding.

The DoDEA grant program will provide the district the means, which currently do not exist, to expand current initiatives and add the Discovery STEM Corps, STEM Connect, and Discovery Streaming resources. Over the past 10 years, the district has lost nearly 15 million dollars per year of Impact Aid funds due to decreases in the percentages of military-connected students in the district. This continued shortfall of funds along with some cuts in state funding have made resources for professional learning and instructional materials and supplies hard to acquire. The school district has kept these limitations in mind in the development of this proposal.

A large part of the funds will be utilized to provide sustained and comprehensive professional development for staff members to improve classroom practices such as project-based learning activities and transdisciplinary STEM activities in these schools. We believe that the best sustainable investment we can make is to invest in developing the capacity of our teachers. The knowledge and skills they acquire through Project STEM have the potential to create its own sustainability through the STEM leadership of these highly trained teachers and their ability to share their knowledge well beyond the life of the grant.

The district has made commitments to expand our efforts to acquire funding support from our local businesses and industries by converting a current administrative FTE into a Community Partnership coordinator position designed to expand partnerships and secure human and financial resources to support district initiatives, programs, and schools. We have also, for the first time, aggressively pursued grant funding. We have recently received a \$152,000-thousand-dollar competitive grant from the State of Nebraska to provide social emotion support, coding training, and STEM opportunities in the district. This grant application is the first time the district has pursued a DoDEA grant. We plan to continue our efforts in these areas as well as turn to the various partners already committed to the grant to sustain the extra-curricular aspects of this grant. The district will also seek grant funding from private and corporate entities to sustain and expand this and other programs.

- Identifies Resources Needed to Sustain Program. In our proposed grant budget, the district is expending \$374,601 In-Kind matching contribution over the five years, equal to 29.9% of the requested federal funds. At this time, the district does not anticipate the continuation of the Project Director following completion of the grant. However, as the district expands all STEM initiatives and seeks other funding resources, this position may be needed. If so, the district will utilize cost-neutral solutions such as the elimination of other positions to sustain the Project Director. BPS can take on the function (such as continuing professional development) through our current district professional learning staff and instructional coaches, as well as utilize the capacity developed in our teacher leaders, to sustain the initiative. Building principals will also be trained in effective STEM support and can assist in the sustainability efforts.

The district anticipates that we will be able to sustain operations after grant funding. Also, the district will work with local partners and other community-based grants such as the Bellevue Public Schools Educational Foundation grants to sustain, maintain, and purchase new equipment to support the extra-curricular components of the grant such as the robotics kits and supplies. If it is determined that subscriptions for Discovery STEM Connect and Discovery Streaming, IXL MATH, Reflex Math, and MobyMax Math should be sustained, the \$70, 474 yearly costs will be funded by making the programs a budgetary priority within current building budgets and the district-wide instructional supply budget.

- *Identifies Gaps in Finances and Plans to Address Gaps.* In spite of the best efforts of the district to provide the financial support to sustain components of the Project STEM program, unexpected hits to funding could occur over the five years of the program and limit the district's ability to thoroughly sustain some aspects of the Project STEM at the conclusion of the grant program. We believe that no further contracted training from Discovery Education will be required to sustain due to the capacity developed in our STEM Corps teacher leaders unless we decide to expand the program beyond the current schools. The district will also continue its aggressive work to form partnerships as attested to in the letters of commitment submitted with this proposal. And, of course, the district is continually active in seeking Federal, state and foundation grant funds to expand upon our initiatives.

**APPENDIX B: SUPPORTING DOCUMENTS**

- Needs Assessment .....Appendix B: 2
- Resumes .....Appendix B: 11
  - Dr. Robert Moore, BPS Assistant Superintendent
  - Dr. William Carruthers, Grant*Prose* Evaluator
- DoDEA Project Director Job Description .....Appendix B: 18
- Discovery Education PD Activities .....Appendix B: 19

## NEEDS ASSESSMENT

Table 14 provides summaries of the varied needs assessment meetings held with stakeholder populations in the BPS schools and community. Notably, these meetings were held before the DoDEA request for proposals was released in March when it could be determined that the grant competition would emphasize STEM education, but there is ample evidence in the outcomes from these meetings that identify needs and gaps associated with STEM education. For instance, members of one stakeholder group noted that military-connected students come “...to Bellevue a bit behind in STEM subject content knowledge.” A survey that was conducted in February with families of almost 2,500 military-connected parents included a number of questions that specifically addressed STEM education. The majority of parents responding to the survey expressed general satisfaction with STEM education in the school district, ranging from 60 to 75% indicating “Agree” to satisfaction questions, but did offer a variety of recommendations for consideration as bulleted here:

- Increased access to technology at home
- STEM for all not just high ability
- More hands-on activities
- STEM in lower grades
- More science labs, more opportunities for problem-solving and real-world application of knowledge
- STEM and Robotics clubs
- More support for science Olympiads
- Field trips and community service connections with STEM
- More challenging curriculum for students

Text with yellow highlighting in Table 14 indicate STEM education generally and math education specifically are areas of need, and there is considerable interest in expanded learning opportunities through after-school programming.

<b>Date</b>	<b>Stakeholder Group</b>	<b>Results</b>
1/30/18	Offutt School Liaison	Meet with Offutt School Liaison to discuss needs assessment process and get support for needs assessment and grant application; Discussed overarching needs. The following items were shared as major needs: Exceptional Military Family Program before and after-school enrichment programs; Increase access and provide high quality programs for all students; Families coming to Offutt from some bases have very high expectations for schools and programming within the schools; transitional supports are needed; additional programming and support for military impacted families.
2/7/18	Military Helping Agencies	A meeting was held with Offutt Air Force Base Helping Agencies. Offutt school liaison officer, Airman & Family Readiness-Exceptional Family Member Program, Family Advocacy Outreach Program, Offutt Youth

<b>Table 14. BPS Meetings with Stakeholder Groups to Identify Perspectives on Needs</b>		
<b>Date</b>	<b>Stakeholder Group</b>	<b>Results</b>
	located on Base	Programs, and Child and Youth Behavioral Military Family Life Counseling Services were represented. The group held a roundtable discussion to identify areas of need based upon each groups work with students and families assigned to Offutt. Items identified as needs were as follows: Military Family Counselors to work with military kids and families; Afterschool enrichment activities and programs for students in the Exceptional Military Family Members Program; Transportation for students to participate in afterschool activities and evening activities at the Youth Programs Center; Support groups for students/families facing deployment; Improved transition programs and systems in place for military families at secondary levels; Additional counseling support for military students recognizing that transportation for military families is an issue; Relationship skills, child development issues, child abuse prevention programs for families; Trauma faced by military families, social emotional health of military students; Communication of resources available for military families within the school and community; peer relationship issues for military families; Transition support for all students and families.
2/9	Military Support Group Task Force	Meet with Offutt Military Support Task Force Leadership. Items of need identified were as follows: Schools could utilize a dedicated therapist to address social and emotional needs of military student and conduct programing and support for military families; Additional transition support for military students both entering and exiting the base; Need additional Science, Technology, Engineering, Arts, and Math programing for students; Computer Science and programing programs; Formalized transitional support structures for military students and families; Mentorship programs like Link Crew to support students in transition; EFMP student enrichment
2/31	Utilize District All Staff Plus Delta Survey	Needs for alternative schools, School safety concerns, mental health support, Tiered supports, additional staffing and support for SPED, instructional framework
2/13	District administrators K-8	NOW: Expand District MTSS Framework and support for Behavioral and Academic; take things off of our teachers plates; Need Tier 1 behavioral support; Common building and District collaboration to improve instruction; Boys town Well managed classroom program to support student behavior, Additional special education support, School psychologist at each school to support student needs. Common Positive Behavior Intervention Systems (PBIS) across the district, After-school programs to support academic and social needs. NEXT: Tier 2 support for

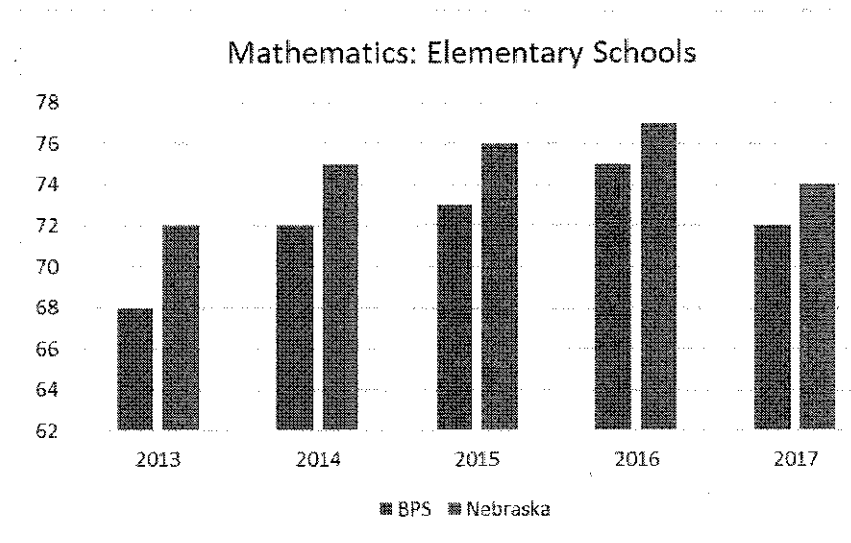
Table 14. BPS Meetings with Stakeholder Groups to Identify Perspectives on Needs		
Date	Stakeholder Group	Results
		behaviors, Train all staff in Boys town model; Response to intervention (math, reading, behavioral, Enrichment activities, STEAM, Consistent intervention supports for math and reading across the district, Collaborations between educational venues to enhance consistency in programs; Tier 3 academic and behavioral supports, District-wide math and reading intervention programs,
2/16	Military Parent Survey	<p><b>Sample:</b> An electronic survey was administered to families of the 2,721 military-connected students in the district, and 221 families responded; nearly ½ of parents have been in multiple school districts, 70% reported having students at the elementary level with 26% reporting having students at middle level and 33% having students at a high school; 48% of parents report that their children have attended multiple school districts.</p> <p><b>Transition Support Results</b></p> <ol style="list-style-type: none"> <li>1. Appropriate Transition Support for students: 78% Agree, 6% Disagree, 16% Neutral</li> <li>2. Appropriate Transitional Supports for parents: 60% Agree, 10% Disagree, 30% Neutral</li> <li>3. Recommendations: Student mentors and mentor groups for support, FAQ on Website, more information on what the district offers, guidance counselors designated for military, military parent support programs, deployment support for students and families, Mental health supports and counselors, accommodate academic levels and credits, support for EFMP, training for teachers on military children needs, transitional support specialist at the district level to coordinate programs and activities, earlier SPED evaluations and IEPs for transfer families, exit surveys for families leaving, better intake activities and visitation at HS before starting class (school tours), Outreach to families before arrival, accommodations to get transition students into athletics and activities, afterschool clubs/social activities for military impacted students, mentor families-families program. Transition center for students (Radford High), lengthen aftercare when base on exercises.</li> </ol> <p><b>Academics and Academic Supports</b></p> <ol style="list-style-type: none"> <li>1. BPS prepares students academically: 82% Agree, 11% Disagree, 7% Neutral</li> <li>2. BPS meets needs of HAL (high ability) students: 48% Agree, 12% Disagree, 40% Neutral</li> </ol>

<b>Table 14. BPS Meetings with Stakeholder Groups to Identify Perspectives on Needs</b>		
<b>Date</b>	<b>Stakeholder Group</b>	<b>Results</b>
		<p>3. BPS meet needs of students with disabilities: 49% Agree, 8% Disagree, 43% Neutral,</p> <p>4. BPS has appropriate academic interventions: 49% Agree, 15% Disagree, 35% Neutral</p> <p>5. BPS has Rigorous Curriculum and high quality instruction: 74% Agree, 9% Disagree, 16% Neutral</p> <p>6. Recommendations: Dedicated math support, more math rigor and homework, self-paced math programs, better support for students with needs academically (SPED), academic assistance programs for kids, more inclusive HAL program and entry process, better and varied instructional practices to meet all needs, academic placement exams, better academic communication with teachers, better academic placement for entering students to match previous learning, tutoring support, advanced middle level classes, more extra-curricular activities/clubs for elementary chess, academic related (STEM), more academic intervention programs, better 504 support, promote available curriculum to parents, more time in math instruction. grade level acceleration opportunities</p> <p><b>Social Emotional Supports</b></p> <p>1. BPS provide Appropriate Counseling, social services, mental health support: 47% Agree, 13% Disagree, 40% Neutral</p> <p>2. BPS provide students and families access and connection to community based services to support social emotional health: 52% Agree, 14% Disagree, 36% Neutral</p> <p>3. BPS provides environment for skills to manage behavior and decision-making: 69% Agree, 11% Disagree, 20% Neutral</p> <p>4. Appropriate behavior intervention supports: 41% Agree, 14% Disagree, 45% Neutral</p> <p>5. BPS provides Safe and developmentally appropriate environment: 78% Agree, 8% Disagree, 14% Neutral</p> <p>6. Recommendations: Bully training, emotional support specifically for military impact students, bully preventions x3, shorter duration deployment support, better promotion of current program in SES x 5, support for anxiety-anger-loneliness with positive group interactions, better connect military families to mental health services, mentor programs, teacher training, consistent support from counselors (Better at some schools), more after school programs and activities for students, Full-time Military Counselor x 4, deployment support, behavior support for problem kids</p>

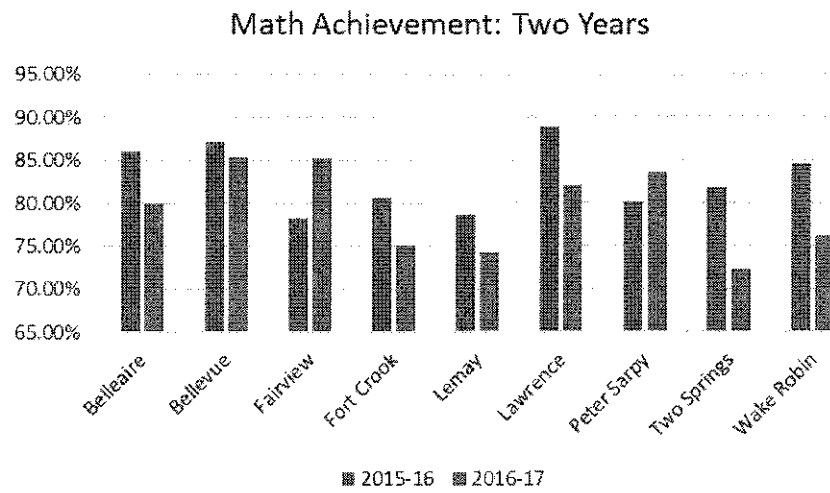
Table 14. BPS Meetings with Stakeholder Groups to Identify Perspectives on Needs		
Date	Stakeholder Group	Results
		<p><b>STEM</b></p> <ol style="list-style-type: none"> <li>1. Adequate access and integration of technology: 73% Agree, 10% Disagree, 17% Neutral</li> <li>2. Adequate use of applying learning to solve real world problems: 64% Agree, 11% Disagree, 25% Neutral</li> <li>3. Adequate critical thinking and development of problem solving skills: 74% Agree, 7% Disagree, 19% Neutral</li> <li>4. District sets high expectations to participate in math and science: 76% Agree, 8% Disagree, 16% Neutral</li> <li>5. Recommendations: More STEM x4, don't overuse technology, Robotics, increased access to technology at home, STEM for all not just high ability, more hands on activities x 3, STEM in lower grades, more science labs, more opportunities for problem solving and real world application of knowledge x 3, teacher need to promote higher level courses at Middle Level, STEM and Robotics clubs, more support for science olympiads and robotics programs/competitions, field trips and community service connections with STEM, more challenging curriculum for students</li> </ol> <p><b>Other suggestions from previous schools</b></p> <ol style="list-style-type: none"> <li>1. Family nights for military families and kids, more info on all programs, Programs to connect military youth to other students x 4, deployment support for students and families, reduce cost of extra-curricular for military families, Aviation STEM courses, Cultural programs, more STEM extra-curricular, sensitive to students who struggle with technology, excuse students to have a day off with returning deployed family members, Mentorship programs, Fun nights for military families, Military counselor, Transition centers at schools, academic intervention programs for struggling learners, military parents tutor students programs, student and family sponsors program to ease transition, Military kids clubs to support deployment, additional counseling supports for deployments and re-integrations, Introductory programs/classes to the district to acclimate military parents to the "School System" x 3, better communication overall to military families, Military student support programs for high school afterhours,</li> </ol>

<b>Table 14. BPS Meetings with Stakeholder Groups to Identify Perspectives on Needs</b>		
<b>Date</b>	<b>Stakeholder Group</b>	<b>Results</b>
3/19	Military Student Panel	<p>Meet with a group of military-connected JROTC students at Bellevue West to discuss needs related to STEM, Social emotional supports, and transitional supports.</p> <p>They shared the following: There are some good transitional supports “West Welcomers” but most of these students are not military-connected and cannot relate to their situations; Like school tours program and Freshmen Day but many military-connected are not Freshmen when they arrive. Perhaps age appropriate student mentors; Came to Bellevue a bit behind in STEM subject content knowledge, additional tutoring and support would be helpful for military kids; Teachers are great and very supportive; JROTC seems to be a 1st connection spot for many military students; Need to increase offerings in career level classes-pre-engineering; needs training on sex related matters; lots of pregnant students in the school. Drugs seem to be a problem for many; need for more activities in the area to keep kids occupied. Longer class periods at the high schools; need some social skills training, some kids are really mean; Advisory program has helped, but advisory success is related to how seriously the teachers take on the assignment</p>

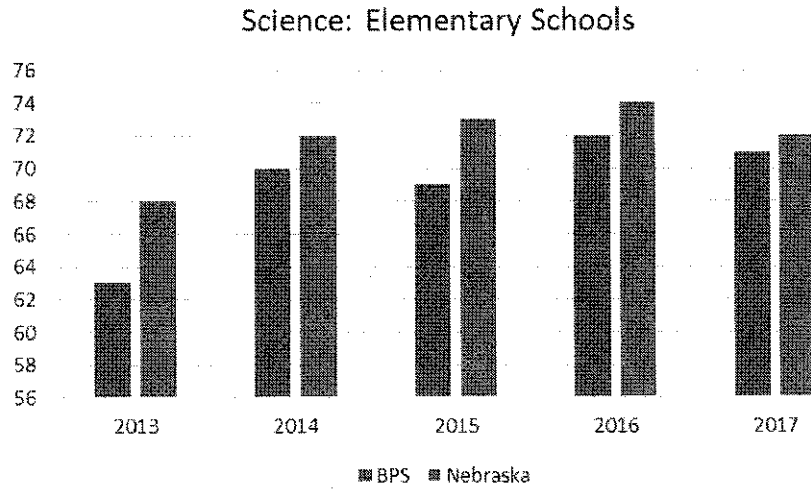
**Figure 2. Comparing the Percentage of Students Scoring At/Above State Math Proficiency Standards for the District and State: Five Years**



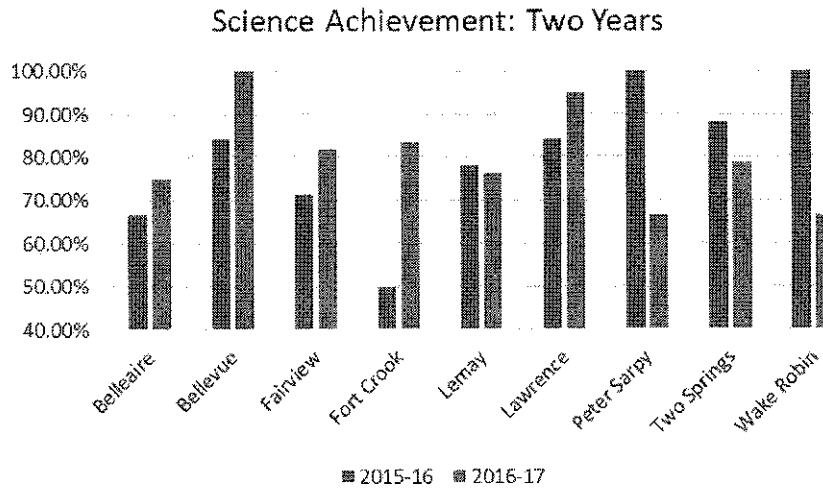
**Figure 3. Change in Math Achievement Scores for Military-Connected Students at Project Schools for Two Most Recent Years for the Percentage of All 3<sup>rd</sup> thru 6<sup>th</sup> Grade Students Achieving At/Above Nebraska Proficiency Standards.**



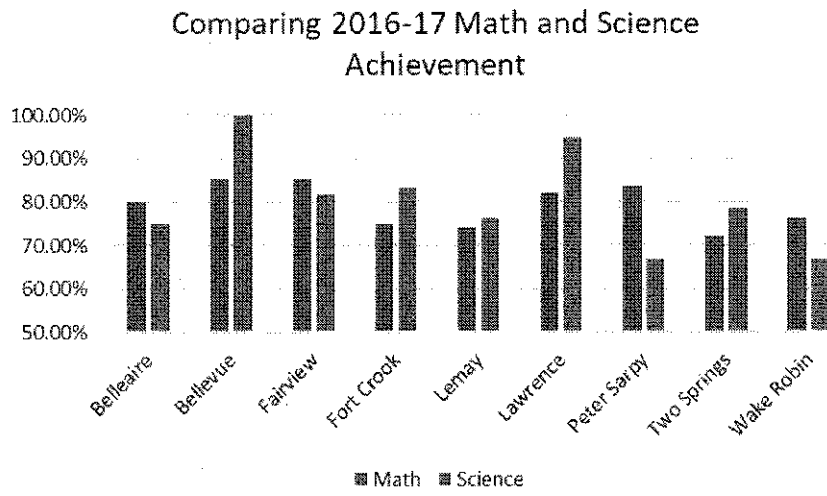
**Figure 4. Comparing the Percentage of Students Scoring At/Above State Science Proficiency Standards for the District and State: Five Years**



**Figure 5. Change in Science Achievement Scores for Military-Connected Students at Project Schools for Two Most Recent Years for the Percentage of All 5<sup>th</sup> Grade Students Achieving At/Above Nebraska Proficiency Standards.**



**Figure 6. Comparing Project Schools on Math and Science Achievement: 2016-17**



## RESUMES OF KEY PERSONNEL

**Robert Allen Moore**  
**1502 Old Gaelic St**  
**Bellevue, NE 68123**  
**(479) 616-6402 – robert.moore@bpsne.net**

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### Education

2018-**Doctorate of Education**, Arkansas Tech University-Russellville, AR  
2005-**Educational Specialist**, Educational Administration, Harding University-Searcy, AR  
1999-**Masters of Education**, Educational Administration, Harding University, Searcy, AR  
1994-**Bachelor of Science in Education**, Social Studies, University of Arkansas-Fayetteville, AR

### Professional Experience

2016-present **Assistant Superintendent**, Bellevue Public Schools, Nebraska

2013-2016 **Assistant Superintendent of Secondary Curriculum and Instruction**, Rogers Public Schools

- Supervised and provided leadership support for nine secondary schools and over 7,800 students
- Served on district strategic planning committee
- Served on district leadership cabinet
- Provided technical assistance, planning and direct support during the development and creation of new high school (Rogers New Technology High School)
- Recommended and increased the Career and Technical Education director position to full-time to improve the quality of the CTE program and facilitate community partnerships
- Recommended and developed the Director of Performing Arts position to support the needs of district performing arts programs
- Restructured secondary curriculum office staff and secondary academic facilitators to provide direct instructional support to building principals, academic facilitators, and teachers
- Formed partnership with Northwest Arkansas Community College to develop and implement an associate degree programs for Rogers secondary students
- Developed the Rogers Honors Academy and College Advancement Program to challenge and support RPS honor students in coordination with a local foundation (in-progress)
- Led district development of a virtual school program
- Adopted and implemented the district's first electronic textbooks and supported the implementation with one to one computing for all middle school social studies students
- Presented at the Arkansas School Board Association State Conference-student transition programs and strategies to reduce drop-outs and increased on-time graduation rates

- Represented Rogers Public Schools on various regional education and career and technical education committees
- Led District STEM, Curriculum, and Discipline Committees
- Increased Advanced Placement enrollment and exams in school district from 950 to 2,400 over the past five years as principal and assistant superintendent

#### 2009-2013 **Principal, Rogers High School**

- Led all aspects of high school program for school of over 2,000 students
- 2012 Arkansas High School Principal of the Year and Met-Life National Principal of the Year nominee for Arkansas.
- Reduced Rogers High School drop-out rate and increased on-time graduation rate from 80% to 94%
- Reduced the achievement gap between Hispanic, English Language Learners, and poverty students.
- Reduced the number of student course failures by 50% through use of effective grading practices and intervention programs
- Created “Student Success” academies for at-risk students to improve attendance, reduce failures, and eliminate dropouts
- Restructured the existing career academy program to provide each student a four-year teacher mentor to support students as they progress to graduation
- Established the “Link Crew” ninth-grade student transition mentoring program to support students transitioning to high school. Middle school model (WEB) now utilized in all district middle schools
- Increased AP enrollment rates and achievement for all student demographic populations
- Served on District drop-out prevention committee
- Served on Annex usage committee to research innovative programs and assisted with the selection of the New Technology model for our new high school
- Certified as quality improvement examiner for the Arkansas Institute for Performance Excellence
- Implemented the **Parents ADvancing Readiness for Educational Success (PADRES)** program for Hispanic parents at Rogers High School to support Latino students in the school and home environment
- Led the Rogers High School Hispanic Student Leadership Team to promote the academic and social success of all students
- Implemented senior student problem-solving and community project teams to engage and support our local business and civic organizations

#### 2006-2009 **Assistant Principal, Rogers High School**

- Assisted building principal in all aspects of school administration
- Led all school improvement initiatives
- Administered Advanced Placement program
- Supervised counseling office to improve student advisement program
- Conducted all data analysis to identify curricular, instructional, and student learning needs
- Assisted in the administration and coordination of building professional development
- Coordinated senior presentations and all student advisory activities
- Served on district professional development committee
- Served on District drop-out prevention committee
- Developed and organized the RHS Hispanic Leadership Team

1997-2006 **High School Principal, Augusta Public Schools**

2003-2004 **Elementary and High School Principal, Augusta Public Schools**

- Administer all aspects of high school program
- Responsible for all aspects of athletic and activity programs
- Implemented Environmental and Spatial Technology (EAST) Program
- Implemented Geographical Information System (GIS) Program
- Worked directly with Superintendent to plan and conduct a millage campaign to build a new elementary school and high school gymnasium
- Opened new K-8 elementary school
- Coordinated district-wide standards review visit
- Led high school off the state academic watch list in 1999
- Responsible for overseeing and coordinating the annexation and consolidation of Cotton Plant High School into Augusta High School

1994-1997 **Social Studies Teacher, Bradley Public Schools**

- Taught World History, Geography, Civics/Government, American History
- Sponsored student council and senior class
- Coached girls' softball team to district championship and state tournament (1997)
- Coached junior high football team (assistant coach)

## **Recognition and Awards**

- Arkansas Secondary Principal of the Year and Met-Life National Principal of the Year nominee for Arkansas (2012)
- Wal-Mart ALPHA-Leaders of Heart Community Service Award (2012)
- US News and World Report "Best High Schools"-Silver Medal (2010-2013)
- US News and World Report "Best High Schools in Arkansas"-Top 5 (2010-2013)
- Washington Post Top 1,000 High Schools in America (2010-2013)
- Arkansas School Board Association-Presenter (2014)
- Arkansas Master Principals Program (2010-2012)

## **Professional and Community Organizations**

- Nebraska Council of School Administrators
- Bellevue Public Schools Foundation Board of Directors
- Offutt Air Force Base Advisory Council
- Arkansas Association of Educational Administrators
- Arkansas Association of Secondary School Principals-Board Member (2012-2013)
- National Association of Secondary School Principals
- American Association of School Administrators
- Association for Supervision and Curriculum Development
- Arkansas Association of Supervision and Curriculum Development
- Rogers Early Risers Rotary Club
- Rogers Public Library Foundation (2012-2013)
- First Baptist Church of Rogers

## **Educational References**

Dr. Janie Darr- *Superintendent, Rogers Public Schools*  
500 W. Walnut St.  
Rogers, AR 72756

Mark Sparks-*Deputy Superintendent, Rogers Public Schools*  
500 W. Walnut St.  
Rogers, AR 72756

Michael Poore- *Superintendent, Little Rock Public Schools*  
500 Tiger Blvd  
Bentonville, AR 72712

Richard Blevins-*Superintendent, Augusta Public Schools-retired*  
PO Box 343  
Pleasant Plains, AR 72568

William "Bill" Stringer-*Principal, Rogers High School-retired*  
112 River Bend Rd.  
Hot Springs, AR. 71913

Lance Arbuckle-*Principal, Rogers New Technology High School*  
2922 S. 1<sup>st</sup> St.  
Rogers, AR 72758

Charles Lee-*Principal, Rogers High School*  
2300 S. Dixieland Road  
Rogers AR 72758

**WILLIAM LAWRENCE CARRUTHERS**  
**President/CEO of GrantProse, Inc.**  
 2503 Cravenridge Place, Garner, North Carolina 27529  
 (919) 414-5861  
 grantproseinc@gmail.com / www.grantproseinc.com

**EDUCATION**

- Ph. D.** North Carolina State University, Raleigh, NC  
 Psychology, May 1990
- M. Ed.** Wichita State University, Wichita, KS  
 Student Personnel and Guidance, January 1978
- M. S.** Purdue University, West Lafayette, IN  
 Sociology, December 1972
- B. S.** Purdue University, West Lafayette, IN  
 Astronautical & Aeronautical Engineering, January 1971

**EMPLOYMENT HISTORY**

- 2008 - present** President/CEO  
 GrantProse, Inc.
- 1998 - 2008** Senior Director of Grants Administration and Compliance  
 Reporting Office / Evaluation and Research Department, Wake  
 County Public School System, Raleigh, NC
- 1997 - 1998** Senior Administrator / Evaluation and Research Department  
 Wake County Public School System, Raleigh, NC
- 1991 - 1997** Program Specialist / Guidance and Social Work Department  
 Wake County Public School System, Raleigh, NC
- 1980 - 1991** School Psychologist / Psychological Services Department  
 Wake County Public School System, Raleigh, NC
- 1978 - 1980** School Psychologist  
 Cowley County Cooperative, Winfield, KS
- 1973 - 1976** USAF Missile Launch Control Officer  
 McConnell Air Force Base, Wichita, KS

**BIOGRAPHICAL SKETCH**

William (Bill) Carruthers is President/CEO of GrantProse, Inc. After serving in the United States Air Force, Bill got his start in education as a school psychologist in Kansas. In 1980, he and his family moved to North Carolina where he was employed as a school psychologist in the Wake County Public School System located in Raleigh. In 1998, he was named the Senior Director for Grants Administration for the school district. He helped school district personnel secure more than \$60 million in grant

funding until his retirement from the school system in 2008. In his “retirement”, Bill has begun his second career and keeps busy with GrantProse, Inc. providing agencies, organizations and institutions with professional grant writing and program evaluation services. In 10 years of business, GrantProse has passed the \$200 million mark in awards secured. Bill has a beautiful wife Barbara, a wonderful family, and four grandsons Jack, Luke, Emmett and Silas who make it all worthwhile. He dabbles in genealogy and has yet to master Facebook.

#### **PUBLICATIONS**

Carruthers, W. L., Thivierge-Rikard, R. V., & Thivierge-Rikard, L. (2008). Using logic models to manage the development of grant proposals. Journal of the National Grants Management Association, 16(1), pp. 4-10.

Johnson, J. L., Carruthers, W. L., & Campbell, B. V. (2007). Building capacity in faith-based organizations and community-based organizations. Journal of the National Grants Management Association, 15(1), 13-20.

Zulli, R. A., Lighthall, C. H., & Carruthers, W. L. (2006). Evaluating changes in student, staff and parent outcomes following extensive school renovations. Council of Educational Facility Planners. Located at <http://www.cefpi.org/enews/dec06enews.html>

Carruthers, W. L. (2001, October). Helping colleagues develop competitive grant proposals (pp. 1, 3 and 5). NGMA News Brief. Reston, VA: National Grants Management Association.

#### **CURRENT/RECENT PROGRAM EVALUATION PROJECTS**

Nonprofit – *Girls In Science*, with Earthwatch, United States, Boston, MA. Mar 2016 thru Jun 2019.

State – NC State Education Authority Principal Preparation Program, with North Carolina Alliance for School Leadership Development. Feb 2016 thru Jun 2023.

Federal – *Department of Defense, Education Activity, Student Success Through Tiered Support*, with Craven County School District, New Bern, NC. Oct 2016 thru May 2021.

Federal – *Department of Defense, Education Activity, Strategies for Success*, with Craven County School District, New Bern, NC. Oct 2015 thru May 2020.

Federal – *National Science Foundation, Math Science Partnership. Students Discover: Improving Middle School STEM Outcomes through Scaling Citizen Science Projects*, with North Carolina State University Department of Biological Sciences, Raleigh, NC. Oct 2014 thru Sep 2019.

Federal – *U.S. Department of Education, Magnet Schools of America. Students DISCOVER*, with Wichita Public Schools, Wichita, KS. Oct 2014 thru Sep 2017.

Federal – *Department of Defense, Education Activity. Stem Learners Today; STEM Leaders Tomorrow*, with Craven County School District, New Bern, NC. Oct 2012 thru Sep 2015.

## **HONORS AND RECOGNITIONS**

Member, Board of Directors, National Grants Management Association (2007 to 2008).

Founding member of the Grants Information Network of North Carolina (2005 to present).

The National Grants Management Association, Special Achievement Award made to the Grants Information Network of North Carolina, in recognition of its notable contributions to the field of grants management, April 2007.

Wake County Public School System recognition "...for meritorious service above and beyond the call of duty for writing the 1998 Magnet Grant."

American Educational Research Association Division H Annual Report Awards Competition 1997 Winning Entry: "*For excellence in the field of education evaluation reporting in the category Instructional Program Evaluation for the entry Alternative Schools Evaluation Report, 1995-96: National, Local, and Specific Perspectives.*"

**Bellevue Public Schools (BPS) Job Description  
DoDEA Grant**

**Title: DoDEA Program Director**

**Qualifications:**

1. Bachelors degree or higher in Elementary or Secondary Education, preferably with qualification to hold administrator or supervisor certificate
2. Experience or training in elementary curriculum and instruction, including project-based learning practices.
3. Experience or training in elementary math
4. Experience or training in elementary science
5. Experience or training in planning and conducting professional development programs.
6. Strong leadership, interpersonal and communication skills
7. Ability to develop procedures for record-keeping, data retrieval, disaggregation of data, financial management, and for sustaining program features
8. Understanding of BPS, Nebraska, and federal policies and procedures in grants administration
9. Understanding of and compliance with BPS agency Code of Ethics

**Reports To:** Dr. Robert Moore, Assistant Superintendent

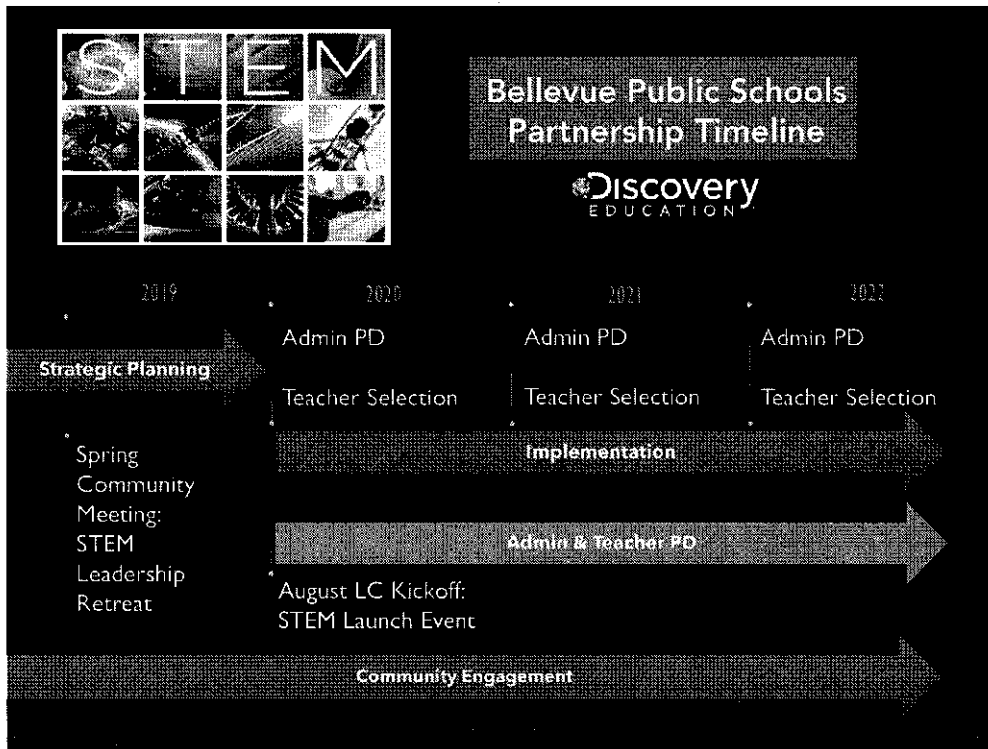
**Job Goal:** To implement the DoDEA grant program with fidelity to its design, scope, goals, strategies, and desired outcomes.

**Performance Responsibilities:**

1. Directs the planning, coordination and implementation of the grant program
2. Ensures compliance with BPS, Nebraska, and federal laws, regulations, policies and procedures
3. Functions as liaison with district central office staff to secure support services
4. Provides leadership in the provision of staff development training
5. Coordinates regularly scheduled meetings of staff, student, parent and community groups
6. Manages grant program budget and seeks additional resources to ensure continued support and sustainability of grant program in years following federal funding
7. Builds relations with community agencies in support of the grant program and sustainability of this same in years following federal funding
8. Keeps current with and disseminates information on best practices
9. Provides leadership in the development of grant strategies and activities
10. Maintains a database of information on the grant program
11. Represents the school district at conferences and on task forces and committees
12. Assists program evaluators with data collection in support of fidelity, formative and summative evaluation
13. Seeks continuous improvement in program operations
14. Prepares written local, state and federal reports
15. With Dr. Moore, Co-Chairs advisory committee to the grant program
16. Perform other responsibilities as assigned by the supervisor

**Terms of Employment:** 50% full-time equivalent, 10 months per year, including summer employment

**DISCOVERY EDUCATION PD ACTIVITIES AND TIMELINE**



**Year 1 2019-2020**

Discovery EDUCATION

**Spring 2019 Community Meeting: STEM Leadership Retreat**

**August 2019 LC Kickoff: STEM Launch Event**

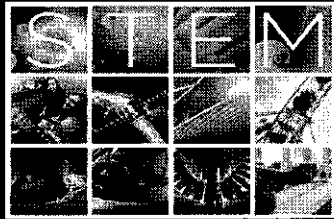
**Administrator Pathway**

- Module 1: Unpacking the STEM Partnership
- Module 2: Leading the STEM Transformation with STEM Teacher Leaders
- Module 3: Fueling the Essential Elements of STEM with Teacher Leaders
- Module 4: Seeing the STEM in STEM Teacher Leader Learning Labs
- 2 sessions of instructional support per leader


**Teacher Leader Pathway**

- Module 1: Building the Groundwork for STEM
- Module 2: STEM Immersion Experiences
- Module 3: Developing High Quality STEM Lessons, Part I
- Module 4: Assessing Student Progress
- Module 5: Developing High Quality STEM Lessons, Part II
- 8 sessions of instructional support per leader

STEM Leader Corps



**Year 2**  
**2020-2021**

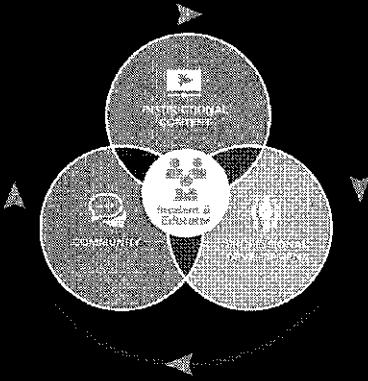



**Administrator Pathway**

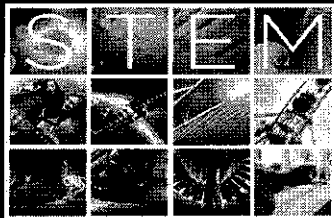
- Module 5: Implementing Project-Based Learning
- Module 6: Telling Your STEM Story
- 2 sessions of instructional support per leader

**Teacher Leader Pathway**


- Module 6: Building the STEM Vision in Your School
- Module 7: Project-Based Learning in a STEM Culture
- Module 8: Project-Based Learning in a STEM Culture Part II
- Module 9: Students as Researchers
- Module 10: The Art of Argument: Prove It
- 8 sessions of instructional support per leader







**Year 3**  
**2021-2022**




**Administrator Pathway**

- Module 7: How to Support Transdisciplinary Units in Practice
- Module 8: Building Your STEM Community
- 2 sessions of instructional support per leader

**Teacher Leader Pathway**

- Module 11: Building STEM Transdisciplinary Units: Concept-Based Learning
- Module 12: Building STEM Transdisciplinary Units: Engagement and Assessment of Student Learning
- Module 13: Building STEM Transdisciplinary Units: Essential Elements of STEM and Project-Based Learning
- Module 14: Planning STEM as a Vertical Team
- Module 15: Developing Sustainability Practices and Evaluating Progress in a STEM Culture
- 8 sessions of instructional support per leader



## **APPENDIX C: LETTERS OF SUPPORT**

- Armed Forces Communication and Electronics Association, Greater Omaha Chapter
- Bellevue Public Schools Foundation
- Bellevue University
- Department of the Air Force, Headquarters, 55<sup>th</sup> Wing, Offutt Air Force Base
- Greater Bellevue Area Chamber of Commerce
- Nebraska Medicine - Bellevue
- Offutt Advisory Council
- Omaha Public Power District



Armed Forces Communication and Electronics Association

# GREATER OMAHA CHAPTER

P.O. BOX 1673 BELLEVUE, NEBRASKA 68005

17 April 2018

From: Col Sean Murphy (President, Greater Omaha Chapter of AFCEA)  
Subject: Support for the Bellevue Public Schools (BPS) STEM Initiative  
To: Dr. Jeff Rippe (Superintendent, Bellevue Public Schools)

Please accept this letter in support of the Bellevue Public School's *Project STEM: Students and Teachers Engaging Minds* grant application. I am excited about your effort to improve STEM programs in local schools with high concentrations of military-connected students. Similar to BPS, the Greater Omaha Chapter of AFCEA has a large community of military and military-related STEM advocates. As such, we'd be excited to partner with you to advance STEM for the youth. Your proposal to provide intensive professional learning to support the implementation of STEM practices is an initiative that fits into our vision and can positively impact our children in the classroom. We could definitely be a great asset in assisting BPS over the next several years as you implement the Project STEM program.

AFCEA's vision is "To be the premier information technology, communications, and electronics association for professionals in international government, industry and academia worldwide." Our chapter supports this vision by providing a forum for information exchange and interaction amongst the community, which includes a significant number of military organizations and local businesses. We are always seeking new ways to engage the local community as we continue our staunch advocacy for STEM.

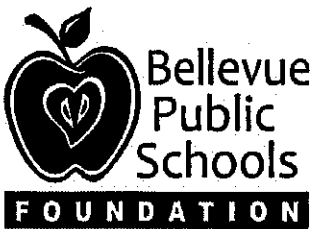
Timing is perfect for us to partner together and support your outstanding efforts. We host monthly luncheons with thought-provoking guest speakers who encourage discussions on technology, policy, security, and innovation, aimed at helping better prepare current and future information technology and cyber professionals. Events like our technology expos, socials/mixers, and golf tournament provide an outstanding opportunity for the community to exchange ideas and strategies for tackling our most challenging STEM issues. We have the ability to connect BPS to some of the best and brightest minds in STEM fields across the Omaha metro area including organizations within the Bellevue community. Our industry and military leaders can offer assistance as mentors, speakers, and volunteers for activities in your Project STEM program. The Greater Omaha AFCEA chapter also sponsors teachers and programs in middle and high schools with grants for technology teaching tools and awards for technology-related competitions. Our partnership with corporate sponsors, local schools and universities, and other STEM-attentive organizations provides our chapter members rewarding opportunities to shape the future of our students and our region.

The Greater Omaha Chapter of the AFCEA looks forward to supporting Bellevue Public School's efforts in providing students with the STEM-related skills they need to progress through your school district. Please feel free to contact me to discuss ways we can support your efforts in this grant application.

Sincerely,

A handwritten signature in cursive script that reads "Sean D. Murphy".

SEAN D. MURPHY, Colonel, USAF  
President, Greater Omaha Chapter of AFCEA



Invest. Involve. Inspire.

April 19, 2018

Dr. Jeff Rippe  
Bellevue Public Schools  
Office of the Superintendent  
2600 Arboretum Drive  
Bellevue, NE 68005

Dear Dr. Rippe:

As Executive Director of the Bellevue Public Schools (BPS) Foundation, I offer this letter of support for your proposed Project STEM initiative. BPS and the BPS Foundation have a long history of working together to support the needs of Bellevue schools through a variety of programs and activities. We at the foundation believe we can impact the lives of students within this district by providing financial resources focused on meeting the needs of classroom teachers in their student-instruction goals...funds which would otherwise not be available. We also support Bellevue Public Schools parents by providing affordable and quality before-and-after-school care for their children. The Kids' Time program serves over 1,000 of your students with over 30% of them being military-connected. We appreciate your efforts to support military-connected--and all--students, and feel your Project STEM program has the potential to further enhance the lives of Bellevue's children today and into the future.

The Bellevue Public Schools Foundation partners with the community to raise funds and provide financial support otherwise not available, to help enhance educational opportunities for the students and staff of the district. One way we support teachers and schools is through our Classroom Innovation Grant program. The BPS Foundation is also pleased to have recently partnered with the Bellevue Public School District to provide additional resources for your state-awarded grant program. This program is providing certified teachers to conduct STEM activities during Kids' Time for the 2017-2018 school year. Our current partnership has helped the BPS Foundation provide a better environment for the students of the families we serve, which could lead to additional enrollments and revenue for the foundation. With more, we can do more! We appreciate your efforts to support us, and look forward to supporting your Project STEM efforts--including assisting with the sustainability of some aspects of the grant proposal. We can also be a resource to assist your efforts in reaching out to the community and finding other entities to support the program. Our membership in the Omaha STEM Ecosystem may prove to be of help in this area, for example.

The long-standing relationship between the Bellevue School District and the Bellevue Public Schools Foundation is a great example of how schools and education foundations can work together for the benefit of students and families. Please feel free to reach out to me if you secure the grant as we work together to find new ways to support our schools. We appreciate all your efforts in helping us maximize our partnership to grow what we're both able to do for Bellevue students.

Sincerely,

Ingra Winkler Anderson  
Executive Director  
Bellevue Public Schools Foundation



April 17, 2018

Bellevue University  
1000 Galvin Road South  
Bellevue, Nebraska 68005

Dear Dr. Jeff Rippe,

I am offering this letter of support for Bellevue Public Schools' *Project STEM: Students and Teachers Engaging Minds* grant to support our military impacted students and schools. We believe that any initiative that enhances the capacity of Bellevue Public Schools to train teachers and provide curricular support for STEM practices is valuable to our local community. We would proudly partner with you throughout the grant proposal and support STEM learning in your military impacted schools.

Bellevue University is a private, non-profit, regionally accredited institution with a 46-acre main campus in Bellevue, Nebraska. We have graduated over 53,000 students since 1966 and serve nearly 9,000 students annually at campus locations in four states -- and everywhere online. We are recognized as a national leader in preparing students for lifelong success with career-relevant knowledge and skills. We were founded by military, for military, and are proud of being ranked among the nation's top military-friendly and open access institutions. We have been helping military members with their education needs for over 50 years and are dedicated in our service to military members and their families.

We fully support your efforts to secure funds and provide STEM-related programs for military impacted students and schools. Over the years, we have worked with your schools, teachers, and district leadership team to support the educational needs of your students. This initiative is particularly meaningful given our long history of serving the military community and our experience offering quality STEM education for our students. We stand ready to support this important initiative and are eager to lend our knowledge and experience to the activities associated with the grant.

I look forward to expanding our partnership with your school district through this proposed STEM program and hope that will we find additional ways to support the missions of your district and our university over the coming years. Please feel free to contact me at any time to discuss how we can become more involved in this or other programs in Bellevue Public Schools.

Sincerely,

A handwritten signature in cursive script that reads "Mary Hawkins".

Mary Hawkins  
President, Bellevue University



DEPARTMENT OF THE AIR FORCE  
HEADQUARTERS, 55TH WING (ACC)  
OFFUTT AIR FORCE BASE, NEBRASKA

18 April 2018

Colonel J. David Norton  
Commander, 55th Mission Support Group  
105 Washington Sq, Ste 173  
Offutt AFB, NE 68113

Mr. Jeff Rippe  
Superintendent, Bellevue Public Schools  
2600 Arboretum Dr  
Bellevue, NE 68005

Dear Superintendent Rippe:

On behalf of 55<sup>th</sup> Wing, Mission Support Group, I would like to express our support for the Bellevue Public Schools, Bellevue Project STEM: Students and Teachers Expanding Minds application. Our unit strives to support all aspects of the mission of the 55<sup>th</sup> Wing and understands the important role our schools play in supporting our military-connected families who serve on Offutt Air Force Base. We recently participated in a needs assessment meeting with members of your leadership team and understand the need in your district to improve STEM programming and practices. It is important for our families serving in the 55<sup>th</sup> Wing that their children have access to innovating programs and teaching practices that integrate STEM skills.

The 55th Mission Support Group supports over 40,000 active duty, civilian, family member and retiree personnel in over 93 associate units, including U.S. Strategic Command, Air Force Weather Agency, National Airborne Operations Center and presidential-tasked global reconnaissance missions. Many of the families we serve have children in your school system and we have a mutual interest in supporting our families in various aspects of their work and home lives. We feel that we can be a source of support for your grant proposal as you move forward. We have the ability to support your district as you communicate the program to our military families. Additionally, we have the ability to connect you to military and civilian personnel that can advise your district and engage with your students and staff to enrich the quality of your STEM initiatives.

Offutt Air Force Base is fortunate to have tremendous support from the Bellevue community. The various support activities of the Bellevue Community and your district's commitment to providing a quality education makes Offutt Air Force Base a highly desired destination for military families. This is evident by the high number of military personnel who retire to this area. We look forward to being an important partner with your school as you work to implement STEM-related learning throughout your elementary schools. I am certain that Project STEM has the highest likelihood of success given the district's reputation for success. Please let me know how we can further support your efforts to secure DoDEA funding for Project STEM.

Sincerely

J. David Norton, Colonel, USAF

*The Sun Never Sets on the Fightin' Fifty-Fifth*



1102 Galvin Road South  
Bellevue, Nebraska 68005  
Phone: 402.898.3000  
Fax: 402-291-8729

April 18, 2018

Bellevue Public Schools  
Bellevue Public School Board of Education  
2600 Arboretum Dr  
Bellevue, NE 68005

Dr. Jeff Rippe,

As President and CEO of the Greater Bellevue Area Chamber of Commerce, our membership stands ready to support your Project STEM proposal to the DoDEA. Bellevue Public School has long been an active and valued member of the Chamber of Commerce and your support of our work to develop and maintain economic vitality and be a leader on issues that affect the well-being of the Bellevue-Offutt community has been greatly appreciated. We believe that a quality public education is key to the long-term success of our community and believe that this program only enhances your ability to provide quality programs for our students in your schools.

The Bellevue Chamber is an action organization designed to meet the community needs. It is a civic clearinghouse, a public relation counselor, a legislative representative at the local, state and national levels of government, information and referral bureau, a research entity, and a promotion medium. The Chamber's strength lies in the number and diversity of its investors. Both large and small businesses from virtually all professions are represented and influence the direction of the Chamber's programs. Simply stated, the Bellevue Chamber of Commerce is business and professional leaders working together to make Bellevue a better place for everyone to live and work.

Our membership includes countless businesses and individuals who work in STEM fields that can be very helpful as you progress through the grant process and implementation. This same membership can be vital in helping you secure resources to expand the program to other non-military impacted schools and sustain the currently proposed program. The Chamber would be willing to facilitate meetings with our members who can support the STEM programs of the district and provide resources for different aspects of the grant.

The long-standing relationship between the Bellevue School District and Chamber of Commerce has benefited both organizations and is a great example of how our community can work together for the good of all our citizens. The Chamber looks forward to our participation in the Project STEM program and encourages you to call upon us for support throughout the implementation of the program.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Ristow".

Jim Ristow  
CEO



April 18, 2018

Nebraska Medicine Bellevue  
2500 Bellevue Medical Center Drive  
Bellevue, NE 68123

Dear Dr. Rippe,

This letter is being written to demonstrate our support for your proposal to the Department of Defense Military Family Grant Program. As Vice President of Nebraska Medicine - Bellevue, I understand the importance of supporting our schools as they develop math and science skills within their students. The Bellevue Public Schools Project STEM program has the opportunity to expand and promote innovative science, technology, engineering, and math practices in the school district and promote careers in these fields. Our institution would thoroughly enjoy the opportunity to expand our current partnership with the district through this STEM initiative.

Nebraska Medicine – Bellevue is a community hospital committed to healing and preventive health care services that support the long-term health and well-being of the residents of Bellevue and the surrounding area. Our medical center was founded on the concepts of collaboration within our community members and aggressively pursues our mission to lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research and extraordinary patient care.

Over the years we have partnered with Bellevue Public Schools to provide educational opportunities for students within the hospital and have lent our staff to your district as you have revised programing and expanded career and technical education in health-related fields. It would be our pleasure to provide you staff members who can speak to your students and support career activities in your schools. I also believe that we have the capacity to provide additional support as needed. I am interested in sitting down to discuss expanding our involvement in Project STEM when funding for the program is secured.

The Bellevue-Offutt community is a special place to work and live because of the cooperative approach of everyone to support our schools, community, and the mission of the military at Offutt. Nebraska Medicine-Bellevue looks forward to supporting Bellevue Public School efforts in the years to come.

Sincerely,

A handwritten signature in black ink, appearing to read 'Matt Pospisil', written over a white background.

Matt Pospisil  
Vice President, Nebraska Medicine – Bellevue

**SERIOUS MEDICINE. EXTRAORDINARY CARE.**



*Offutt Advisory Council*

Offutt Advisory Council P.O. Box 13229 Offutt AFB, NE 68113-0229

April 17, 2018

Dr. Jeff Rippe  
Superintendent  
Bellevue Public Schools  
2600 Arboretum Drive  
Bellevue, NE 68005

Dear Dr. Jeff Rippe:

Please accept this letter in support of the Bellevue Public Schools' Project STEM: Students and Teachers Expanding Minds application to the DoDEA military partners' grant program. As an organization that prides itself on supporting the mission of the Fightin' 55<sup>th</sup> Wing at Offutt Air Force Base, we understand the importance of those serving on the base to have access to a quality education system for their children. We can see how the proposed Project STEM grant can support the learning for military-connected students in the Bellevue Public Schools.

The Offutt Advisory Council (OAC) has a long-standing relationship with Bellevue Public Schools as demonstrated through our use of your facilities and the active participation of staff and leadership teams in our organizational activities. We believe that we can be a strategic partner in this program as you move forward in securing grant funds and implementing the STEM initiatives.

Our mission as an organization is to support the mission of the 55<sup>th</sup> Wing, U.S. Strategic Command, and Offutt AFB tenant units, educate our community about the mission at Offutt and work to improve the morale and welfare of military members and their families. We believe your proposal fits in with our organization's efforts to support our military families and believe that we can be a strategic partner for your school district. The entire Bellevue/Offutt community benefits when the local school districts provide our students and families access to a world-class education and opportunities that promote college and career readiness. Our mission as an organization can go hand-in-hand with your district mission to be "Champions for Children."

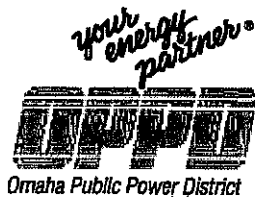
We believe that we can actively participate in this grant program by helping your organization communicate the purpose and activities of Project STEM to the military families we also serve. Our organization has over 150 business and community leaders who serve on the Offutt Advisory Council. The members of the OAC are here to provide our assistance and expertise in activities associated with the grant program. We can be a resource for acquiring STEM resources and you can access the expertise of our members who work in STEM-related fields.

The continued partnership between Bellevue Public Schools and the Offutt Advisory Council stands as a shining example of how communities can support the educational needs of the families stationed at military installations. We are excited to be a part of this initiative and look forward to strengthening our partnership as we continue to work with Bellevue Public Schools, Offutt AFB, and the Bellevue/Offutt Community.

Sincerely,

A handwritten signature in black ink that reads "John F. Hansen" with a horizontal line extending to the right.

John F. Hansen, President  
Offutt Advisory Council



April 17, 2018

Dear Dr. Jeff Rippe:

As President and CEO of Omaha Public Power District, I am happy to provide this letter of support for your Project STEM grant proposal to the Department of Defense. OPPD has proudly partnered with Bellevue Public Schools to meet the energy needs of your growing school district and to seek out solutions to save energy and reduce costs. It is important to our organization that we find opportunities to support our customers served by Bellevue Public Schools and Offutt Air Force Base. I can see how the Project STEM program has the ability to meet your districts needs to provide STEM professional learning and resources for your teachers and after-school STEM programming for your students.

OPPD is the 12<sup>th</sup> largest publicly owned power company in the United States and serves approximately 820,000 people in Nebraska. Over the years, we have partnered with Bellevue Public Schools as you built new schools and expanded your need for power in the school district. Additionally, we have been able to provide resources for a variety of events in your district. As a utility company, we understand the importance of developing science, technology, engineering, and math skills in our children and the impact that such skills can have on their educational pursuits. We believe that we can be a strategic partner as you move forward in securing grant funds and implementing the Project STEM initiatives.

OPPD can actively participate in this grant program by proving direct and indirect support for various aspects of the grant. We have a team of highly trained employees that have expertise in STEM-related fields who can work with your students and staff to explore career opportunities and share their knowledge in mathematics and science.

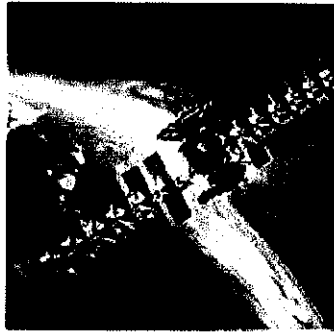
The continued partnership between OPPD and Bellevue Public Schools is an example to other businesses in the Omaha area on how business and industry can support the educational needs of our customers. Especially those customers who serve our country at Offutt Air Force Base. Please feel free to reach out to me as you move forward with your proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy J. Burke", is written over the typed name.

Timothy J. Burke  
President & CEO  
Omaha Public Power District





# **Discovery** EDUCATION™

## **Bellevue School District STEM Leader Corps**

UPDATED - 9 Schools  
April 2018

“Schools with the highest levels of instructional and teacher leadership rank at least 10 percentile points higher in both math and English/language arts on state tests, compared to schools with the lowest levels—even after controlling for factors like school poverty, size, and location.”

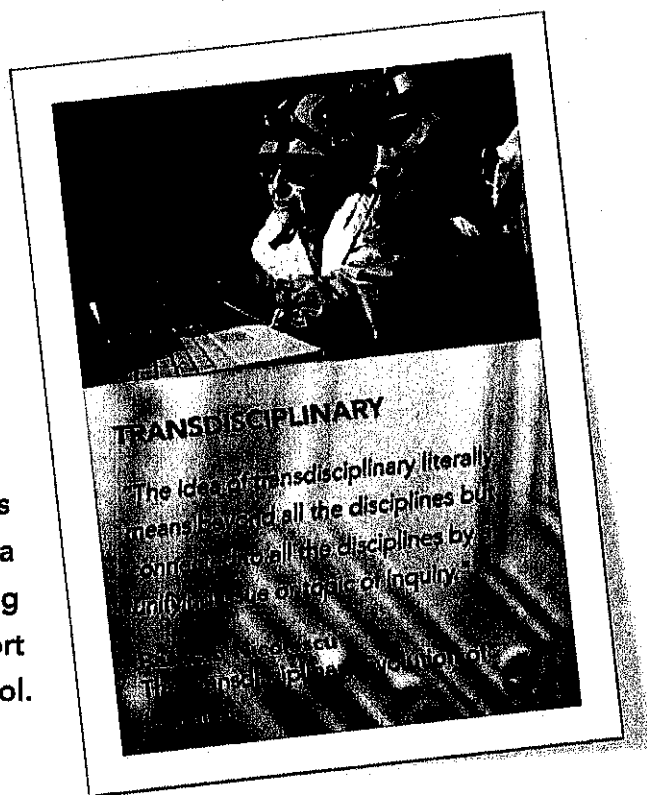
- Dr. Richard Ingersoll, School Leadership Counts, 2017

# STEM LEADER CORPS

**9 Schools • 36 Teacher Leaders • 12+ Administrators**

The **STEM Leader Corps** model of sustained, rigorous and job-embedded professional learning is designed to build the professional capital of teachers in the areas of 21st Century Instructional Practices & STEM, supporting student-centered learning, differentiation and best practice teaching.

To drive instructional transformation in the **STEM Leader Corps**, each school selects educators to serve as STEM teacher leaders who progress through an intentional system of professional development over three years, moving from student-centered STEM learning environments to project-based learning and ultimately transdisciplinary teaching. These teacher leaders are expected to chronicle, expose and transfer their learning to their school-based peers through the establishment of their classrooms as Learning Labs. Each building principal, serving as champions of the teacher leaders, will also engage in a differentiated progression of professional learning to provide their STEM teacher leaders with support as they transform classrooms throughout their school.



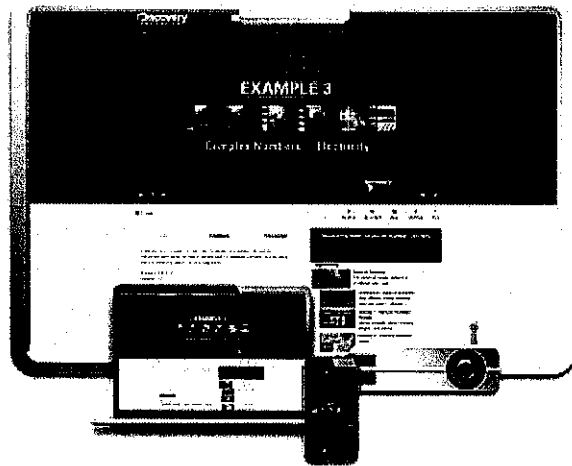
## Cross-Curricular Digital Media



Discovery Education Streaming Plus is a comprehensive digital solution that supplements instruction across all K-12 curricular area and helps your students build mastery in interpreting, understanding and evaluating information. It provides teachers with the tools to teach students to think critically about the content they use, see, and experience in their daily lives and to ask questions about the world around them. Discovery Education's STEM Leader Corps supports teacher leaders in the effective utilization and integration of digital content.



Discovery Education STEM Connect is an interdisciplinary K-8 resource that enhances core curriculum. It guides students to develop and apply knowledge and skills to important real-world challenges as it helps them build real possibilities for their future. Strengthening 4Cs skills across subjects and grades, STEM Connect engages students with literacy-infused activities, hands-on exploration, design thinking and career connections.



## Partnership Executive Summary

Discovery Education is proud to partner with Bellevue Schools to fuel engaging, inquiry-based 21st century STEM classrooms. Discovery Education is committed to providing a research-based, intentional system of change to drive both school and system wide transformation. STEM Leader Corps is a system of professional development that provides differentiated pathways for administrators, educators and students to learn, reflect, reinforce and apply their knowledge to initiate and sustain growth in STEM instructional practices.



## Partnership Goals

Through implementation of the STEM Leader Corps system of growth, Discovery Education will further support the district's strategic goals to:

- Accelerate academic achievement and student engagement through STEM
- Transform a culture of STEM teaching & learning
- Ignite a consistent, sustainable, inquiry-based and transdisciplinary approach to STEM

## Partnership Outcomes

As a result of this successful partnership, Bellevue Schools will have:

- 9 schools serving as the district's STEM models of innovation
- 36 STEM Teacher Leaders receiving 120+ hours of professional development
- 36 student-centered, STEM Learning Lab classrooms
- 12+ STEM administrators receiving 35+ hours of professional development

## Partnership Deliverables

The partnership plan has been divided into 4 sections:

- ✦ Year 1: Learning
- ✦ Year 2: Leading
- ✦ Year 3: Lasting Impact
- ✦ Partnership Investment

# DISCOVERY EDUCATION STEM LEADER CORPS

## YEAR ONE: LEARNING

<p>STEM LEADERSHIP RETREAT</p>	<p><b>Scope:</b> 1 Event <b>Audience:</b> 125 Participants</p> <p>Through this <b>STEM Leadership Retreat</b> which features a keynote speaker from the Discovery Education STEM Team, leaders will come together to discuss and develop a cohesive vision for STEM education in their schools. This retreat will also provide time to connect with community leaders to obtain buy-in and garner support in creating a “STEM Community.”</p>
<p>ADMINISTRATOR PROFESSIONAL LEARNING</p>	<p><b>Scope:</b> 4 Sessions (up to 6 hours per session) <b>Audience:</b> Up to 25 Administrators per Session</p> <p><b>Administrator Module 1: Unpacking the STEM Partnership</b> This session provides all stakeholders with the compelling why of teacher leadership and unpacks the components of STEM Leader Corps. Participants will explore the qualities of a STEM teacher leader through rich, interactive conversation and discussion. Blended learning is modeled throughout, providing participants with a glimpse into the possibilities for their teachers and their students. The session integrates deep discussion about cultivating and sustaining the STEM Teacher Leader model.</p> <p><b>Administrator Module 2: Leading the STEM Transformation with STEM Teacher Leaders</b> Administrators will collaborate with their peers to discuss their current STEM philosophy and school culture, identifying potential roadblocks they may face. Participants will examine research based best practice on change theory and will develop their goals and strategy to facilitate STEM within their school. They will examine the STEM rubric to understand the indicators on which coaching will be focused.</p> <p><b>Administrator Module 3: Fueling the Essential Elements of STEM with Teacher Leaders</b> Though the T in STEM can stand for technology, this course places an emphasis on technology as an instructional tool rather than an instructional model. Effective practices are discussed and evaluated showcasing that STEM is not just utilizing computers and technology in the classroom. Through the exploration of TPACK and SAMR models, participants see how technology supports pedagogy while observing exemplary practice in action.</p> <p><b>Administrator Module 4: Seeing the STEM in STEM Teacher Leader Learning Labs</b> In this session, building level leaders will collaborate to define specific STEM look fors in order to see the STEM progress occurring within their teacher learning lab classrooms. As a group, the team will visit several learning lab classrooms to test the look fors and also discuss STEM practices that they see happening.</p>

<p>ADMINISTRATOR INSTRUCTIONAL SUPPORT</p>	<p><b>Scope:</b> 2 Sessions (up to 6 hours per session) <b>Audience:</b> 2 Administrative Teams per Session*</p> <p>Discovery Education STEM Coaches will work with the administrative leadership team on how to continue to set goals, implement the strategic plan and oversee the logistics. Up to 2 administrators (and their respective leadership teams) may be coached during 1 session.</p>
<p>STEM LAUNCH EVENT</p>	<p><b>Scope:</b> 1 Event <b>Audience:</b> 125 Participants</p> <p>The <b>Launch Event</b> provides a forum for site-level leadership and STEM Leader Corps members to come together to deepen their understanding of the vision and goals for the STEM Leader Corps implementation. This event is intended to generate excitement, shared leadership and commitment as school teams begin translating big ideas and goals into manageable, actionable steps.</p>
<p>TEACHERS AS STEM LEADERS PROFESSIONAL LEARNING</p>	<p><b>Scope:</b> 5 Sessions (up to 6 hours each session) <b>Audience:</b> Up to 25 STEM Teacher Leaders per Session</p> <p><b>STEM Team Teacher Module 1: Building the Groundwork for STEM</b> STEM Teacher Leaders will be introduced to the concept of teacher leadership as well as instructional strategies to support the implementation of standards-based STEM instruction. The session will begin with a team building activity and other experiences designed to immerse Teacher Leaders in leadership experiences. Teacher Leaders will also participate in an immersion experience with STEM elements utilizing content and resources from Discovery Education Streaming Plus. The session will shift to building foundational skills on the effective use of digital content and high yield instructional strategies</p> <p><b>STEM Team Teacher Module 2: STEM Immersion Experiences</b> STEM Teacher Leaders have the opportunity to experience STEM lessons from a variety of content areas, identifying ways to incorporate hands-on inquiry, STEM careers and the real-world problem solving into any lesson. Participants will examine the STEM Instructional Progression and make connections to the skills students will develop through these exemplar lessons. STEM Teacher Leaders gain experience in providing peer feedback on high quality STEM lesson design. STEM Teacher Leaders begin to establish their classrooms as a learning lab.</p> <p><b>STEM Team Teacher Module 3: Developing High Quality STEM Lessons, Part I</b> Leaders will examine research-based best practices and the five essential elements of STEM to create a lesson to use in their classroom. STEM Teacher Leaders apply their feedback strategies gained from the last session to continuously improve each other's instruction and foster a collaborative culture. STEM Teacher Leaders will continue their leadership journey by beginning a digital portfolio, incorporating their initial artifacts.</p>

	<p><b>STEM Team Teacher Module 4: Assessing Student Progress</b></p> <p>This session will empower Teacher Leaders to consider the role of assessment as part of STEM instructional practices. STEM Teacher Leaders will begin to embed essential elements of STEM into their assessments. Participants will learn how to recognize and determine acceptable evidence in a STEM classroom. Teacher leaders will continue to define and cultivate their leadership influence.</p> <p><b>STEM Team Teacher Module 5: Developing High Quality STEM Lessons, Part II</b></p> <p>High quality STEM lessons take many forms and teachers will examine what this looks like through evaluating their own and their peers' lessons. Protocols for focusing on the five essential elements of a STEM lesson as well as a deep dive into current best practices will be examined. STEM Teacher Leaders reflect collaboratively on their development over the year as Teacher Leaders, continuing the momentum of positive change and innovation within their classrooms.</p>
<p>LEARNING LAB INSTRUCTIONAL SUPPORT</p>	<p><b>Scope:</b> 8 Sessions Per Leader (up to 6 hours each session)</p> <p><b>Audience:</b> 4 STEM Teacher Leaders per Session</p> <p>A Discovery Education STEM Coach will work with the <b>STEM Teacher Leaders</b> to establish Learning Labs in their schools while planning for instruction, implementing technology-infused STEM lessons and learning tasks with Discovery Education digital content that are differentiated, inquiry-based and student-centered; and, reflecting and debriefing with teacher leaders.</p>

## YEAR TWO: LEADING

### ADMINISTRATOR PROFESSIONAL LEARNING & INSTRUCTIONAL SUPPORT

**Scope:** 2 Sessions (up to 6 hours per session)

**Audience:** Up to 25 Administrators per Session

#### **Administrator Module 5: Implementing Project-Based Learning**

Administrators will explore PBL units and brainstorm ways to encourage and facilitate this type of teaching and learning in their school. They will examine research based best practices on PBL and collaborate with their peers to encourage teachers to take risks and engage in PBL teaching.

#### **Administrator Module 6: Telling Your STEM Story**

Administrators will examine the "Communication" indicators in the STEM Instructional Progression and begin to write the key components of their STEM story. They will collaborate to create a multi-media presentation of their STEM goals to share with students and teachers. They will also identify potential local partners to engage in communicating the STEM story for their school.

Administrator Instructional Support: Two (2) Sessions

### TEACHERS AS STEM LEADERS PROFESSIONAL LEARNING

**Scope:** 5 Sessions (up to 6 hours per session)

**Audience:** 25 STEM Teacher Leaders per Session

#### **STEM Module 6: Building the STEM Vision in Your School**

Participants will begin to plan larger scale change efforts to engage their colleagues in this shift in pedagogy. The catalyst to this change will be the utilization of the STEM teacher learning labs. Participants will begin to dig into actionable strategies to begin to transform their classroom and support their colleagues in building STEM instructional practices. Participants will partner with their principal to unpack their STEM vision and strategize on how to build capacity for their classroom, school, and community and start the STEM planning process.

#### **STEM Module 7: Project-Based Learning in a STEM Culture**

STEM culture is about connecting to the real world around you in an inquisitive manner. Through Discovery Education's uniquely developed STEM based Project-Based Learning (STEMbl), students and teachers will begin to build authentic experiences investigating the real world around them through inquiry. This first session will lay the groundwork for implementing Problem-Based learning in their classroom. During this session, participants will deconstruct and rebuild the ideas, processes, and logistics of creating, launching, and maintaining an authentic experience in their classroom. Participants will dig into the process of STEMbl, explore the idea of endless inquiry, and be given time to develop the foundational structure of their Project-based learning experience.

#### **STEM Module 8: Project-Based Learning in a STEM Culture Part II**

This second session builds and expands on Project-Based Learning in a STEM Culture: Part I by focusing on STEMbl as a process, not a product. Participants will continue to develop authentic classroom experiences which investigate the real world around them through inquiry and connecting the ABC's of STEM skills to the STEMbl experience. Moreover, participants will examine the assessment components of the STEMbl process and develop assessment tools to

	<p>assist in evaluating their students. Finally, participants benefit from peer feedback in order to refine their STEMbl experiences.</p> <p><b>STEM Module 9: Students as Researchers</b>          Building practices for students to gather research and data more efficiently and effectively and to explain their thinking with evidence and research will be the focus of this session. This form of inquiry is a skill that needs to emphasize exploration as our students build their schema. Participants will also examine research-based best practices around student research and collaborate with their peers to create interdisciplinary research opportunities for their students.</p> <p><b>STEM Module 10: The Art of Argument: Prove It</b>          Communication is a pillar to 21st century skills in the classroom and in society. Participants will focus on turning argumentation into effective communication around STEM problems and solutions. Developing evidence based conclusions supported by authentic experiences and having students be able to communicate their findings in a way that spurs questions will be a key to developing STEM argumentation not only in their classroom, but also to their greater community.</p>
<p>LEARNING LAB          INSTRUCTIONAL          SUPPORT</p>	<p><b>Scope:</b> 8 Sessions Per Leader (up to 6 hours each session)  <b>Audience:</b> 4 STEM Teacher Leaders per Session</p>
<p><b>YEAR THREE: LASTING IMPACT</b></p>	
<p>ADMINISTRATOR          PROFESSIONAL          LEARNING          &amp;          INSTRUCTIONAL          SUPPORT</p>	<p><b>Scope:</b> 2 Sessions (up to 6 hours per session)  <b>Audience:</b> Up to 25 Administrators per Session</p> <p><b>Administrator Module 7: How to Support Transdisciplinary Units in Practice</b>          Administrators will examine an exemplary theme and how transdisciplinary units connect to these themes. They will also reflect upon the skills students develop with this type of teaching and learning. Administrators will also explore best practices of transdisciplinary units and brainstorm ways to facilitate deep collaboration among their staff</p> <p><b>Administrator Module 8: Building Your STEM Community</b>          Building a school's community should not happen only within the grounds of a campus. Through this session, leaders will explore the depths of their community engagement practices at the school-wide level and the individual grade level. Through the building of a STEM culture within and outside the walls a school concurrently, the community becomes a part of the STEM culture and the school begins to become the hub for connections within the community.</p> <p>Administrator Instructional Support: Two (2) Sessions</p>

TEACHERS AS  
STEM LEADERS  
PROFESSIONAL  
LEARNING

**Scope:** 5 Sessions (up to 6 hours per session)  
**Audience:** 25 STEM Teacher Leaders per Session

**STEM Module 11: Building STEM Transdisciplinary Units: Concept-Based Learning**

Transdisciplinary teaching and learning requires deliberate planning in regard to making organic connections to the real world and curricular standards. Participants will gain a deeper understanding of STEM transdisciplinary themes. In this session participants will examine and critique an exemplary unit. Participants will then develop their own transdisciplinary unit to implement immediately.

**STEM Module 12: Building STEM Transdisciplinary Units: Engagement and Assessment of Student Learning**

Building off the learning's from part one, participants will reflect on how their units are rolling out through the examination of student work. They will continue to develop concrete ways to assess student learning within STEM transdisciplinary themes. Participants will come to the session with a self-developed unit and work in teams to dissect and strengthen STEM and curricular connections across content areas.

**STEM Module 13: Building STEM Transdisciplinary Units: Essential Elements of STEM and Project-Based Learning**

How do project-based learning instructional strategies fit together to create a cohesive learning plan for students? Project-based learning and transdisciplinary instruction are not competing initiatives, but are complementary practices designed to meet the differentiated STEM needs of students. During this two-day session, STEM Team Leaders will revisit their project-based experiences to revise them and implement them with a transdisciplinary focus.

**STEM Module 14: Planning STEM as a Vertical Team**

STEM cannot live in just one classroom or one grade level at a school. Using the transdisciplinary approach developed throughout years one and two, STEM Team Leaders will explore how units, themes, and assessments can transcend not just content areas, but grade levels as well. Vertical team planning is critical to ensure student experiences grow and spiral year after year. This session will examine the what and how of vertical teaming.

**STEM Module 15: Developing Sustainability Practices and Evaluating Progress in a STEM Culture**

Sustainability is not only a challenge for school administrators, but also for STEM Team Leaders as well. How do we keep building a culture of STEM through the introduction of new initiatives, mandates, and shifts within a school? During this session, STEM Team Leaders will examine "new" stressors on the success of transforming culture and define how to make these new initiatives work towards the culture they are building within their classroom, school, and community.

LEARNING LAB  
INSTRUCTIONAL  
SUPPORT

**Scope:** 8 Sessions Per Leader (up to 6 hours each session)  
**Audience:** 4 STEM Teacher Leaders per Session

# Professional Learning Plan Using Streaming Plus

<p>AUDIENCE: Classroom Teachers</p> <p>9 schools-</p> <p>25 teachers total</p> <p>2 pullout sessions each school (up to 6 hours)</p> <p>2 total sessions</p>	<p><b>Professional Learning Sessions - YEAR ONE</b></p> <p>Teacher cohorts will represent a cross-section of classroom teachers across grade levels and content areas. Teachers will participate in core learning sessions designed to engage them in implementing high-yield instructional practices and creating inquiry-based, student-centered learning environments.</p> <p><i>Session 1: Set the Stage to Engage</i> In this session, we will set the stage by defining engagement and noting, through an immersion as well as the exploration of key features, how Discovery Education Streaming Plus™ supports teachers in the engagement of their students. Participants will explore each of the different assets and then determine how to use them effectively to engage all students in rigorous and relevant instruction, leaving this session with actionable plans to use Streaming Plus assets in their classroom immediately support your response.</p> <p><i>Session 2: The Stage is Set: A Case for Cognitive Engagement</i> Day Two—The Stage is Set: Why Cognitive Engagement—enquires into the fact that we know we want our students to have fun learning and to be present during the learning process, but what does it mean to truly engage our students cognitively? This course is designed to get at the heart of what cognitive engagement is and how we can insure that our students are connected to the content on a deeper level. This session employs content specific immersions, a deep dive into Content Collections and Browse by Standard within Streaming Plus™, as well as opportunities for teachers to infuse their own lessons with cognitively engaging strategies and multi-modal texts.</p>
<p>AUDIENCE: Classroom Teachers</p> <p>9 schools</p> <p>1 session each school (up to 6 hours)</p> <p>9 total sessions</p>	<p><b>Job-Embedded Instructional Support - YEAR ONE</b></p> <p>A Discovery Education PD Specialist will work directly with teachers in their classrooms to:</p> <ul style="list-style-type: none"> <li>• Co-teach, model and provide instructional support to strengthen teachers' confidence and expertise in using digital resources to support learning, plan and implement inquiry-based, student-centered lessons.</li> </ul>
<p>AUDIENCE: Classroom Teachers</p> <p>9 schools-</p> <p>25 teachers total</p> <p>2 pullout sessions each school</p>	<p><b>Professional Learning Sessions - YEAR TWO</b></p> <p>Teacher cohorts will represent a cross-section of classroom teachers across grade levels and content areas. Teachers will participate in core learning sessions designed to engage them in implementing high-yield instructional practices and creating inquiry-based, student-centered learning environments.</p>

<p>(up to 6 hours)</p> <p>2 total sessions</p>	<p><i>Session 3: The Power of Differentiation</i>  During Streaming Plus™ Sessions 1 and 2—Setting the Stage to Engage and The Stage Is Set: Why Cognitive Engagement—we worked to apply engagement strategies to our lessons to ensure that our students were not just present, but intellectually engaged in their learning experience. Streaming Plus™ Session 3, The Power of Differentiation, builds on our previous learning by capitalizing on the use of stations-based learning as a catalyst for unleashing the power of differentiation in student-centered learning environments. During this session teachers will discuss ways and means of differentiation, explore how Streaming Plus™ supports student learning, and participate in a stations-based immersion experience. Teachers will also have an opportunity to apply their learning through planning and implementation of stations-based lessons in their own classrooms.</p> <p><i>Session 4: Assessing Progress with Performance Tasks</i>  This session is designed to empower teachers to consider the role of formative assessment practices in the digital transition. Participants engage in immersive experiences to plan, create, and assess performance tasks. They have an opportunity to reflect on current practices, explore current perspectives on formative assessment, synthesize findings, and consider the impact of this information on their classrooms. Time is available for participants to work alone and with colleagues. Teachers have significant time to reflect on their current assessment practices and plan for next steps.</p>
<p>AUDIENCE: Classroom Teachers</p> <p>9 schools</p> <p>1 session each school (up to 6 hours) 9 total sessions</p>	<p><b>Job-Embedded Instructional Support - YEAR TWO</b></p> <p>A Discovery Education PD Specialist will work directly with teachers in their classrooms to:</p> <ul style="list-style-type: none"> <li>• Co-teach, model and provide instructional support to strengthen teachers' confidence and expertise in using digital resources to support learning, plan and implement inquiry-based, student-centered lessons.</li> </ul>

## Investment Summary – Streaming Professional Development

Scope & Deliverables	Details	Investment
<p>Year 1:</p> <ul style="list-style-type: none"> <li>• 9 Schools</li> </ul>	<p><b>Professional Learning for Teachers</b></p> <ul style="list-style-type: none"> <li>• 2 Sessions</li> </ul> <p><b>Job-Embedded Coaching Support per school</b></p> <ul style="list-style-type: none"> <li>• 9 Sessions</li> </ul>	<p><b>\$30,800</b></p>
<p>Year 2:</p> <ul style="list-style-type: none"> <li>• 9 Schools</li> </ul>	<p><b>Professional Learning for Teachers</b></p> <ul style="list-style-type: none"> <li>• 2 Sessions</li> </ul> <p><b>Job-Embedded Coaching Support per school</b></p> <ul style="list-style-type: none"> <li>• 9 Sessions</li> </ul>	<p><b>\$30,800</b></p>
<p><b>Total Investment</b></p>		<p><b>\$61,600</b></p>

## Partnership Investment - STEM LC

**Number of Schools: 9**  
**Number of Teacher Cohorts: 2**  
**Number of Administrator Cohorts: 1**

Timeframe	Deliverables	Investment
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• STEM Leader Retreat</li> <li>• Administrator Professional Development (4 Sessions) = 4 Total Sessions</li> <li>• Administrator Job-Embedded Instructional Support Sessions = 9 Total Sessions</li> <li>• STEM Launch Event</li> <li>• STEM Teacher Leader Academy (5 Sessions) = 10 Total Sessions</li> <li>• 8 Sessions of Instructional Support per Leader = 72 Total Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• \$5,600</li> <li>• \$11,200</li> <li>• \$25,200</li> <li>• \$5,600</li> <li>• \$28,000</li> <li>• \$201,600</li> </ul>
<b>Year 1 Investment</b>		<b>\$277,200</b>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• STEM Teacher Leader Academy (5 Sessions) = 10 Total Sessions</li> <li>• 8 Sessions of Instructional Support per Leader = 72 Total Sessions</li> <li>• Administrator Professional Development (2 Sessions) = 2 Total Sessions</li> <li>• Administrator Job-Embedded Instructional Support Sessions = 9 Total Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• \$28,000</li> <li>• \$201,600</li> <li>• \$5,600</li> <li>• \$25,200</li> </ul>
<b>Year 2 Investment</b>		<b>\$260,400</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• STEM Teacher Leader Academy (5 Sessions) = 10 Total Sessions</li> <li>• 8 Sessions of Instructional Support per Leader = 72 Total Sessions</li> <li>• Administrator Professional Development (2 Sessions) = 2 Total Sessions</li> <li>• Administrator Job-Embedded Instructional Support Sessions = 9 Total Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• \$28,000</li> <li>• \$201,600</li> <li>• \$5,600</li> <li>• \$25,200</li> </ul>
<b>Year 3 Investment</b>		<b>\$260,400</b>
<b>Discovery Education's Value-Add Investment</b>	<b>Communications, Community &amp; Awareness Building</b> <ul style="list-style-type: none"> <li>• Planning for Success Session</li> <li>• Partner Update Meetings</li> <li>• Discovery Special Events</li> <li>• Teacher Professional Network</li> <li>• Student Engagement Opportunities</li> <li>• Press coverage</li> <li>• Branding support</li> <li>• Participation in national and regional DE events</li> </ul>	<b>INCLUDED</b>

**Terms:**

1. Upon award of this proposal, Discovery Education will provide a Purchase Agreement that must be signed before Discovery Education services will be provided.
2. This offer is valid until June 9, 2018. The terms and conditions set forth herein shall not be binding on either party until such time as the parties enter into and execute a Purchase Agreement.
3. Any rates, fees, or prices offered or proposed in connection with a multiple-year agreement are subject to the execution of a multiple-year Purchase Agreement between Bellevue School District and Discovery Education, such agreement not to include any right or option to terminate due to lack of funding or budget.
4. Maximum of 25 participants per Professional Development Session.
5. This proposal is for discussion purposes only. The terms contained herein are non-binding and nothing herein is intended to constitute an agreement between the parties. The terms herein are confidential and may not be disclosed without written consent of Discovery Education.

## Investment Summary – Instructional Resources

<b>DISCOVERY EDUCATION Streaming Plus</b>	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 1: 20% Discount</b>	<b>Year 1 Cost</b>
	9 K-8	\$2,600	\$2,080	\$18,720
	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 2: 15% Discount</b>	<b>Year 2 Cost</b>
	9 K-8	\$2,600	\$2,210	\$19,890
	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 3: 10% Discount</b>	<b>Year 3 Cost</b>
	9 K-8	\$2,600	\$2,340	\$21,060
	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 4: 5% Discount</b>	<b>Year 4 Cost</b>
	9 K-8	\$2,600	\$2,470	\$22,230
	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 5: 0% Discount</b>	<b>Year 5 Cost</b>
9 K-8	\$2,600	\$2,600	\$23,400	
<b>DISCOVERY EDUCATION STEM Connect</b>	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 1: 25% Discount</b>	<b>Year 1 Cost</b>
	9 K-8	\$4,000	\$3,000	\$27,000
	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 2: 25% Discount</b>	<b>Year 2 Cost</b>
	9 K-8	\$4,000	\$3,000	\$27,000
	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 3: 25% Discount</b>	<b>Year 3 Cost</b>
	9 K-8	\$4,000	\$3,000	\$27,000
	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 4: 25% Discount</b>	<b>Year 4 Cost</b>
	9 K-8	\$4,000	\$3,000	\$27,000
	<b># of Schools</b>	<b>List Price per Site</b>	<b>Year 5: 25% Discount</b>	<b>Year 5 Cost</b>
9 K-8	\$4,000	\$3,000	\$27,000	

\*Payments may be made year-to-year



THANK YOU

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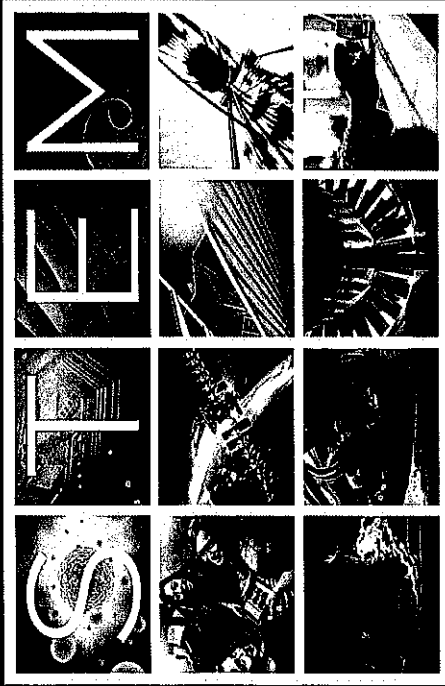
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**Dr. Dawn Benaitis, Director Professional Development**

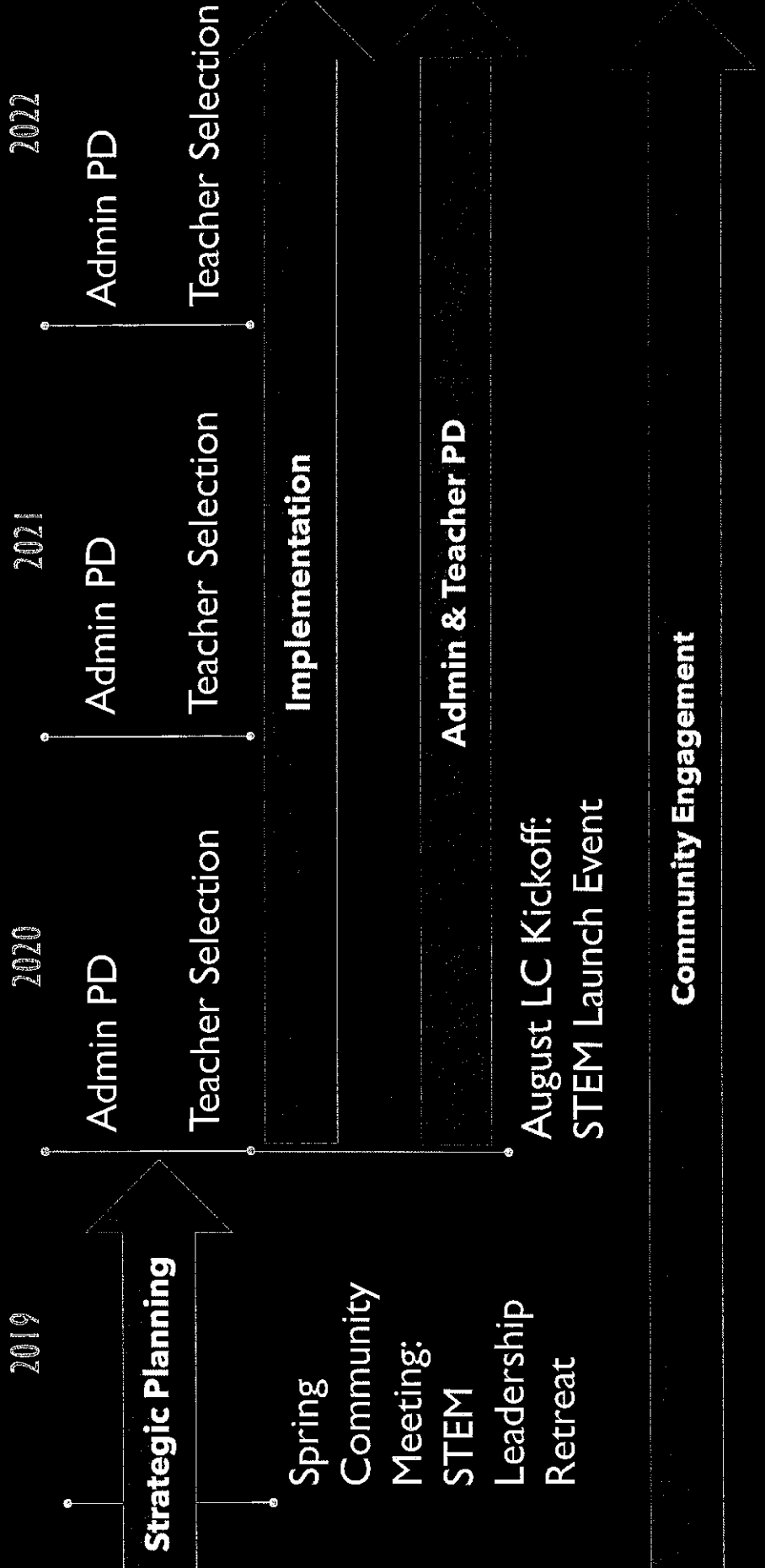
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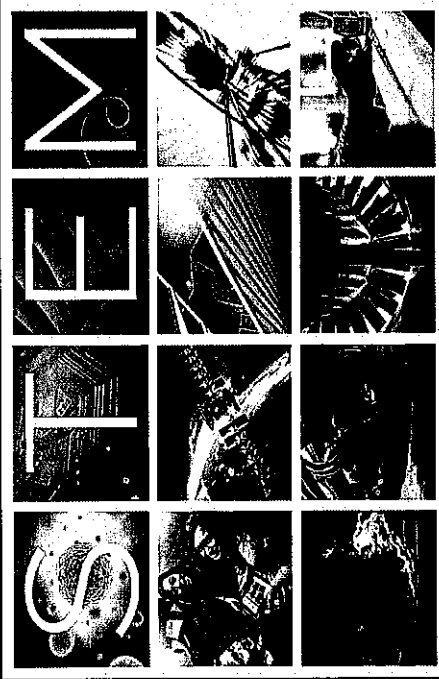
[dawn\\_benaitis@discovery.com](mailto:dawn_benaitis@discovery.com)





# Bellevue Public Schools Partnership Timeline





**Year 1  
2019-2020**



**Spring 2019  
Community  
Meeting: STEM  
Leadership Retreat**

**Administrator Pathway**

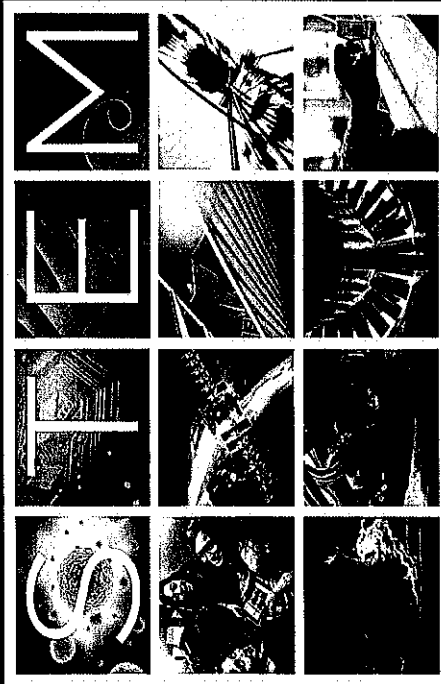
- Module 1: Unpacking the STEM Partnership
- Module 2: Leading the STEM Transformation with STEM Teacher Leaders
- Module 3: Fueling the Essential Elements of STEM with Teacher Leaders
- Module 4: Seeing the STEM in STEM Teacher Leader Learning Labs
- 2 sessions of instructional support per leader

**Teacher Leader Pathway**

- Module 1: Building the Groundwork for STEM
- Module 2: STEM Immersion Experiences
- Module 3: Developing High Quality STEM Lessons, Part I
- Module 4: Assessing Student Progress
- Module 5: Developing High Quality STEM Lessons, Part II
- 8 sessions of instructional support per leader

**August 2019 LC Kickoff:  
STEM Launch Event**





Year 2  
2020-2021

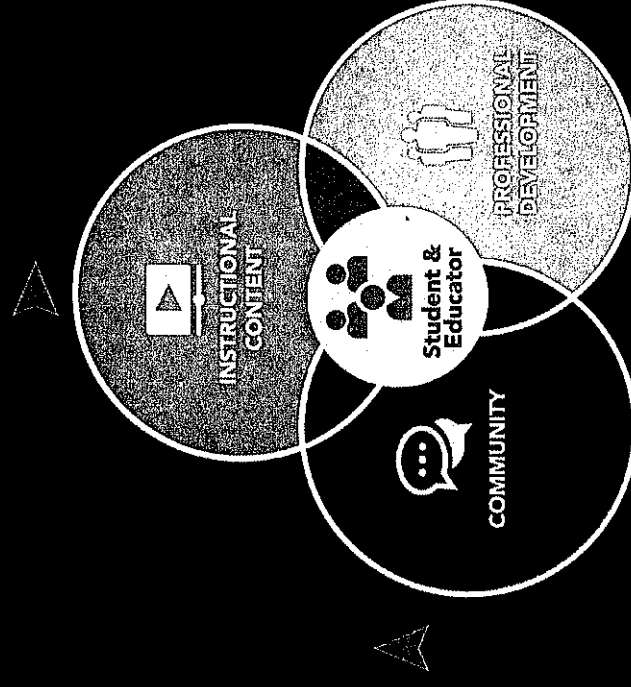
Discovery  
EDUCATION

### Administrator Pathway

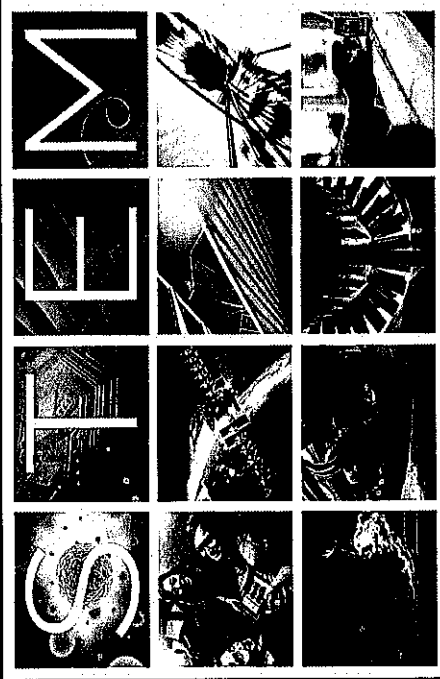
- Module 5: Implementing Project-Based Learning
- Module 6: Telling Your STEM Story
- 2 sessions of instructional support per leader

### Teacher Leader Pathway

- Module 6: Building the STEM Vision in Your School
- Module 7: Project-Based Learning in a STEM Culture
- Module 8: Project-Based Learning in a STEM Culture Part II
- Module 9: Students as Researchers
- Module 10: The Art of Argument: Prove It
- 8 sessions of instructional support per leader



STEM



Year 3  
2021-2022



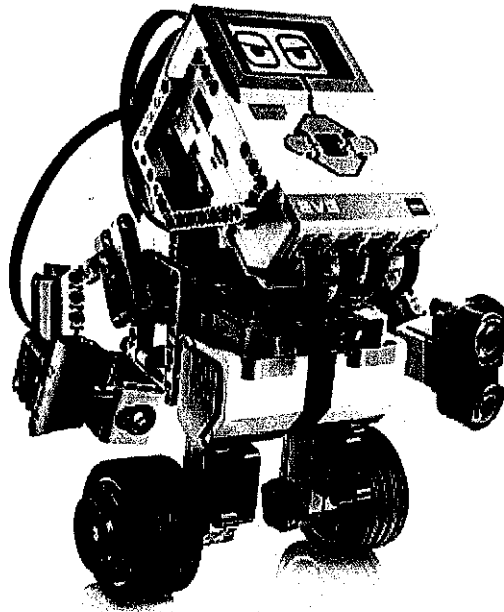
### Administrator Pathway

- Module 7: How to Support Transdisciplinary Units in Practice
- Module 8: Building Your STEM Community
- 2 sessions of instructional support per leader

### Teacher Leader Pathway

- Module 11: Building STEM Transdisciplinary Units: Concept-Based Learning
- Module 12: Building STEM Transdisciplinary Units: Engagement and Assessment of Student Learning
- Module 13: Building STEM Transdisciplinary Units: Essential Elements of STEM and Project-Based Learning
- Module 14: Planning STEM as a Vertical Team
- Module 15: Developing Sustainability Practices and Evaluating Progress in a STEM Culture
- 8 sessions of instructional support per leader

# THIRD GENERATION OF LEGO MINDSTORMS COMING TO CLASSROOMS LATER THIS YEAR



Today, Lego announces the third generation of its Mindstorms robotics system, Lego



Mindstorms EV3. The kit, which includes cables, Lego Technic elements, motors, sensors, and a programmable brick, or "p-brick," will be available the second half of 2013. While Mindstorms have long been popular with hobbyists and kids looking to cut their teeth on robotics, the platform has also been very popular with educators. Lego Education, Lego's division that delivers hands-on creative thinking and problem-solving exercises to schools, has offered Mindstorms programs to teachers and educators for some time, but the new EV3 platform has been developed from the ground up with education specifically in mind.

Based on feedback from more than 800 teachers, students, and educational specialists in the United States, United Kingdom, Germany and Denmark, Lego Education has created a complete platform for teaching a wide range STEM topics via a robotics curriculum.

Lesson plans have been composed, activities developed, and digital workbooks formulated that make it easy for any educator to get kids involved with robotics. Plus, the new EV3 programmable brick is so easy to use that students can construct and program a fully functioning robot within the constraints of a 45 minute class period.

The Lego Education Mindstorms EV3 includes a curriculum package with more than 30 hours of middle school classroom instruction that is packed with videos to enhance learning and application. Students are exposed to far more than just robotics; there's an emphasis on control systems, as well as manufacturing and other real world applications that are benefited by robotics.

## TRENDING NOW

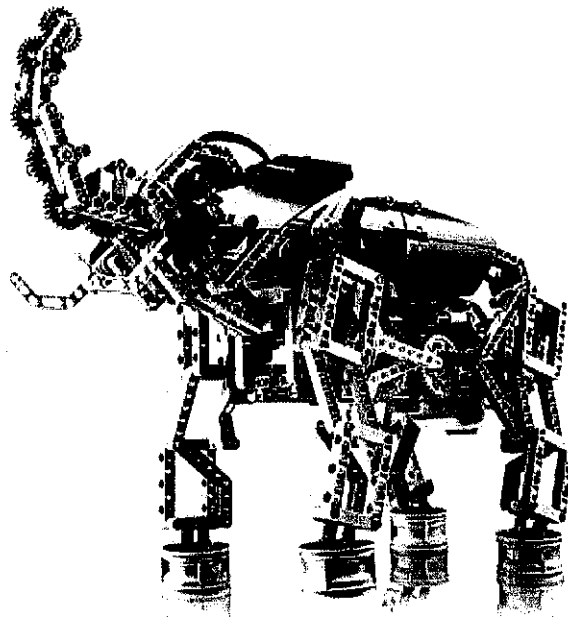
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Science

### **Meet the Clever Hospital Robot That's Helping Save Lives**

The learning process that's included mirrors that of private sector scientists and engineers, giving kids more than just an education. Lessons are structured and engaging, to help ensure that students are learning, as well as having fun.



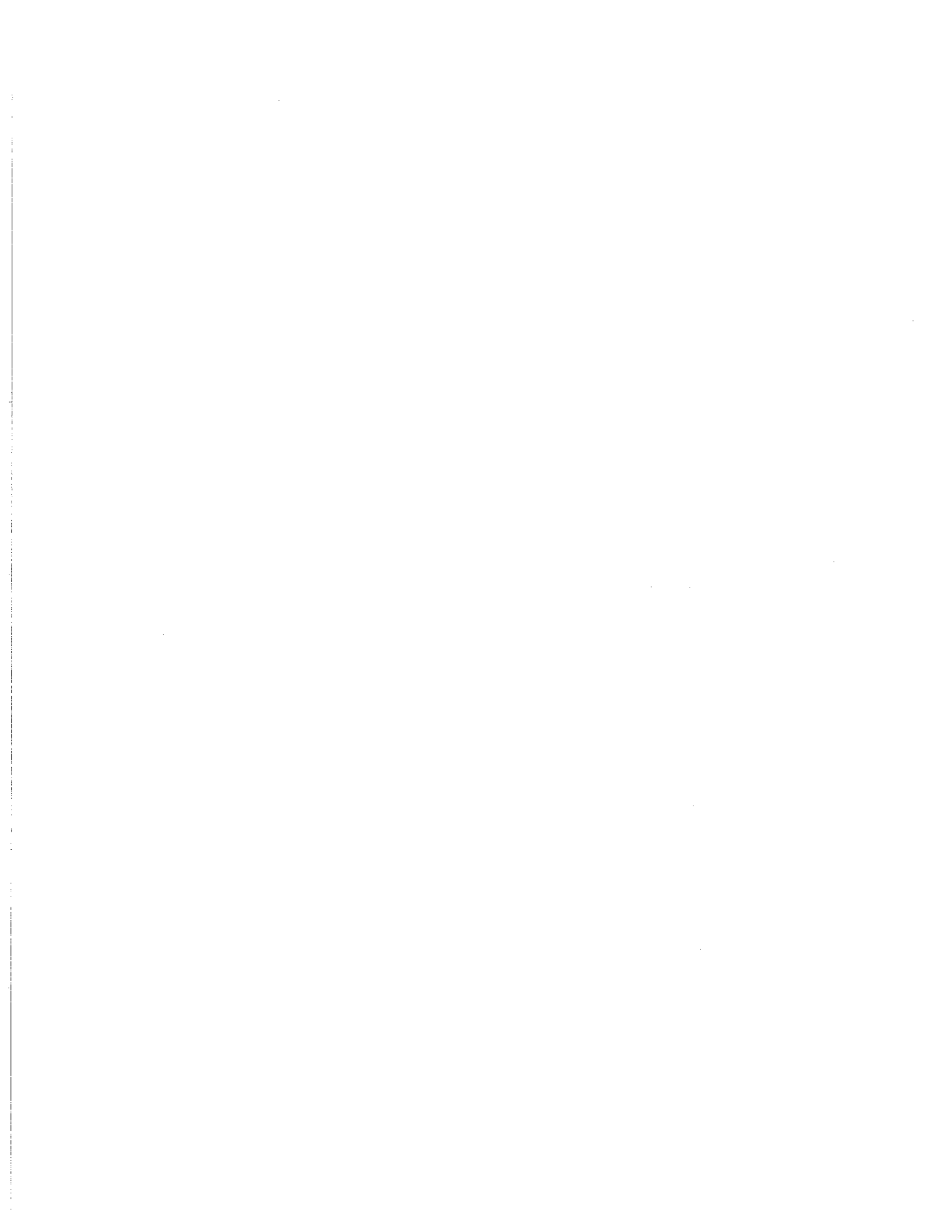


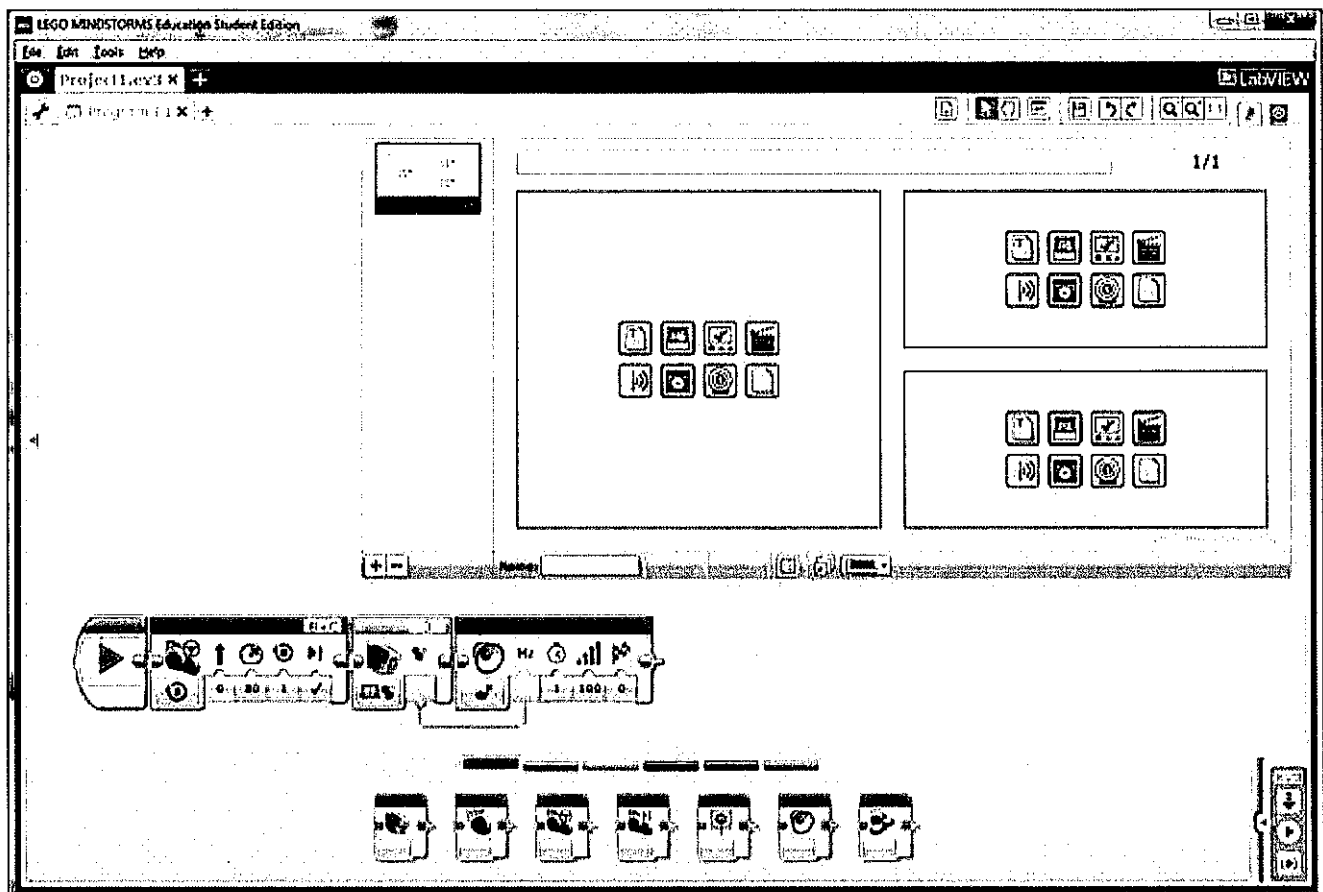
With both new users and existing customers in mind, Lego Education developed a complete package that is both easy to use and has plenty of room for growth. Assessment was very important, so digital workbooks were created to allow students to show their work and give teachers an easy and better way to identify progress. Teachers will also be able to jump from student screen to screen to monitor progress.

For new users, Lego Education worked toward making Mindstorms EV3 an easy entry product. In addition to extensive support, the company is providing professional development workshops to help educators get up to speed fast, even if they have no robotics or programming experience. What's more, on launch day there will be a community for educators using Mindstorms. There, teachers will be able to share lesson plans, projects and ask questions and get answers.

The curriculum, which is called Design Engineering Projects, walks students through easy and basic tasks to more complex and advanced learning. Students will begin by designing, then building a complete robotic system. Each exercise builds on previous lessons and the focus is always on STEM.

All projects are flexible so teachers can mold a lesson to challenge advanced students, help kids having a difficult time with a concept, or customize the lesson to meet state or local requirements. There are extensive resources for teachers, including notes, activities, and worksheets, plus a Robot Educator module that provides students and educators with dozens of tutorials - and hours of class time - explaining how each Mindstorms element works and why.

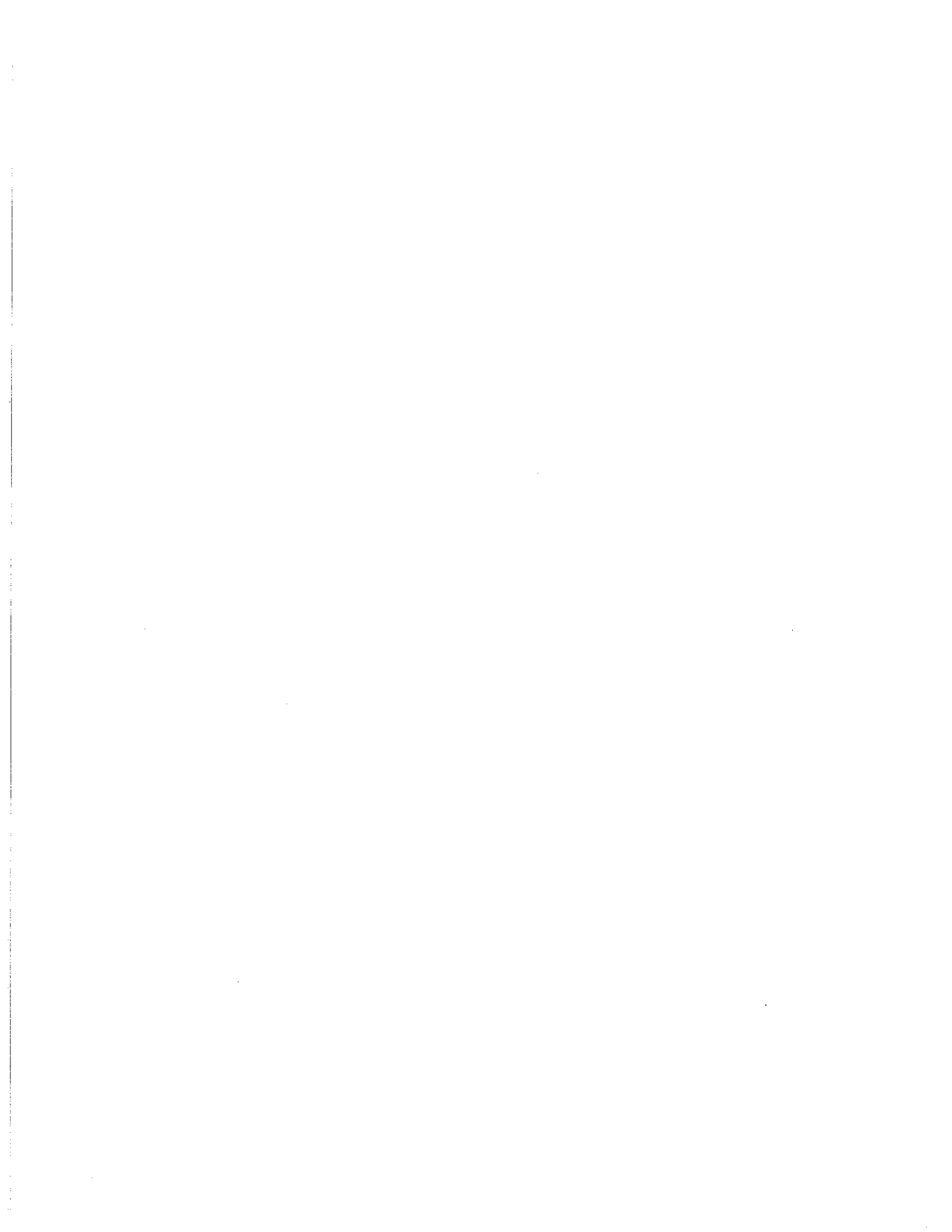




Of importance for those who have worked with Mindstorms before, especially schools that have made an investment in Mindstorms, the EV3 is backwards compatible. All the previous bricks are compatible, as are sensors, actuators, and cables. While there's enough of a difference between the EV3 programmable brick and the previous NXT brick that daisy chaining the two generations together is not possible, you can use EV3 to program NXT bricks and the two can work in tandem with each other.

Also, because of the EV3's increased power, some new functions will not work on the NXT brick. The new EV3 software will work on both PCs and Macs and, since it's open source like previous NXT bricks and runs a Linux OS, educators can choose to also use National Instrument's LabView, RobotC, or other programming languages like Java.

The EV3 programmable brick uses an ARM 9 300 MHz processor and has 16 MB of Flash memory and 64 MB of RAM (expandable to 32 GB with a mini SDHC card). There are 4 output and 4 input ports, as well as USB 2.0 for daisy chaining EV3 programmable bricks. A 178 x 128 high resolution display allows for graph reading and sensor data observation, while also allowing for basic programming via a three-color, six button interface. (On-brick programming allows up to 12 steps and is easily uploadable to the desktop environment.)

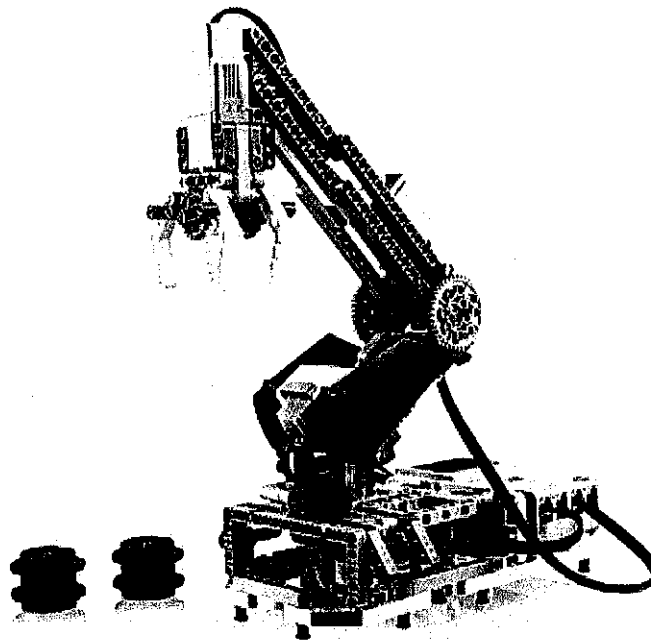


Colored lights on the p-brick give educators an immediate signal of system status, allowing for immediate assessment. Speakers are also included in the brick, which is run by six AA batteries or its included rechargeable lithium ion battery. In another nod to previous users, new batteries will work with the old chargers.

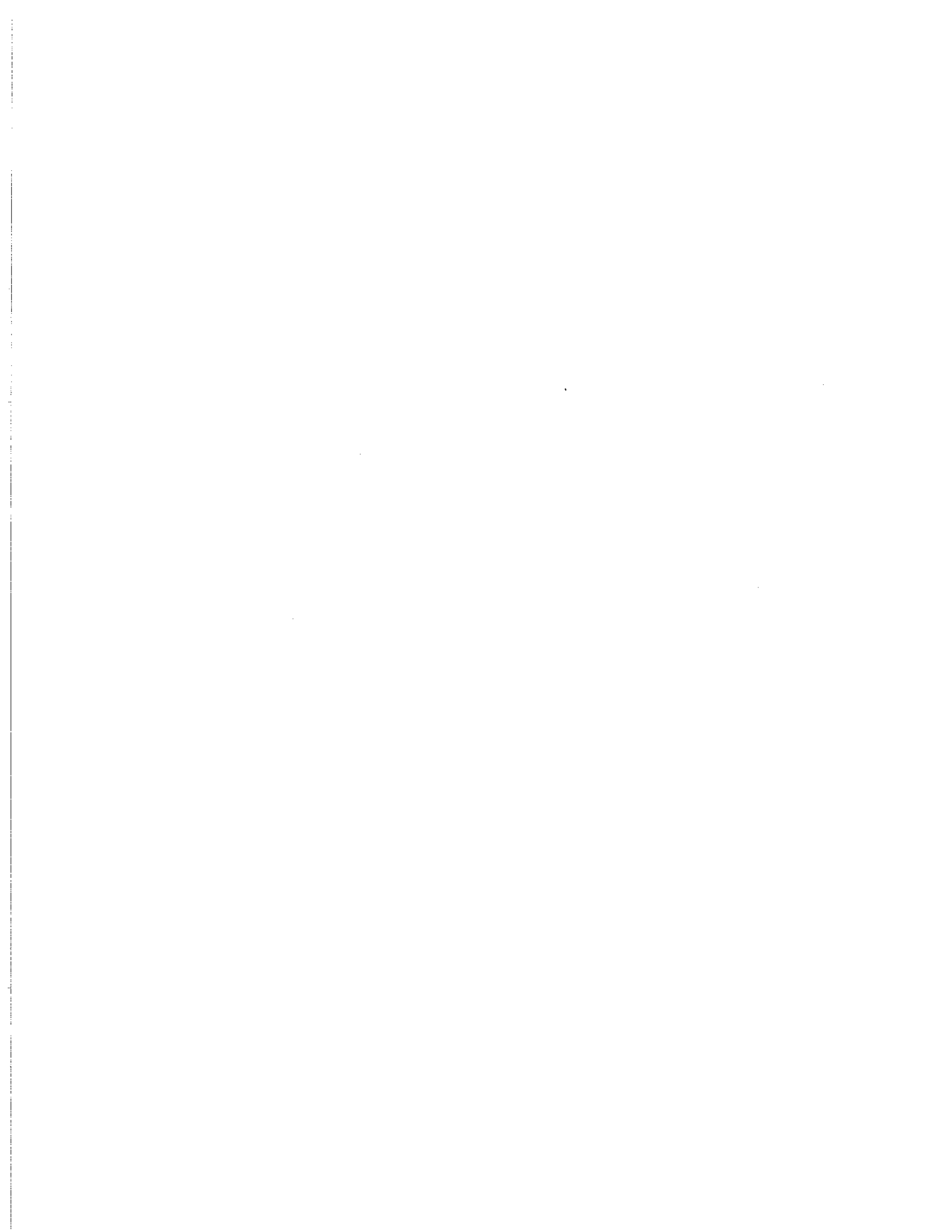
Downloadable software for the EV3 is available in 16 languages and includes plenty of great upgrades. The software is clean and intuitive and actually easier to use and program than the previous simple NXT software. With an objective in mind, students simply drag and drop commands into a string, creating a program from start to finish. It's incredibly simple to learn, just plug in the p-brick and you're ready to go.

The programmable brick and hardware like sensors and motors automatically recognize each other, thanks to auto-id and the hardware page of the software monitors the status of hardware elements, while recording values they output. In terms of data logging, sampling and data logging are vastly improved, making the integration of data and robot complete.

There's an oscilloscope mode that allows for live monitoring of sensors, so students can validate setups prior to experimentation. Remote, live graphs allow analysis of performance, while a new graph programming feature allows educators to expand the possibilities of teaching.



Debugging is now part of programming and, if the EV3 recognizes a command that doesn't match up with expected hardware, the student is immediately alerted. A content editor allows educators to modify existing projects (or create their own) and personalize digital workbooks with text, images, or video.



For actual programming, simple strip programming is made possible by snapping blocks together; there's no longer any need to use the beam. Robots will appear more intelligent as measured value comparison is set aside in favor of "wait for change" programming, creating robots that react according to their environment. Similarly, greater possibilities abound with the addition of loop interruption.

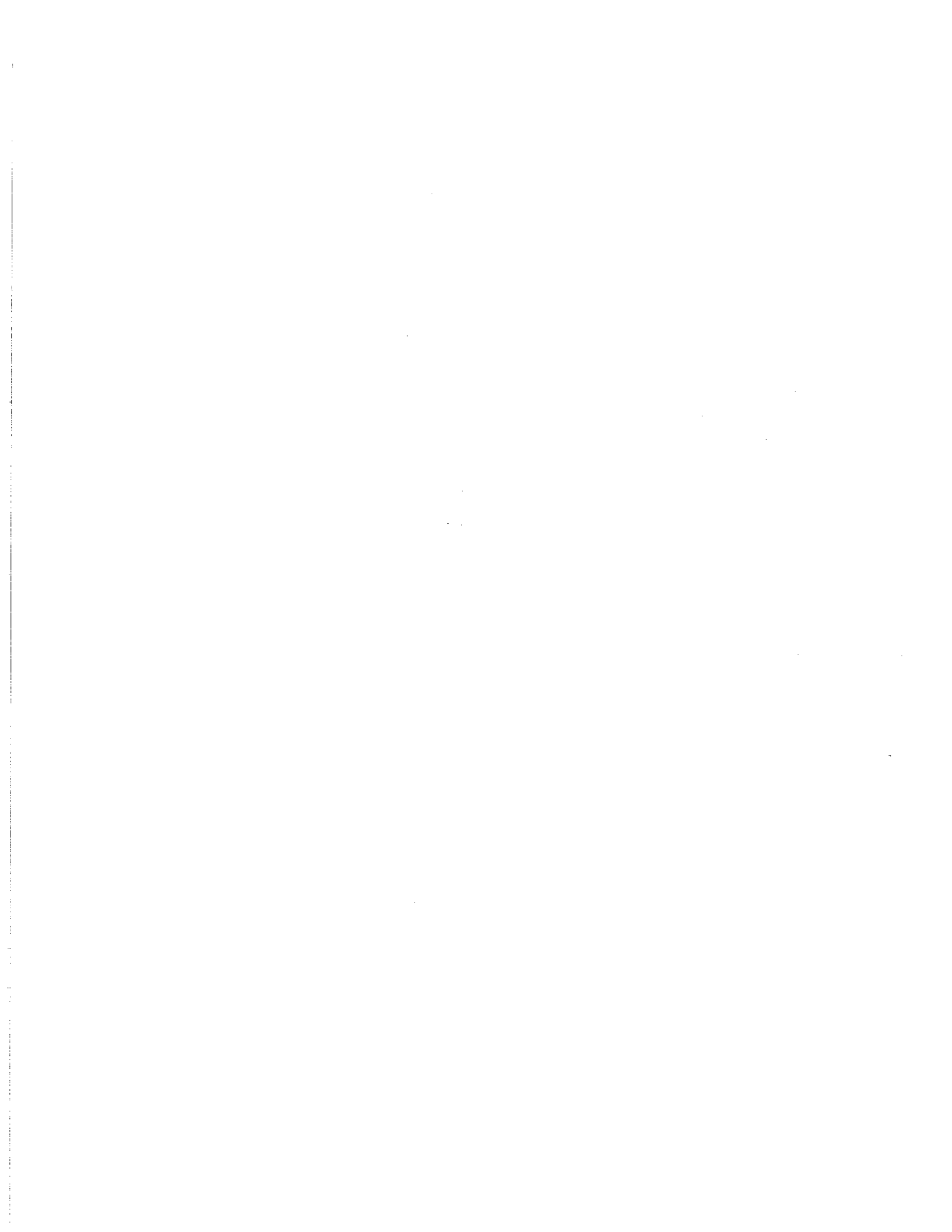
The Lego Education version of EV3 will ship with lots of great hardware too. In addition to two large servos and a new medium servo motor, the Education EV3 will also deliver two touch sensors, a gyro sensor, an improved color sensor that recognizes seven colors and no color, a new ultrasonic sensor, and WiFi and Bluetooth dongles.

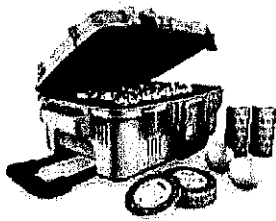
Wheels, gears, bricks, a ball wheel, and connectors complete the core set. Bricks have been improved for sturdier mounting and expansion sensors, motors and bricks will also be available. An IR sensor will match up with a four channel IR beacon, which will be available as an expansion in the education set.

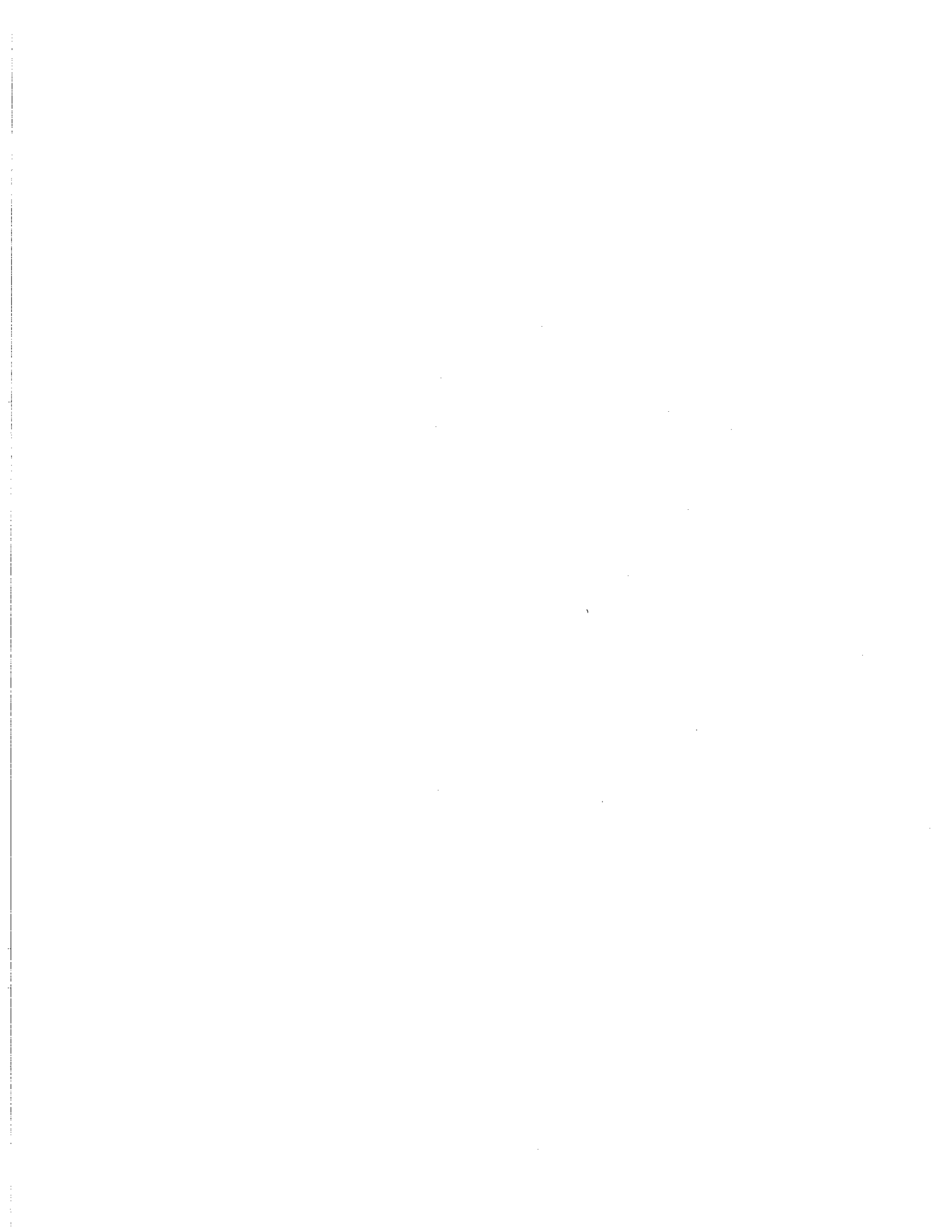
What has long been the industry standard for educational robotics has been improved and simplified. An incredible curriculum has been developed with the assistance of hundreds of educators and all of it is dynamically customizable.

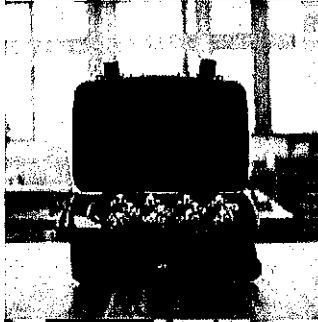
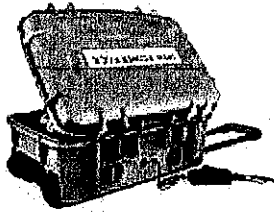
If you're an educator in a private or public school, if you home school your kids, or run an after school or summer school program, check out the new Lego Mindstorms EV3. It's an excellent platform for teaching STEM and educating kids about programming, robotics, and their real world applications. And, besides, robots are just a heckuva lot of fun.

All images courtesy of Lego Education.









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**WHAT'S IN THE BOX:  
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**What's In the Box:**

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- Swift Playgrounds available for download in the App Store. Compatible with the Sphero Arcade and Sphero Template playgrounds



BELLEVUE PUBLIC SCHOOLS

2018-2023

# Strategic Plan





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# Bellevue Public Schools

Dr. Jeff Rippe  
Superintendent

Dr. Robert Moore  
Assistant Superintendent

## Board of Education

Ms. Nina Wolford, President  
Mr. Phil Davidson, Vice President  
Ms. Sarah Centineo  
Mr. Doug Cook  
Mr. Scott Eby  
Mr. Frank Kumor  
Col. Michael Manion, Military Liaison



Dear Bellevue Public Schools and Bellevue/Offutt Community,

On behalf of Bellevue Public Schools and the Bellevue Board of Education, we are excited to present the initial draft of the district's new strategic plan. The strategic planning process presented the district and board the opportunity to engage our school community and seek feedback on many aspects of the operations and functions of the school district. BPS contracted with the Nebraska Association of School Boards (NASB) to facilitate the process and guide the district as the strategic plan was developed. The consultants conducted individual and group interviews with various stakeholder groups and compiled the survey data in a comprehensive needs analysis of the district. The feedback and data collected were aggregated and analyzed to determine the areas of greatest need in order to identify priorities to focus district work and provide a path to improve teaching and learning in all schools. Supporting the district's efforts was the Strategic Overview Committee (SOC) consisting of students, parents, staff, administration, community partners, and school board members. This committee led the efforts to revise our mission, vision, and belief statements along with providing a valuable assessment of the strengths and challenges facing the district and community. Additional priority committees were also established to support the development of this plan and serve in an advisory capacity as we strive to implement the strategies across the district.

The BPS Strategic Plan is focused on the following priorities:

- Instructional and Curricular Innovation
- Supportive Learning Environment
- Student Programs and Services
- Engaging Our Community
- Allocation of Resources

These priorities are focused on creating a school district where all students feel safe, nurtured, challenged, and prepared for the future. This plan will also allow Bellevue Public Schools to embody our mission of being "Champions for Children" and fulfill the district vision of "Shaping our future through engagement, innovation, and a culture of belonging."

Sincerely,

Dr. Jeff Rippe, Superintendent  
Bellevue Public Schools

Ms. Nina Wolford, President  
Bellevue Board of Education



# Introduction

This strategic plan is a recognition by the Bellevue Public Schools Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of BPS, but also the commitment and contributions of our district's internal and external stakeholders: parents, students, community leaders, and all the citizens of our community. We all have a stake in the success of BPS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

## Bellevue Public Schools Strategic Overview Committee

### Board Members

Ms. Sarah Centineo  
Mr. Scott Eby  
Ms. Nina Wolford

### Elementary Principals

Ms. Kelli Berke  
Ms. Amber Dembowski  
Ms. Nikki Schubauer

### Community Members

Mr. Herman Colvin  
Mr. Tom Deall  
Mr. Walt Griffiths  
Ms. Michelle Pridell  
Mr. Jim Ristow  
Ms. Martha Zubke

### District Administration

Dr. Jeff Rippe  
Dr. Robert Moore  
Dr. Sharra Smith  
Ms. Nicole Fox  
Dr. Matt Fenster  
Ms. Laurie Hanna  
Ms. Amanda Oliver

### Teachers/Classified Staff

Ms. Teresa Clapper  
Ms. Brandy Crenshaw  
Mr. Jacob Eitzen  
Ms. Monica Evon  
Ms. Kelly Gomez  
Ms. Valerie Hansen  
Ms. Lynne Henkel  
Mr. Lance Raabe  
Mr. Ryan Schultz

### Parents

Ms. Michelle Andhal  
Ms. Laura Erickson  
Mr. Mose Howard  
Mr. BJ Stussy  
Ms. Jennifer Wilson  
Mr. Dave Witkop

### Secondary Principals

Dr. Jeff Wagner  
Mr. Kevin Rohlfs  
Dr. Jenny Powell

### Students

Mr. Ian Allen  
Ms. Eden Liebenthal



# Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee made up of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and vision for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students. We met with staff and asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the BPS Board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next five years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next five years. The methodologies employed in individual classrooms, programs enacted in buildings, districtwide initiatives implemented by district administration, and policy set by the BPS board will all be influenced by this plan.



# Mission Statement

## Champions for Children

# Vision Statement

Shaping Our Future Through  
Engagement, Innovation, and a Culture of Belonging

# Belief Statements

Bellevue Public Schools and stakeholders believe in...

- Learning for all
- Exposing students to rigorous academic programs and meeting individual needs
- Implementing effective use of technology to enhance teaching and student learning
- Preparing our students to persevere and face the challenges of living and learning in an ever-changing world
- Respecting diversity and helping students understand their roles as responsible citizens
- Providing a safe and secure learning environment
- Promoting healthy lifestyles and decision-making
- Partnering with our students, parents, and community to support learning and enhance the quality of education in our district



# Priorities

**I** Instructional and Curricular Innovation

**II** Supportive Learning Community

**III** Student Programs and Services

**IV** Engaging Our Community

**V** Allocation of Resources



# Priorities

Careful and collaborative analysis of the data collected through the strategic planning process resulted in the identification of a number of needs. These identified needs, in turn, informed the creation of several areas of focus that form the structure of the BPS Strategic Plan.

## Instructional and Curricular Innovation

**Instructional and Curricular Innovation** is the key to engaging all of our students and providing the skills required to shape their future. The areas of greatest need in the data analysis were the absence of a district instructional model, gaps in curricular implementation, and professional development planning to support learning. Gaps in student achievement and a need to expand innovative evidence-based programs and practices were also identified needs. Establishing a districtwide instructional model will provide a common language for teaching and learning to meet instructional goals. Successfully implementing aligned curriculum and utilizing data effectively are essential to increasing student achievement. Innovative programs and approaches to learning will propel our students to meet the demands of our ever-changing world. To address the identified needs, the district must provide appropriate professional learning that will increase the capacity of our staff.

## Supportive Learning Environment

Social-emotional and behavioral issues were the most frequently identified concerns as we conducted the needs analysis. It is critical that BPS provide a healthy, safe, and **Supportive Learning Environment** where students receive the assistance they need to be ready to learn. It is also important that we continue our efforts to foster positive climates across the district. The strategies and actions in this priority are targeted to help the district close the gap between our current and ideal levels of support.

## Student Programs and Services

BPS provides a wide array of **Student Programs and Services** to address learning needs. However, the district struggles to align these programs and services at the level and with the consistency needed to ensure that students reach their full potential. It is important that we improve current support services and develop a system of tiered supports to meet student academic, social, and behavioral needs.



## Engaging Our Community

The strategic planning process highlighted the important role our community plays in the success of the district. Also reflected in the needs assessment data was an appreciation of our recent efforts to improve communication and increase transparency. We believe that we must continue to seek avenues to **Engage Our Community** by improving communication, growing partnerships, and promoting the success of our students and schools to the Bellevue/Offutt community.

## Allocation of Resources

The community of Bellevue supports the school district by providing the financial resources the district needs to educate our students. As all school districts across the state face funding challenges, it is important that **BPS Allocate Our Resources** efficiently to support learning and address the challenges the district will face in the future. The district will develop plans to continuously evaluate, monitor, prioritize and expand our financial resources. Through our efforts, we continue to be good stewards of the funds generously provided by our community.

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# Strategic Plan

## Priorities, Objectives, Strategies, and Performance Indicators

Our process (see p. 7) enabled us to identify needs and establish priorities. To have an impact on student learning, however, a strategic plan must include a plan of action for effecting change. In the following strategic plan, each priority is further defined in the form of an objective. Each objective states, with specificity, a goal that when achieved, will have a direct impact on BPS' ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps ("performance indicators").

## Implementation of the Strategic Plan

This strategic plan represents our collective resolve to inspire and empower students. The priorities, objectives, and strategies set forth below are the building blocks of the path we have laid out to actionably support our mission, vision, and beliefs as a district. The effectiveness of the strategic plan, however, depends on more than just designing the path; we must be dedicated, at every level, to the consistent and diligent implementation of the strategies and performance indicators, integrating the strategic plan into the regular operation of the district.

To ensure the success and implementation of the Bellevue Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee measures and objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders annually



# Strategic Framework

## Priorities

The priorities highlight the specific areas for growth BPS will build upon to support the mission and vision of the school district.

## Objectives

The objectives state the area of focus and outcome that BPS will achieve.

## Strategies

The strategies provide detail of how the objective will be met.

## Performance Indicators

The performance indicators identify specific tasks, assignments, or actions staff members will follow to realize the stated objective and strategy.

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# Priority I

## Instructional and Curricular Innovation

**Instructional and Curricular Innovation** is the key to engaging all of our students and providing the skills required to shape their future. The areas of greatest need in the data analysis were the absence of a district instructional model, gaps in curricular implementation, and professional development planning to support learning. Gaps in student achievement and a need to expand innovative evidence-based programs and practices were also identified needs. Establishing a districtwide instructional model will provide a common language for teaching and learning to meet instructional goals. Successfully implementing aligned curriculum and utilizing data effectively are essential to increasing student achievement. Innovative programs and approaches to learning will propel our students to meet the demands of our ever-changing world. To address the identified needs, the district must provide appropriate professional learning that will increase the capacity of our staff.

### Priority Committee Members

Mr. Rodney Brown  
Ms. Amber Dembowski  
Ms. Ann Feldmann  
Ms. Sara Fjell  
Ms. Nicole Fox

Ms. Laurie Hanna  
Ms. Valerie Hansen  
Ms. Lisa Keene  
Ms. Elizabeth Lambert  
Ms. Kari Mackiewicz

Dr. Robert Moore  
Ms. Gina Stukenholtz  
Dr. Jeff Wagner  
Ms. Molly Wolf-Koehler



## Priority I: Instructional and Curricular Innovation

**Objective:** To implement effective curriculum and instructional practices that support student learning, increase achievement, and promote innovative evidence-based practices throughout the district.

**Strategy 1.1:** Improve curriculum, instruction, and professional learning to enhance teaching and increase student learning.

### Performance Indicators

- 1.1(a) Develop and implement a districtwide instructional model.
- 1.1(b) Support and implement districtwide curriculum with fidelity that aligns with state standards, assessments, and integrates college-career readiness skills.
- 1.1(c) Develop building and district-level professional learning plans to support collaborative, continuous learning for all staff.
- 1.1(d) Expand instructional coaching to all buildings to support best practices and job-embedded professional learning.

### Instructional and Curricular Innovation

**Strategy 1.2:** Increase the utilization of data to inform decisions at the classroom, building, and district levels.

### Performance Indicators

- 1.2(a) Develop the capacity of staff to effectively utilize data.
- 1.2(b) Align continuous improvement efforts across the district by providing data support for building-level improvement teams.
- 1.2(c) Increase number of students who are meeting or exceeding expectations and are on grade-level, as measured by state and local assessments.
- 1.2(d) Collect, track, analyze, benchmark, and report important state and local data points to stakeholders.



## Instructional and Curricular Innovation

Strategy 1.3: Expand innovative programs and practices across the district.

### Performance Indicators

- 1.3(a) Support one to one implementation with BlendEd training and innovative instructional practices to effectively integrate technology.
- 1.3(b) Expand student access to and participation in rigorous courses through the National Math and Science Initiative.
- 1.3(c) Increase teacher access to training and resources to incorporate STEM into instructional practices.
- 1.3(d) Research innovative practices to enhance programming and learning experiences for students.

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# Priority II

## Supportive Learning Environment

Social-emotional and behavioral issues were the most frequently identified concerns as we conducted the needs analysis. It is critical that BPS provide a healthy, safe, and **Supportive Learning Environment** where students receive the assistance they need to be ready to learn. It is also important that we continue our efforts to foster positive climates across the district. The strategies and actions in this priority are targeted to help the district close the gap between our current and ideal levels of support.

### Priority Committee Members

Mr. Nathan Bacon  
Ms. Nicole Fox  
Ms. Melissa Hansen  
Ms. Susie Jones  
Ms. Laura Lambert

Mr. Kevin Mills  
Dr. Robert Moore  
Ms. Cynthia Murray  
Ms. Sara Powell  
Dr. Jenny Powell

Mr. Kevin Rohlfs  
Ms. Nikki Schubauer  
Ms. Alex Seals  
Ms. Norma Thompson



## Priority II: Supportive Learning Environment

**Objective:** To provide appropriate social-emotional and behavioral supports for all students in positive, supportive learning environments.

**Strategy 2.1:** Increase access to resources to address the social, emotional, and behavioral needs of students.

### Performance Indicators

- 2.1(a) Develop district and school-level plans to monitor and support social-emotional learning for students.
- 2.1(b) Expand counseling staff at all elementary schools.
- 2.1(c) Seek partnership with outside agencies or hire staff to provide mental health support at secondary schools.
- 2.1(d) Explore opportunities to improve service coordination for families of students with needs.
- 2.1(e) Evaluate, revise, and monitor effectiveness of district and school safety plans.

### Supportive Learning Environment

**Strategy 2.2:** Provide social-emotional and behavioral programs to meet the needs of students.

### Performance Indicators

- 2.2(a) Establish trauma-informed district, school, and classroom practices through sustained professional learning.
- 2.2(b) Implement Positive Behavior Intervention and Supports (PBIS) with districtwide expectations of social skills in all schools.
- 2.2(c) Provide instructional time and appropriate curriculum to support social, emotional, and behavioral needs of students.



## Supportive Learning Environment

Strategy 2.3: Promote a positive climate and supportive culture across the district.

### Performance Indicators

2.3(a) Provide all elementary teachers daily plan time.

2.3(b) Superintendent and Assistant Superintendent will conduct listening sessions at each school to improve communication with students and staff.

2.3(c) Collect, monitor, and share district climate data to identify needs and address concerns.

2.3(d) Balance enrollments and provide needed support to ensure equity between schools.

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# Priority III

## Student Programs and Services

BPS provides a wide array of Student Programs and Services to address learning needs. However, the district struggles to align these programs and services at the level and with the consistency needed to ensure that students reach their full potential. It is important that we improve current support services and develop a system of tiered supports to meet student academic, social, and behavioral needs.

### Priority Committee Members

Ms. Theresa Clapper  
Ms. Pam Fairman  
Dr. Matt Fenster  
Ms. Sue Fjelstad  
Ms. Nicole Fox

Ms. Lynne Henkel  
Ms. Susan Jensen  
Dr. Robert Moore  
Dr. Fran Pokorski  
Dr. Kim Rausch

Mr. Doug Schaefer  
Mr. Brad Stueve  
Mr. Jeremy Weber  
Ms. Molly Wolf-Koehler



## Priority III: Student Programs and Services

**Objective:** To provide programs and services that allow students to reach their full potential.

**Strategy 3.1:** Align all academic, social, emotional, and behavioral supports to meet individual student needs.

### Performance Indicators

- 3.1(a) Develop districtwide Multi-Tiered System of Supports (MTSS) to improve student learning.
- 3.1(b) Provide professional learning to support MTSS implementation across the district.
- 3.1(c) Select and provide evidence-based intervention programs.
- 3.1(d) Review, revise, and standardize the SAT process across all buildings ensuring alignment with MTSS.

### Student Programs and Services

**Strategy 3.2:** Increase access to learning programs and expand career-readiness opportunities.

### Performance Indicators

- 3.2(a) Study, develop, and implement alternative learning environments to meet student needs.
- 3.2(b) Evaluate current career and technical education programs at the secondary level to determine program, facility, and equipment needs.
- 3.2(c) Investigate and develop opportunities to provide students additional work-based experiences in career and technical education throughout the community.



## Student Programs and Services

Strategy 3.3: Improve programming to meet the needs of exceptional populations.

### Performance Indicators

3.3(a) Provide appropriate professional learning and resources for teachers to meet the needs of High Ability Learners (HAL) in the district.

3.3(b) Conduct a comprehensive evaluation of services for students with disabilities benchmarked with other Nebraska school districts and develop an action plan to support and improve services.

3.3(c) Study current English Learning (EL) delivery model and supports to improve services for EL students.

3.3(d) Develop action plan to support and improve services for birth to preschool students.

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# Priority IV

## Engaging Our Community

The strategic planning process highlighted the important role our community plays in the success of the district. Also reflected in the needs assessment data was an appreciation of our recent efforts to improve communication and increase transparency. We believe that we must continue to seek avenues to **Engage Our Community** by improving communication, growing partnerships, and promoting the success of our students and schools to the Bellevue/Offutt community.

### Priority Committee Members

Dr. Brooke Barr  
Mr. Andrew Bowen  
Ms. Stephenie Conley  
Ms. Brandy Crenshaw  
Mr. Phil Davidson

Ms. Molly Gross  
Mr. Chad Holtz  
Ms. Andie Maupin  
Mr. Jon Mauro  
Dr. Robert Moore

Ms. Amanda Oliver  
Mr. Ron Oltman  
Ms. Julie Rowse  
Mr. Garrett Sims  
Mr. Brad Stueve



## Priority IV: Engaging Our Community

**Objective:** To ensure timely, professional, two-way communication that promotes student success and builds positive relationships with our community.

**Strategy 4.1:** Increase communication and improve perceptions of BPS by engaging our students, families, employees, and the Bellevue/Offutt community.

### Performance Indicators

4.1(a) Develop a communication plan that supports the district's efforts to meet its strategic goals and increases opportunities to connect with our community.

4.1(b) Evaluate the effectiveness of current communication platforms and align communication efforts to ensure timely, relevant, and effective communication.

4.1(c) Actively engage students, families, employees, and community to provide feedback.

### Engaging Our Community

**Strategy 4.2:** Expand business and community partnerships to support student learning and career readiness.

### Performance Indicators

4.2(a) Continue to develop and promote the district's Partnership Program to expand opportunities for academic support from the Bellevue/Offutt community.

4.2(b) Expand current mentorships, job shadowing, and internship opportunities for secondary students.

4.2(c) Expand partnerships with Bellevue University, Metro Community College, and other local educational organizations to increase curricular offerings for students.



## Engaging Our Community

Strategy 4.3: Increase parental involvement across the district to support student learning.

### Performance Indicators

- 4.3(a) Partner with the PTA/PTSA District Council to support programs in each school and provide programming on relevant student and school-related topics.
- 4.3(b) Evaluate and improve transitional support for entering and exiting military families, new students, and students moving between buildings.
- 4.3(c) Conduct annual parental focus groups at the elementary, middle, and high school level.

DRAFT



# Priority V

## Allocation of Resources

The community of Bellevue supports the school district by providing the financial resources the district needs to educate our students. As all school districts across the state face funding challenges, it is important that **BPS Allocate Our Resources** efficiently to support learning and address the challenges the district will face in the future. The district will develop plans to continuously evaluate, monitor, prioritize and expand our financial resources. Through our efforts, we continue to be good stewards of the funds generously provided by our community.

### Priority Committee Members

Ms. Susan Brooks  
Dr. Matt Fenster  
Ms. Nicole Fox

Ms. Dana Martin  
Dr. Robert Moore  
Dr. Jeff Rippe

Dr. Sharra Smith  
Dr. Mike Smith



## Priority V: Allocation of Resources

**Objective:** To efficiently and effectively allocate resources to meet student learning needs and support strategic priorities.

**Strategy 5.1:** Prioritize resources to meet student needs, support strategic goals, and meet future obligations.

### Performance Indicators

5.1(a) Conduct instructional and support staffing study for all schools and report findings to the school board annually.

5.1(b) Conduct a districtwide instructional time study to inform decisions related to the length of the school day and the district calendar.

5.1(c) Evaluate current use of funds to ensure equitable distribution of resources and supports for high-need schools.

5.1(e) Evaluate current facility needs, building utilization, and enrollment to assess future district needs.

5.1(f) Develop a district strategic abandonment process and program evaluation procedure to evaluate initiatives.

### Allocation of Resources

**Strategy 5.2:** Increase district resources to support student learning needs.

### Performance Indicators

5.2(a) Actively lobby for federal impact aid and state aid.

5.2(b) Actively pursue federal, state, and local grants to support student learning.

5.2(c) Expand partnership with Bellevue Public Schools Foundation.

5.2(d) Engage the Bellevue/Offutt community through the district's Partnership Program to expand opportunities for financial support.

The background features a dark blue gradient with several circular gauges and arrows. One large gauge on the left has a scale from 140 to 260. Other gauges are smaller and scattered across the page. Arrows indicate a clockwise direction of movement for the gauges.

# BELLEVUE PUBLIC SCHOOLS

STRATEGIC PLAN (Draft) 2018-2023

# STRATEGIC PLAN DEVELOPMENT TIMELINE

- Strategic Overview Committee (October-April)
- Stakeholder Needs Analysis (April-August)
- Priority Committee Meetings (September)
  - Identify needs from data
  - Discuss possible strategies and actions
  - Finalize the priority/performance indicators
  - Design and develop draft

# INSTRUCTIONAL AND CURRICULAR INNOVATION

OBJECTIVE: TO IMPLEMENT EFFECTIVE CURRICULUM AND INSTRUCTIONAL PRACTICES THAT SUPPORT STUDENT LEARNING, INCREASE ACHIEVEMENT, AND PROMOTE INNOVATIVE EVIDENCE-BASED PRACTICES THROUGHOUT THE DISTRICT.

- Improve curriculum, instruction, and professional learning to enhance teaching and increase student learning.
- Increase the utilization of data to inform decisions at the classroom, building, and district levels.
- Expand innovative programs and practices across the district.

# SUPPORTIVE LEARNING ENVIRONMENT

**OBJECTIVE: TO PROVIDE APPROPRIATE SOCIAL-EMOTIONAL AND BEHAVIORAL SUPPORTS FOR ALL STUDENTS IN POSITIVE, SUPPORTIVE LEARNING ENVIRONMENTS.**

- Increase access to resources to address the social, emotional, and behavioral needs of students.
- Provide social-emotional and behavioral programs to meet the needs of students.
- Promote a positive climate and supportive culture across the district.

# STUDENT PROGRAMS AND SERVICES

**OBJECTIVE: TO PROVIDE PROGRAMS AND SERVICES THAT ALLOW STUDENTS TO REACH THEIR FULL POTENTIAL.**

- Align all academic, social, emotional, and behavioral supports to meet individual student needs.
- Increase access to learning programs and expand career-readiness opportunities.
- Improve programming to meet the needs of exceptional populations.

# ENGAGING OUR COMMUNITY

**OBJECTIVE: TO ENSURE TIMELY, PROFESSIONAL, TWO-WAY COMMUNICATION THAT PROMOTES STUDENT SUCCESS AND BUILDS POSITIVE RELATIONSHIPS WITH OUR COMMUNITY.**

- Increase communication and improve perceptions of BPS by engaging our students, families, employees, and the Bellevue/Offutt community.
- Expand business and community partnerships to support student learning and career readiness.
- Increase parental involvement across the district to support student learning.

# ALLOCATION OF RESOURCES

**OBJECTIVE: TO EFFICIENTLY AND EFFECTIVELY ALLOCATE RESOURCES TO MEET STUDENT LEARNING NEEDS AND SUPPORT STRATEGIC PRIORITIES.**

- Prioritize resources to meet student needs, support strategic goals, and meet future obligations.
- Increase district resources to support student learning needs.

# NEXT STEPS (OCTOBER/NOVEMBER)

- October
  - Collect Feedback from stakeholders and seek final approval of priorities/performance Indicators at Nov. Board meeting.
- October/November
  - Establish specific action plans, implementation timelines, evidence of implementation, and determine funding needs to address actions.
  - Establish performance measures and reports for each priority and align board meetings, leadership team meetings, and building improvement plans to Strategic Plan.

MISSION:

*CHAMPIONS FOR CHILDREN*

VISION:

*SHAPING OUR FUTURE THROUGH  
ENGAGEMENT, INNOVATION, AND A  
CULTURE OF BELONGING*

**BELLEVUE PUBLIC SCHOOLS**