

Board of Education Meeting Agenda  
Monday, November 9, 2020 6:30 PM  
Bellevue Public Schools Welcome Center  
2600 Arboretum Dr  
Bellevue, NE 68005

A. Routine Business

A.1. Call to Order  
Board President

A.2. Roll Call  
Board Secretary

A.3. Open Meetings Law  
Board President

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.

A.4. Pledge of Allegiance  
Board President

B. Consent Agenda  
Board President

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

B.1. \*Approval of Minutes  
Board Secretary

Administrative Recommendation: Approve the Minutes of the October 5, 2020, Board of Education meeting.

B.2. \*Treasurer's Report  
Susan Brooks

Administrative Recommendation: Acknowledge receipt of the Treasurer's Report for October, 2020.

B.3. \*Payment of Claims  
Jeff Rippe

Administrative Recommendation: Approve the payment of claims totaling \$1,311,600.86.

B.4. \*Election of New Teachers  
Sharra Smith

Administrative Recommendation(1) Cameron Dacanay be elected to the certified staff for the 2020-21 school year effective January 6, 2021 subject to his release from any contractual agreements with other school districts.

C. Action Items

C.1. Line of Credit Reauthorization  
Susan Brooks

As part of the annual budget, a \$5 million line of credit has been included to mitigate cash flow concerns due to the timing of tax payments. Each year, the line of credit must be reauthorized, the current line of credit with Great Western bank matures on December 15, 2020.

Administration's Recommendation: Approve a resolution to renew our \$5 million line of credit with Great Western Bank.

C.2. Bond Project Update  
Jeff Rippe

The Board will receive an update and requests for approvals on bond projects.

C.2.a. Bond Oversight Committee  
Oversight Committee Member

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

C.2.b. Bellevue West Roof Units

Ralph Gladbach

Tonight the administration will ask approval for GP Architecture to solicit bids for the replacement of the rooftop units over the main gym area at Bellevue West.

C.2.c. Buses

Rich Casey

Tonight the administration will ask for approval from the Board to solicit bids for five new buses that are budgeted for 2020.

D. Commendations

E. Information Items

E.1. School Climate Transformation Grant Update

Fran Pokorski

Tonight the Board will receive an update on the School Climate Transformation Grant the district received in 2019.

E.2. Project STEM Update

Susan Colvin

Tonight the Board will receive an update on the Project STEM Grant the district received in 2018.

E.3. Strategic Plan Update

Robert Moore

Tonight the administration will give the Board and update on Priority #4 Engaging Our Community and Priority #5 Allocation of Resources of the Strategic Plan.

E.4. BPS District Update

Jeff Rippe

The administration will give an update on the Bellevue Public Schools from the COVID-19 pandemic.

F. 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.

Edward T. Ventura, Jr. - Mascots

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

BPS Foundation - Scott Eby and Frank Kumor  
MABE - Maureen McNamara

Other Meetings Attended

H. Future Business

Board President

November 17, Bond Oversight Committee Meeting, via Zoom, 5:30 p.m.

November 18-20, NASB/NASA State Education Conference (CHI Health Center -  
Downtown Omaha and Virtually)

December 7, Board of Education Meeting, Welcome Center, 6:30 p.m.

I. Adjourn

Board President

Adjourn the November 9, 2020, meeting of the Board of Education.

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

**Official Minutes**  
**October 5, 2020**

The Board of Education at Bellevue, Nebraska, met in open and public session at 6:30 p.m. on Monday, October 5, 2020, 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
Scott Eby:	Present
Frank Kumor:	Present
Maureen McNamara:	Present
Nina Wolford:	Present

**Also in Attendance:**

Jeff Rippe, Superintendent  
Military Advisor, Col. Dayton  
Staff Members

**A.3. Open Meetings Law**

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

**A.4. Pledge of Allegiance**

President Sarah Centineo led those in attendance in the Pledge of Allegiance.

**B. Special Recognition**

**B.1. NASB Achievement Awards**

Dr. Rippe recognized Sarah Centineo, Maureen McNamara, and Nina Wolford on behalf of the Nebraska Association of School Board for their NASB Achievement Award levels.

**C. Consent Agenda**

**Motion Passed:** Approved by consent items in section C of the Agenda identified with an asterisk and receive the information and proposals in sections D and E identified with an asterisk. Passed with a motion by Frank Kumor and a second by Maureen McNamara.

Sarah Centineo:	Yea
Doug Cook:	Yea
Scott Eby:	Yea
Frank Kumor:	Yea
Maureen McNamara:	Yea
Nina Wolford:	Yea

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

Approved the Minutes of the September 14, 2020 Board of Education meeting.

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

Acknowledged receipt of the Treasurer's Report for September, 2020.

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

Approved the payment of claims totaling \$1,333,510.94.

**C.4. \*Release from Contract**

(1) Ernest Para and (2) Douglas Schmulbach were released from their contracts effective May 27, 2021.

**C.5. \*Election of New Teachers**

(1) Hannah Smith was elected to the certified staff for the 2020-21 school year effective August 7, 2020 subject to her release from any contractual agreements with other school districts.

**D. Action Items**

**D.1. 2020-21 Property Tax Request and Rate Resolution for Sarpy County School District #0001**

WHEREAS, public was given at least five days in advance of a Special Public Hearing called for the purpose of discussing and approving or modifying the District's Tax Requests for the 2020/2021 school fiscal year for the General Fund and Bond Fund of Sarpy County School District #0001; and,

WHEREAS, such Special Public Hearing was held before the Board of Education (hereinafter "the Board") of Sarpy County School District #0001 (hereinafter "the District") at the time, date, and place announced in the notice published in a newspaper of general circulation, a copy of which notice and proof of publication of which is attached hereto as Exhibit A, all as required by law; and,

WHEREAS, the Board provided an opportunity to receive comment, information and evidence from persons in attendance at such Special Hearing; and,

WHEREAS, the total General Fund assessed value of the property differs from last year's total assessed value by 6.3%; the tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be \$0.99 per \$100 of assessed value; the Bellevue Public Schools proposes to adopt a General Fund property tax request that will cause its tax rate to be \$1.05 per \$100 of assessed value;

WHEREAS, based on the proposed property tax request and changes in other revenue, the total General Fund operating budget of the Bellevue Public Schools will exceed last year's by 3 percent; and

WHEREAS, the total Bond Fund assessed value of the property differs from last year's total assessed value by 5.4%; the tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be \$0.1376 per \$100 of assessed value; the Bellevue Public Schools proposes to adopt a Bond Fund property tax request that will cause its tax rate to be \$0.1613 per \$100 of assessed value;

WHEREAS, based on the proposed property tax request and changes in other revenue, the total Bond Fund operating budget of the Bellevue Public Schools will exceed last year's by 17 percent.

WHEREAS, the Board, after having reviewed the District's Tax Requests for each said fund, and after public consideration of the matter, has determined that the Final Tax Requests as listed below are necessary in order to carry out the functions of the District, as determined by the Board for the 2020/2021 school fiscal year.

NOW BE IT THEREFORE RESOLVED that (1) the Tax Request for the General Fund should be, and hereby is set at \$36,235,264; and (2) the Tax Request for the Bond Fund should be, and hereby is set at \$5,566,225.

**Motion Passed:** I move to accept the resolution as presented. Passed with a motion by Maureen McNamara and a second by Frank Kumor.

Sarah Centineo:	Yea
Doug Cook:	Yea
Scott Eby:	Yea
Frank Kumor:	Yea
Maureen McNamara:	Yea
Nina Wolford:	Yea

**D.2. Committee on American Civics Hearing**

A hearing was held for the Committee on American Civics to accept public input on Nebraska Statute 79-724. No public input was given.

**D.3. Bond Projects Update**

**D.3.a. Bond Oversight Committee**

John Carozza spoke on behalf of the Bond Oversight Committee to give an overview of the September 24<sup>th</sup> Oversight Committee meeting that was held via Zoom. Mr. Carozza shared the Committee discussed pay requests, the roof over the gym at LeMay, the NDEQ rubber rebates for the tracks at the two high schools and Lewis and Clark, along with the lighting rebates from OPPD. Also, discussions have begun on the projects that are scheduled for 2021, which include Mission, CHAP, Fort Crook, Fairview, and Bellevue West. Minutes from the September Bond Oversight Committee meeting can be located on the BPS Bond website. The next Committee meeting will be held October 15<sup>th</sup> via Zoom.

**D.3.b. LeMay Partial Roof Replacement**

Dr. Rippe shared the roof over the gym at LeMay is in need of being replaced. The district received four bids for the project with a bid in the amount of \$52,000 from Mejia Roofing. This does include a \$5,000 contingency. Tonight the Board was asked to approve the bid from Mejia Roofing.

**Motion Passed:** I move to approve the bid from Mejia Roofing for the roof replacement over the gym at LeMay. Passed with a motion by Scott Eby and a second by Nina Wolford.

Sarah Centineo:	Yea
Doug Cook:	Yea
Scott Eby:	Yea
Frank Kumor:	Yea
Maureen McNamara:	Yea
Nina Wolford:	Yea

**D.4. \*Board Policy**

The following Board Policies passed by consent:

- 404.061 Harassment of Employees-Civil Rights
- 404.062 Harassment of Employees-Notification and Investigation
- 504.181 Sexual Harassment of Students

**E. Commendations**

**E.1. \*Excellence in Education Award for Alpha Delta Kappa**

## **F. Information Items**

### **F.1. Staffing Report**

As part of the Strategic Plan the district updates the Board annually on staffing. Tonight, Dr. Sharra Smith, Executive Director of Personnel presented the Board the Certified/Classified Staffing report for the 2020-21 school year. This report reflects all filled positions as of September 24, 2020. Dr. Smith also explained the staffing for the BPS At-Home Learning, along with the Lied Activity Center and Kids' Time staffing.

### **F.2. State Assessment and Accountability**

Laurie Hanna, Director of Assessment and Accreditation gave a recap of the 2019-20 assessments that were scheduled to take place in the spring. The assessments did not take place due to the change in school being moved to remote learning. An update was provided on the impact statewide of school closures on data reporting and AQuESTT Accountability. Mrs. Hanna also reviewed the 2020-21 assessment and accountability plan, along with the NSCAS Summative Assessments.

### **F.3. Advanced Placement and NMSI Update**

Mrs. Hanna reminded the Board this is the third year for the National Math and Science Initiative (NMSI) grant the district received. An update was given on the AP course enrollment over the last six years, AP students taking exams and AP exams taken, students with qualifying scores and number of qualifying scores, along with the number of AP scholars. Mrs. Hanna shared students that took the AP exams had to complete them online in the spring due to the remote learning.

### **F.4. Strategic Plan Update**

Dr. Robert Moore, Assistant Superintendent shared an update on Priority #3 Student Programs and Services of the Strategic Plan. First an update was given on the progress of the Multi-Tiered System of Supports (MTSS) which is supported by the School Climate Transformation Grant. This year the district adopted the Tier 2-3 K-12 implementation of the Edmentum ExactPath web-based software to provide interventions and enrichment in reading across the district.

Secondly, Dr. Moore shared the district expanded the staff with the Academic Center for Excellence (ACE) program. With the increase in staff this should allow to serve additional students in the program.

Lastly, the district completed the automotive program at the Career Launch Center and is looking to extend the automotive program for the 2021-2022 school year. Dr. Moore shared the district has identified the next two programs targeted for the Center, which are Health Sciences and Manufacturing/Maintenance programs.

Dr. Moore proceeded to announce the district received a \$1,500,000 competitive grant from the Department of Defense Education Activity. The 2020 grant aims to equip local educational agencies with resources necessary to successfully build and/or expand STEM programming. The goal is to improve reading and literacy in grades K-12 and increase the number of students in dual enrollment courses in health sciences.

**F.5. BPS District Update**

Dr. Rippe provided an update to the Board on the current state of the district. Thank you to all the teachers, staff and students for continuing to follow the districts COVID-19 plan. The district continues to work with the Sarpy/Cass Health Department to track and trace cases. So far, the cases reported have been from outside the buildings. Also, Dr. Rippe reported the USDA extended funding until May, 2021 or until funds are depleted for all students in the district to receive a free complete breakfast and complete lunch each school day.

**G. Public Comment Period**

Edward T. Ventura, Jr. – Mascots

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

**BPS Foundation** – Scott Eby and Frank Kumor were unable to attend the meeting.

**MABE** – Maureen McNamara reported the group will be meeting this fall. Mrs. McNamara will be the new chairperson.

**I. Future Business**

October 15, Bond Oversight Committee Meeting, via Zoom, 5:30 p.m.

November 9, Board of Education Meeting, Welcome Center, 6:30 p.m.

**J. Adjourn**

**Motion Passed:** I move to adjourn the October 5, 2020 Board of Education meeting. Passed with a motion at 7:53 p.m. by Maureen McNamara and a second by Scott Eby.

Sarah Centineo:	Yea
Doug Cook:	Yea
Scott Eby:	Yea
Frank Kumor:	Yea
Maureen McNamara:	Yea
Nina Wolford:	Yea

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Secretary

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

**October, 2020**

**BELLEVUE PUBLIC SCHOOLS  
Bellevue, Nebraska**

**BELLEVUE PUBLIC SCHOOLS**  
Financial Summary  
October 2020

Accounts	Book Balance 09-30-2020	Receipts	Expenditures	Book Balance 10-31-2020	Funds Invested 10-31-2020	Adjusted Balance 10-31-2020
General Fund*	14,587,115.98	6,574,312.06	9,280,981.37	11,880,446.67	4,987,225.15	6,893,221.52
District Revolving Account*	83,070.85	21,301.87	15,833.65	88,539.07	-	88,539.07
Special Building Fund*	5,750,090.87	7,553.73	161,583.52	5,596,061.08	5,119,993.81	476,067.27
Social Security & Retirement Fund*	6,350.06	4,583.17	5,249.46	5,683.77	-	5,683.77
Bond Debt Fund *	1,033,078.49	74,535.09		1,107,613.58	-	1,107,613.58
Bond Projects ICS Fund**	29,170,413.46	30,002.30	206,981.94	28,993,433.82	28,993,433.82	0.00
School Lunch Fund*	(214,346.72)	28,260.03	384,921.81	(571,008.50)	2,137.17	(573,145.67)
Severance Leave*	8,757.17	0.35	1,877.64	6,879.88	991.00	5,888.88
Severance Service*	531,663.27	185.77		531,849.04	530,604.10	1,244.94
General Severance*	706,640.70	231.14	11,447.96	695,423.88	646,995.33	48,428.55
Student Fees Fund*	6,248.54			6,248.54	-	6,248.54
Lewis & Clark Activity Fund*	48,238.13	2,274.85	2,540.66	47,972.32	-	47,972.32
Logan Activity Fund****	19,166.14	342.18	669.59	18,838.73	-	18,838.73
Mission Activity Fund*	20,141.28	0.35	2,245.55	17,896.08	-	17,896.08
Bellevue East Activity Fund*	313,569.05	29,727.47	57,222.26	286,074.26	-	286,074.26
Bellevue West Activity Fund*	350,837.03	29,428.88	53,776.07	326,489.84	-	326,489.84
District Activity Fund****	652,312.76	40,408.49	21,958.76	670,762.49	57,281.04	613,481.45
<b>Totals</b>	<b>53,074,725.27</b>	<b>6,843,147.73</b>	<b>10,207,290.24</b>	<b>49,710,582.76</b>	<b>40,338,661.42</b>	<b>9,371,921.34</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.

October, 2020

Percent of Year

16%

**RECEIPTS**

ACCOUNT	ANTICIPATED	Y-T-D RECEIVED 2020-21	Y-T-D RECEIVED 2019-20	Year To Date % Received 2020-21
Cash Reserve	\$ 1,759,300	\$ -	\$ -	0.00%
Taxes	\$ 36,545,519	\$ 2,300,296	\$ 803,151	6.29%
Public Power Sales Tax	\$ 1,140,000	\$ -	\$ -	0.00%
Motor Vehicle Tax	\$ 3,300,000	\$ 721,639	\$ 595,353	21.87%
Interest	\$ 20,000	\$ 1,926	\$ 4,391	9.63%
Other Local Receipts	\$ 500,000	\$ 142,727	\$ 17,241	28.55%
County Fines & Licenses	\$ 240,000	\$ 958	\$ 400	0.40%
State Aid	\$ 50,539,568	\$ 10,107,914	\$ 10,523,690	20.00%
Special Ed. Programs	\$ 7,300,000	\$ -	\$ -	0.00%
Special Ed. Transportation	\$ 700,000	\$ -	\$ -	0.00%
High Ability Learners	\$ 60,000	\$ 64,130	\$ 61,521	106.88%
ProRata Motor Vehicle	\$ 75,000	\$ -	\$ 10,103	0.00%
State Apportionment	\$ 1,250,000	\$ -	\$ -	0.00%
PEAK Grant	\$ 73,508	\$ -	\$ -	0.00%
Other State Receipts	\$ 40,000	\$ -	\$ -	0.00%
Title I	\$ 1,400,000	\$ 65,305	\$ -	0.00%
Title IIA	\$ 225,000	\$ 46,731	\$ 94,580	20.77%
Title III	\$ 37,000	\$ 10,850	\$ -	4.82%
IDEA	\$ 2,100,000	\$ 564,057	\$ 830,245	61.25%
SPED Region 20 Grant	\$ 15,000	\$ 9,187	\$ 15,257	0.44%
MIPS	\$ 250,000	\$ -	\$ -	0.00%
Med Admin NASB	\$ 200,000	\$ -	\$ -	0.00%
Impact Aid	\$ 3,000,000	\$ 494,317	\$ 105,005	16.48%
Federal Vocational Ed	\$ 150,000	\$ 22,938	\$ 99,720	15.29%
Migrant Grant (OPS)	\$ 25,000	\$ -	\$ -	0.00%
Other Federal Source	\$ 950,000	\$ 331,249	\$ 36,074	34.87%
ROTC	\$ 145,000	\$ 25,381	\$ 25,562	17.50%
Services Coordination	\$ 375,000	\$ 35,610	\$ 63,199	9.50%
Loans	\$ 5,000,000	\$ -	\$ -	0.00%
<b>TOTAL</b>	<b>\$ 117,414,895</b>	<b>\$ 14,945,214</b>	<b>\$ 13,285,491</b>	<b>12.73%</b>

**DISBURSEMENTS**

CATEGORY	BUDGET	CURRENT DISBURSED 2020-21	PRIOR YEAR DISBURSED 2019-20	Year To Date % Disbursed 2020-21
Instructional Services	\$ 57,422,445	\$ 11,069,140	\$ 9,777,162	19.28%
<b>Support Services</b>				
Special Education	\$ 18,219,375	\$ 3,311,965	\$ 3,351,013	18.18%
Pupil Services	\$ 5,300,000	\$ 975,683	\$ 917,448	18.41%
Staff Services	\$ 6,113,037	\$ 1,162,152	\$ 999,260	19.01%
General Administration	\$ 1,806,525	\$ 276,392	\$ 276,151	15.30%
School Administration	\$ 5,618,509	\$ 961,344	\$ 982,776	17.11%
Business	\$ 1,113,894	\$ 155,418	\$ 153,443	13.95%
Operation of Plant	\$ 8,459,568	\$ 1,410,627	\$ 1,432,313	16.67%
Maintenance of Plant	\$ 2,866,271	\$ 1,248,629	\$ 1,124,300	43.56%
Pupil Transportation	\$ 4,567,787	\$ 712,220	\$ 813,822	15.59%
Debt Services	\$ 5,000,000	\$ -	\$ -	0.00%
Summer School	\$ 927,484	\$ 2,401	\$ 1,569	0.26%
<b>TOTAL</b>	<b>\$ 117,414,895</b>	<b>\$ 21,285,971</b>	<b>\$ 19,779,258</b>	<b>18.13%</b>
<b>REVENUE OVER EXPENSE</b>	<b>\$ -</b>	<b>\$ (6,340,757)</b>	<b>\$ (6,493,768)</b>	<b>-5.40%</b>

## State of Nebraska Disbursement Categories

### Instructional Services

Carl Perkins Vocational Innovation Grant  
DoDEA Discovery Ed Grant  
DoDEA Health Sciences grant  
Dept of Education School Climate Grant  
Early Childhood Instruction  
ELL Plan  
Flex Funding  
High Ability Learners Program  
Instructional Substitutes  
Migrant Grant  
Positive Behavioral Support Grant  
Poverty Plan  
Regular K-12 Instruction  
ReVision Grant  
Summer School  
Textbook Loan Program  
Title I  
Title I Accountability  
Title I Strategies for Improvement  
Title III - Immigrant Aid  
Title III - Limited English Proficiency  
Title IVA - STEAM/Trauma Grant

### 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  
Extra Curricular Programs  
Guidance  
Health Services  
Safety

### Staff Services

Assessment  
Curriculum & Instruction  
Instructional Coaching  
Library/Media  
Technology  
Title IIA Grant

### 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 Service

Loan Principal and Interest

**Bellevue Public Schools Building Fund**  
Oct-20

<u>FUND NAME</u>	<u>BALANCE SEP</u>	<u>RECEIPTS OCT</u>	<u>DISBURSEMENTS OCT</u>	<u>BALANCE OCT</u>
BUILDING FUND	\$ 5,750,090.87	\$ 7,553.73	\$ (161,583.52)	\$ 5,596,061.08
BANK BALANCE	\$ 5,596,061.08			
PLUS O/S DEPOSITS	\$ -			
LESS O/S CHECKS	\$ -			
TOTAL CASH	\$ 5,596,061.08			

**Bellevue Public Schools Bond Fund**  
Oct-20

<u>FUND NAME</u>	<u>BALANCE SEP</u>	<u>RECEIPTS OCT</u>	<u>DISBURSEMENTS OCT</u>	<u>BALANCE OCT</u>
BOND FUND (Debt)	\$ 1,033,078.49	\$ 74,535.09	\$ -	\$ 1,107,613.58
BOND PROJECT FUND	\$ 29,170,413.46	\$ 30,002.30	\$ (206,981.94)	\$ 28,993,433.82

**Lunch Program Income Statement**  
Oct-20

Revenues:	
Lunch Program	\$ 7,993.56
State & Federal Funding	\$ -
Catering	\$ 15,993.47
Vending	\$ 3,171.47
Total Revenues	\$ 27,158.50
Expenses:	
Salaries	\$ 244,148.38
Supplies	\$ 137,264.47
Repairs	\$ 1,467.60
Miscellaneous	\$ 2,041.36
Total Expenses	\$ 384,921.81
Net Income (Loss)	\$ (357,763.31)

<u>FUND NAME</u>	<u>BALANCE 9/1/20</u>	<u>RECEIPTS YTD</u>	<u>DISBURSEMENTS YTD</u>	<u>BALANCE 10/31/20</u>
Lunch Fund	\$ 763.56	\$ 135,071.59	\$ (706,843.65)	\$ (571,008.50)

**Bellevue Public Schools Employee Benefit Fund**  
Oct-20

<b>FUND NAME</b>	<b>BALANCE SEP</b>	<b>RECEIPTS OCT</b>	<b>DISBURSEMENTS OCT</b>	<b>BALANCE OCT</b>
Social Security & Retirement	\$ 6,350.06	\$ 4,583.17	\$ (5,249.46)	\$ 5,683.77
Severance Leave	\$ 8,757.17	\$ 0.35	\$ (1,877.64)	\$ 6,879.88
Severance Service	\$ 531,663.27	\$ 185.77	\$ -	\$ 531,849.04
General Severance	\$ 706,640.70	\$ 231.14	\$ (11,447.96)	\$ 695,423.88
<b>TOTAL</b>	<b>\$ 1,253,411.20</b>	<b>\$ 5,000.43</b>	<b>\$ (18,575.06)</b>	<b>\$ 1,239,836.57</b>

**Bellevue Public Schools Student Fees Fund**  
Oct-20

<b>FUND NAME</b>	<b>BALANCE SEP</b>	<b>RECEIPTS OCT</b>	<b>DISBURSEMENTS OCT</b>	<b>BALANCE OCT</b>
BELLEVUE EAST HS	\$ 188.72	\$ -	\$ -	\$ 188.72
BELLEVUE WEST HS	\$ 6,059.82	\$ -	\$ -	\$ 6,059.82
<b>TOTAL</b>	<b>\$ 6,248.54</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,248.54</b>

## LEWIS &amp; CLARK MIDDLE SCHOOL

## General Ledger Report

## Financial Report

## LEWIS &amp; CLARK ACTIVITY

## Activity Accounts

From Date:	9/30/2020
To Date:	10/31/2020

From Acct:	100
To Acct:	470

Acct	Account Name	Beg. Bal.	Recept / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	\$147.36	\$0.00	\$0.00	\$0.00	\$147.36	\$0.00	\$147.36
110	STAFF AFFAIRS	(\$322.76)	\$0.00	\$0.00	\$0.00	(\$322.76)	\$0.00	(\$322.76)
120	FINES	\$1,480.65	\$0.00	\$(141.09)	\$0.00	\$1,339.56	\$0.00	\$1,339.56
130	FACILITY USE FEES	\$12,007.26	\$0.00	\$(1,115.92)	\$0.00	\$10,891.34	\$0.00	\$10,891.34
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	\$517.14	\$0.00	\$0.00	\$0.00	\$517.14	\$0.00	\$517.14
180	ROBOTICS	\$458.35	\$0.00	\$0.00	\$0.00	\$458.35	\$0.00	\$458.35
190	DISCOVERY SHOW CHOIR	(\$504.45)	\$0.00	\$0.00	\$0.00	(\$504.45)	\$0.00	(\$504.45)
200	H.A.L.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
210	BPS FOUNDATION GRANTS	\$454.34	\$0.00	\$0.00	\$0.00	\$454.34	\$0.00	\$454.34
220	GRANTS	\$3,224.66	\$0.00	\$0.00	\$0.00	\$3,224.66	\$0.00	\$3,224.66
230	NATIONAL HISTORY DAY	\$16.30	\$0.00	\$0.00	\$0.00	\$16.30	\$0.00	\$16.30
240	BPS VOCAL MUSIC	(\$753.59)	\$0.00	\$0.00	\$0.00	(\$753.59)	\$0.00	(\$753.59)
250	BPS BANDS	\$1,251.43	\$0.00	\$0.00	\$0.00	\$1,251.43	\$0.00	\$1,251.43
260	ACADEMIC TEAMS	\$342.06	\$1,246.00	\$(1,283.65)	\$0.00	\$304.41	\$0.00	\$304.41
270	ATHLETIC TEAMS	\$202.44	\$0.00	\$0.00	\$0.00	\$202.44	\$0.00	\$202.44
350	GSA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
360	SPIRIT CLUB	\$98.56	\$0.00	\$0.00	\$0.00	\$98.56	\$0.00	\$98.56
380	ATHLETICS	\$7,840.19	\$1,028.85	\$0.00	\$0.00	\$8,869.04	\$0.00	\$8,869.04
400	TEAMMATES	\$279.20	\$0.00	\$0.00	\$0.00	\$279.20	\$0.00	\$279.20
402	NATIONAL JR HONOR SOCIETY	\$3,779.32	\$0.00	\$0.00	\$0.00	\$3,779.32	\$0.00	\$3,779.32
404	STUDENT COUNCIL	\$4,886.50	\$0.00	\$0.00	\$0.00	\$4,886.50	\$0.00	\$4,886.50
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	(\$19.75)	\$0.00	\$0.00	\$0.00	(\$19.75)	\$0.00	(\$19.75)
414	INSTRUMENTAL MUSIC	\$612.97	\$0.00	\$0.00	\$0.00	\$612.97	\$0.00	\$612.97
416	VOCAL MUSIC	(\$1,002.89)	\$0.00	\$0.00	\$0.00	(\$1,002.89)	\$0.00	(\$1,002.89)
418	DRAMA CLUB	\$571.77	\$0.00	\$0.00	\$0.00	\$571.77	\$0.00	\$571.77
420	DIVERSITY CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
422	BOOK CLUB	\$550.11	\$0.00	\$0.00	\$0.00	\$550.11	\$0.00	\$550.11
424	YEARBOOK	\$6,708.67	\$0.00	\$0.00	\$0.00	\$6,708.67	\$0.00	\$6,708.67
426	BUILDERS CLUB	\$451.25	\$0.00	\$0.00	\$0.00	\$451.25	\$0.00	\$451.25
428	HOPE SQUAD	\$202.55	\$0.00	\$0.00	\$0.00	\$202.55	\$0.00	\$202.55
430	SCOUT SHOUT	\$496.00	\$0.00	\$0.00	\$0.00	\$496.00	\$0.00	\$496.00
450	WORLD LANGUAGE CLUB	\$174.18	\$0.00	\$0.00	\$0.00	\$174.18	\$0.00	\$174.18
460	SCIENCE CLUB	\$92.05	\$0.00	\$0.00	\$0.00	\$92.05	\$0.00	\$92.05
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	\$3,754.68	\$0.00	\$0.00	\$0.00	\$3,754.68	\$0.00	\$3,754.68
<b>Activity Accounts Grand Total</b>		<b>\$48,238.13</b>	<b>\$2,274.85</b>	<b>\$(2,540.66)</b>	<b>\$0.00</b>	<b>\$47,972.32</b>	<b>\$0.00</b>	<b>\$47,972.32</b>

**LOGAN FONTENELLE MID SCH**

**General Ledger Report**

**Financial Report**

**LOGAN ACTIVITY**

**Activity Accounts**

<b>From Date:</b>	9/30/2020
<b>To Date:</b>	10/31/2020

<b>From Acct:</b>	100
<b>To Acct:</b>	476

Acct	Account Name	Beg. Bal.	Recept / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	(\$8,615.56)	\$297.00	\$(304.00)	\$0.00	(\$8,622.56)	\$0.00	\$(8,622.56)
110	STAFF AFFAIRS	(\$12,376.46)	\$0.00	\$0.00	\$0.00	(\$12,376.46)	\$0.00	\$(12,376.46)
120	FINES	\$25,269.64	\$21.00	\$0.00	\$0.00	\$25,290.64	\$0.00	\$25,290.64
130	FACILITY USE FEES	\$2,533.60	\$0.00	\$0.00	\$0.00	\$2,533.60	\$0.00	\$2,533.60
140	INTEREST	\$0.72	\$0.18	\$0.00	\$0.00	\$0.90	\$0.00	\$0.90
200	H.A.L.	(\$77.40)	\$0.00	\$0.00	\$0.00	(\$77.40)	\$0.00	(\$77.40)
260	ACADEMIC TEAMS	\$502.90	\$0.00	\$0.00	\$0.00	\$502.90	\$0.00	\$502.90
360	SPIRIT CLUB	\$752.65	\$0.00	\$0.00	\$0.00	\$752.65	\$0.00	\$752.65
400	TEAMMATES	\$2.86	\$0.00	\$0.00	\$0.00	\$2.86	\$0.00	\$2.86
402	NATIONAL JR HONOR SO	(\$505.40)	\$0.00	\$0.00	\$0.00	(\$505.40)	\$0.00	\$(505.40)
404	STUDENT COUNCIL	\$65.79	\$0.00	\$0.00	\$0.00	\$65.79	\$0.00	\$65.79
406	CHESS CLUB	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
408	ART CLUB	\$155.18	\$0.00	\$0.00	\$0.00	\$155.18	\$0.00	\$155.18
410	SERVICE CLUB	\$541.52	\$0.00	\$0.00	\$0.00	\$541.52	\$0.00	\$541.52
412	DRUG FREE CLUB	(\$433.24)	\$0.00	\$(38.89)	\$0.00	(\$472.13)	\$0.00	\$(472.13)
414	INSTRUMENTAL MUSIC	\$1,383.69	\$24.00	\$(48.00)	\$0.00	\$1,359.69	\$0.00	\$1,359.69
416	VOCAL MUSIC	\$3,547.16	\$0.00	\$0.00	\$0.00	\$3,547.16	\$0.00	\$3,547.16
418	DRAMA CLUB	\$334.25	\$0.00	\$0.00	\$0.00	\$334.25	\$0.00	\$334.25
420	DIVERSITY CLUB	\$183.47	\$0.00	\$0.00	\$0.00	\$183.47	\$0.00	\$183.47
424	YEARBOOK	(\$15,410.24)	\$0.00	\$0.00	\$0.00	(\$15,410.24)	\$0.00	\$(15,410.24)
450	WORLD LANGUAGE CLU	\$94.51	\$0.00	\$0.00	\$0.00	\$94.51	\$0.00	\$94.51
460	SCIENCE CLUB	\$2.70	\$0.00	\$(39.70)	\$0.00	(\$37.00)	\$0.00	\$(37.00)
462	SCIENCE OLYMPIAD	\$3,025.17	\$0.00	\$0.00	\$0.00	\$3,025.17	\$0.00	\$3,025.17
468	MATH CLUB	(\$13.52)	\$0.00	\$0.00	\$0.00	(\$13.52)	\$0.00	\$(13.52)
469	SKILLS USA	(\$36.46)	\$0.00	\$0.00	\$0.00	(\$36.46)	\$0.00	\$(36.46)
470	ATHLETIC	\$16,359.45	\$0.00	\$0.00	\$0.00	\$16,359.45	\$0.00	\$16,359.45
471	BPS FOUNDATION GRANT	\$1,831.32	\$0.00	\$0.00	\$0.00	\$1,831.32	\$0.00	\$1,831.32
472	FAMILY CONSUMER SCIENCE	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00
473	CIRCLE OF FRIENDS	\$196.55	\$0.00	\$0.00	\$0.00	\$196.55	\$0.00	\$196.55
474	GSA	\$59.81	\$0.00	\$0.00	\$0.00	\$59.81	\$0.00	\$59.81
475	Robotics	(\$444.97)	\$0.00	\$(239.00)	\$0.00	(\$683.97)	\$0.00	\$(683.97)
476	LEADERSHIP ACADEMY	\$36.45	\$0.00	\$0.00	\$0.00	\$36.45	\$0.00	\$36.45
<b>Activity Accounts Grand Total</b>		<b>\$19,166.14</b>	<b>\$342.18</b>	<b>\$(669.59)</b>	<b>\$0.00</b>	<b>\$18,838.73</b>	<b>\$0.00</b>	<b>\$18,838.73</b>

MISSION MIDDLE SCHOOL

General Ledger Report

Financial Report

MISSION ACTIVITY

Activity Accounts

From Date: 9/30/2020  
To Date: 10/31/2020

From Acct: 100  
To Acct: 480

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	\$1,435.07	\$0.00	\$(1,038.80)	\$0.00	\$396.27	\$0.00	\$396.27
105	STAFF SOCIAL FUNDS	(\$166.27)	\$0.00	\$0.00	\$0.00	(\$166.27)	\$0.00	\$(166.27)
110	STAFF AFFAIRS	\$76.88	\$0.00	\$0.00	\$0.00	\$76.88	\$0.00	\$76.88
120	FINES	(\$123.23)	\$0.00	\$0.00	\$0.00	(\$123.23)	\$0.00	\$(123.23)
130	FACILITY USE FEES	\$69.73	\$0.00	\$0.00	\$0.00	\$69.73	\$0.00	\$69.73
140	INTEREST	\$71.37	\$0.35	\$0.00	\$0.00	\$71.72	\$0.00	\$71.72
200	H.A.L.	\$364.51	\$0.00	\$0.00	\$0.00	\$364.51	\$0.00	\$364.51
210	MISSION 150	\$6,691.59	\$0.00	\$0.00	\$0.00	\$6,691.59	\$0.00	\$6,691.59
220	ATHLETICS/GATE	\$1,491.05	\$0.00	\$(99.18)	\$0.00	\$1,391.87	\$0.00	\$1,391.87
260	ACADEMIC TEAMS	\$118.86	\$0.00	\$0.00	\$0.00	\$118.86	\$0.00	\$118.86
360	SPIRIT CLUB	\$321.13	\$0.00	\$0.00	\$0.00	\$321.13	\$0.00	\$321.13
400	TEAMMATES	(\$124.18)	\$0.00	\$0.00	\$0.00	(\$124.18)	\$0.00	\$(124.18)
402	NATIONAL JR HONOR SO	\$0.53	\$0.00	\$0.00	\$0.00	\$0.53	\$0.00	\$0.53
404	STUDENT COUNCIL	\$0.29	\$0.00	\$0.00	\$0.00	\$0.29	\$0.00	\$0.29
406	CHESS CLUB	\$241.19	\$0.00	\$0.00	\$0.00	\$241.19	\$0.00	\$241.19
408	ART CLUB	\$217.12	\$0.00	\$0.00	\$0.00	\$217.12	\$0.00	\$217.12
410	SERVICE CLUB	\$54.40	\$0.00	\$0.00	\$0.00	\$54.40	\$0.00	\$54.40
412	DRUG FREE CLUB	\$405.73	\$0.00	\$(84.03)	\$0.00	\$321.70	\$0.00	\$321.70
414	INSTRUMENTAL MUSIC	\$78.14	\$0.00	\$0.00	\$0.00	\$78.14	\$0.00	\$78.14
416	VOCAL MUSIC	\$202.37	\$0.00	\$0.00	\$0.00	\$202.37	\$0.00	\$202.37
418	DRAMA CLUB	\$0.02	\$0.00	\$0.00	\$0.00	\$0.02	\$0.00	\$0.02
420	DIVERSITY CLUB	\$251.46	\$0.00	\$(23.54)	\$0.00	\$227.92	\$0.00	\$227.92
424	YEARBOOK	(\$8,868.27)	\$0.00	\$0.00	\$0.00	(\$8,868.27)	\$0.00	\$(8,868.27)
450	WORLD LANGUAGE CLUB	\$687.36	\$0.00	\$0.00	\$0.00	\$687.36	\$0.00	\$687.36
460	SCIENCE CLUB	\$0.15	\$0.00	\$0.00	\$0.00	\$0.15	\$0.00	\$0.15
462	SCIENCE OLYMPIAD	\$791.05	\$0.00	\$0.00	\$0.00	\$791.05	\$0.00	\$791.05
468	MATH CLUB	\$281.38	\$0.00	\$0.00	\$0.00	\$281.38	\$0.00	\$281.38
470	CIRCLE OF FRIENDS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
472	BPS Foundation Grants	\$2,421.43	\$0.00	\$0.00	\$0.00	\$2,421.43	\$0.00	\$2,421.43
474	COUNSELING	\$645.52	\$0.00	\$0.00	\$0.00	\$645.52	\$0.00	\$645.52
476	ROBOTICS CLUB	\$4,880.74	\$0.00	\$0.00	\$0.00	\$4,880.74	\$0.00	\$4,880.74
478	MISSION PARENT GROUP	\$6,624.16	\$0.00	\$(1,000.00)	\$0.00	\$5,624.16	\$0.00	\$5,624.16
480	DICKS SPORTING FOUNDATION	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
<b>Activity Accounts Grand Total</b>		<b>\$20,141.28</b>	<b>\$0.35</b>	<b>\$(2,245.55)</b>	<b>\$0.00</b>	<b>\$17,896.08</b>	<b>\$0.00</b>	<b>\$17,896.08</b>

## BELLEVUE EAST HIGH SCHOOL

## General Ledger Report

## Financial Report

From Date:	9/30/2020
To Date:	10/31/2020

From Acct:	100
To Acct:	505

## Activity Accounts

Acct	Account Name	Beg. Bal.	Recept / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	\$12,406.27	\$200.00	\$(157.97)	\$0.00	\$12,448.30	\$0.00	\$12,448.30
110	STAFF AFFAIRS	(\$2,631.70)	\$0.00	\$(269.86)	\$0.00	(\$2,901.56)	\$0.00	(\$2,901.56)
120	FINES	\$3,740.83	\$176.00	\$0.00	\$0.00	\$3,916.83	\$0.00	\$3,916.83
130	FACILITY USE FEES	\$4,057.68	\$6,250.00	\$(8,918.00)	\$0.00	\$1,389.68	\$0.00	\$1,389.68
140	INTEREST	\$259.58	\$5.26	\$0.00	\$0.00	\$264.84	\$0.00	\$264.84
150	School Store/Trading Post	\$8,584.71	\$698.45	\$(457.73)	\$0.00	\$8,825.43	\$0.00	\$8,825.43
160	Activity Fees	\$9,755.00	\$110.00	\$0.00	\$0.00	\$9,865.00	\$0.00	\$9,865.00
170	BPS Foundation Grant	\$13,632.02	\$0.00	\$(311.00)	\$0.00	\$13,321.02	\$0.00	\$13,321.02
210	Freshman Class	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
220	Sophomore Class	\$161.04	\$0.00	\$0.00	\$0.00	\$161.04	\$0.00	\$161.04
230	Junior Class	\$803.05	\$0.00	\$0.00	\$0.00	\$803.05	\$0.00	\$803.05
240	Senior Class	(\$1,453.13)	\$0.00	\$0.00	\$0.00	(\$1,453.13)	\$0.00	(\$1,453.13)
250	Alumni Class	\$1,600.48	\$0.00	\$0.00	\$0.00	\$1,600.48	\$0.00	\$1,600.48
300	Athletics	\$38,544.03	\$12,519.60	\$(18,617.08)	\$0.00	\$32,446.55	\$0.00	\$32,446.55
310	Athletic Training	\$176.16	\$0.00	\$0.00	\$0.00	\$176.16	\$0.00	\$176.16
320	Athletic Team Sub Accts	\$28,745.57	\$907.55	\$(4,295.02)	\$0.00	\$25,358.10	\$0.00	\$25,358.10
340	Cheerleaders	\$7,942.38	\$896.96	\$(21,659.15)	\$0.00	(\$12,819.81)	\$0.00	(\$12,819.81)
400	Hope Squad	\$94.61	\$0.00	\$0.00	\$0.00	\$94.61	\$0.00	\$94.61
402	National Honor Society	\$791.63	\$0.00	\$0.00	\$0.00	\$791.63	\$0.00	\$791.63
404	Student Council	\$17,922.91	\$0.00	\$(1,672.88)	\$0.00	\$16,250.03	\$0.00	\$16,250.03
406	Strategic Games Club	\$149.02	\$0.00	\$0.00	\$0.00	\$149.02	\$0.00	\$149.02
408	Art Club	\$970.03	\$0.00	\$0.00	\$0.00	\$970.03	\$0.00	\$970.03
410	Key Club	\$749.70	\$0.00	\$0.00	\$0.00	\$749.70	\$0.00	\$749.70
412	HOSA	\$2,581.25	\$270.00	\$0.00	\$0.00	\$2,851.25	\$0.00	\$2,851.25
414	Instrumental Music	\$2,581.49	\$0.00	\$0.00	\$0.00	\$2,581.49	\$0.00	\$2,581.49
416	Vocal Music	\$11,151.70	\$0.00	\$0.00	\$0.00	\$11,151.70	\$0.00	\$11,151.70
418	Drama Club/Thespians	(\$37.21)	\$0.00	\$0.00	\$0.00	(\$37.21)	\$0.00	(\$37.21)
420	GSA	\$42.30	\$0.00	\$0.00	\$0.00	\$42.30	\$0.00	\$42.30
424	Yearbook-Chieftain	\$41,742.99	\$360.00	\$0.00	\$0.00	\$42,102.99	\$0.00	\$42,102.99
426	Publications-Image	\$653.53	\$0.00	\$0.00	\$0.00	\$653.53	\$0.00	\$653.53
428	Newspaper-Tom Tom	\$22,386.79	\$0.00	\$0.00	\$0.00	\$22,386.79	\$0.00	\$22,386.79
430	Play/Musical Productions	\$2,386.09	\$0.00	\$(129.00)	\$0.00	\$2,257.09	\$0.00	\$2,257.09
432	Dance Team/Bellevedettes	(\$6,943.96)	\$490.00	\$0.00	\$0.00	(\$6,453.96)	\$0.00	(\$6,453.96)
440	ROTC	\$22,461.34	\$5,046.65	\$(167.49)	(\$365.40)	\$26,975.10	\$0.00	\$26,975.10
445	Maxwell/ROTC	\$11,723.57	\$0.00	\$(351.00)	\$365.40	\$11,737.97	\$0.00	\$11,737.97
452	German Club	\$269.82	\$0.00	\$0.00	\$0.00	\$269.82	\$0.00	\$269.82
454	French Club	\$448.76	\$0.00	\$0.00	\$0.00	\$448.76	\$0.00	\$448.76
456	Spanish Club	\$29.04	\$0.00	\$0.00	\$0.00	\$29.04	\$0.00	\$29.04
458	Latin Club	\$173.91	\$0.00	\$0.00	\$0.00	\$173.91	\$0.00	\$173.91
470	FBLA	\$6,649.44	\$0.00	\$(166.08)	\$0.00	\$6,483.36	\$0.00	\$6,483.36
472	DECA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
474	FEA	\$132.16	\$0.00	\$0.00	\$0.00	\$132.16	\$0.00	\$132.16
476	Forensics	\$1,324.94	\$0.00	\$0.00	\$0.00	\$1,324.94	\$0.00	\$1,324.94
480	Family Consumer Science	\$565.52	\$0.00	\$0.00	\$0.00	\$565.52	\$0.00	\$565.52
482	Culinary Arts	\$1,437.12	\$0.00	\$0.00	\$0.00	\$1,437.12	\$0.00	\$1,437.12
484	Skills USA	\$524.99	\$0.00	\$(50.00)	\$0.00	\$474.99	\$0.00	\$474.99
486	History Club	\$263.25	\$0.00	\$0.00	\$0.00	\$263.25	\$0.00	\$263.25
487	Science	\$114.39	\$0.00	\$0.00	\$0.00	\$114.39	\$0.00	\$114.39
488	Leadership Academy	(\$346.31)	\$0.00	\$0.00	\$0.00	(\$346.31)	\$0.00	(\$346.31)
490	POST PROM	\$7,588.74	\$0.00	\$0.00	\$0.00	\$7,588.74	\$0.00	\$7,588.74
495	Special Education	\$1,619.26	\$0.00	\$0.00	\$0.00	\$1,619.26	\$0.00	\$1,619.26

**BELLEVUE EAST HIGH SCHOOL**

**General Ledger Report**

**Financial Report**

<b>From Date:</b>	9/30/2020
<b>To Date:</b>	10/31/2020

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

**Activity Accounts**

<b>Acct</b>	<b>Account Name</b>	<b>Beg. Bal.</b>	<b>Recept / JV</b>	<b>Disb / JV</b>	<b>Transfers</b>	<b>End. Bal.</b>	<b>YTD Payables</b>	<b>Work Bal</b>
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	\$37,653.60	\$1,797.00	\$0.00	\$0.00	\$39,450.60	\$0.00	\$39,450.60
<b>Activity Accounts Grand Total</b>		<b>\$313,569.05</b>	<b>\$29,727.47</b>	<b>\$(57,222.26)</b>	<b>\$0.00</b>	<b>\$286,074.26</b>	<b>\$0.00</b>	<b>\$286,074.26</b>

## BELLEVUE WEST HIGH SCHOOL

## General Ledger Report

## Financial Report

## WEST HIGH ACTIVITY

## Activity Accounts

<b>From Date:</b>	9/30/2020
<b>To Date:</b>	10/31/2020

<b>From Acct:</b>	100
<b>To Acct:</b>	521

Acct	Account Name	Beg. Bal.	Recept / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
460	FBLA-Miscellaneous	\$588.89	\$0.00	\$0.00	\$0.00	\$588.89	\$0.00	\$588.89
461	FBLA-Thunder Brew	\$1,767.28	\$0.00	\$0.00	\$0.00	\$1,767.28	\$0.00	\$1,767.28
464	Science Olympiad Acct.	\$88.79	\$0.00	\$0.00	\$0.00	\$88.79	\$0.00	\$88.79
470	FBLA	\$4,060.41	\$113.00	\$580.00	\$0.00	\$4,753.41	\$0.00	\$4,753.41
472	DECA	\$7,230.30	\$0.00	\$(352.93)	\$0.00	\$6,877.37	\$0.00	\$6,877.37
474	FEA	\$583.48	\$0.00	\$0.00	\$0.00	\$583.48	\$0.00	\$583.48
476	Forensics	\$15.28	\$0.00	\$50.00	\$0.00	\$65.28	\$0.00	\$65.28
478	Debate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
480	Family Consumer Science	\$604.52	\$0.00	\$(96.09)	\$0.00	\$508.43	\$0.00	\$508.43
482	Culinary Arts	\$972.40	\$0.00	\$(73.89)	\$0.00	\$898.51	\$0.00	\$898.51
484	Skills USA	\$6,274.99	\$384.00	\$(368.00)	\$0.00	\$6,290.99	\$0.00	\$6,290.99
486	History Club	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
490	POST PROM	\$18,690.19	\$0.00	\$0.00	\$0.00	\$18,690.19	\$0.00	\$18,690.19
500	Activity Clearing	\$(3,550.00)	\$0.00	\$0.00	\$0.00	\$(3,550.00)	\$0.00	\$(3,550.00)
504	Bowling	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
505	Counseling	\$41,996.64	\$0.00	\$0.00	\$0.00	\$41,996.64	\$0.00	\$41,996.64
506	Baseball	\$1.00	\$0.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
507	Boys Basketball	\$(123.83)	\$0.00	\$0.00	\$0.00	\$(123.83)	\$0.00	\$(123.83)
508	Girls Basketball	\$5,389.43	\$250.00	\$(1,966.54)	\$0.00	\$3,672.89	\$0.00	\$3,672.89
509	Football	\$14,127.68	\$0.00	\$(542.11)	\$0.00	\$13,585.57	\$0.00	\$13,585.57
510	Boys Golf	\$154.25	\$0.00	\$0.00	\$0.00	\$154.25	\$0.00	\$154.25
511	Boys Tennis	\$339.45	\$0.00	\$0.00	\$0.00	\$339.45	\$0.00	\$339.45
512	Girls Tennis	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
513	Track	\$1,756.37	\$0.00	\$0.00	\$0.00	\$1,756.37	\$0.00	\$1,756.37
514	Swimming	\$30.60	\$0.00	\$0.00	\$0.00	\$30.60	\$0.00	\$30.60
515	Volleyball	\$(188.70)	\$0.00	\$0.00	\$0.00	\$(188.70)	\$0.00	\$(188.70)
516	Softball	\$1,318.07	\$0.00	\$0.00	\$0.00	\$1,318.07	\$0.00	\$1,318.07
517	Wrestling	\$438.97	\$0.00	\$(204.85)	\$0.00	\$234.12	\$0.00	\$234.12
518	Boys Soccer	\$522.02	\$0.00	\$0.00	\$0.00	\$522.02	\$0.00	\$522.02
519	Girls Soccer	\$255.95	\$0.00	\$0.00	\$0.00	\$255.95	\$0.00	\$255.95
520	Girls Golf	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
521	Tbird Customs	\$370.01	\$672.00	\$(380.45)	\$0.00	\$661.56	\$0.00	\$661.56
<b>Activity Accounts Grand Total</b>		<b>\$350,837.03</b>	<b>\$29,428.88</b>	<b>\$(53,776.07)</b>	<b>\$0.00</b>	<b>\$326,489.84</b>	<b>\$0.00</b>	<b>\$326,489.84</b>

**BELLEVUE WEST HIGH SCHOOL**

**General Ledger Report**

**Financial Report**

**WEST HIGH ACTIVITY**

**Activity Accounts**

<b>From Date:</b>	9/30/2020
<b>To Date:</b>	10/31/2020

<b>From Acct:</b>	100
<b>To Acct:</b>	521

Acct	Account Name	Beg. Bal.	Recept / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	Student Affairs	\$37.92	\$0.00	\$0.00	\$0.00	\$37.92	\$0.00	\$37.92
102	T-Bird Café	\$127.91	\$0.00	\$0.00	\$0.00	\$127.91	\$0.00	\$127.91
110	Staff Affairs	\$65.35	\$0.00	\$0.00	\$0.00	\$65.35	\$0.00	\$65.35
120	Fines	\$1,369.43	\$96.00	\$(399.88)	\$0.00	\$1,065.55	\$0.00	\$1,065.55
125	Student fees	\$26,270.00	\$0.00	\$0.00	\$0.00	\$26,270.00	\$0.00	\$26,270.00
130	Facility Use Fees	\$4,472.79	\$0.00	\$(942.24)	\$0.00	\$3,530.55	\$0.00	\$3,530.55
140	INTEREST	\$107.54	\$3.15	\$0.00	\$0.00	\$110.69	\$0.00	\$110.69
150	School Store/FBLA	\$(8,977.65)	\$9,151.00	\$(36,804.94)	\$0.00	\$(36,631.59)	\$0.00	\$(36,631.59)
160	NEA Grant	\$4,241.22	\$0.00	\$0.00	\$0.00	\$4,241.22	\$0.00	\$4,241.22
170	BPS Foundation Grants	\$1,772.23	\$0.00	\$(147.90)	\$0.00	\$1,624.33	\$0.00	\$1,624.33
180	Courtesy Committee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
210	Freshman Class	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
220	Sophomore Class	\$57.02	\$0.00	\$0.00	\$0.00	\$57.02	\$0.00	\$57.02
230	Junior Class	\$5,872.31	\$0.00	\$0.00	\$0.00	\$5,872.31	\$0.00	\$5,872.31
240	Senior Class	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
250	Alumni Class	\$2,557.58	\$0.00	\$0.00	\$0.00	\$2,557.58	\$0.00	\$2,557.58
260	Autism Action Grant	\$3,937.29	\$0.00	\$0.00	\$0.00	\$3,937.29	\$0.00	\$3,937.29
300	Athletics	\$59,902.61	\$14,825.20	\$(7,324.49)	\$0.00	\$67,403.32	\$0.00	\$67,403.32
310	Athletic Training	\$92.76	\$0.00	\$0.00	\$0.00	\$92.76	\$0.00	\$92.76
320	Athletic Team Sub-Accts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
330	Athletic Booster Club	\$15,345.03	\$1,662.00	\$0.00	\$0.00	\$17,007.03	\$0.00	\$17,007.03
340	Cheerleaders	\$5,893.16	\$183.25	\$(540.26)	\$0.00	\$5,536.15	\$0.00	\$5,536.15
350	Strategic Games Club	\$6,528.97	\$0.00	\$0.00	\$0.00	\$6,528.97	\$0.00	\$6,528.97
400	Teammates	\$22.12	\$0.00	\$0.00	\$0.00	\$22.12	\$0.00	\$22.12
402	National Honor Society	\$681.53	\$0.00	\$0.00	\$0.00	\$681.53	\$0.00	\$681.53
403	Science NHS	\$406.59	\$0.00	\$0.00	\$0.00	\$406.59	\$0.00	\$406.59
404	Student Council	\$2,719.26	\$0.00	\$17.72	\$0.00	\$2,736.98	\$0.00	\$2,736.98
405	Mu Alpha Theta	\$615.68	\$0.00	\$0.00	\$0.00	\$615.68	\$0.00	\$615.68
406	BW Food Drive	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
408	Cong. Awards Club	\$322.68	\$0.00	\$0.00	\$0.00	\$322.68	\$0.00	\$322.68
410	Key Club	\$409.63	\$0.00	\$0.00	\$0.00	\$409.63	\$0.00	\$409.63
412	Ecology Club	\$39.32	\$0.00	\$0.00	\$0.00	\$39.32	\$0.00	\$39.32
414	Instrumental Music	\$6,306.03	\$0.00	\$(260.00)	\$0.00	\$6,046.03	\$0.00	\$6,046.03
416	Vocal Music	\$7,008.41	\$621.00	\$(640.00)	\$0.00	\$6,989.41	\$0.00	\$6,989.41
418	W.A.S.T. Thespians	\$4,089.93	\$0.00	\$(200.00)	\$0.00	\$3,889.93	\$0.00	\$3,889.93
420	Diversity Club	\$1,330.48	\$0.00	\$0.00	\$0.00	\$1,330.48	\$0.00	\$1,330.48
421	GSA	\$145.66	\$0.00	\$0.00	\$0.00	\$145.66	\$0.00	\$145.66
422	Latino Leaders	\$1.66	\$0.00	\$0.00	\$0.00	\$1.66	\$0.00	\$1.66
423	AASLC	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
424	Yearbook-Thunderbird	\$10,508.56	\$55.25	\$(207.17)	\$0.00	\$10,356.64	\$0.00	\$10,356.64
426	Publications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
428	Newspaper-Westwind	\$2,211.88	\$0.00	\$(200.00)	\$0.00	\$2,011.88	\$0.00	\$2,011.88
430	Play/Musical Productions	\$25,338.74	\$0.00	\$0.00	\$0.00	\$25,338.74	\$0.00	\$25,338.74
432	Dance Team/Thunderettes	\$2,943.70	\$707.00	\$(2,928.30)	\$0.00	\$722.40	\$0.00	\$722.40
434	Envirothon Grant	\$475.00	\$0.00	\$0.00	\$0.00	\$475.00	\$0.00	\$475.00
440	ROTC	\$42,770.77	\$706.03	\$416.20	\$0.00	\$43,893.00	\$0.00	\$43,893.00
445	Maxwell/ROTC	\$7,667.43	\$0.00	\$(259.95)	\$0.00	\$7,407.48	\$0.00	\$7,407.48
452	German Club	\$0.49	\$0.00	\$0.00	\$0.00	\$0.49	\$0.00	\$0.49
454	French Club	\$88.78	\$0.00	\$0.00	\$0.00	\$88.78	\$0.00	\$88.78
456	Spanish Club	\$752.97	\$0.00	\$0.00	\$0.00	\$752.97	\$0.00	\$752.97
458	Latin Club	\$91.82	\$0.00	\$0.00	\$0.00	\$91.82	\$0.00	\$91.82

**BELLEVUE PUBLIC SCHOOLS**

**General Ledger Report**

**Financial Report**

**DISTRICT ACTIVITY**

**Activity Accounts**

**From Date:** 9/30/2020  
**To Date:** 10/31/2020

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

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
1001	AVERY	\$10,741.29	\$230.00	\$(2,503.71)	(\$58.00)	\$8,409.58	\$0.00	\$8,409.58
1002	BELLEAIRE	\$8,992.24	\$2,538.00	\$(2,424.41)	\$0.00	\$9,105.83	\$0.00	\$9,105.83
1004	BERTHA BARBER	\$5,381.92	\$0.00	\$0.00	\$0.00	\$5,381.92	\$0.00	\$5,381.92
1005	BETZ	\$7,721.92	\$992.00	\$(102.42)	\$0.00	\$8,611.50	\$0.00	\$8,611.50
1006	BIRCHCREST	\$2,280.53	\$0.00	\$(165.04)	\$0.00	\$2,115.49	\$0.00	\$2,115.49
1007	CENTRAL	\$5,056.48	\$0.00	\$0.00	\$0.00	\$5,056.48	\$0.00	\$5,056.48
1008	FORT CROOK	\$10,118.98	\$0.00	\$291.57	\$0.00	\$10,410.55	\$0.00	\$10,410.55
1009	LEMAY	\$3,794.06	\$0.00	\$(1,421.81)	\$0.00	\$2,372.25	\$0.00	\$2,372.25
1010	PETER SARPY	\$3,842.59	\$331.00	\$(1,857.67)	\$0.00	\$2,315.92	\$0.00	\$2,315.92
1011	TWIN RIDGE	\$3,497.23	\$1,171.64	\$(348.00)	\$0.00	\$4,320.87	\$0.00	\$4,320.87
1014	WAKE ROBIN	\$5,928.61	\$295.00	\$(804.35)	\$0.00	\$5,419.26	\$0.00	\$5,419.26
1015	LEONARD LAWRENCE	\$8,916.88	\$0.00	\$(4,215.99)	\$0.00	\$4,700.89	\$0.00	\$4,700.89
1016	TWO SPRINGS	\$4,089.88	\$0.00	\$(1,074.97)	\$0.00	\$3,014.91	\$0.00	\$3,014.91
1017	FAIRVIEW	\$5,957.40	\$100.00	\$(1,937.09)	\$0.00	\$4,120.31	\$0.00	\$4,120.31
1018	BELLEVUE ELEMENTARY	\$7,547.91	\$0.00	\$(56.72)	\$0.00	\$7,491.19	\$0.00	\$7,491.19
1101	CHAP CENTER	\$1,842.52	\$0.00	\$0.00	\$0.00	\$1,842.52	\$0.00	\$1,842.52
9910	BEST PROGRAM	\$806.31	\$0.00	\$0.00	\$58.00	\$864.31	\$0.00	\$864.31
9911	ACE PROGRAM	\$2,764.41	\$0.00	\$0.00	\$0.00	\$2,764.41	\$0.00	\$2,764.41
9912	CAREER LAUNCH CENTER-CLC	\$15,409.00	\$0.00	\$(3,200.00)	\$0.00	\$12,209.00	\$0.00	\$12,209.00
9920	DAY CAMP	\$3,629.50	\$0.00	\$0.00	\$0.00	\$3,629.50	\$0.00	\$3,629.50
9921	STEM - SUMMER SCHOOL	\$13,532.11	\$0.00	\$65.00	\$0.00	\$13,597.11	\$0.00	\$13,597.11
9923	WELCOME CENTER	\$2,437.66	\$0.00	\$0.00	\$0.00	\$2,437.66	\$0.00	\$2,437.66
9924	MISSION ANNEX	\$595.50	\$0.00	\$0.00	\$0.00	\$595.50	\$0.00	\$595.50
9926	EARLY CHILDHOOD CENTER	\$3,145.70	\$0.00	\$0.00	\$0.00	\$3,145.70	\$0.00	\$3,145.70
9927	FASE TEAM	\$15,125.28	\$0.00	\$(56.64)	\$0.00	\$15,068.64	\$0.00	\$15,068.64
9928	DISTRICT APPRECIATION	\$5,491.90	\$0.00	\$(320.00)	\$0.00	\$5,171.90	\$0.00	\$5,171.90
9929	SEL GRANT	\$23,000.00	\$0.00	\$0.00	\$0.00	\$23,000.00	\$0.00	\$23,000.00
9931	STAFF DEVELOPMENT	\$4,097.09	\$25.00	\$0.00	\$0.00	\$4,122.09	\$0.00	\$4,122.09
9932	ELEM. PRINCIPAL SUNSHINE	\$504.65	\$0.00	\$0.00	\$0.00	\$504.65	\$0.00	\$504.65
9934	TRANSPORTATION	\$6,378.06	\$0.00	\$0.00	\$0.00	\$6,378.06	\$0.00	\$6,378.06
9935	SENSORY ROOM	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00	\$0.00	\$4,500.00
9936	GENERAL USE - ACTIVITY	\$79,509.11	\$2.00	\$0.00	\$0.00	\$79,511.11	\$0.00	\$79,511.11
9937	ELEMENTARY BAND FUND	\$318.13	\$0.00	\$0.00	\$0.00	\$318.13	\$0.00	\$318.13
9938	COOPERATING TEACHER	\$38,605.00	\$0.00	\$0.00	\$0.00	\$38,605.00	\$0.00	\$38,605.00
9939	ELEMENTARY BLDG.	\$53,274.25	\$0.00	\$0.00	\$0.00	\$53,274.25	\$0.00	\$53,274.25
9940	SECONDARY BLDG.	\$36,673.83	\$0.00	\$0.00	\$0.00	\$36,673.83	\$0.00	\$36,673.83
9941	UNIFIED SOCCER	\$2,082.32	\$0.00	\$0.00	\$0.00	\$2,082.32	\$0.00	\$2,082.32
9943	HAL	\$272.96	\$0.00	\$0.00	\$0.00	\$272.96	\$0.00	\$272.96
9944	COMMUNICATIONS	\$26,914.60	\$36.85	\$0.00	\$0.00	\$26,951.45	\$0.00	\$26,951.45
9945	TECHNOLOGY	\$186,180.33	\$927.00	\$0.00	\$0.00	\$187,107.33	\$0.00	\$187,107.33
9946	AFTER PROM	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9947	EL PARENT GROUP (PADRE)	\$581.74	\$0.00	\$0.00	\$0.00	\$581.74	\$0.00	\$581.74
9948	WEST BASEBALL FIELD PROJ.	\$16,487.06	\$30,000.00	\$0.00	\$0.00	\$46,487.06	\$0.00	\$46,487.06
9949	LAC FIELD PROJECT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9950	OPERATION READ	\$421.83	\$0.00	\$0.00	\$0.00	\$421.83	\$0.00	\$421.83
9960	DISTRICT CLEARING	\$13,863.99	\$3,760.00	\$(1,826.51)	\$0.00	\$15,797.48	\$0.00	\$15,797.48
<b>Activity Accounts Grand Total</b>		<b>\$652,312.76</b>	<b>\$40,408.49</b>	<b>\$(21,958.76)</b>	<b>\$0.00</b>	<b>\$670,762.49</b>	<b>\$0.00</b>	<b>\$670,762.49</b>

**Bellevue Public Schools General Obligation Bonds  
Summary as of 10/31/2020**

<b>Bonds Approved by Voters</b>	76,000,000.00
<b>Bonds Sold</b>	76,000,000.00
Premium Received on Sale of Bonds	10,181,683.90
<b>Gross Proceeds</b>	86,181,683.90
Other Activity:	
Underwriter's Discount (netted against proceeds)	(708,197.50)
Costs of Issuance (expense)	(221,796.00)
Interest Income received	-
<b>Net Funds Received To Date</b>	85,251,690.40
 <b>Bonds Remaining to be Sold</b>	 -
 <b>FY20 Activity:</b>	
<b>Beginning Cash Balance as of October 1, 2020</b>	29,170,413.46
Income through October 31, 2020	30,002.30
Expenditures through October 31, 2020	(206,981.94)
<b>Ending cash balance on October 31, 2020</b>	<b>28,993,433.82</b>

BELLEVUE PUBLIC SCHOOLS  
BOARD OF EDUCATION

11-01-2020

IT IS RECOMMENDED THAT THE FOLLOWING CLAIMS  
BE APPROVED FOR PAYMENT

GENERAL FUND	853,261.41
SPECIAL BUILDING FUND	41,353.92
FOOD SERVICE FUND	184,331.91
BOND PROJECTS FUND	232,653.62
<b>TOTAL</b>	<b>1,311,600.86</b>

11-01-2020

General Fund	Check No.	Check Date	Vendor Name	Amount	Description
	00244796	11/01/20	10 MEN LLC	1,800.00	BUILDING IMPROVEMENT
	00244797	11/01/20	A-1 FLAGS POLES & REPAIR LLC	1,240.00	BUILDING IMPROVEMENT
	00244798	11/01/20	A-UNITED AUTOMATIC DOORS	4,912.78	BUILDING IMPROVEMENT
	00244799	11/01/20	ADAMS & SULLIVAN P.C.	2,570.00	LEGAL SERVICES
	00244800	11/01/20	ADVANCED OFFICE AUTOMATION	7.84	SUPPLIES
	00244801	11/01/20	ADVENTURE BUS & CHARTER	2,303.00	CONTRACTED TRANSPORTATION
	00244802	11/01/20	AE SUPPLY	1,000.00	SUPPLIES
	00244803	11/01/20	AKSARBEN PIPE & SEWER	2,829.50	BUILDING IMPROVEMENT
	00244804	11/01/20	ALL AMERICAN SPORTS/RIDDELL	469.17	PROFESSIONAL SERVICES
	00244804	11/01/20	ALL AMERICAN SPORTS/RIDDELL	3,480.37	SUPPLIES
	00244805	11/01/20	AMERICAN 3B SCIENTIFIC, LP	6,500.00	EMPLOYEE TRAINING & DEVEL.
	00244806	11/01/20	AMERICAN SOLUTIONS FOR	64.17	SUPPLIES
	00244807	11/01/20	AMERICAN TIME	620.48	BUILDING IMPROVEMENT
	00244808	11/01/20	APPLE, INC.	3,209.00	SUPPLIES
	00244808	11/01/20	APPLE, INC.	490.07	TECHNOLOGY REPAIRS
	00244809	11/01/20	AQUA-CHEM, INC.	567.50	REPAIRS
	00244810	11/01/20	AUTO VALUE	327.80	TIRES & PARTS
	00244811	11/01/20	BAKER'S SUPERMARKET	956.10	SUPPLIES
	00244812	11/01/20	BAKER'S SUPERMARKET	1,982.24	SUPPLIES
	00244813	11/01/20	BATTERIES PLUS BULBS	881.92	SUPPLIES
	00244813	11/01/20	BATTERIES PLUS BULBS	78.00	TIRES & PARTS
	00244814	11/01/20	BAUER BUILT TIRE	115.50	SUPPLIES
	00244814	11/01/20	BAUER BUILT TIRE	598.50	TIRES & PARTS
	00244815	11/01/20	BEARCOM	210.42	REPAIRS
	00244815	11/01/20	BEARCOM	2,036.24	SUPPLIES
	00244816	11/01/20	BEARDMORE CHEVROLET, INC	155.09	SUPPLIES
	00244816	11/01/20	BEARDMORE CHEVROLET, INC	5,495.49	TIRES & PARTS
	00244817	11/01/20	BELLEVUE LEADER	73.85	SUPPLIES
	00244818	11/01/20	BERGANKDV	26,000.00	AUDITORS
	00244819	11/01/20	BEST CARE EMPLOYEE ASSIST	5,348.75	PROFESSIONAL SERVICES
	00244820	11/01/20	BIG RED LOCKSMITHS, INC.	18.00	BUILDING IMPROVEMENT
	00244821	11/01/20	BISHOP BUSINESS EQUIPMENT	66.00	SUPPLIES
	00244822	11/01/20	BLACK HILLS ENERGY	2,930.63	FUEL
	00244823	11/01/20	BLICK ART MATERIALS, LLC.	2,943.14	SUPPLIES
	00244824	11/01/20	BLUE CHIP ATHLETIC	1,360.00	SUPPLIES
	00244825	11/01/20	BOUND TO STAY BOUND	29.14	SUPPLIES
	00244826	11/01/20	BOYS TOWN PRESS	1,317.90	SUPPLIES
	00244827	11/01/20	BRAUN TOOLS	1,833.51	REPAIRS
	00244828	11/01/20	BRIGGS, INC.	201.02	BUILDING IMPROVEMENT

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00244829	11/01/20	BSN SPORTS INC.	22,829.27	SUPPLIES
00244830	11/01/20	BUILDERS SUPPLY CO., INC.	367.10	BUILDING IMPROVEMENT
00244831	11/01/20	CARPENTER PAPER COMPANY	2,104.64	SUPPLIES
00244832	11/01/20	CINTAS CORPORATION	574.36	PROFESSIONAL SERVICES
00244833	11/01/20	CLAY'S PUMP & EQUIPMENT CO.	16.38	TIRES & PARTS
00244834	11/01/20	CONSTELLATION ENERGY	857.18	FUEL
00244835	11/01/20	CONTINENTAL RESEARCH CORP.	1,975.30	SUPPLIES
00244836	11/01/20	CONTROL MANAGEMENT, INC	234.00	BUILDING IMPROVEMENT
00244837	11/01/20	CORNHUSKER INTL TRUCKS, INC.	1,088.71	TIRES & PARTS
00244838	11/01/20	COUNCIL BLUFFS COMMUNITY	374.20	SUPPLIES
00244839	11/01/20	COX BUSINESS SERVICES	30,171.70	TELECOMMUNICATIONS
00244840	11/01/20	D.C. ELECTRIC/HEARTLAND	3,755.00	BUILDING IMPROVEMENT
00244841	11/01/20	DATASHIELD CORPORATION	153.00	TRASH REMOVAL
00244842	11/01/20	DAYMARK SOLUTIONS INC.	130.00	SUPPLIES
00244843	11/01/20	DELTA FOREMOST CHEMICAL	3,057.95	SUPPLIES
00244844	11/01/20	DEMCO, INC.	530.68	SUPPLIES
00244845	11/01/20	DIETZE MUSIC	86.00	REPAIRS
00244846	11/01/20	DISCOVERY EDUCATION	39,200.00	EMPLOYEE TRAINING & DEVEL.
00244847	11/01/20	E-RATE FIRST, LLC	12,147.84	TELECOMMUNICATIONS
00244848	11/01/20	E.S.U. #3	285.00	EMPLOYEE TRAINING & DEVEL.
00244848	11/01/20	E.S.U. #3	3,195.05	TUITION-OTHER AGENCIES
00244849	11/01/20	EASY WAY SAFETY SERVICES, INC.	225.00	SUPPLIES
00244850	11/01/20	ECOLAB INC.	42.08	SUPPLIES
00244851	11/01/20	EGAN SUPPLY	7,277.89	REPAIRS
00244851	11/01/20	EGAN SUPPLY	41,026.52	SUPPLIES
00244852	11/01/20	ELECTRICAL ENGINEERING	94.96	BUILDING IMPROVEMENT
00244853	11/01/20	ELECTRONIC CONTRACTING	5,493.80	BUILDING IMPROVEMENT
00244854	11/01/20	FAMILY FARE SUPERMARKET	411.94	SUPPLIES
00244855	11/01/20	FAMILY FARE SUPERMARKET	31.33	SUPPLIES
00244856	11/01/20	FASHION CLEANERS	639.14	SUPPLIES
00244857	11/01/20	FATHER FLANAGAN'S BOYS' HOME	3,000.00	EMPLOYEE TRAINING & DEVEL.
00244857	11/01/20	FATHER FLANAGAN'S BOYS' HOME	50.00	TUITION-OTHER AGENCIES
00244858	11/01/20	FERRELLGAS	2,262.69	GAS, DIESEL, OIL
00244859	11/01/20	FES	1,741.66	SOFTWARE
00244860	11/01/20	FIELD PAPER COMPANY	520.91	SUPPLIES
00244861	11/01/20	FLEETPRIDE	1,072.48	TIRES & PARTS
00244862	11/01/20	FOLLETT SCHOOL SOLUTIONS	9,420.15	SUPPLIES
00244863	11/01/20	GALLUP, INC	2,842.40	PROFESSIONAL SERVICES
00244864	11/01/20	GECKO MICROSOLUTIONS, INC	510.00	SOFTWARE
00244865	11/01/20	GENERAL FIRE AND SAFETY	15,998.35	BUILDING IMPROVEMENT

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00244866	11/01/20	GLENNA FISHER	3,000.49	PROFESSIONAL SERVICES
00244867	11/01/20	GOALS	300.00	PROFESSIONAL SERVICES
00244868	11/01/20	GRACENOTES LLC	1,476.00	SUPPLIES
00244869	11/01/20	GRAINGER, INC.	1,439.03	BUILDING IMPROVEMENT
00244869	11/01/20	GRAINGER, INC.	724.86	REPAIRS
00244870	11/01/20	GRANTPROSE INC.	925.00	PROFESSIONAL SERVICES
00244871	11/01/20	GREENLIFE GARDENS, INC.	1,168.00	SITE IMPROVEMENTS
00244872	11/01/20	GREGG YOUNG AUTOMOTIVE OF	820.38	REPAIRS
00244873	11/01/20	HAUFF SPORTS	829.52	SUPPLIES
00244874	11/01/20	HILLYARD	768.72	SUPPLIES
00244875	11/01/20	HOLDAHL, INC.	375.30	BUILDING IMPROVEMENT
00244876	11/01/20	HOTSY EQUIPMENT CO.	389.02	REPAIRS
00244877	11/01/20	IMAGINE LEARNING, INC.	7,650.00	SUPPLIES
00244878	11/01/20	INTERNATIONAL ACADEMY OF	3,800.00	SUPPLIES
00244879	11/01/20	INTERSTATE POWER SYSTEMS	3.73	TIRES & PARTS
00244880	11/01/20	IT SAVVY	203.90	SOFTWARE
00244881	11/01/20	J & J SMALL ENGINE SERVICE, INC.	589.33	REPAIRS
00244881	11/01/20	J & J SMALL ENGINE SERVICE, INC.	515.14	SUPPLIES
00244882	11/01/20	J.P. COOKE COMPANY	36.45	SUPPLIES
00244883	11/01/20	J.W. PEPPER & SON, INC.	84.76	SUPPLIES
00244884	11/01/20	JODON'S	445.60	SUPPLIES
00244885	11/01/20	JOHN DEERE FINANCIAL	422.94	SUPPLIES
00244886	11/01/20	JOHNSTONE SUPPLY	12.27	REPAIRS
00244887	11/01/20	JOSH TEDDER CONSTRUCTION	825.00	BUILDING IMPROVEMENT
00244888	11/01/20	JUNIOR LIBRARY GUILD	421.10	SUPPLIES
00244889	11/01/20	KAPCO	1,169.15	SUPPLIES
00244890	11/01/20	KIMBALL MIDWEST	236.01	SUPPLIES
00244890	11/01/20	KIMBALL MIDWEST	1,246.18	TIRES & PARTS
00244891	11/01/20	KONE INC.	417.39	BUILDING IMPROVEMENT
00244892	11/01/20	LAKESHORE LEARNING MATERIALS	57.49	SUPPLIES
00244893	11/01/20	LANGUAGE LINE SERVICES	7.51	SUPPLIES
00244894	11/01/20	LEADING EDGE LAMINATING	157.50	BUILDING IMPROVEMENT
00244894	11/01/20	LEADING EDGE LAMINATING	107.96	SUPPLIES
00244895	11/01/20	MACGILL	923.68	SUPPLIES
00244896	11/01/20	MATHESON TRI-GAS, INC.	268.51	REPAIRS
00244896	11/01/20	MATHESON TRI-GAS, INC.	457.18	SUPPLIES
00244897	11/01/20	MAXIM HEALTHCARE SERVICES	14,413.00	TUITION-OTHER AGENCIES
00244898	11/01/20	MAXIM STAFFING SOLUTIONS	3,103.00	TUITION-OTHER AGENCIES
00244899	11/01/20	MCGRAW-HILL COMPANIES	0.00	SUPPLIES
00244900	11/01/20	MCGRAW-HILL SCHOOL	816.10	SUPPLIES

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00244901	11/01/20	MCKESSON	26.76	SUPPLIES
00244902	11/01/20	MECHANICAL SALES, INC.	19,154.24	BUILDING IMPROVEMENT
00244902	11/01/20	MECHANICAL SALES, INC.	20,398.17	SITE IMPROVEMENTS
00244903	11/01/20	MEJIA ROOFING & CONTRACTORS	1,730.00	BUILDING IMPROVEMENT
00244904	11/01/20	MENARDS, INC.	2,190.94	BUILDING IMPROVEMENT
00244904	11/01/20	MENARDS, INC.	1,714.59	REPAIRS
00244904	11/01/20	MENARDS, INC.	2,025.51	SUPPLIES
00244904	11/01/20	MENARDS, INC.	56.88	TIRES & PARTS
00244905	11/01/20	METAL DOORS & HARDWARE	1,983.00	BUILDING IMPROVEMENT
00244906	11/01/20	METROPOLITAN UTILITIES DIST.	3,515.06	FUEL
00244906	11/01/20	METROPOLITAN UTILITIES DIST.	29,435.43	WATER & SEWER
00244907	11/01/20	MICHAEL TODD & CO. INC	23.34	BUILDING IMPROVEMENT
00244908	11/01/20	MICROFILM IMAGING SYSTEMS	904.91	SUPPLIES
00244909	11/01/20	MID-PLAINS INSULATION	1,443.40	BUILDING IMPROVEMENT
00244910	11/01/20	MIDLANDS TESTING SERVICES	470.00	PROFESSIONAL SERVICES
00244911	11/01/20	MINNESOTA CLAY CO., USA	523.29	SUPPLIES
00244912	11/01/20	NACIA	30.00	PROFESSIONAL SERVICES
00244913	11/01/20	NAPA AUTO PARTS	284.01	SUPPLIES
00244913	11/01/20	NAPA AUTO PARTS	386.85	TIRES & PARTS
00244914	11/01/20	NASB ALICAP	100.00	EMPLOYEE TRAINING & DEVEL.
00244915	11/01/20	NASCO	676.58	SUPPLIES
00244916	11/01/20	NCS PEARSON INCORPORATED	6,670.64	SUPPLIES
00244917	11/01/20	NEARPOD, INC.	3,250.00	SUPPLIES
00244918	11/01/20	NEBRASKA - IOWA SUPPLY CO	15,325.83	GAS, DIESEL, OIL
00244919	11/01/20	NEBRASKA FURNITURE MART	1,166.00	FURNITURE & EQUIPMENT
00244919	11/01/20	NEBRASKA FURNITURE MART	-401.79	SUPPLIES
00244920	11/01/20	NEW HORIZONS LLC	1,780.00	BUILDING IMPROVEMENT
00244921	11/01/20	NOETIC LEARNING	294.00	SUPPLIES
00244922	11/01/20	OBJECTIVEED	250.00	SUPPLIES
00244923	11/01/20	OCCUPATIONAL HEALTH	1,453.00	PROFESSIONAL SERVICES
00244924	11/01/20	OFFICE DEPOT, INC	349.22	FURNITURE & EQUIPMENT
00244924	11/01/20	OFFICE DEPOT, INC	6,812.77	SUPPLIES
00244925	11/01/20	OFFUTT COLLISION REPAIR	2,943.20	REPAIRS
00244926	11/01/20	OHARCO	528.42	BUILDING IMPROVEMENT
00244927	11/01/20	OMAHA DOOR & WINDOW CO, INC	360.12	BUILDING IMPROVEMENT
00244927	11/01/20	OMAHA DOOR & WINDOW CO, INC	139.51	REPAIRS
00244928	11/01/20	OMAHA NEON SIGN COMPANY	151.50	BUILDING IMPROVEMENT
00244929	11/01/20	OMAHA PUBLIC POWER DISTRICT	159,469.33	ELECTRICITY
00244930	11/01/20	ONE SOURCE, INC.	697.00	PROFESSIONAL SERVICES
00244931	11/01/20	OPC DIRECT	367.50	SUPPLIES

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00244932	11/01/20	PAXTON/PATTERSON LLC	137.06	SUPPLIES
00244933	11/01/20	PIONEER MANF. CO.	3,900.00	REPAIRS
00244934	11/01/20	PLIBRICO COMPANY, LLC.	13,296.37	BUILDING IMPROVEMENT
00244935	11/01/20	POSITIVE PROMOTIONS, INC.	318.76	SUPPLIES
00244936	11/01/20	POWERSCHOOL GROUP, LLC.	210.00	PROFESSIONAL SERVICES
00244937	11/01/20	PREMIER BUSINESS SERVICES	138.60	SUPPLIES
00244938	11/01/20	PREMIER WASTE SOLUTIONS	56.70	BUILDING IMPROVEMENT
00244938	11/01/20	PREMIER WASTE SOLUTIONS	2,304.00	TRASH REMOVAL
00244939	11/01/20	PRESTO-X	27.00	BUILDING IMPROVEMENT
00244939	11/01/20	PRESTO-X	1,257.00	SITE IMPROVEMENTS
00244940	11/01/20	PRIME COMMUNICATIONS, INC.	2,892.16	BUILDING IMPROVEMENT
00244940	11/01/20	PRIME COMMUNICATIONS, INC.	7,600.00	SOFTWARE
00244940	11/01/20	PRIME COMMUNICATIONS, INC.	761.50	SUPPLIES
00244941	11/01/20	PULSE FINDERS	3,840.00	EMPLOYEE TRAINING & DEVEL.
00244942	11/01/20	PURELAND SUPPLY	229.00	SUPPLIES
00244943	11/01/20	RADCLIFFE, GILBERTSON	4,500.00	LOBBYIST
00244944	11/01/20	RAY MARTIN COMPANY	3,118.75	BUILDING IMPROVEMENT
00244945	11/01/20	REALLY GOOD STUFF, LLC.	49.88	SUPPLIES
00244946	11/01/20	REALLY GREAT READING CO. LLC.	1,926.50	SUPPLIES
00244947	11/01/20	RENAISSANCE LEARNING INC	300.00	EMPLOYEE TRAINING & DEVEL.
00244947	11/01/20	RENAISSANCE LEARNING INC	1,480.00	SUPPLIES
00244948	11/01/20	ROSETTA STONE LTD.	3,300.00	SUPPLIES
00244949	11/01/20	SAFELITE FULFILLMENT, INC.	90.00	REPAIRS
00244950	11/01/20	SAPP BROS, INC.	400.80	GAS, DIESEL, OIL
00244951	11/01/20	SCHMITT MUSIC	3,120.00	REPAIRS
00244952	11/01/20	SCHOLASTIC BOOK FAIRS	365.03	SUPPLIES
00244953	11/01/20	SCHOOL SPECIALTY, INC.	2,247.77	SUPPLIES
00244954	11/01/20	SHADOW LAKE COLLISION	3,886.40	REPAIRS
00244955	11/01/20	SHERWIN-WILLIAMS	35.51	BUILDING IMPROVEMENT
00244955	11/01/20	SHERWIN-WILLIAMS	175.20	REPAIRS
00244956	11/01/20	SNYDER CHARLESON THERAPY	23,114.68	TUITION-OTHER AGENCIES
00244957	11/01/20	SOCIAL THINKING	41.64	SUPPLIES
00244958	11/01/20	SOUTHERNCARLSON, INC	18.74	REPAIRS
00244959	11/01/20	SOUTHSIDE PLUMBING, LLC.	1,132.00	BUILDING IMPROVEMENT
00244960	11/01/20	STA CENTRAL REGION	47,274.60	CONTRACTED TRANSPORTATION
00244961	11/01/20	STAPLES ADVANTAGE	618.77	SUPPLIES
00244962	11/01/20	STEVE'S FLOOR COVERINGS, INC.	685.00	BUILDING IMPROVEMENT
00244963	11/01/20	STEVEN LEHR, RPT	85.00	SUPPLIES
00244964	11/01/20	STRIV	1,975.00	SUPPLIES
00244965	11/01/20	SUBURBAN NEWSPAPERS, INC.	612.09	ADVERTISING/PUBLICATION

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00244966	11/01/20	TALX UC EXPRESS	44.00	PROFESSIONAL SERVICES
00244966	11/01/20	TALX UC EXPRESS	1,467.21	UNEMPLOYMENT CERTIFIED
00244967	11/01/20	TEACHERS PAY TEACHERS	55.98	SUPPLIES
00244968	11/01/20	TERRY HUGHES TREE SERVICE	5,398.00	BUILDING IMPROVEMENT
00244969	11/01/20	THE FILTER SHOP	2,391.31	SUPPLIES
00244970	11/01/20	THE HOME DEPOT PRO	7,364.09	SUPPLIES
00244971	11/01/20	THE MUSICIAN'S CHOICE	164.25	SUPPLIES
00244972	11/01/20	TRANS/AIR MANUFACTURING	95.85	TIRES & PARTS
00244973	11/01/20	TROPHY CONSTRUCTION, INC.	5,397.67	BUILDING IMPROVEMENT
00244974	11/01/20	TRUCK CENTER COMPANIES	7,295.39	TIRES & PARTS
00244975	11/01/20	TURNITIN, LLC.	12,554.75	SOFTWARE
00244976	11/01/20	TY'S OUTDOOR POWER INC.	550.18	SUPPLIES
00244977	11/01/20	U.S. BANK CORPORATE PAYMENT	911.30	BUILDING IMPROVEMENT
00244977	11/01/20	U.S. BANK CORPORATE PAYMENT	349.93	EMPLOYEE TRAINING & DEVEL.
00244977	11/01/20	U.S. BANK CORPORATE PAYMENT	5,898.15	SUPPLIES
00244977	11/01/20	U.S. BANK CORPORATE PAYMENT	208.12	TEXTBOOKS & PERIODICALS
00244978	11/01/20	U.S. BANK EQUIPMENT FINANCE	10,088.92	RENTALS/LEASE PURCHASE
00244978	11/01/20	U.S. BANK EQUIPMENT FINANCE	8,592.87	SUPPLIES
00244979	11/01/20	UNIFIRST CORPORATION	660.87	PROFESSIONAL SERVICES
00244980	11/01/20	VOSS LIGHTING	2,476.36	SUPPLIES
00244981	11/01/20	WELDON PARTS OMAHA	141.96	TIRES & PARTS
00244982	11/01/20	WESTLAKE HARDWARE	381.00	REPAIRS
00244982	11/01/20	WESTLAKE HARDWARE	462.85	SUPPLIES
00244982	11/01/20	WESTLAKE HARDWARE	13.34	TIRES & PARTS
00244983	11/01/20	WOODHOUSE FORD SOUTH INC.	193.46	SUPPLIES
00244984	11/01/20	WORK FIT, INC.	445.00	PROFESSIONAL SERVICES
00244985	11/01/20	YANT EQUIPMENT	32.90	SUPPLIES
		<b>General Fund Total:</b>	<b>853,261.41</b>	

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General Fund	Check No	Check Date	Vendor Name	Amount	Description
	00244692	10/02/20	AMERICAN SCHOLASTIC	0.00	EMPLOYEE TRAINING & DEVEL.
	00244692	10/02/20	AMERICAN SCHOLASTIC	100.00	SUPPLIES
	00244693	10/02/20	DE LAGE LANDEN FINANCIAL	426.79	FURNITURE & EQUIPMENT
	00244697	10/02/20	VERIZON WIRELESS	320.12	TELECOMMUNICATIONS
	00244743	10/05/20	KEN RICE	71.71	SUPPLIES
	00244744	10/05/20	U.S. BANK CORPORATE PAYMENT	379.98	SUPPLIES
	00244745	10/09/20	CARDMEMBER SERVICE	218.70	EMPLOYEE TRAINING & DEVEL.
	00244745	10/09/20	CARDMEMBER SERVICE	3,084.76	SUPPLIES
	00244746	10/09/20	DISTRICT REVOLVING ACCOUNT	80.00	EMPLOYEE TRAINING & DEVEL.
	00244746	10/09/20	DISTRICT REVOLVING ACCOUNT	3,800.00	POSTAGE
	00244746	10/09/20	DISTRICT REVOLVING ACCOUNT	2,490.00	PROFESSIONAL SERVICES
	00244746	10/09/20	DISTRICT REVOLVING ACCOUNT	170.00	REPAIRS
	00244746	10/09/20	DISTRICT REVOLVING ACCOUNT	13,726.37	SUPPLIES
	00244746	10/09/20	DISTRICT REVOLVING ACCOUNT	1,033.79	TRASH REMOVAL
	00244748	10/09/20	MICHAELLA ESTERS	290.42	SUPPLIES
	00244749	10/09/20	NACIA	130.00	EMPLOYEE TRAINING & DEVEL.
	00244751	10/14/20	AMERICAN PARKING SHARP	2,094.25	SITE IMPROVEMENTS
	00244753	10/14/20	UPS	43.35	POSTAGE
	00244754	10/19/20	JEFF RIPPE	33.87	SUPPLIES
	00244756	10/22/20	AMBER SHEPHERD	475.00	NON-INSTRUCTIONAL SALARY
	00244757	10/27/20	UNIVERSITY OF NEBRASKA	40.00	SUPPLIES
	00244794	10/29/20	SETH PENNELL	171.00	PROFESSIONAL SERVICES
<b>General Fund Immediate Pays Released Prior to Board Meeting</b>				<b>29,180.11</b>	

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Special Bldg Fund	Check No	Check Date	Vendor Name	Amount	Description
	00244986	11/01/20	CCS PRESENTATION SYSTEMS	3,335.94	BUILDING PROJECTS
	00244987	11/01/20	EGAN SUPPLY	5,535.00	BUILDING PROJECTS
	00244988	11/01/20	GENERAL FIRE AND SAFETY	6,967.00	BUILDING PROJECTS
	00244989	11/01/20	PLIBRICO COMPANY, LLC.	7,931.19	BUILDING PROJECTS
	00244990	11/01/20	PRIME COMMUNICATIONS, INC.	1,414.79	BUILDING PROJECTS
	00244991	11/01/20	SUMMIT PAINTING, LLC.	13,750.00	BUILDING PROJECTS
	00244992	11/01/20	T. HANSEN CONSTRUCTION, INC.	2,420.00	BUILDING PROJECTS
			<b>Special Building Fund Total:</b>	<b>41,353.92</b>	

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Special Bldg Fund	Check No	Check Date	Vendor Name	Amount	Description
	00244691	10/02/20	AMERICA'S FENCE STORE, INC.	2,843.22	BUILDING PROJECTS
	00244755	10/19/20	SPRINGFIELD PLATTEVIEW	68,225.30	LAND & LAND IMPROVEMENTS
	00244793	10/29/20	BPS DISTRICT ACTIVITY	30,000.00	BUILDING PROJECTS
<b>Special Building Immediate Pays Released Prior to Board Meeting:</b>				<b>101,068.52</b>	

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Bond Project Fund	Check No.	Check Date	Vendor Name	Amount	Description
	00030479	11/01/20	APPLE, INC.	14,900.00	BUILDING PROJECTS
	00030480	11/01/20	BEARDMORE SUBARU	32.16	BUILDING PROJECTS
	00030481	11/01/20	EQUIPMENT UNLIMITED, INC	27.30	BUILDING PROJECTS
	00030482	11/01/20	GENERAL FIRE AND SAFETY	60,064.00	BUILDING PROJECTS
	00030483	11/01/20	GP ARCHITECTURE, LLC.	9,657.50	BUILDING PROJECTS
	00030483	11/01/20	GP ARCHITECTURE, LLC.	10,000.00	PROFESSIONAL SERVICES
	00030484	11/01/20	HOCKENBERGS	82,655.68	BUILDING PROJECTS
	00030485	11/01/20	MEJIA ROOFING & CONTRACTORS	47,000.00	BUILDING PROJECTS
	00030486	11/01/20	NAPA AUTO PARTS	206.94	BUILDING PROJECTS
	00030487	11/01/20	RIFE CONSTRUCTION	7,677.26	BUILDING PROJECTS
	00030488	11/01/20	UNIFIRST CORPORATION	432.78	BUILDING PROJECTS
			<b>Bond Project Fund Total:</b>	<b>232,653.62</b>	

11-1-2020

Bond Project Fund	Check No	Check Date	Vendor Name	Amount	Description
	00030478	10/22/20	10 MEN LLC	25,875.00	BUILDING PROJECTS
<b>Bond Project Fund Immediate Pays Released Prior to Board Meeting:</b>				<b>25,875.00</b>	

11-01-2020

Food Service	Check No.	Check Date	Vendor Name	Amount	Description
	00244993	11/01/20	AMERICAN BOTTLING COMPANY	2,253.20	FOOD
	00244994	11/01/20	BADGER BODY & TRUCK	54.00	SUPPLIES
	00244995	11/01/20	BAKER'S SUPERMARKET	133.09	FOOD
	00244996	11/01/20	BISHOP BUSINESS EQUIPMENT	74.75	SUPPLIES
	00244997	11/01/20	CARPENTER PAPER COMPANY	6,037.72	SUPPLIES
	00244998	11/01/20	COCA-COLA OF OMAHA	5,421.72	FOOD
	00244999	11/01/20	FARNER-BOCKEN COMPANY	3,421.47	FOOD
	00245000	11/01/20	GENERAL PARTS, LLC.	9,361.78	REPAIRS
	00245001	11/01/20	GREENBERG FRUIT COMPANY	2,135.50	FOOD
	00245002	11/01/20	HILAND DAIRY	22,169.80	FOOD
	00245003	11/01/20	MARY HANSEN	41.82	SUPPLIES
	00245004	11/01/20	MILLARD REFRIGERATED	85.41	PROFESSIONAL SERVICES
	00245005	11/01/20	MMC CONTRACTORS, INC.	15,340.48	REPAIRS
	00245006	11/01/20	NAPA AUTO PARTS	8.97	SUPPLIES
	00245007	11/01/20	NEBRASKA - IOWA SUPPLY CO	513.26	GAS, DIESEL, OIL
	00245008	11/01/20	OFFICE DEPOT, INC	319.95	SUPPLIES
	00245009	11/01/20	PEPSI COLA COMPANY	3,687.94	FOOD
	00245010	11/01/20	PREMIER WASTE SOLUTIONS	1,724.00	TRASH REMOVAL
	00245011	11/01/20	ROTELLA'S ITALIAN BAKERY, INC.	8,378.37	FOOD
	00245012	11/01/20	SOUTHSIDE PLUMBING, LLC.	464.77	REPAIRS
	00245013	11/01/20	SYSCO LINCOLN	102,703.91	FOOD
			<b>Food Service Fund Total:</b>	<b>184,331.91</b>	

11-1-2020

Food Service	Check No	Check Date	Vendor Name	Amount	Description
	00244694	10/02/20	JOELLE DOCKTER	75.00	MISCELLANEOUS
	00244695	10/02/20	MICHELLE MADISON	99.70	MISCELLANEOUS
	00244696	10/02/20	PREMIER WASTE SOLUTIONS	1,724.00	TRASH REMOVAL
	00244697	10/02/20	VERIZON WIRELESS	138.40	SUPPLIES
	00244747	10/09/20	KEELEY SHOEMAKER	64.10	MISCELLANEOUS
	00244750	10/09/20	NATHAN HAMPSHIRE	54.35	MISCELLANEOUS
	00244752	10/14/20	TAMIKA THOMAS	18.70	MISCELLANEOUS
<b>Food Service Immediate Pays Released Prior to Board Meeting:</b>				<b>2,174.25</b>	

**Bellevue Public Schools - Publication Of Checks**

Vendor Name	Amount	Description
10 MEN LLC	1,800.00	BUILDING IMPROVEMENT
10 MEN LLC	25,875.00	BUILDING PROJECTS
A-1 FLAGS POLES & REPAIR LLC	1,240.00	BUILDING IMPROVEMENT
ADAMS & SULLIVAN P.C.	2,570.00	LEGAL SERVICES
ADVANCED OFFICE AUTOMATION INC	7.84	SUPPLIES
ADVENTURE BUS & CHARTER	2,303.00	CONTRACTED TRANSPORTATION
AE SUPPLY	1,000.00	SUPPLIES
AKSARBEN PIPE & SEWER CLEANING CO.	2,829.50	BUILDING IMPROVEMENT
ALL AMERICAN SPORTS/RIDDELL	469.17	PROFESSIONAL SERVICES
ALL AMERICAN SPORTS/RIDDELL	3,480.37	SUPPLIES
AMBER SHEPHERD	475.00	NON-INSTRUCTIONAL SALARY
AMERICAN 3B SCIENTIFIC, LP	6,500.00	EMPLOYEE TRAINING & DEVELOPMNT
AMERICAN BOTTLING COMPANY	2,253.20	FOOD
AMERICAN PARKING SHARP FINANCIAL SERVICE	2,094.25	SITE IMPROVEMENTS
AMERICAN SCHOLASTIC MATHEMATICS ASSOC	0.00	EMPLOYEE TRAINING & DEVELOPMNT
AMERICAN SCHOLASTIC MATHEMATICS ASSOC	100.00	SUPPLIES
AMERICAN SOLUTIONS FOR BUSINESS	64.17	SUPPLIES
AMERICAN TIME	620.48	BUILDING IMPROVEMENT
AMERICA'S FENCE STORE, INC.	2,843.22	BUILDING PROJECTS
APPLE, INC.	14,900.00	BUILDING PROJECTS
APPLE, INC.	3,209.00	SUPPLIES
APPLE, INC.	490.07	TECHNOLOGY REPAIRS
AQUA-CHEM, INC.	567.50	REPAIRS
A-UNITED AUTOMATIC DOORS & GLASS, INC	4,912.78	BUILDING IMPROVEMENT
AUTO VALUE	327.80	TIRES & PARTS
BADGER BODY & TRUCK EQUIPMENT CO.	54.00	SUPPLIES
BAKER'S SUPERMARKET	956.10	SUPPLIES
BAKER'S SUPERMARKET	1,982.24	SUPPLIES
BAKER'S SUPERMARKET	133.09	FOOD
BATTERIES PLUS BULBS	881.92	SUPPLIES
BATTERIES PLUS BULBS	78.00	TIRES & PARTS
BAUER BUILT TIRE	115.50	SUPPLIES
BAUER BUILT TIRE	598.50	TIRES & PARTS
BEARCOM	210.42	REPAIRS
BEARCOM	2,036.24	SUPPLIES
BEARDMORE CHEVROLET, INC	155.09	SUPPLIES

11-01-2020

BEARDMORE CHEVROLET, INC	5,495.49	TIRES & PARTS
BEARDMORE SUBARU	32.16	BUILDING PROJECTS
BELLEVUE LEADER	73.85	SUPPLIES
BERGANKDV	26,000.00	AUDITORS
BEST CARE EMPLOYEE ASSIST. PRG	5,348.75	PROFESSIONAL SERVICES
BIG RED LOCKSMITHS, INC.	18.00	BUILDING IMPROVEMENT
BISHOP BUSINESS EQUIPMENT	66.00	SUPPLIES
BISHOP BUSINESS EQUIPMENT	74.75	SUPPLIES
BLACK HILLS ENERGY	2,930.63	FUEL
BLICK ART MATERIALS, LLC.	2,943.14	SUPPLIES
BLUE CHIP ATHLETIC	1,360.00	SUPPLIES
BOUND TO STAY BOUND	29.14	SUPPLIES
BOYS TOWN PRESS	1,317.90	SUPPLIES
BPS DISTRICT ACTIVITY	30,000.00	BUILDING PROJECTS
BRAUN TOOLS	1,833.51	REPAIRS
BRIGGS, INC.	201.02	BUILDING IMPROVEMENT
BSN SPORTS INC.	22,829.27	SUPPLIES
BUILDERS SUPPLY CO., INC.	367.10	BUILDING IMPROVEMENT
CARDMEMBER SERVICE	218.70	EMPLOYEE TRAINING & DEVELOPMNT
CARDMEMBER SERVICE	3,084.76	SUPPLIES
CARPENTER PAPER COMPANY	2,104.64	SUPPLIES
CARPENTER PAPER COMPANY	6,037.72	SUPPLIES
CCS PRESENTATION SYSTEMS, INC.	3,335.94	BUILDING PROJECTS
CINTAS CORPORATION	574.36	PROFESSIONAL SERVICES
CLAY'S PUMP & EQUIPMENT CO.	16.38	TIRES & PARTS
COCA-COLA OF OMAHA	5,421.72	FOOD
CONSTELLATION ENERGY	857.18	FUEL
CONTINENTAL RESEARCH CORP.	1,975.30	SUPPLIES
CONTROL MANAGEMENT, INC	234.00	BUILDING IMPROVEMENT
CORNHUSKER INTL TRUCKS, INC.	1,088.71	TIRES & PARTS
COUNCIL BLUFFS COMMUNITY SCHOOL DIST	374.20	SUPPLIES
COX BUSINESS SERVICES	30,171.70	TELECOMMUNICATIONS
D.C. ELECTRIC/HEARTLAND LIGHTING, INC.	3,755.00	BUILDING IMPROVEMENT
DATASHIELD CORPORATION	153.00	TRASH REMOVAL
DAYMARK SOLUTIONS INC.	130.00	SUPPLIES
DE LAGE LANDEN FINANCIAL SERVICES, INC	426.79	FURNITURE & EQUIPMENT
DELTA FOREMOST CHEMICAL CORP.	3,057.95	SUPPLIES
DEMCO, INC.	530.68	SUPPLIES
DIETZE MUSIC	86.00	REPAIRS
DISCOVERY EDUCATION	39,200.00	EMPLOYEE TRAINING & DEVELOPMNT

11-01-2020

DISTRICT REVOLVING ACCOUNT	80.00	EMPLOYEE TRAINING & DEVELOPMNT
DISTRICT REVOLVING ACCOUNT	3,800.00	POSTAGE
DISTRICT REVOLVING ACCOUNT	2,490.00	PROFESSIONAL SERVICES
DISTRICT REVOLVING ACCOUNT	170.00	REPAIRS
DISTRICT REVOLVING ACCOUNT	13,726.37	SUPPLIES
DISTRICT REVOLVING ACCOUNT	1,033.79	TRASH REMOVAL
E.S.U. #3	285.00	EMPLOYEE TRAINING & DEVELOPMNT
E.S.U. #3	3,195.05	TUITION-OTHER AGENCIES
EASY WAY SAFETY SERVICES, INC.	225.00	SUPPLIES
ECOLAB INC.	42.08	SUPPLIES
EGAN SUPPLY	7,277.89	REPAIRS
EGAN SUPPLY	41,026.52	SUPPLIES
EGAN SUPPLY	5,535.00	BUILDING PROJECTS
ELECTRICAL ENGINEERING & EQUIP	94.96	BUILDING IMPROVEMENT
ELECTRONIC CONTRACTING COMPANY	5,493.80	BUILDING IMPROVEMENT
EQUIPMENT UNLIMITED, INC	27.30	BUILDING PROJECTS
E-RATE FIRST, LLC	12,147.84	TELECOMMUNICATIONS
FAMILY FARE SUPERMARKET	411.94	SUPPLIES
FAMILY FARE SUPERMARKET	31.33	SUPPLIES
FARNER-BOCKEN COMPANY	3,421.47	FOOD
FASHION CLEANERS	639.14	SUPPLIES
FATHER FLANAGAN'S BOYS' HOME	3,000.00	EMPLOYEE TRAINING & DEVELOPMNT
FATHER FLANAGAN'S BOYS' HOME	50.00	TUITION-OTHER AGENCIES
FERRELLGAS	2,262.69	GAS, DIESEL, OIL
FES	1,741.66	SOFTWARE
FIELD PAPER COMPANY	520.91	SUPPLIES
FLEETPRIDE	1,072.48	TIRES & PARTS
FOLLETT SCHOOL SOLUTIONS, INC.	9,420.15	SUPPLIES
GALLUP, INC	2,842.40	PROFESSIONAL SERVICES
GECKO MICROSOLUTIONS, INC	510.00	SOFTWARE
GENERAL FIRE AND SAFETY EQUIPMENT CO.	60,064.00	BUILDING PROJECTS
GENERAL FIRE AND SAFETY EQUIPMENT CO.	15,998.35	BUILDING IMPROVEMENT
GENERAL FIRE AND SAFETY EQUIPMENT CO.	6,967.00	BUILDING PROJECTS
GENERAL PARTS, LLC.	9,361.78	REPAIRS
GLENNA FISHER	3,000.49	PROFESSIONAL SERVICES
GOALS	300.00	PROFESSIONAL SERVICES
GP ARCHITECTURE, LLC.	9,657.50	BUILDING PROJECTS
GP ARCHITECTURE, LLC.	10,000.00	PROFESSIONAL SERVICES
GRACENOTES LLC	1,476.00	SUPPLIES
GRAINGER, INC.	1,439.03	BUILDING IMPROVEMENT

11-01-2020

GRAINGER, INC.	724.86	REPAIRS
GRANTPROSE INC.	925.00	PROFESSIONAL SERVICES
GREENBERG FRUIT COMPANY	2,135.50	FOOD
GREENLIFE GARDENS, INC.	1,168.00	SITE IMPROVEMENTS
GREGG YOUNG AUTOMOTIVE OF PLATTSMOUTH	820.38	REPAIRS
HAUFF SPORTS	829.52	SUPPLIES
HILAND DAIRY	22,169.80	FOOD
HILLYARD	768.72	SUPPLIES
HOCKENBERGS	82,655.68	BUILDING PROJECTS
HOLDAHL, INC.	375.30	BUILDING IMPROVEMENT
HOTSY EQUIPMENT CO.	389.02	REPAIRS
IMAGINE LEARNING, INC.	7,650.00	SUPPLIES
INTERNATIONAL ACADEMY OF SCIENCE	3,800.00	SUPPLIES
INTERSTATE POWER SYSTEMS, INC.	3.73	TIRES & PARTS
IT SAVVY	203.90	SOFTWARE
J & J SMALL ENGINE SERVICE, INC.	589.33	REPAIRS
J & J SMALL ENGINE SERVICE, INC.	515.14	SUPPLIES
J.P. COOKE COMPANY	36.45	SUPPLIES
J.W. PEPPER & SON, INC.	84.76	SUPPLIES
JEFF RIPPE	33.87	SUPPLIES
JODON'S	445.60	SUPPLIES
JOELLE DOCKTER	75.00	MISCELLANEOUS
JOHN DEERE FINANCIAL	422.94	SUPPLIES
JOHNSTONE SUPPLY	12.27	REPAIRS
JOSH TEDDER CONSTRUCTION, INC.	825.00	BUILDING IMPROVEMENT
JUNIOR LIBRARY GUILD	421.10	SUPPLIES
KAPCO	1,169.15	SUPPLIES
KEELEY SHOEMAKER	64.10	MISCELLANEOUS
KEN RICE	71.71	SUPPLIES
KIMBALL MIDWEST	236.01	SUPPLIES
KIMBALL MIDWEST	1,246.18	TIRES & PARTS
KONE INC.	417.39	BUILDING IMPROVEMENT
LAKESHORE LEARNING MATERIALS	57.49	SUPPLIES
LANGUAGE LINE SERVICES	7.51	SUPPLIES
LEADING EDGE LAMINATING	157.50	BUILDING IMPROVEMENT
LEADING EDGE LAMINATING	107.96	SUPPLIES
MACGILL	923.68	SUPPLIES
MARY HANSEN	41.82	SUPPLIES
MATHESON TRI-GAS, INC.	268.51	REPAIRS
MATHESON TRI-GAS, INC.	457.18	SUPPLIES

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MAXIM HEALTHCARE SERVICES, INC.	14,413.00	TUITION-OTHER AGENCIES
MAXIM STAFFING SOLUTIONS	3,103.00	TUITION-OTHER AGENCIES
MCGRAW-HILL COMPANIES	0.00	SUPPLIES
MCGRAW-HILL SCHOOL EDUCATION	816.10	SUPPLIES
MCKESSON	26.76	SUPPLIES
MECHANICAL SALES, INC.	19,154.24	BUILDING IMPROVEMENT
MECHANICAL SALES, INC.	20,398.17	SITE IMPROVEMENTS
MEJIA ROOFING & CONTRACTORS	47,000.00	BUILDING PROJECTS
MEJIA ROOFING & CONTRACTORS	1,730.00	BUILDING IMPROVEMENT
MENARDS, INC.	2,190.94	BUILDING IMPROVEMENT
MENARDS, INC.	1,714.59	REPAIRS
MENARDS, INC.	2,025.51	SUPPLIES
MENARDS, INC.	56.88	TIRES & PARTS
METAL DOORS & HARDWARE COMPANY	1,983.00	BUILDING IMPROVEMENT
METROPOLITAN UTILITIES DIST.	3,515.06	FUEL
METROPOLITAN UTILITIES DIST.	29,435.43	WATER & SEWER
MICHAEL TODD & CO. INC	23.34	BUILDING IMPROVEMENT
MICHAELLA ESTERS	290.42	SUPPLIES
MICHELLE MADISON	99.70	MISCELLANEOUS
MICROFILM IMAGING SYSTEMS, INC	904.91	SUPPLIES
MIDLANDS TESTING SERVICES, INC	470.00	PROFESSIONAL SERVICES
MID-PLAINS INSULATION	1,443.40	BUILDING IMPROVEMENT
MILLARD REFRIGERATED SERVICES, LLC	85.41	PROFESSIONAL SERVICES
MINNESOTA CLAY CO., USA	523.29	SUPPLIES
MMC CONTRACTORS, INC.	15,340.48	REPAIRS
NACIA	30.00	PROFESSIONAL SERVICES
NACIA	130.00	EMPLOYEE TRAINING & DEVELOPMNT
NAPA AUTO PARTS	206.94	BUILDING PROJECTS
NAPA AUTO PARTS	284.01	SUPPLIES
NAPA AUTO PARTS	386.85	TIRES & PARTS
NAPA AUTO PARTS	8.97	SUPPLIES
NASB ALICAP	100.00	EMPLOYEE TRAINING & DEVELOPMNT
NASCO	676.58	SUPPLIES
NATHAN HAMPSHIRE	54.35	MISCELLANEOUS
NCS PEARSON INCORPORATED	6,670.64	SUPPLIES
NEARPOD, INC.	3,250.00	SUPPLIES
NEBRASKA - IOWA SUPPLY CO. INC.	15,325.83	GAS, DIESEL, OIL
NEBRASKA - IOWA SUPPLY CO. INC.	513.26	GAS, DIESEL, OIL
NEBRASKA FURNITURE MART	1,166.00	FURNITURE & EQUIPMENT
NEBRASKA FURNITURE MART	-401.79	SUPPLIES

11-01-2020

NEW HORIZONS LLC	1,780.00	BUILDING IMPROVEMENT
NOETIC LEARNING	294.00	SUPPLIES
OBJECTIVEED	250.00	SUPPLIES
OCCUPATIONAL HEALTH CENTERS OF NEBRASKA	1,453.00	PROFESSIONAL SERVICES
OFFICE DEPOT, INC	349.22	FURNITURE & EQUIPMENT
OFFICE DEPOT, INC	6,812.77	SUPPLIES
OFFICE DEPOT, INC	319.95	SUPPLIES
OFFUTT COLLISION REPAIR	2,943.20	REPAIRS
OHARCO	528.42	BUILDING IMPROVEMENT
OMAHA DOOR & WINDOW CO, INC	360.12	BUILDING IMPROVEMENT
OMAHA DOOR & WINDOW CO, INC	139.51	REPAIRS
OMAHA NEON SIGN COMPANY	151.50	BUILDING IMPROVEMENT
OMAHA PUBLIC POWER DISTRICT	159,469.33	ELECTRICITY
ONE SOURCE, INC.	697.00	PROFESSIONAL SERVICES
OPC DIRECT	367.50	SUPPLIES
PAXTON/PATTERSON LLC	137.06	SUPPLIES
PEPSI COLA COMPANY	3,687.94	FOOD
PIONEER MANF. CO.	3,900.00	REPAIRS
PLIBRICO COMPANY, LLC.	13,296.37	BUILDING IMPROVEMENT
PLIBRICO COMPANY, LLC.	7,931.19	BUILDING PROJECTS
POSITIVE PROMOTIONS, INC.	318.76	SUPPLIES
POWERSCHOOL GROUP, LLC.	210.00	PROFESSIONAL SERVICES
PREMIER BUSINESS SERVICES	138.60	SUPPLIES
PREMIER WASTE SOLUTIONS	56.70	BUILDING IMPROVEMENT
PREMIER WASTE SOLUTIONS	2,304.00	TRASH REMOVAL
PREMIER WASTE SOLUTIONS	1,724.00	TRASH REMOVAL
PREMIER WASTE SOLUTIONS	1,724.00	TRASH REMOVAL
PRESTO-X	27.00	BUILDING IMPROVEMENT
PRESTO-X	1,257.00	SITE IMPROVEMENTS
PRIME COMMUNICATIONS, INC.	2,892.16	BUILDING IMPROVEMENT
PRIME COMMUNICATIONS, INC.	7,600.00	SOFTWARE
PRIME COMMUNICATIONS, INC.	761.50	SUPPLIES
PRIME COMMUNICATIONS, INC.	1,414.79	BUILDING PROJECTS
PULSE FINDERS	3,840.00	EMPLOYEE TRAINING & DEVELOPMNT
PURELAND SUPPLY	229.00	SUPPLIES
RADCLIFFE, GILBERTSON & BRADY	4,500.00	LOBBYIST
RAY MARTIN COMPANY	3,118.75	BUILDING IMPROVEMENT
REALLY GOOD STUFF, LLC.	49.88	SUPPLIES
REALLY GREAT READING CO. LLC.	1,926.50	SUPPLIES
RENAISSANCE LEARNING INC	300.00	EMPLOYEE TRAINING & DEVELOPMNT

11-01-2020

RENAISSANCE LEARNING INC	1,480.00	SUPPLIES
RIFE CONSTRUCTION	7,677.26	BUILDING PROJECTS
ROSETTA STONE LTD.	3,300.00	SUPPLIES
ROTELLA'S ITALIAN BAKERY, INC.	8,378.37	FOOD
SAFELITE FULFILLMENT, INC.	90.00	REPAIRS
SAPP BROS, INC.	400.80	GAS, DIESEL, OIL
SCHMITT MUSIC	3,120.00	REPAIRS
SCHOLASTIC BOOK FAIRS	365.03	SUPPLIES
SCHOOL SPECIALTY, INC.	2,247.77	SUPPLIES
SETH PENNELL	171.00	PROFESSIONAL SERVICES
SHADOW LAKE COLLISION CENTER, INC.	3,886.40	REPAIRS
SHERWIN-WILLIAMS	35.51	BUILDING IMPROVEMENT
SHERWIN-WILLIAMS	175.20	REPAIRS
SNYDER CHARLESON THERAPY SERVICES PC	23,114.68	TUITION-OTHER AGENCIES
SOCIAL THINKING	41.64	SUPPLIES
SOUTHERNCARLSON, INC	18.74	REPAIRS
SOUTHSIDE PLUMBING, LLC.	1,132.00	BUILDING IMPROVEMENT
SOUTHSIDE PLUMBING, LLC.	464.77	REPAIRS
SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS	68,225.30	LAND & LAND IMPROVEMENTS
STA CENTRAL REGION	47,274.60	CONTRACTED TRANSPORTATION
STAPLES ADVANTAGE	618.77	SUPPLIES
STEVEN LEHR, RPT	85.00	SUPPLIES
STEVE'S FLOOR COVERINGS, INC.	685.00	BUILDING IMPROVEMENT
STRIV	1,975.00	SUPPLIES
SUBURBAN NEWSPAPERS, INC.	612.09	ADVERTISING/PUBLICATION
SUMMIT PAINTING, LLC.	13,750.00	BUILDING PROJECTS
SYSCO LINCOLN	102,703.91	FOOD
T. HANSEN CONSTRUCTION, INC.	2,420.00	BUILDING PROJECTS
TALX UC EXPRESS	44.00	PROFESSIONAL SERVICES
TALX UC EXPRESS	1,467.21	UNEMPLOYMENT CERTIFIED STAFF
TAMIKA THOMAS	18.70	MISCELLANEOUS
TEACHERS PAY TEACHERS	55.98	SUPPLIES
TERRY HUGHES TREE SERVICE	5,398.00	BUILDING IMPROVEMENT
THE FILTER SHOP	2,391.31	SUPPLIES
THE HOME DEPOT PRO	7,364.09	SUPPLIES
THE MUSICIAN'S CHOICE	164.25	SUPPLIES
TRANS/AIR MANUFACTURING CORP	95.85	TIRES & PARTS
TROPHY CONSTRUCTION, INC.	5,397.67	BUILDING IMPROVEMENT
TRUCK CENTER COMPANIES	7,295.39	TIRES & PARTS
TURNITIN, LLC.	12,554.75	SOFTWARE

11-01-2020

TY'S OUTDOOR POWER INC.	550.18	SUPPLIES
U.S. BANK CORPORATE PAYMENT SYSTEMS	911.30	BUILDING IMPROVEMENT
U.S. BANK CORPORATE PAYMENT SYSTEMS	349.93	EMPLOYEE TRAINING & DEVELOPMNT
U.S. BANK CORPORATE PAYMENT SYSTEMS	5,898.15	SUPPLIES
U.S. BANK CORPORATE PAYMENT SYSTEMS	208.12	TEXTBOOKS & PERIODICALS
U.S. BANK CORPORATE PAYMENT SYSTEMS	379.98	SUPPLIES
U.S. BANK EQUIPMENT FINANCE	10,088.92	RENTALS/LEASE PURCHASE
U.S. BANK EQUIPMENT FINANCE	8,592.87	SUPPLIES
UNIFIRST CORPORATION	432.78	BUILDING PROJECTS
UNIFIRST CORPORATION	660.87	PROFESSIONAL SERVICES
UNIVERSITY OF NEBRASKA-LINCOLN	40.00	SUPPLIES
UPS	43.35	POSTAGE
VERIZON WIRELESS	138.40	SUPPLIES
VERIZON WIRELESS	320.12	TELECOMMUNICATIONS
VOSS LIGHTING	2,476.36	SUPPLIES
WELDON PARTS OMAHA	141.96	TIRES & PARTS
WESTLAKE HARDWARE	381.00	REPAIRS
WESTLAKE HARDWARE	462.85	SUPPLIES
WESTLAKE HARDWARE	13.34	TIRES & PARTS
WOODHOUSE FORD SOUTH INC.	193.46	SUPPLIES
WORK FIT, INC.	445.00	PROFESSIONAL SERVICES
YANT EQUIPMENT	32.90	SUPPLIES
EMPLOYEES	7,690,881.45	SALARIES AND BENEFITS

Personnel

**DR. SMITH**

(a) Election of New Teachers

Recommended action: "that (1) Cameron Dacanay be elected to the certified staff for the 2020-21 school year effective January 6, 2021 subject to his release from any contractual agreements with other school districts."

Summary

<u>Name</u>	<u>College</u>	<u>Degree/ Experience</u>	<u>Assignment</u>
1. Cameron Dacanay	UNO	BS/none	Special Education

# Bellevue Public Schools

STUDENT TRANSPORTATION  
and  
WHITE FLEET

VEHICLE REPLACEMENT PLAN

*2021 PURCHASES*



CHAMPIONS  
— FOR —  
CHILDREN

# Bellevue Public Schools

## Student Transportation Vehicles

ESTIMATED  
COST

ACTUAL  
COST

○ **2017:**

5 General Education and 5 SPED buses

\$1,000,000.00

\$965,630.00

○ **2018:**

3 General Education and 1 SPED bus

\$ 465,000.00

\$407,240.00

○ **2019:**

7 SPED buses

\$ 636,000.00

\$860,385.00

3 General Education buses

\$ 375,000.00

○ **2020:**

2 General Education buses

\$ 250,000.00

\$190,408.00

○ **2021:**

5 General Education buses

\$ 635,000.00



# Bellevue Public Schools

## White Fleet Vehicles

	<u>ESTIMATED COST</u>	<u>ACTUAL COST</u>
○ <b>2017:</b> 3 Box Trucks (FS) and 2 utility trucks (GM)	\$269,000.00	\$211,603.00
○ <b>2018:</b> 3 Cargo Vans (HVAC, Carpenter, IT), 1 Service Truck (TR)	\$176,000.00	\$140,762.00
○ <b>2019:</b> 1 Cargo Van (FS) and 1 Box Truck (FS)	\$ 93,000.00	\$ 72,756.00
○ <b>2020:</b> 1 Box Truck (GM)	\$ 52,000.00	\$ 49,263.00
3 Cargo Vans (2-FS, 1 TR)	\$ 87,000.00	\$ 44,146.00
1 Service Truck (BW)	\$ 60,000.00	?
1 Service Truck (BE) (moved from 2021)	\$ 60,000.00	?

○ **2021:** No Purchases



# Bellevue Public Schools

## Student Transportation and White Fleet Vehicle Bond Purchase Summary

### School Buses Purchased (\$2,423,663.00)

26 Buses

13 General Education buses (6 Propane)

13 SPED buses (7 Propane)

### White Fleet Vehicles Purchased (\$643,468.00)\*

17 Trucks/Vans

7 Food Service (4 Box Trucks/3 Cargo Vans)

6 Grounds Maintenance (6 Trucks)

2 Transportation (1 Truck/1 Mail Van)

2 High Schools (2 Trucks)

\* Assuming actual cost = bid price on remaining 3 vehicles



# Bellevue Public Schools

## Recommendation

Approval to submit bids to Cornhusker International (International bus) and Truck Center Companies (Thomas bus) for the purchase of five General Education 84 passenger rear engine diesel school buses.



# **BPS School Climate Transformation Grant**

## **Summative Evaluation Report – October 2019 to September 2020**

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## Project Overview

### Grant Overview

Bellevue Public Schools (BPS) received a \$2.79 million-dollar School Climate Transformation Grant (SCTG) from the Department of Education in October of 2019. The grant is focused on improving school climate through the implementation of a Multi-Tier System of Supports (MTSS) for Behavior, a district-wide Positive Behavioral Interventions and Supports (PBIS) approach, development of social skills curriculum and related training through the Boys Town Well-Managed Classroom curriculum, additional Tier 2 & 3 special education classroom behavior interventions, and implementation of drug awareness and resistance programs.

### Grant Objectives

Through work associated with the grant, BPS hopes to address three major objectives:

- Implement district-wide PBIS tiered curricular supports for social and behavioral skills with students to improve behavior and improve school climate.
- Provide professional development for educators to enhance pedagogy in order to effectively teach social skills and manage problem behavior.
- Provide comprehensive supports for students and families which promote school and family success.

### Grant Evaluation

Over the course of the 5-year project, BPS will be partnering with Category One Consulting (C1C) to conduct an evaluation of all grant-related activities. As part of the evaluation, C1C will produce quarterly formative and annual summative evaluation reports throughout the course of the project (see timeline below). Quarterly reports will summarize planning associated with or progress toward each of the grant objectives, data on key performance measures associated with those objectives, as well as key findings and next steps. Summative reports will describe all progress and evaluation findings from the previous year as well as planned grant and evaluation activities for the upcoming school year. The following is the first of five annual summative reports and focuses primarily on activities implemented between October 2019 and September 2020.

## SCTG Evaluation Reporting Timeline

<b>Year 1</b> Oct '19-Sept '20		Formative Evaluation Report Q2: Jan-Mar	Formative Evaluation Report Q3: April-June	Formative Evaluation Report Q4: July-Sept	Summative Evaluation Report Oct '19-Sept '20
<b>Year 2</b> Oct '20-Sept '21	Formative Evaluation Report Q1: Oct-Dec	Formative Evaluation Report Q2: Jan-Mar	Formative Evaluation Report Q3: April-June	Formative Evaluation Report Q4: July-Sept	Summative Evaluation Report Oct '20-Sept '21
<b>Year 3</b> Oct '21-Sept '22	Formative Evaluation Report Q1: Oct-Dec	Formative Evaluation Report Q2: Jan-Mar	Formative Evaluation Report Q3: April-June	Formative Evaluation Report Q4: July-Sept	Summative Evaluation Report Oct '21-Sept '22
<b>Year 4</b> Oct '22-Sept '23	Formative Evaluation Report Q1: Oct-Dec	Formative Evaluation Report Q2: Jan-Mar	Formative Evaluation Report Q3: April-June	Formative Evaluation Report Q4: July-Sept	Summative Evaluation Report Oct '22-Sept '23
<b>Year 5</b> Oct '23-Sept '24	Formative Evaluation Report Q1: Oct-Dec	Formative Evaluation Report Q2: Jan-Mar	Formative Evaluation Report Q3: April-June	Formative Evaluation Report Q4: July-Sept	*Summative Evaluation Report Oct '19-Sept '24

\*The final summative evaluation report will include findings from all five years of the grant project.

## **Project Objective 1 – Implement PBIS Tiered Curricular Supports**

### **Objective Overview**

The first of three major objectives associated with the BPS SCTG is to implement district-wide PBIS tiered curricular supports for social and behavioral skills with students to improve behavior and improve school climate. The sections below provide a detailed account of all planning associated with and progress toward this first objective completed between October 2019 to September 2020. Also included are data and data collection details associated with key performance measures as identified in the grant application and detailed findings from various data collection activities conducted as part of the grant evaluation. Finally, key findings and next steps related to the objective are also provided.

### **Year in Review**

Planning and progress related to implementing a district-wide PBIS approach as of September 2020 are detailed below.

- BPS began implementing a district-wide PBIS approach during the 2018-19 school year through their MTSS framework designed to provide 3-tiered levels of support to meet both the academic and behavioral needs of students.
- During year 1 of the SCTG project, the current district-level MTSS coordinator position was expanded from 0.6 FTE to 1.0 FTE to oversee district-wide PBIS implementation and develop structures to sustain PBIS practice.
- MTSS/PBIS implementation teams were also established in each school with the goal of meeting each month to analyze available climate and behavioral data and guide behavior support decisions.
- BPS also identified and made plans to provide a stipend for PBIS team leaders at each school who will assist administration and lead school-level PBIS implementation teams.
- Each school identified 3 to 5 school-wide and classroom behavior expectations and established school-wide recognition programs to encourage positive behavior.
- Training was provided to administrators during the 2019-20 school year to help create consistency in behavior data collection across the district.
- All elementary schools and some secondary schools began utilizing the School Wide Information System (SWIS) data collection tool to capture and review behavior data.
- BPS hired a 0.5 FTE School Climate Project Director to oversee all SCTG-related activities.
- The Ed School Climate Survey (EDSCLS) was administered to all students and staff at the beginning of the 2020-21 school year to establish baseline climate data. This measure will be administered again at the end of the 2020-21 school year and each spring throughout the course of the grant.
- BPS collected data through the PBIS Tiered Fidelity Inventory (TFI) implementation tool and the PBIS Staff Buy-In measure to inform the level and effectiveness of PBIS implementation in each school. This data collection will continue annually.
- On June 22<sup>nd</sup> and June 23<sup>rd</sup>, approximately 130 staff members representing all BPS schools participated in a two-day virtual PBIS training session facilitated by Heather Robbins, a Behavior Support Consultant from Nebraska PBIS. This training provided staff with guidance on PBIS practices and allowed them to explore what those practices might look like when they return to school in the fall.
- In August 2020, all BPS administrators received additional training on discipline data entry to ensure consistent and accurate documentation of discipline incidents across the district.

## Performance Measures

The table below illustrates Federal Grant Performance and Results Act (GPRA) and project-specific performance measures associated with Objective 1 and available results from Year 1 of the SCTG. Definitions and details associated with each of the key performance measures are provided in the following section.

Performance Measure	Measure Type	*Available Quantitative Data					
		Target			Actual Performance		
		#	Ratio	%	#	Ratio	%
1a. Number of training and technical assistance events with staff	GPRA	16	16/16	100%	16	16/16	100%
1b. Number and percentage of schools annually implementing MTSS with fidelity	GPRA	20	20/20	100%	6	6/20	30%
1c. Number and percentage of schools annually reporting an improved school climate on the EDSCLS	GPRA	20	20/20	100%	TBD	TBD	TBD
1d. Number and percentage of schools that annually report a decrease in suspensions and expulsions	Project	20	20/20	100%	14	14/20	70%
1e. Number and percentage of schools with annual improvement on the PBIS Tiered Fidelity Inventory (TFI)	Project	20	20/20	100%	TBD	TBD	TBD
1f. Annual improvement(s) in student perceptions on the EDSCLS	Project	3	3/3	100%	TBD	TBD	TBD
1g. Annual improvement(s) in staff perceptions on the EDSCLS	Project	3	3/3	100%	TBD	TBD	TBD

\*Data related to the EDSCLS and fidelity of MTSS implementation was not available for the 2019-20 school year as a result of school closures due to the COVID-19 pandemic.

## Data Collection Details

**1a. Number of training events with staff.** This performance measure is a count of the number of MTSS/PBIS-related training events and committee meetings occurring from October 2019 through September 2020 in comparison to the number of planned events. During this time, 16 training events or committee meetings were planned, and 16 events occurred across the district. This included district-level MTSS committee or subcommittee meetings as well as 6 PBIS training sessions provided to school staff and supported by Nebraska PBIS. The table below illustrates the number of training events by school in which at least some portion of the staff participated.

GPRA Performance Measure 1a: Number of training and technical assistance events with staff		
School	Grade Level	Number of MTSS/PBIS-Related Training Events with Staff
Avery	K-6	6
Belleaire	K-6	6
Bellevue	K-6	6
Bellevue East	9-12	6
Bellevue West	9-12	6
Bertha Barber	K-6	6
Betz	K-6	6
Birchcrest	K-6	6
Central	K-6	6
Fairview	K-6	6
Fort Crook	K-6	6
Lemay	K-6	6
Leonard Lawrence	K-6	6
Lewis & Clark	7-8	6
Logan Fontenelle	7-8	6
Mission	7-8	6
Peter Sarpy	K-6	6
Twin Ridge	K-6	6
Two Springs	K-6	6
Wake Robin	K-6	6

**1b. Number of schools annually implementing MTSS with fidelity.** This measure represents the number and percentage of schools that have been determined to be implementing MTSS with fidelity. This determination is based on data from the PBIS Tiered Fidelity Inventory (TFI), the MTSS self-assessment, and data collected through C1C school walkthroughs and interviews with school administrators. Note that C1C was unable to conduct school walkthroughs in the spring as planned due to school closures resulting from the COVID-19 pandemic. However, most schools have yet to fully implement MTSS/PBIS practices with fidelity at this time given this is the first year of the grant. We expect to see significant improvements on both the PBIS TFI and the MTSS self-assessment over the next 4 years.

The data table below illustrates PBIS Tiered Fidelity Inventory scores and PBIS Self-Assessment Survey (SAS) implementation average scores for each school. The PBIS TFI is completed each fall by a PBIS coach/consultant to assess the degree to which Tier 1, Tier 2, Tier 3, and overall PBIS core features have been implemented at each school. The PBIS SAS is completed each spring by school staff. PBIS SAS implementation averages are calculated by averaging responses across 18 items on the school-wide systems subscale with scores indicating the degree staff feel schoolwide PBIS practices have been implemented. The table also indicates which schools were determined to be implementing MTSS/PBIS with fidelity based on both PBIS TFI and PBIS SAS implementation average scores. Most schools have not implemented PBIS Tiers 2 and 3 at this time and those that have are at the very beginning of implementation. As a result, fidelity of implementation has been defined as having an overall TFI Tier 1 score of 70% or higher and a PBIS SAS implementation average of 80% or greater. As of the end of the 2019-20 school year, only 6 of 20 BPS schools met these criteria for PBIS/MTSS.

implementation fidelity. These results are not surprising given this is the first year of the grant and implementation of MTSS/PBIS practices has been staggered across the district.

GPRA Performance Measure 1b: Number of schools annually implementing MTSS with fidelity							
School	Grade Level	2019-20 PBIS Tiered Fidelity Inventory Scores				PBIS SAS Implementation Average	Implementing MTSS with Fidelity (Yes/No)
		Tier 1	Tier 2	Tier 3	Overall		
Avery*	K-6	50%	NA	NA	50%	70%	No
Belleaire*	K-6	47%	NA	NA	47%	70%	No
Bellevue	K-6	27%	19%	9%	18%	66%	No
Bellevue East*	9-12	57%	NA	NA	57%	67%	No
Bellevue West	9-12	45%	NA	NA	45%	59%	No
Bertha Barber	K-6	53%	0%	0%	18%	NA	No
Betz	K-6	73%	46%	29%	49%	81%	Yes
Birchcrest	K-6	70%	8%	9%	29%	80%	Yes
Central	K-6	53%	0%	0%	18%	76%	No
Fairview	K-6	90%	96%	100%	95%	96%	Yes
Fort Crook	K-6	73%	27%	79%	60%	84%	Yes
Lemay	K-6	63%	0%	0%	21%	NA	No
Leonard Lawrence	K-6	73%	69%	82%	75%	83%	Yes
Lewis & Clark*	7-8	37%	NA	NA	37%	NA	No
Logan Fontenelle*	7-8	27%	NA	NA	27%	NA	No
Mission*	7-8	73%	NA	NA	73%	79%	No
Peter Sarpy	K-6	70%	69%	85%	75%	67%	No
Twin Ridge	K-6	100%	100%	97%	99%	89%	Yes
Two Springs*	K-6	67%	NA	NA	67%	82%	No
Wake Robin	K-6	63%	73%	82%	73%	76%	No

\*Indicates the school was an early PBIS adopter and the TFI was completed during summer 2019.

\*\*Some schools had yet to complete the PBIS SAS in spring 2020 due to COVID-19 related school closures.

**1c. Number and percentage of schools annually reporting an improved school climate on the EDSCLS.** Plans have been made to administer the EDSCLS to staff and students in grades 5-12 on an annual basis during each year of the grant. BPS was unable to administer the EDSCLS in spring 2020 due to an unanticipated early end of the school year resulting from the COVID-19 pandemic. Evidence suggested many students would be unable to complete this measure at home due to the inability to access it online. As a result, the EDSCLS was first administered in the fall of the 2020-21 school year to establish baseline climate data, and subsequent administrations will be used to determine how many schools show annual improvements in school climate. Initial results for this performance measure will be available following the 2020-21 school year.

The table below illustrates average student benchmark scale scores for each of the school climate domains (engagement, safety, and environment) measured by the EDSCLS. In general, scores below 300 are considered least favorable, scale scores ranging from 300 to 400 are considered favorable, and scale scores above 400 are considered most favorable. Scores for the baseline (fall 2020) administration of the EDSLCS are include here. All schools had average domain scores that fell in the favorable or most favorable categories on this initial administration of the EDSCLS. Scores from the spring 2021 administration are TBD and will not be available until

May 2021. At that time, those scores will be compared with scores from the fall 2020 administration to assess whether climate has improved at each school.

GPRA Performance Measure 1c: Number of schools annually reporting improved climate on EDSCLS										
School	Grade Level	Engagement Scale Scores			Safety Scale Scores			Environment Scale Score		
		Fall 2020	Spring 2021	Change	Fall 2020	Spring 2021	Change	Fall 2020	Spring 2021	Change
Avery	K-6	368	TBD	TBD	412	TBD	TBD	367	TBD	TBD
Belleaire	K-6	381	TBD	TBD	412	TBD	TBD	388	TBD	TBD
Bellevue	K-6	375	TBD	TBD	435	TBD	TBD	379	TBD	TBD
Bellevue East	9-12	354	TBD	TBD	337	TBD	TBD	343	TBD	TBD
Bellevue West	9-12	353	TBD	TBD	348	TBD	TBD	341	TBD	TBD
Bertha Barber	K-6	344	TBD	TBD	361	TBD	TBD	324	TBD	TBD
Betz	K-6	392	TBD	TBD	464	TBD	TBD	406	TBD	TBD
Birchcrest	K-6	387	TBD	TBD	419	TBD	TBD	379	TBD	TBD
Central	K-6	446	TBD	TBD	462	TBD	TBD	465	TBD	TBD
Fairview	K-6	383	TBD	TBD	439	TBD	TBD	379	TBD	TBD
Fort Crook	K-6	369	TBD	TBD	413	TBD	TBD	356	TBD	TBD
Lemay	K-6	393	TBD	TBD	454	TBD	TBD	392	TBD	TBD
Leonard Lawrence	K-6	385	TBD	TBD	460	TBD	TBD	393	TBD	TBD
Lewis & Clark	7-8	377	TBD	TBD	412	TBD	TBD	379	TBD	TBD
Logan Fontenelle	7-8	360	TBD	TBD	383	TBD	TBD	353	TBD	TBD
Mission	7-8	370	TBD	TBD	387	TBD	TBD	364	TBD	TBD
Peter Sarpy	K-6	379	TBD	TBD	416	TBD	TBD	370	TBD	TBD
Twin Ridge	K-6	370	TBD	TBD	424	TBD	TBD	374	TBD	TBD
Two Springs	K-6	376	TBD	TBD	450	TBD	TBD	381	TBD	TBD
Wake Robin	K-6	371	TBD	TBD	425	TBD	TBD	371	TBD	TBD

**1d. Number and percentage of schools that annually report a decrease in suspensions and expulsions.** The table below illustrates the number of out of school suspensions and expulsions at each school for the baseline year (October 2018 through September 2019) and Year 1 of the SCTG (October 2019 through September 2020). The 2019-20 school year was shortened due to school closures resulting from the COVID-19 pandemic. As a result, Year 1 suspension and expulsion counts have been adjusted to account for the reduced number of school days (176 student days in 2018-19 and 133 in 2019-20). Overall, 14 of 20 schools reported fewer or the same number of suspensions or expulsions in Year 1 of the SCTG compared to the baseline year after adjustments were made based on the number of school days for each year.

Project Performance Measure 1d: Schools annually reporting a decrease in suspensions and expulsions				
School	Grade Level	Suspension or Expulsions Baseline (Oct '18 – Sept '19)	Suspensions or Expulsions Year 1* (Oct '19 – Sept '20)	Increase/Decrease
Avery	K-6	6	20	Increase
Belleaire	K-6	7	15	Increase
Bellevue	K-6	3	3	-
Bellevue East	9-12	369	240	Decrease
Bellevue West	9-12	380	271	Decrease
Bertha Barber	K-6	3	3	-
Betz	K-6	64	32	Decrease
Birchcrest	K-6	15	25	Increase
Central	K-6	2	0	Decrease
Fairview	K-6	2	19	Increase
Fort Crook	K-6	7	7	-
Lemay	K-6	9	0	Decrease
Leonard Lawrence	K-6	8	4	Decrease
Lewis & Clark	7-8	35	17	Decrease
Logan Fontenelle	7-8	140	148	Increase
Mission	7-8	115	99	Decrease
Peter Sarpy	K-6	11	8	Decrease
Twin Ridge	K-6	2	11	Increase
Two Springs	K-6	0	0	-
Wake Robin	K-6	2	1	Decrease

\*Year 1 data had been adjusted based on the reduced number of school days due to school closures resulting from the COVID-19 pandemic.

**1e. Number and percentage of schools with annual improvement on the PBIS TFI.** The PBIS TFI is completed on an annual basis by a PBIS coach/consultant to assess the degree to which Tier 1, Tier 2, Tier 3, and overall PBIS core features have been implemented at each school. The TFI was completed by PBIS coaches at each school during the 2019-20 school year and will be completed again in each subsequent school year to determine annual improvements. The 2019-20 PBIS TFI results for each school are illustrated in the table below. Data regarding annual improvement on the PBIS TFI will not be available until 2020-21.

Project Performance Measure 1e: Schools with annual improvement on the PBIS TFI									
School	Grade Level	2019-20 School Year				2020-21 School Year			
		Tier 1	Tier 2	Tier 3	Overall	Tier 1	Tier 2	Tier 3	Overall
Avery*	K-6	50%	NA	NA	NA	TBD	TBD	TBD	TBD
Belleaire*	K-6	47%	NA	NA	NA	TBD	TBD	TBD	TBD
Bellevue	K-6	27%	19%	9%	18%	TBD	TBD	TBD	TBD
Bellevue East*	9-12	57%	NA	NA	NA	TBD	TBD	TBD	TBD
Bellevue West	9-12	45%	NA	NA	NA	TBD	TBD	TBD	TBD
Bertha Barber	K-6	53%	0%	0%	18%	TBD	TBD	TBD	TBD
Betz	K-6	73%	46%	29%	49%	TBD	TBD	TBD	TBD
Birchcrest	K-6	70%	8%	9%	29%	TBD	TBD	TBD	TBD
Central	K-6	53%	0%	0%	18%	TBD	TBD	TBD	TBD
Fairview	K-6	90%	96%	100%	95%	TBD	TBD	TBD	TBD
Fort Crook	K-6	73%	27%	79%	60%	TBD	TBD	TBD	TBD
Lemay	K-6	63%	0%	0%	21%	TBD	TBD	TBD	TBD
Leonard Lawrence	K-6	73%	69%	82%	75%	TBD	TBD	TBD	TBD
Lewis & Clark*	7-8	37%	NA	NA	NA	TBD	TBD	TBD	TBD
Logan Fontenelle*	7-8	27%	NA	NA	NA	TBD	TBD	TBD	TBD
Mission*	7-8	73%	NA	NA	NA	TBD	TBD	TBD	TBD
Peter Sarpy	K-6	70%	69%	85%	75%	TBD	TBD	TBD	TBD
Twin Ridge	K-6	100%	100%	97%	99%	TBD	TBD	TBD	TBD
Two Springs*	K-6	67%	NA	NA	NA	TBD	TBD	TBD	TBD
Wake Robin	K-6	63%	73%	82%	73%	TBD	TBD	TBD	TBD

\*Indicates the school was an early PBIS adopter and the TFI was completed during summer 2019.

**1f. Annual improvements in student perceptions on the EDSCLS.** As stated above, the EDSCLS was first administered to staff and students in the fall of the 2020-21 school year. Annual administrations of the EDSCLS will then be used to determine improvements in student perceptions of school climate. The table below illustrates average student benchmark scale scores for each of the school climate domains (engagement, safety, and environment) measured by the EDSCLS. Here, scores have been collapsed across schools to provide a measure of student climate perceptions across the entire district. Again, scores for the baseline (fall 2020) administration of the EDSLCS are included, while those for the spring 2021 administration are TBD and will not be available until May 2021. At that time, those scores will be compared with scores from the fall 2020 administration to assess whether climate has improved overall across the district. In general, students seem to have a favorable view of school climate across the district and at each school level (elementary, middle, high). We hope to see an increase in average scale scores each year on each domain. If a yearly improvement target of +10 scale score points is met on each domain, then the average student benchmark score will fall in the most favorable category for all domains at the end of the 5-year grant evaluation period.

GPRA Performance Measure 1f: Annual improvements in student perceptions on the EDSCLS									
School	Engagement Scale Scores			Safety Scale Scores			Environment Scale Score		
	Fall 2020	Spring 2021	Change	Fall 2020	Spring 2021	Change	Fall 2020	Spring 2021	Change
Elementary Schools	378	TBD	TBD	434	TBD	TBD	380	TBD	TBD
Middle Schools	369	TBD	TBD	395	TBD	TBD	366	TBD	TBD
High Schools	353	TBD	TBD	343	TBD	TBD	342	TBD	TBD
All Schools	364	TBD	TBD	383	TBD	TBD	359	TBD	TBD

**1g. Annual improvements in staff perceptions on the EDSCLS.** Similar to assessing annual improvements in student perceptions of school climate, the EDSCLS will also be used to assess improvements in staff perceptions of school climate. The table below illustrates average staff benchmark scale scores for each of the school climate domains (engagement, safety, and environment) measured by the EDSCLS. Here, scores have been collapsed across schools to provide a measure of staff climate perceptions across the entire district. Again, scores for the baseline (fall 2020) administration of the EDSLCS are included, while those for the spring 2021 administration are TBD and will not be available until May 2021. At that time, those scores will be compared with scores from the fall 2020 administration to assess whether climate has improved overall across the district. In general, staff seem to have a favorable view of school climate across the district and at each school level (elementary, middle, high). We hope to see an increase in average scale scores each year on each domain. If a yearly improvement target of +10 scale score points is met on each domain, then the average staff benchmark score will fall in the most favorable category for all domains at the end of the 5-year grant evaluation period.

GPRA Performance Measure 1g: Annual improvements in staff perceptions on the EDSCLS									
School	Engagement Scale Scores			Safety Scale Scores			Environment Scale Score		
	Fall 2020	Spring 2021	Change	Fall 2020	Spring 2021	Change	Fall 2020	Spring 2021	Change
Elementary Schools	385	TBD	TBD	386	TBD	TBD	383	TBD	TBD
Middle Schools	370	TBD	TBD	372	TBD	TBD	368	TBD	TBD
High Schools	360	TBD	TBD	360	TBD	TBD	359	TBD	TBD
All Schools	377	TBD	TBD	378	TBD	TBD	375	TBD	TBD

### In-Depth Evaluation Findings

The section below provides detailed evaluation findings related to Objective 1 based on various data collection and analysis activities conducted during year 1 of the SCTG evaluation. These findings are intended to provide BPS staff with information beyond that provided by GPRA and project performance measures to guide continuous improvement of district practices. Year 1 of the SCTG was largely focused on planning, and many of the planned evaluation activities (school walkthroughs and staff interviews) were postponed due to school closures resulting from the COVID-19 pandemic. As a result, this section of the Year 1 Summative Evaluation Report includes only detailed findings from analyses of 2019-20 discipline data. Subsequent summative evaluation reports will also contain findings from school walkthroughs and interviews with school staff.

**2019-20 Discipline Data Analyses.** Following the completion of the 2019-20 school year, C1C broke down suspension and expulsion data based on various student demographic characteristics. In addition, C1C analyzed suspension and expulsion data to identify the frequency with which certain types of behaviors resulted in suspensions and expulsions during the 2019-20 school year. Findings based on these discipline data analyses are detailed below.

- Overall, Black students account for a greater percentage of out-of-school suspensions (OSSs) than would be expected based on enrollment.
- American Indian students also account for a slightly higher percentage of OSSs than would be expected based on enrollment.
- White and Asian/Pacific Islander students account for a slightly lower percentage of OSSs than would be expected based on enrollment.
- Specifically, Black students account for a significantly greater percentage of OSSs than expected based on enrollment at Avery, Bellevue West, Bertha Barber, Fairview, Logan Fontanelle, and Peter Sarpy.
- American Indian students account for a significantly greater percentage of OSSs or expulsions than expected based on enrollment at Bellaire, Bellevue West, and Betz.
- Not surprisingly, male students account for a greater percentage of OSSs than would be expected based on enrollment. This tends to be especially true at the elementary level.
- Overall, military connected students account for fewer OSSs than would be expected based on their enrollment across the district.
- However, there are a few schools where military connected students account for a greater proportion of OSSs than would be expected based on their enrollment. These include Bellaire, Fairview, and Peter Sarpy.
- Overall, students receiving free/reduced lunch account for more OSSs than would be expected based on their enrollment across the district.
- However, there are a few schools where free/reduced lunch students account for a smaller proportion of OSSs than would be expected based on their enrollment. These include Bellaire and Fairview.
- Special Education students account for more OSSs than would be expected based on their enrollment across the district. This finding is consistent across every school in the district.
- English Language Learner (ELL) students account for fewer OSSs than would be expected based on their enrollment across the district.
- Bellevue West is the only school where ELL students account for more OSSs than would be expected based on their enrollment.
- Gifted students account for far fewer OSSs than would be expected based on their enrollment across the district.
- The demographic trends above are largely consistent with trends found across other school districts based on data collected every other year via the Civil Rights Data Collection (CRDC) conducted by the U.S. Department of Education's Office for Civil Rights (OCR).
- A look at OSSs by behavior type revealed most were due to disrespect, physical attack, disruption, or tobacco/drug use or possession.
- A total of 110 OSSs were due to failure to serve detention or attend Saturday school, excessive tardies, and skipping school. Because these behaviors are associated with avoiding class or school, suspensions may actually be reinforcing these behaviors.
- The data these findings are based upon can be found in the Appendix of this report. Specifically, tables illustrating the percentage of suspensions or expulsions at each school by demographic grouping are provided as well as a table illustrating the number of OSSs or expulsions across the district due to various behavior types.

## Key Findings

Key findings based on performance measure data and other evaluation activities related to Objective 1 are detailed below.

- Measures are in place to assess all GPRA and project-related performance measures associated with Objective 1, although baseline data for MTSS/PBIS implementation fidelity will not be available until the end of the 2020-21 school year.
- Progress related to implementing a district-wide MTSS/PBIS approach is largely on track and going as planned, despite school closures resulting from the COVID-19 pandemic.
- Some schools are further along in implementing key features of PBIS than others based on results from the PBIS Tiered Fidelity Inventory. This is the result of an intentional staggered approach to implementation of PBIS across the district. Planned staff interviews and walkthroughs to occur during the 2020-21 school year will allow C1C to further explore these differences in the degree of PBIS implementation.
- School closures have so far prevented C1C from conducting school walkthroughs and interviews with school staff. These interviews and walkthroughs will instead occur next year and will provide an in-depth look at MTSS/PBIS implementation across the district.

## Next Steps

During the upcoming school year, administrators, school-level MTSS/PBIS implementation teams, and PBIS team leaders will continue to push forward MTSS/PBIS implementation and practice at each school with guidance and oversight provided by the district-level MTSS committee. Schools will also continue to use SWIS to capture and view behavior-related data and inform the implementation of MTSS/PBIS practices, and BPS will work with C1C to implement a discipline data improvement plan to ensure behavior-related data is being captured accurately across the district. The table below further illustrates planned grant and evaluation activities related to Objective 1.

Objective 1: Planned SCTG and Evaluation Activities (2020-21)	
Activity	Anticipated Completion
C1C to complete in-depth analysis of initial EDSCLS data	October 2020
C1C to review early 2020-21 discipline data to identify data quality issues	October 2020
BPS staff to attend National PBIS Training	October 2020
BPS to implement discipline data quality improvement plan with assistance from C1C	December 2020
C1C to conduct school walkthroughs and/or staff interviews	April 2021
BPS staff to continue MTSS/PBIS meetings and trainings	May 2021
C1C to assess school-level MTSS implementation (PBIS TFI, MTSS self-assessment)	May 2021
BPS to administer EDSCLS to staff and students	May 2021
C1C to complete fall-spring EDSCLS comparison analyses	June 2021
C1C to complete year-end discipline data analyses and 2019-20 vs 2020-21 comparisons	July 2021

## Project Objective 2 – Provide Professional Development for Managing Student Behavior

### Objective Overview

The second major objective associated with the BPS SCTG is to provide professional development for educators to enhance pedagogy in order to effectively teach social skills and manage problem behavior. The sections below provide a detailed account of all planning associated with and progress toward Objective 2 completed between October 2019 to September 2020. Also included are data and data collection details associated with key performance measures as identified in the grant application and detailed findings from various data collection activities conducted as part of the grant evaluation. Finally, key findings and next steps related to the objective are also provided.

### Year in Review

Planning and progress related to providing professional development for educators to enhance pedagogy in order to effectively teach social skills and manage problem behavior as of September 2020 are detailed below.

- BPS has made plans for Boys Town to provide training to all district staff regarding the Boys Town Education Model and its social skills curriculum.
- Training will be provided to roughly half of BPS schools and their staff (cohort 1) starting in the 2020-21 school year, and the other half (cohort 2) will receive training beginning in the 2021-22 school year. This experimental design will allow CIC to assess the impact of the training being provided.
- During spring 2020, staff at the cohort 1 schools participated in a 1-hour informational session regarding the training they would be receiving during the next school year. Some of these sessions occurred in-person, while some occurred virtually due to the COVID-19 pandemic.
- Boys Town provided administrative intervention training to all cohort 1 school administrators in September 2020 as well as one day of training to all staff at cohort 1 schools.

### Performance Measures

The table below illustrates federal Grant Performance and Results Act (GPRA) and project-specific performance measures associated with Objective 2 and available results from Year 1 of the SCTG. Definitions and details associated with each of the key performance measures are provided in the following section.

Performance Measure	Measure Type	*Available Quantitative Data					
		Target			Actual Performance		
		#	Ratio	%	#	Ratio	%
2a. Number of training and technical assistance events with staff	GPRA	21	21/21	100%	21	21/21	100%
2b. Observation of school climate and classroom implementation of PBIS principles and practices	Project	TBD	TBD	TBD	TBD	TBD	TBD
2c. Boys Town measures of implementing PBIS curriculum with fidelity	Project	TBD	TBD	TBD	TBD	TBD	TBD

\*Data from observations of school climate and classroom implementation of PBIS as well as Boys Town measures of implementing PBIS curriculum with fidelity will not be available until later in the 2020-21 school year.

## Data Collection Details

**2a. Number of training and technical assistance events with staff.** This measure represents the number of staff training events related to delivering the Boys Town Education and Social Skills Curriculum. During the 2019-20 school year, 10 informational sessions at each of the cohort 1 schools were held. A 2-day administrative intervention workshop for all school administrative teams at those schools was also held during September 2020. Finally, 10 separate staff training were held for each of the cohort 1 schools in September 2020. Thus, a total of 21 events were planned during Year 1 of the SCTG and all 21 of those events occurred. The table below indicates the number of Boys Town Education and Social Skills Curriculum trainings delivered to each school during the 2019-20 school year. At this point in time, training has only been provided to cohort 1 schools who will continue to receive additional intensive training throughout the rest of the 2020-21 school year. Schools in the second cohort will receive this training during the 2021-22 school year.

GPRA Performance Measure 2a: Number of training and technical assistance events with staff		
School	Grade Level	Boys Town Social Skills Curriculum Training Events
Avery	K-6	0
Belleaire	K-6	2
Bellevue	K-6	2
Bellevue East	9-12	0
Bellevue West	9-12	2
Bertha Barber	K-6	2
Betz	K-6	2
Birchcrest	K-6	2
Central	K-6	2
Fairview	K-6	0
Fort Crook	K-6	0
Lemay	K-6	2
Leonard Lawrence	K-6	0
Lewis & Clark	7-8	0
Logan Fontenelle	7-8	2
Mission	7-8	0
Peter Sarpy	K-6	0
Twin Ridge	K-6	0
Two Springs	K-6	2
Wake Robin	K-6	0

**2b. Observation of school climate and classroom implementation of PBIS principles and practices.** This measure represents the number and percentage of schools/classrooms observed by CIC to be effectively implementing PBIS principles and practices as they relate to training provided through Boys Town. These observations will not take place until spring of 2021, once all cohort 1 schools have received initial social skills curriculum training and consultation from Boys Town. At that time, the target for this measure will be established based on the number of schools/classrooms being observed. Initial results will become available near the end of the 2020-21 school year.

**2c. Boys Town measures of implementing PBIS curriculum with fidelity.** As part of the training being provided by Boys Town to cohort 1 schools, Boys Town staff will provide 10 days of consultation where they observe classrooms and provide feedback regarding the implementation of PBIS curriculum to school staff. These observation forms will be used to establish the number and percentage of classrooms that are implementing PBIS curriculum with fidelity. These observations will occur beginning in the fall of the 2020-21 school year. At that time, the target for this measure will be established based on the number of classrooms observed. Initial results will become available near the end of the 2020-21 school year.

### In-Depth Evaluation Findings

Boys Town just began providing training related to the Boys Town Education Model and its social skills curriculum in September of the current school year. As a result, limited evaluation activities related to this training were conducted during Year 1 of the SCTG. However, C1C did assist BPS in creating experimental (cohort 1) and control (cohort 2) groups of schools that will eventually allow C1C to assess the impact of this training. Cohort 1 schools will receive the Boys Town training during the 2020-21 school year, and cohort 2 schools will receive this training in 2021-22. This experimental design will allow C1C to evaluate the impact of the Boys Town training on cohort 1 schools independent of other factors that might affect school climate. Efforts were made to ensure that both cohorts were demographically similar and had similar numbers of students at different grade levels wherever possible. The table below provides a demographic comparison of these two groups.

Demographic Comparisons: Cohort 1 vs Cohort 2								
Group	Total Students	Key Demographics			Race/Ethnicity			
		Free or Reduced Lunch %	Special Education %	English Language Learner %	Black	Hispanic	White	Other
Cohort 1 (Experimental)	4662	35.4%	21.7%	3.0%	12.5%	14.2%	67.6%	5.7%
Cohort 2 (Control)	5005	36.3%	19.1%	2.8%	12.8%	13.2%	67.3%	6.8%

Note: Data in the table above are based on school enrollments as of December 2019.

Further comparisons of cohort 1 and cohort 2 schools will be included in the Year 2 Summative Evaluation Report. Key comparison metrics will include change in suspensions/expulsions per student and change in EDSCLS results from fall to spring. In addition, C1C will describe any notable differences between the two cohorts based on their school walkthroughs and staff interviews. Subsequent summative evaluation reports will also contain findings from Boys Town measures of PBIS implementation fidelity.

### Key Findings

Key findings based on performance measure data and other evaluation activities related to Objective 2 are detailed below.

- Much of the data associated with Objective 2 performance measures will not become available until further into the 2020-21 school year after Boys Town has delivered social skills curriculum training to BPS staff at cohort 1 schools.
- Plans are in place to provide cohort 1 schools with training regarding the Boys Town Education Model and its social skills curriculum throughout the 2020-21 school year.
- Informational sessions regarding this training have already taken place at each of the 10 cohort 1 schools.
- Administrators also attended a two-day administrative intervention workshop in September 2020, and staff at cohort 1 schools attended their first day of Boys Town training.

## Next Steps

During the upcoming school year, cohort one schools will continue to receive Well-Managed Schools training and Safe and Healthy Secondary Schools training from Boys Town. Boys Town will also provide 10 days of school and staff consultation to cohort 1 schools throughout the 2020-21 school year. C1C will then conduct comparisons between cohort 1 and cohort 2 schools related to school climate and discipline practices to assess the impact of the provided training. The table below further illustrates planned grant and evaluation activities related to Objective 2.

Objective 2: Planned SCTG and Evaluation Activities (2020-21)	
Activity	Anticipated Completion
Boys Town to provide 2-day training sessions to all cohort 1 school staff (C1C to observe)	October 2020
C1C to conduct school walkthroughs and/or staff interviews	April 2021
Boys Town to provide consultation services to all cohort 1 schools	May 2021
C1C to conduct cohort 1 vs cohort 2 comparison (discipline, school climate, observations)	June 2021

## **Project Objective 3 – Provide Supports for Students and Families to Promote Success**

### **Objective Overview**

The final major objective associated with the BPS SCTG is to provide comprehensive supports for students and families which promote school and family success. The sections below provide a detailed account of all planning associated with and progress toward Objective 3 completed between October 2019 to September 2020. Also included are data and data collection details associated with key performance measures as identified in the grant application and detailed findings from various data collection activities conducted as part of the grant evaluation. Finally, key findings and next steps related to the objective are also provided.

### **Year in Review**

Planning and progress related to providing comprehensive supports for students and families which promote school and family success as of September 2020 are detailed below.

- BPS has established a standing Drug-Free District Advisory Committee that will oversee the implementation of drug education in the district and this committee is meeting regularly.
- BPS hired a 1.0 FTE alcohol/drug/opioid awareness and prevention counselor to work in schools to implement a drug education curriculum and support staff and students.
- The alcohol/drug/opioid awareness and prevention counselor received professional development at the beginning of the 2020-21 school year in the form of three separate classes geared toward preventing drug abuse.
- The alcohol/drug/opioid awareness and prevention counselor has officially begun working with students as of August 2020.
- BPS has established a contract with the Mendez Foundation to provide substance use prevention curriculum and training to staff.
- BPS staff received training on the Too Good for Drugs curriculum offered through the Mendez Foundation in preparation for delivering instruction to students during the 2020-21 school year.
- Plans are in place for Boys Town to provide Boys Town Common Sense Parenting classes to families across the district during the 2020-21 school year with a focus on student families in tier 2 and 3 levels of support.

### **Performance Measures**

The table below illustrates federal Grant Performance and Results Act (GPRA) and project-specific performance measures associated with Objective 3 and available results from Year 1 of the SCTG. Definitions and details associated with each of the key performance measures are provided in the following section.

Performance Measure	Measure Type	*Available Quantitative Data					
		Target			Actual Performance		
		#	Ratio	%	#	Ratio	%
3a. Number of training and technical assistance events with families	GPR	24	24/24	100%	TBD	TBD	TBD
3b. Number and percentage of schools annually implementing opioid abuse prevention programming	GPR	20	20/20	100%	0	0/20	0%
3c. Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol	GPR	20	20/20	100%	18	18/20	90%
3d. Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs	GPR	20	20/20	100%	16	16/20	80%
3e. Annual improvement in family perceptions of support and services provided through substance use prevention programming	Project	TBD	TBD	TBD	TBD	TBD	TBD

\*Data regarding the number of training and technical assistance events with families and improvement in family perceptions of support and services provided through substance use prevention programming will not be available until later in the 2020-21 school year once BPS begins offering those programs.

### Data Collection Details

**3a. Number of training and technical assistance events with families.** This measure is simply the number of Boys Town Common Sense Parenting Classes offered across the district each year. These classes will be made available to all student families in tier 2 and 3 levels of support later this fall. As a result, a total of 24 classes are scheduled with the ability to serve up to 36 parents. No parenting classes were provided during Year 1 of the SCTG. As a result, actual performance data for this measure won't be available until after the 2020-21 school year.

**3b. Number and percentage of schools annually implementing opioid abuse prevention.** This performance measure is the number and percentage of schools that are offering opioid abuse prevention programming during each grant year. The goal is to provide this programming in all 20 schools across the district beginning in the fall of 2020. As of September 30<sup>th</sup>, no schools are offering this programming yet, although plans have been made for all schools to begin offering it later in the fall.

GPRA Performance Measure 3b: Number of schools offering opioid abuse prevention programming		
School	Grade Level	Offering Opioid Abuse Prevention Programming (Yes/No)
Avery	K-6	No
Belleaire	K-6	No
Bellevue	K-6	No
Bellevue East	9-12	No
Bellevue West	9-12	No
Bertha Barber	K-6	No
Betz	K-6	No
Birchcrest	K-6	No
Central	K-6	No
Fairview	K-6	No
Fort Crook	K-6	No
Lemay	K-6	No
Leonard Lawrence	K-6	No
Lewis & Clark	7-8	No
Logan Fontenelle	7-8	No
Mission	7-8	No
Peter Sarpy	K-6	No
Twin Ridge	K-6	No
Two Springs	K-6	No
Wake Robin	K-6	No

**3c. Number and percentage of schools reporting an annual decrease in suspensions and expulsions related to possession or use of alcohol.** The table below illustrates the number of out of school suspensions and expulsions due to possession or use of alcohol at each school during the baseline year (October 2018 through September 2019) and Year 1 of the SCTG (October 2019 through September 2020). The 2019-20 school year was shortened due to school closures resulting from the COVID-19 pandemic. As a result, Year 1 suspension and expulsion counts have been adjusted to account for the reduced number of school days (176 student days in 2018-19 and 133 in 2019-20). Overall, 18 of 20 schools reported fewer or stable adjusted suspension or expulsion counts due to possession or use of alcohol in Year 1 of the SCTG compared to the baseline year.

**GPRA Performance Measure 3c: Number of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol**

School	Grade Level	Suspension or Expulsions Due to Alcohol Baseline (Oct '18 – Sept '19)	Suspension or Expulsions Due to Alcohol Year 1* (Oct '19 – Sept '20)	Increase/Decrease
Avery	K-6	0	0	-
Belleaire	K-6	0	0	-
Bellevue	K-6	0	0	-
Bellevue East	9-12	2	5	Increase
Bellevue West	9-12	3	3	-
Bertha Barber	K-6	0	0	-
Betz	K-6	0	0	-
Birchcrest	K-6	0	0	-
Central	K-6	0	0	-
Fairview	K-6	0	0	-
Fort Crook	K-6	0	0	-
Lemay	K-6	0	0	-
Leonard Lawrence	K-6	0	0	-
Lewis & Clark	7-8	8	0	Decrease
Logan Fontenelle	7-8	0	1	Increase
Mission	7-8	7	11	Increase
Peter Sarpy	K-6	0	0	-
Twin Ridge	K-6	0	0	-
Two Springs	K-6	0	0	-
Wake Robin	K-6	0	0	-

\*Year 1 data have been adjusted based on the reduced number of school days due to school closures resulting from the COVID-19 pandemic.

**3d. Number and percentage of schools reporting an annual decrease in suspensions and expulsions related to possession or use of tobacco or other drugs.** The table below illustrates the number of out of school suspensions and expulsions due to possession or use of tobacco or other drugs at each school during the baseline year (October 2018 through September 2019) and Year 1 of the SCTG (October 2019 through September 2020). The 2019-20 school year was shortened due to school closures resulting from the COVID-19 pandemic. As a result, Year 1 suspension and expulsion counts have been adjusted to account for the reduced number of school days (176 student days in 2018-19 and 133 in 2019-20). Overall, 16 of 20 schools reported fewer or stable adjusted suspension or expulsion counts due to possession or use of tobacco or other drugs in Year 1 of the SCTG compared to the baseline year.

**GPRA Performance Measure 3d: Number of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs**

School	Grade Level	Suspension or Expulsions Due to Drugs Baseline (Oct '18 – Sept '19)	Suspension or Expulsions Due to Drugs Year 1* (Oct '19 – Sept '20)	Increase/Decrease
Avery	K-6	0	0	-
Belleaire	K-6	0	0	-
Bellevue	K-6	0	0	-
Bellevue East	9-12	30	32	Increase
Bellevue West	9-12	38	44	Increase
Bertha Barber	K-6	0	0	-
Betz	K-6	0	0	-
Birchcrest	K-6	0	0	-
Central	K-6	0	0	-
Fairview	K-6	0	0	-
Fort Crook	K-6	0	0	-
Lemay	K-6	0	0	-
Leonard Lawrence	K-6	0	0	-
Lewis & Clark	7-8	0	5	Increase
Logan Fontenelle	7-8	23	11	Decrease
Mission	7-8	2	24	Increase
Peter Sarpy	K-6	0	0	-
Twin Ridge	K-6	0	0	-
Two Springs	K-6	0	0	-
Wake Robin	K-6	0	0	-

\*Year 1 data have been adjusted based on the reduced number of school days due to school closures resulting from the COVID-19 pandemic.

**3e. Annual improvement in family perceptions of support through drug abuse prevention programs.** In the fall of the 2020-21 school year, C1C will work with BPS staff to develop student and/or parent surveys regarding perceptions of support through drug abuse prevention programs. These surveys will be administered in the spring of 2021 and again in each subsequent year of the grant. Once the 2021 results of these surveys become available, targets will be established for subsequent years.

**In-Depth Evaluation Findings**

In-depth evaluation findings related to Objective 3 will not be available until Year 2, after drug abuse prevention programming and Common Sense Parenting classes have been offered by the district. These findings will include survey results from both parents and students regarding their perceptions of support related to substance use prevention. C1C will also assess the impact of drug abuse prevention programming on the number of drug- and alcohol-related discipline incidents.

## Key Findings

Key findings based on performance measure data and other evaluation activities related to Objective 3 are detailed below.

- Measures are in place or will be developed to assess all GPRA and project-related performance measures associated with Objective 3.
- Much of the data associated with Objective 3 performance measures will not become available until the 2020-21 school year when BPS begins offering substance use prevention programs in all of its schools.
- Plans have been made to make Boys Town Common Sense Parenting courses available to up to 36 district parents beginning in the 2020-21 school year.
- Plans have also been made to begin delivering substance use prevention programming at all schools during the 2020-21 school year.

## Next Steps

During the upcoming school year, BPS will begin offering substance use prevention programming in all of its schools. The district will also offer Boys Town Common Sense Parenting courses to up to 36 district parents. As part of the SCTG evaluation, C1C will work with BPS to develop and administer surveys assessing parent and/or student perceptions of support related to substance use prevention services. The table below further illustrates planned grant and evaluation activities related to Objective 2.

Objective 2: Planned SCTG and Evaluation Activities (2020-21)	
Activity	Anticipated Completion
BPS to begin offering substance use prevention programming in all schools	October 2020
BPS to begin offering Boys Town Common Sense Parenting courses to district parents	October 2020
C1C to develop surveys assessing perceptions of substance use prevention support	December 2020
BPS and C1C to administer surveys to parents and students	April 2021
C1C to analyze survey results	June 2021
C1C to analyze Common Sense Parenting course evaluation data	June 2021

## Conclusions

BPS is largely on track to achieve the three objectives it set forth in its SCTG application. Much of Year 1 has been dedicated to planning and preparation and the continued implementation of MTSS/PBIS practices in schools. A detailed look at 2019-20 discipline data revealed that Black students, American Indian students, special education students, and students receiving free-reduced price lunch accounted for a larger portion of suspensions than would be expected based on their enrollment. These trends are consistent with those found in schools across the United States. The discipline data also revealed that most suspensions in BPS are due to disrespect, physical attack, disruption, or tobacco/drug use or possession. As a result, BPS may have an opportunity to reduce suspensions through the offering of substance use prevention programming.

Many key grant-related activities such as providing Boys Town professional development to staff and drug abuse prevention programs to students were not scheduled to begin until this coming fall. In addition to planning for those activities, BPS has worked with C1C to identify data sources and establish baseline values for measures that already exist, and plan for the administration of any additional measures needed to inform the evaluation of grant-related activities. These data and related evaluation findings will be shared in formative quarterly and summative year-end reports as they become available. In short, all grant activities have been implemented as planned at this point, and plans are in place to evaluate all grant activities going forward.

## **Appendix: 2019-20 Discipline Data Summary Tables**

2019-20 Out of School Suspensions or Expulsions by Race/Ethnicity													
School	Grade Level	% of Enrollment						% of OSS or Expulsions					
		Am Indian	Asian/Pacific Islander	Black	Hispanic	White	N/A	Am Indian	Asian or Pacific Islander	Black	Hispanic	White	N/A
Avery	K-6	2.4%	4.8%	11.1%	24.7%	56.9%	0.0%	0.0%	0.0%	28.6%	0.0%	71.4%	0.0%
Belleaire	K-6	3.3%	2.9%	9.8%	29.3%	54.7%	0.0%	7.7%	0.0%	7.7%	23.1%	61.5%	0.0%
Bellevue	K-6	0.2%	4.2%	8.3%	7.1%	80.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Bellevue East	9-12	2.3%	3.8%	11.6%	13.9%	67.5%	0.9%	2.3%	0.9%	6.8%	14.9%	68.5%	6.8%
Bellevue West	9-12	0.8%	4.4%	13.0%	13.3%	68.3%	0.2%	2.1%	2.5%	32.9%	15.2%	45.7%	1.6%
Bertha Barber	K-6	0.0%	1.9%	10.6%	12.4%	75.2%	0.0%	0.0%	0.0%	80.0%	0.0%	20.0%	0.0%
Betz	K-6	1.7%	5.2%	11.7%	15.9%	65.5%	0.0%	9.1%	3.0%	9.1%	30.3%	48.5%	0.0%
Birchcrest	K-6	2.6%	3.9%	17.3%	19.1%	57.2%	0.0%	0.0%	0.0%	15.0%	20.0%	65.0%	0.0%
Central	K-6	2.4%	1.2%	6.7%	14.0%	75.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Fairview	K-6	1.5%	6.6%	11.3%	6.4%	74.3%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Fort Crook	K-6	2.5%	7.5%	17.7%	14.0%	58.4%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Lemay	K-6	4.0%	9.0%	13.9%	11.1%	62.0%	0.0%						
Leonard Lawrence	K-6	1.0%	5.6%	12.7%	9.3%	71.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Lewis & Clark	7-8	1.2%	5.4%	10.8%	9.7%	72.9%	0.0%	0.0%	5.3%	5.3%	21.1%	68.4%	0.0%
Logan Fontenelle	7-8	1.7%	2.9%	14.1%	16.4%	64.0%	0.8%	1.6%	0.8%	24.4%	19.7%	49.6%	3.9%
Mission	7-8	2.7%	3.7%	13.7%	14.0%	65.0%	0.9%	0.0%	0.0%	7.5%	27.5%	56.3%	8.8%
Peter Sarpy	K-6	3.0%	6.4%	17.6%	13.2%	59.9%	0.0%	0.0%	16.7%	50.0%	0.0%	33.3%	0.0%
Twin Ridge	K-6	0.4%	2.4%	14.2%	15.4%	67.6%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%	0.0%
Two Springs	K-6	0.8%	4.9%	11.8%	11.2%	71.2%	0.0%						
Wake Robin	K-6	2.0%	4.6%	10.6%	13.5%	69.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
<b>Total</b>	<b>K-12</b>	<b>1.7%</b>	<b>4.6%</b>	<b>12.5%</b>	<b>13.7%</b>	<b>67.2%</b>	<b>0.3%</b>	<b>2.0%</b>	<b>1.5%</b>	<b>19.3%</b>	<b>13.7%</b>	<b>56.0%</b>	<b>4.0%</b>

Note: The table above illustrates the percentage of OSSs or expulsions involving students of each race/ethnicity compared to enrollment.

2019-20 Out of School Suspensions or Expulsions by Gender							
School	Grade Level	% of Enrollment			% of OSS or Expulsions		
		Female	Male	N/A	Female	Male	N/A
Avery	K-6	44.6%	55.4%	0.0%	7.1%	92.9%	0.0%
Belleaire	K-6	45.6%	54.4%	0.0%	30.8%	69.2%	0.0%
Bellevue	K-6	44.7%	55.3%	0.0%	50.0%	50.0%	0.0%
Bellevue East	9-12	47.6%	51.5%	0.9%	23.4%	69.8%	6.8%
Bellevue West	9-12	47.9%	52.0%	0.2%	25.5%	72.8%	1.6%
Bertha Barber	K-6	49.1%	50.9%	0.0%	20.0%	80.0%	0.0%
Betz	K-6	47.6%	52.4%	0.0%	6.1%	93.9%	0.0%
Birchcrest	K-6	47.4%	52.6%	0.0%	0.0%	100.0%	0.0%
Central	K-6	48.2%	51.2%	0.6%	0.0%	0.0%	100.0%
Fairview	K-6	47.3%	52.7%	0.0%	0.0%	100.0%	0.0%
Fort Crook	K-6	41.9%	58.1%	0.0%	0.0%	100.0%	0.0%
Lemay	K-6	52.2%	47.8%	0.0%			
Leonard Lawrence	K-6	44.4%	55.6%	0.0%	0.0%	100.0%	0.0%
Lewis & Clark	7-8	47.4%	52.6%	0.0%	52.6%	47.4%	0.0%
Logan Fontenelle	7-8	48.6%	50.5%	0.8%	26.8%	69.3%	3.9%
Mission	7-8	47.1%	51.9%	0.9%	20.0%	71.3%	8.8%
Peter Sarpy	K-6	50.1%	49.9%	0.0%	0.0%	100.0%	0.0%
Twin Ridge	K-6	43.9%	56.1%	0.0%	42.9%	57.1%	0.0%
Two Springs	K-6	44.9%	55.1%	0.0%			
Wake Robin	K-6	45.0%	55.0%	0.0%	0.0%	100.0%	0.0%
<b>Total</b>	<b>K-12</b>	<b>47.0%</b>	<b>52.8%</b>	<b>0.3%</b>	<b>23.0%</b>	<b>73.1%</b>	<b>4.0%</b>

Note: The table above illustrates the percentage of OSSs or expulsions involving students of each gender compared to enrollment.

2019-20 Out of School Suspensions or Expulsions by Military Status							
School	Grade Level	% of Enrollment			% of OSS or Expulsions		
		Civilian	Military Connected	N/A	Civilian	Military Connected	N/A
Avery	K-6	94.3%	5.7%	0.0%	92.9%	7.1%	0.0%
Belleaire	K-6	84.7%	15.3%	0.0%	69.2%	30.8%	0.0%
Bellevue	K-6	68.5%	31.5%	0.0%	100.0%	0.0%	0.0%
Bellevue East	9-12	79.6%	19.5%	0.9%	78.4%	14.9%	6.8%
Bellevue West	9-12	77.0%	22.8%	0.2%	82.7%	15.6%	1.6%
Bertha Barber	K-6	87.0%	13.0%	0.0%	100.0%	0.0%	0.0%
Betz	K-6	93.8%	6.2%	0.0%	97.0%	3.0%	0.0%
Birchcrest	K-6	94.1%	5.9%	0.0%	95.0%	5.0%	0.0%
Central	K-6	91.4%	8.6%	0.0%	0.0%	0.0%	100.0%
Fairview	K-6	65.4%	34.6%	0.0%	10.0%	90.0%	0.0%
Fort Crook	K-6	71.1%	28.9%	0.0%	100.0%	0.0%	0.0%
Lemay	K-6	39.8%	60.2%	0.0%			
Leonard Lawrence	K-6	74.4%	25.6%	0.0%	100.0%	0.0%	0.0%
Lewis & Clark	7-8	63.2%	36.8%	0.0%	89.5%	10.5%	0.0%
Logan Fontenelle	7-8	86.7%	12.5%	0.8%	87.4%	8.7%	3.9%
Mission	7-8	77.1%	22.0%	0.9%	81.3%	10.0%	8.8%
Peter Sarpy	K-6	20.6%	79.4%	0.0%	16.7%	83.3%	0.0%
Twin Ridge	K-6	92.5%	7.5%	0.0%	100.0%	0.0%	0.0%
Two Springs	K-6	64.1%	35.9%	0.0%			
Wake Robin	K-6	79.1%	20.9%	0.0%	100.0%	0.0%	0.0%
<b>Total</b>	<b>K-12</b>	<b>74.4%</b>	<b>25.3%</b>	<b>0.2%</b>	<b>82.1%</b>	<b>14.0%</b>	<b>4.0%</b>

Note: The table above illustrates the percentage of OSSs or expulsions based on the military status of the students involved compared to enrollment.

2019-20 Out of School Suspensions or Expulsions by Free/Reduced Lunch Status							
School	Grade Level	% of Enrollment			% of OSS or Expulsions		
		Full-Pay	Free/Reduced	N/A	Full-Pay	Free/Reduced	N/A
Avery	K-6	48.8%	51.2%	0.0%	35.7%	64.3%	0.0%
Belleaire	K-6	35.8%	63.8%	0.3%	38.5%	61.5%	0.0%
Bellevue	K-6	86.2%	13.8%	0.0%	100.0%	0.0%	0.0%
Bellevue East	9-12	60.3%	38.8%	0.9%	32.9%	60.4%	6.8%
Bellevue West	9-12	72.2%	27.6%	0.2%	47.3%	51.0%	1.6%
Bertha Barber	K-6	45.3%	54.7%	0.0%	0.0%	100.0%	0.0%
Betz	K-6	33.8%	66.2%	0.0%	12.1%	87.9%	0.0%
Birchcrest	K-6	42.3%	57.7%	0.0%	10.0%	90.0%	0.0%
Central	K-6	51.5%	48.5%	0.0%	0.0%	0.0%	100.0%
Fairview	K-6	82.1%	17.4%	0.5%	100.0%	0.0%	0.0%
Fort Crook	K-6	64.0%	36.0%	0.0%	20.0%	80.0%	0.0%
Lemay	K-6	72.8%	27.2%	0.0%			
Leonard Lawrence	K-6	72.7%	27.3%	0.0%	100.0%	0.0%	0.0%
Lewis & Clark	7-8	79.5%	20.5%	0.0%	68.4%	31.6%	0.0%
Logan Fontenelle	7-8	60.9%	38.3%	0.8%	44.9%	51.2%	3.9%
Mission	7-8	47.4%	51.0%	1.6%	18.8%	70.0%	11.3%
Peter Sarpy	K-6	65.4%	34.6%	0.0%	50.0%	50.0%	0.0%
Twin Ridge	K-6	53.4%	46.6%	0.0%	28.6%	71.4%	0.0%
Two Springs	K-6	80.8%	19.2%	0.0%			
Wake Robin	K-6	73.7%	26.3%	0.0%	0.0%	100.0%	0.0%
<b>Total</b>	<b>K-12</b>	<b>64.6%</b>	<b>35.1%</b>	<b>0.3%</b>	<b>38.1%</b>	<b>57.7%</b>	<b>4.2%</b>

Note: The table above illustrates the percentage of OSSs or expulsions based on the lunch status of the students involved compared to enrollment.

2019-20 Out of School Suspensions or Expulsions by Special Education Status							
School	Grade Level	% of Enrollment			% of OSS or Expulsions		
		Not Special Ed	Special Ed	N/A	Not Special Ed	Special Ed	N/A
Avery	K-6	78.6%	21.4%	0.0%	42.9%	57.1%	0.0%
Belleaire	K-6	70.8%	28.9%	0.3%	61.5%	38.5%	0.0%
Bellevue	K-6	85.6%	14.4%	0.0%	50.0%	50.0%	0.0%
Bellevue East	9-12	81.7%	17.4%	0.9%	67.1%	26.1%	6.8%
Bellevue West	9-12	86.3%	13.5%	0.2%	62.1%	36.2%	1.6%
Bertha Barber	K-6	75.8%	24.2%	0.0%	100.0%	0.0%	0.0%
Betz	K-6	72.4%	27.6%	0.0%	45.5%	54.5%	0.0%
Birchcrest	K-6	71.6%	28.4%	0.0%	10.0%	90.0%	0.0%
Central	K-6	71.8%	28.2%	0.0%	0.0%	0.0%	100.0%
Fairview	K-6	81.6%	18.4%	0.0%	50.0%	50.0%	0.0%
Fort Crook	K-6	78.6%	21.4%	0.0%	40.0%	60.0%	0.0%
Lemay	K-6	80.2%	19.8%	0.0%			
Leonard Lawrence	K-6	80.5%	19.5%	0.0%	0.0%	100.0%	0.0%
Lewis & Clark	7-8	83.4%	16.6%	0.0%	57.9%	42.1%	0.0%
Logan Fontenelle	7-8	80.7%	18.5%	0.8%	54.3%	41.7%	3.9%
Mission	7-8	79.3%	19.1%	1.6%	67.5%	23.8%	8.8%
Peter Sarpy	K-6	79.2%	20.8%	0.0%	66.7%	33.3%	0.0%
Twin Ridge	K-6	73.5%	26.5%	0.0%	42.9%	57.1%	0.0%
Two Springs	K-6	74.2%	25.8%	0.0%			
Wake Robin	K-6	60.6%	39.4%	0.0%	0.0%	100.0%	0.0%
<b>Total</b>	<b>K-12</b>	<b>79.2%</b>	<b>20.5%</b>	<b>0.3%</b>	<b>59.9%</b>	<b>36.2%</b>	<b>4.0%</b>

Note: The table above illustrates the percentage of OSSs or expulsions based on the special education status of the students involved compared to enrollment.

2019-20 Out of School Suspensions or Expulsions by English Language Learner (ELL) Status							
School	Grade Level	% of Enrollment			% of OSS or Expulsions		
		Not ELL	ELL	N/A	Not ELL	ELL	N/A
Avery	K-6	94.0%	6.0%	0.0%	100.0%	0.0%	0.0%
Belleaire	K-6	91.6%	8.1%	0.3%	92.3%	7.7%	0.0%
Bellevue	K-6	98.3%	1.7%	0.0%	100.0%	0.0%	0.0%
Bellevue East	9-12	96.7%	2.4%	0.9%	92.3%	0.9%	6.8%
Bellevue West	9-12	98.6%	1.2%	0.2%	95.9%	2.5%	1.6%
Bertha Barber	K-6	96.9%	3.1%	0.0%	100.0%	0.0%	0.0%
Betz	K-6	95.9%	4.1%	0.0%	100.0%	0.0%	0.0%
Birchcrest	K-6	89.4%	10.6%	0.0%	100.0%	0.0%	0.0%
Central	K-6	98.2%	1.8%	0.0%	0.0%	0.0%	100.0%
Fairview	K-6	99.3%	0.7%	0.0%	100.0%	0.0%	0.0%
Fort Crook	K-6	93.2%	6.8%	0.0%	100.0%	0.0%	0.0%
Lemay	K-6	97.5%	2.5%	0.0%			
Leonard Lawrence	K-6	98.3%	1.7%	0.0%	100.0%	0.0%	0.0%
Lewis & Clark	7-8	99.8%	0.2%	0.0%	100.0%	0.0%	0.0%
Logan Fontenelle	7-8	95.6%	3.5%	0.8%	94.5%	1.6%	3.9%
Mission	7-8	96.8%	1.6%	1.6%	91.3%	0.0%	8.8%
Peter Sarpy	K-6	97.5%	2.5%	0.0%	100.0%	0.0%	0.0%
Twin Ridge	K-6	94.5%	5.5%	0.0%	100.0%	0.0%	0.0%
Two Springs	K-6	98.9%	1.1%	0.0%			
Wake Robin	K-6	97.0%	3.0%	0.0%	100.0%	0.0%	0.0%
<b>Total</b>	<b>K-12</b>	<b>96.8%</b>	<b>2.9%</b>	<b>0.3%</b>	<b>94.7%</b>	<b>1.4%</b>	<b>4.0%</b>

Note: The table above illustrates the percentage of OSSs or expulsions based on the ELL status of the students involved compared to enrollment.

2019-20 Out of School Suspensions or Expulsions by Gifted Status							
School	Grade Level	% of Enrollment			% of OSS or Expulsions		
		Not Gifted	Gifted	N/A	Not Gifted	Gifted	N/A
Avery	K-6	97.3%	2.7%	0.0%	100.0%	0.0%	0.0%
Belleaire	K-6	98.1%	1.6%	0.3%	76.9%	23.1%	0.0%
Bellevue	K-6	93.3%	6.7%	0.0%	50.0%	50.0%	0.0%
Bellevue East	9-12	90.0%	9.2%	0.9%	92.3%	0.9%	6.8%
Bellevue West	9-12	86.0%	13.8%	0.2%	98.4%	0.0%	1.6%
Bertha Barber	K-6	98.8%	1.2%	0.0%	100.0%	0.0%	0.0%
Betz	K-6	98.3%	1.7%	0.0%	97.0%	3.0%	0.0%
Birchcrest	K-6	97.7%	2.3%	0.0%	100.0%	0.0%	0.0%
Central	K-6	95.7%	4.3%	0.0%	0.0%	0.0%	100.0%
Fairview	K-6	93.4%	6.6%	0.0%	100.0%	0.0%	0.0%
Fort Crook	K-6	96.9%	3.1%	0.0%	100.0%	0.0%	0.0%
Lemay	K-6	95.7%	4.3%	0.0%			
Leonard Lawrence	K-6	92.7%	7.3%	0.0%	100.0%	0.0%	0.0%
Lewis & Clark	7-8	84.5%	15.5%	0.0%	100.0%	0.0%	0.0%
Logan Fontenelle	7-8	87.5%	11.6%	0.8%	92.1%	3.9%	3.9%
Mission	7-8	87.7%	10.7%	1.6%	88.8%	2.5%	8.8%
Peter Sarpy	K-6	97.5%	2.5%	0.0%	100.0%	0.0%	0.0%
Twin Ridge	K-6	96.4%	3.6%	0.0%	100.0%	0.0%	0.0%
Two Springs	K-6	93.4%	6.6%	0.0%			
Wake Robin	K-6	98.0%	2.0%	0.0%	100.0%	0.0%	0.0%
<b>Total</b>	<b>K-12</b>	<b>92.0%</b>	<b>7.7%</b>	<b>0.3%</b>	<b>94.3%</b>	<b>1.7%</b>	<b>4.0%</b>

Note: The table above illustrates the percentage of OSSs or expulsions based on the gifted status of the students involved compared to enrollment.

2019-20 Out of School Suspensions or Expulsions by Behavior Type	
Behavior Type	OSS Count
Disrespect	146
Physical Attack	104
Disruption	101
Tobacco/Drug Use or Possession	99
Violence without Physical Injury	79
Insubordination	77
Failure to Serve Detention or Attend Saturday School	75
Excessive Tardies or Skipping School	35
Making Threats	34
Violence with Physical Injury	28
Weapon Possession	16
Theft	15
Alcohol Use or Possession	14
Harassment	13
Horseplay	9
Vandalism	8
Bullying	6
Cell Phone/Electronics/Technology	3
Sexual Assault	3
Cheating/Forgery	2

Note: The table above shows the number of OSSs across the district due to different behavior types. OSS incidents due to multiple behaviors are counted multiple times in the table above.

BPS School Climate Transformation Grant  
School Board Report  
November 9, 2020

In October of 2019, BPS was awarded a 5 year grant in the amount of 2.7 million dollars from the Department of Education for School Climate. There are 3 major components of the grant: personnel, staff development and programming.

Some of the personnel activities we completed during year one of the grant include:

- Project Director position--required of the grant and funded by the grant. Contact person for the department of education, grant evaluation services, and all activities related to the grant.
- Expanded our District-Level MTSS position to 1.0 FTE. This allows for systemic alignment of all MTSS components within the district.
- Addition of Drug/Alcohol Counselor that works with all buildings and collaborates with all guidance counselors and social workers. She serves as a resource for parents and meets regularly with students to help lessen the likelihood of repeat offenses.
- Added an additional special education behavior coach to provide additional supports for all special education programs across the district. This addition has allowed the special education coaches to focus on serving 2-4 buildings exclusively.
- Created PBIS Team leader positions at all 20 schools. The grant is a climate grant with an extreme emphasis on building Positive Behavior Supports at all tiers.

The bulk of the grant funding has been earmarked for our work with Boys Town to provide staff development for all staff members in the areas of Well Managed and Safe and Secure Secondary Schools.

- District has been divided into two cohorts based on enrollment and demographics for program implementation and evaluation purposes.
- We have trained all administrators, teachers and paraprofessionals of Cohort one schools (10 total schools).
- Boys Town is currently completing round two of consultation visits at each of those schools to measure fidelity of implementation
- Cohort Two Schools will launch their professional development activities this spring with formal training to occur in the summer for administrators and during the fall of the 2021-22 school year for all teachers and paraprofessionals.
- To ensure sustainability of the Well Managed Schools and Safe and Secure Secondary Schools, we will be training staff to serve as consultants in each of our buildings this year.
- In future years of the grant, we will train BPS employees to become Boys Town Trainers to provide training to secretaries, food service, custodial, transportation and any new hires that occur.

Programs associated with the grant that are currently occurring:

- Established a drug free committee within the district
- Common Sense Parenting Courses provided for free to our district parents for toddler, preschool and school aged children
- Too Good for Drugs curriculum with an emphasis on opioid prevention programming is being provided to all students in grades 5, 7, and 9 which will allow for all students in the district to have had access to this curriculum by the end of the 5 year grant.
- A new activity of the grant that we will be adding is an equity committee with some professional development and student programming provided through Inclusive Communities of Omaha.

With the closing of the school buildings last spring, we did have to postpone some activities of the grant and then moved our professional development to a virtual format, but we are on target with our grant activities and schedule at this time. We are charged with showing improvements in school climate through the course of the grant and rely on our fidelity checks for Boys Town implementation, PBIS assessments and improvements through the department of education's climate survey called the EDSCLS and annual improvements on the student poll of the Gallup Hope Survey. In addition, we have a contract with Category One Consultants that ensures we are in line with all activities we outlined in our grant application.

Lots of exciting things have come to fruition as part of the grant. We are excited about the improvements within district through this systemic approach. We look forward to the improvements we will see through the life of the grant in the area of school climate with plans for sustainment by the district.

## **COMPARING BPS STAFF MEMBERS' ATTITUDES, BELIEFS AND OPINIONS TOWARDS STEM INSTRUCTIONAL PRACTICES ON 2019 AND 2020 SURVEYS**

Report 2.01

William Carruthers & Pamela Lovin

Released October 2020 <sup>1</sup>

### **INTRODUCTION**

This report provides the results of varied surveys administered to Bellevue Public Schools (BPS) staff participating in the DoDEA Project STEM grant program. The surveys were administered over the course of the 2019 and 2020 years and were of three kind:

- *Professional Development.* Surveys were administered with staff participating in professional development programs conducted by Discovery Education. The purpose of the survey was to collect their impressions of the professional development program. By October 2020, six such surveys had been administered. Results from these surveys are discussed in Part I of this report.
- *General Attitudes Towards STEM: STEM Leaders Team Members.* A survey of general attitudes, beliefs and opinions related to providing STEM instruction to students was conducted in May 2019 and again in May 2020. The survey was conducted with members of the STEM Leaders Team, comprising 2-4 educators from each school participating in the DoDEA program. The purpose of this survey was to assess what, if any, change in attitudes might be apparent over the course of the year. Results from these surveys are reported in Part II of this report.
- *General Attitudes Towards STEM: General Teacher Population.* A survey of general attitudes, beliefs and opinions related to providing STEM instruction to students was conducted with the general teacher population in September 2019 and again in September 2020. This survey was similar in nature to the one conducted with the STEM Leaders Team members, also with the purpose of assessing what, if any, change in attitudes might be apparent over the course of the year. Results from these surveys are reported in Part III of this report.

### **PART I: IMPRESSIONS OF DISCOVERY EDUCATION PROFESSIONAL DEVELOPMENT PROGRAMS**

#### **FINDINGS**

Table 1 provides the results of the six surveys that were administered following completion of the professional development programs conducted by Discovery Education. Five identical Likert scale items were included on each survey with anchors for these items being scored along a scale ranging from Strongly Agree (5) to Undecided (3) to Strongly Disagree (1). The average of responses to the five items are indicated in Table 1. Participants in the Discovery Education professional development programs held generally positive views of the programs with their

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<sup>1</sup> Suggested citation. Carruthers, W., & Lovin, P. (2020, October). *Comparing BPS Staff Members' Attitudes, Beliefs and Opinions Towards STEM Instructional Practices on 2019 and 2020 Surveys*. Garner, NC: Author.

average responses falling about midway between the Agree and Strongly Agree scale. Responses to the February 2020 program were noticeably stronger than the other five programs. However, this survey had the fewest participants and it is possible that the results are skewed. **Table 2** provides comments made by respondents to the February 2020 open-ended question asking, “Which aspect of this program was most beneficial to you? Why?”

<b>Table 1. Impressions of Discovery Education Professional Development Programs</b>						
Date of Survey	2019-08	2019-10	2019-12	2020-02	2020-09	2020-10
Audience	STEM Ldrs	STEM Ldrs	STEM Ldrs	STEM Ldrs	STEM Ldrs	STEM Ldrs
Purpose	PD Feedback	PD Feedback	PD Feedback	PD Feedback	PD Feedback	PD Feedback
# Respondents	57	49	51	18	40	52
I am satisfied with the professional learning offered in this program.	4.25	4.43	4.36	4.72	4.31	4.35
The program content and strategies will be useful in my work.	4.37	4.45	4.40	4.83	4.31	4.46
The materials and resources provided will be useful in my work.	4.46	4.45	4.44	4.78	4.43	4.44
I am confident I can implement what I learned this session in my work,	4.26	4.37	4.34	4.67	4.40	4.29
I plan to implement what I learned this session in my work.	4.32	4.43	4.38	4.61	4.41	4.35

<b>Table 2. Comments Respondents Made to an Open-Ended Question on the February 2020 Survey</b>
<b>Q: Which aspect of this program was most beneficial to you? Why?</b>
Discovering ways I can assess my students while using the STEM Connect activities.
Learning about Boardmaker/Studio!
working with the program and brainstorming ideas
I like the time to explore resources and build my lesson plans around them.
The SOS strategies & time to plan
collaborating with colleagues
Learning new strategies for use within the curriculum
Being able to collaborate with the group.

**Table 2. Comments Respondents Made to an Open-Ended Question on the February 2020 Survey****Q: Which aspect of this program was most beneficial to you? Why?**

I love that we use the SOS strategies as if we were students and then we reflect on them as teachers. It helps me experience how easy the strategies are to do. The reflection with other teachers helps me connect the strategies to my own content.
---

The examples of strategies that we put into place today during the training.
--

Exploring Studio Boards as a well to use portfolios.
--

The hands on activities and reflection on how to implement in classroom.
--

The SOS strategies that we used and the ability to work with our building STEM leaders.
---

I love seeing the SOS strategies in action.
---

The reflection was useful and purposeful today!
---

SOS Placemat
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SOS strategies
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SOS strategies
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## PART II: SURVEYS OF BPS STEM LEADERS TEAM MEMBERS

General purpose surveys were administered to the STEM Leaders Team members in May of 2019 and 2020. The purpose of these two surveys was to collect teacher perceptions on issues associated with STEM instructional practices. The two surveys posed similar questions although the May 2020 survey was shorter due to how some questions from the earlier survey were not applicable in the context of the COVID-19 pandemic that was raging at the time.

While respondents to the two surveys were members of the STEM Leaders Team for the most part, the respondents were not exactly identical on both surveys due to there being some turnover in the team membership. BPS leaders report that the turnover has been fewer than five individuals. Accordingly, comparing results of the two surveys offers some insight into possible changes and/or developments in perceptions among the STEM Leaders Team members over the course of the 2019-20 school year, a period when considerable professional development was conducted with these individuals on STEM practices and resources.

An earlier report produced by GrantProse details results of the May 2019 survey <sup>2</sup>, and this report compares summary results of the May 2020 survey to the 2019 survey.

## FINDINGS

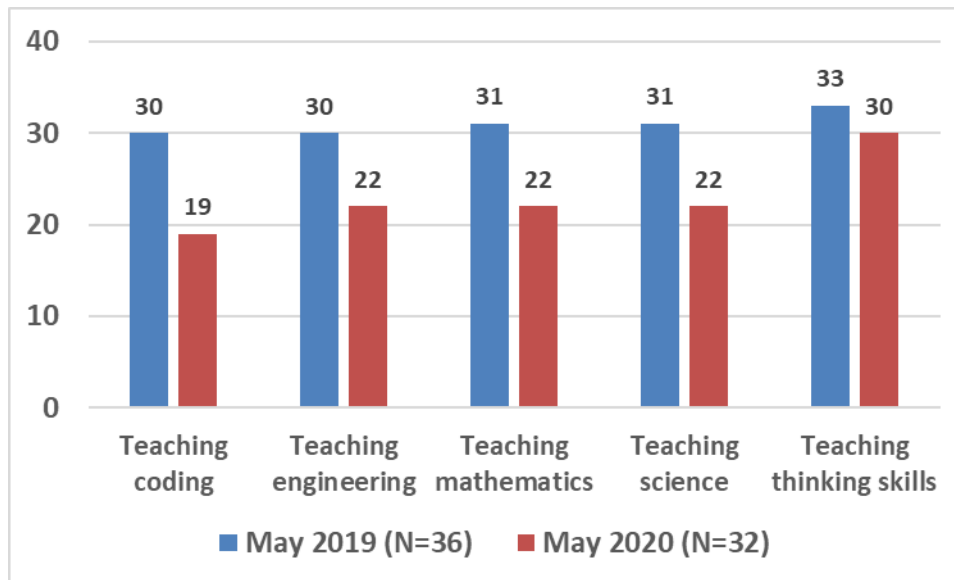
There were 49 individuals who responded to the May 2019 survey; however, only 36 of these individuals providing useful data indicated they were members of the STEM Leaders Team. There were also 49 individuals who responded to the May 2020 survey and 32 of these providing useful data indicated they were members of the STEM Leaders Team. The analyses described in this report are for the STEM Leaders Team members responding to each survey.

<sup>2</sup> Carruthers, W. (2020, August). *Comparing STEM Leaders Team Members' Attitudes, Beliefs and Opinions on 2019 and 2020 Surveys*. Garner, NC: GrantProse, Inc.

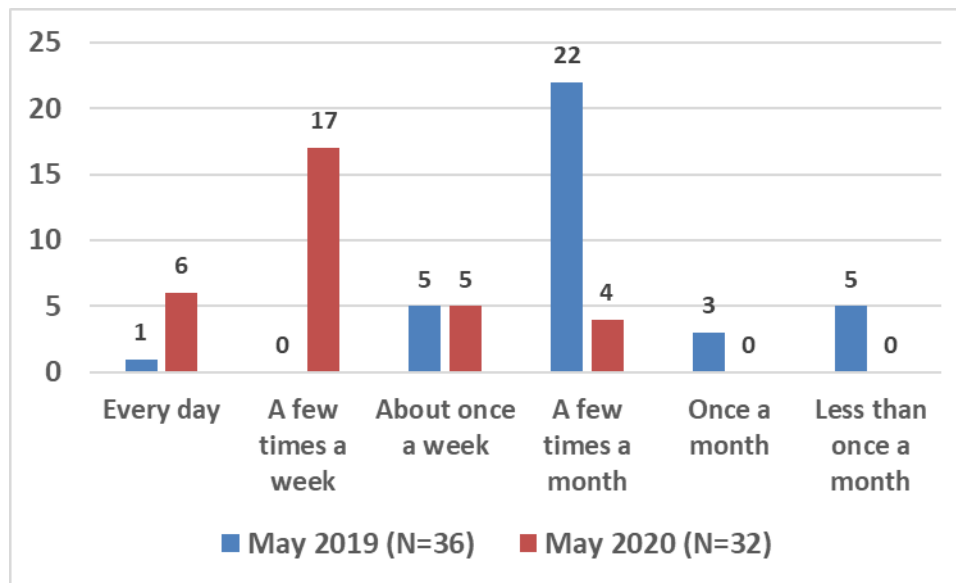
The following figures depict how individuals responded to the forced-choice questions. Each question is indicated in the title of the figure and the possible response choices are indicated along the X-axis of the figure. In some instances, the total of individuals selecting the different response choices exceeds the number of individuals completing the survey, due to how the question permitted individuals to make more than one choice.

In **Figure 1**, the choices individuals made on the 2019 survey are distributed generally evenly among the five options but may show a slight preference for ‘Teaching thinking skills’ on the 2020 survey.

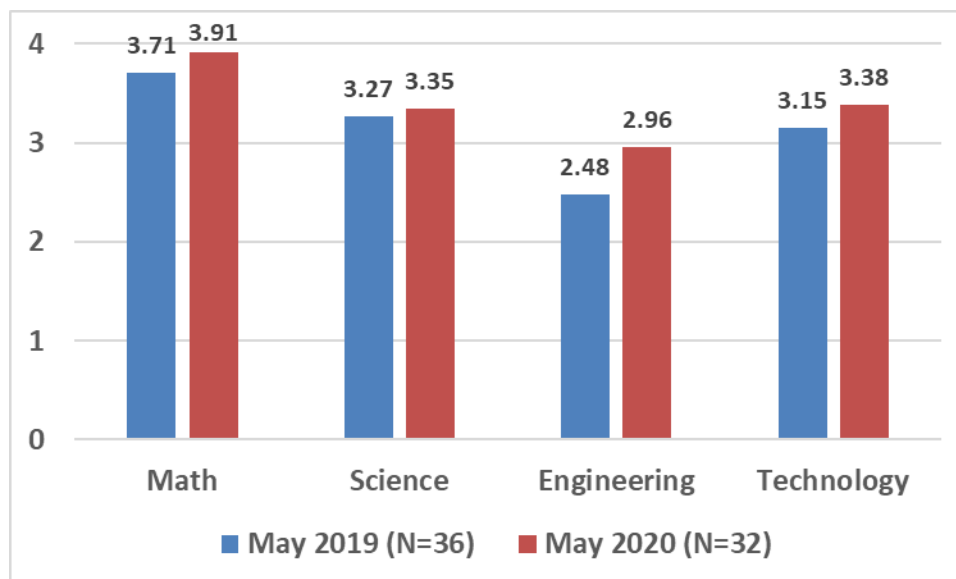
**Figure 1. How do you define STEM in the classroom?**



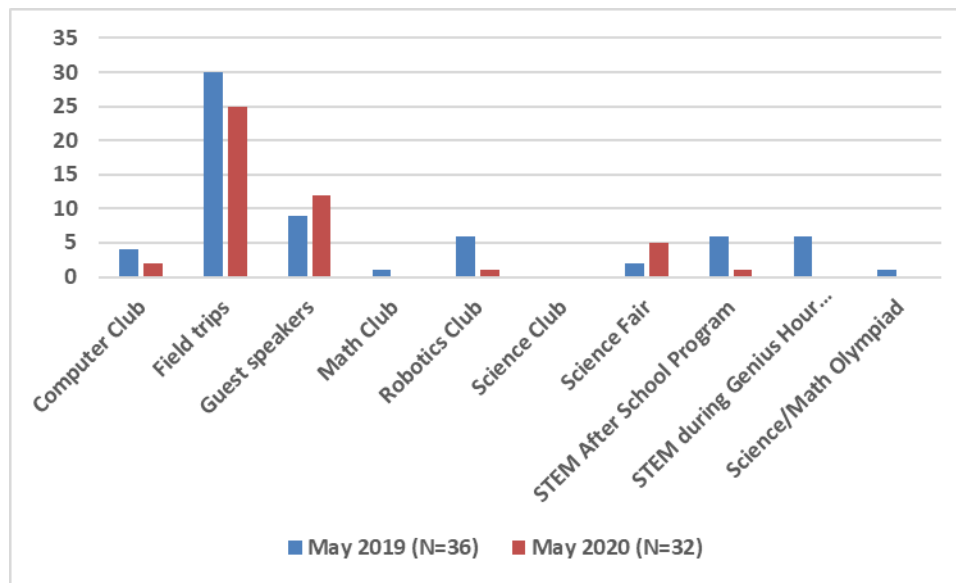
In **Figure 2**, there appears to be a definite change between the 2019 and 2020 surveys. At the time of the later survey, individuals report more frequently integrating STEM activities in their classroom. The modal response of ‘A few times a month’ on the 2019 survey had shifted to ‘A few times a week’ on the 2020 survey.

**Figure 2. How often do you integrate STEM activities in your classroom?**

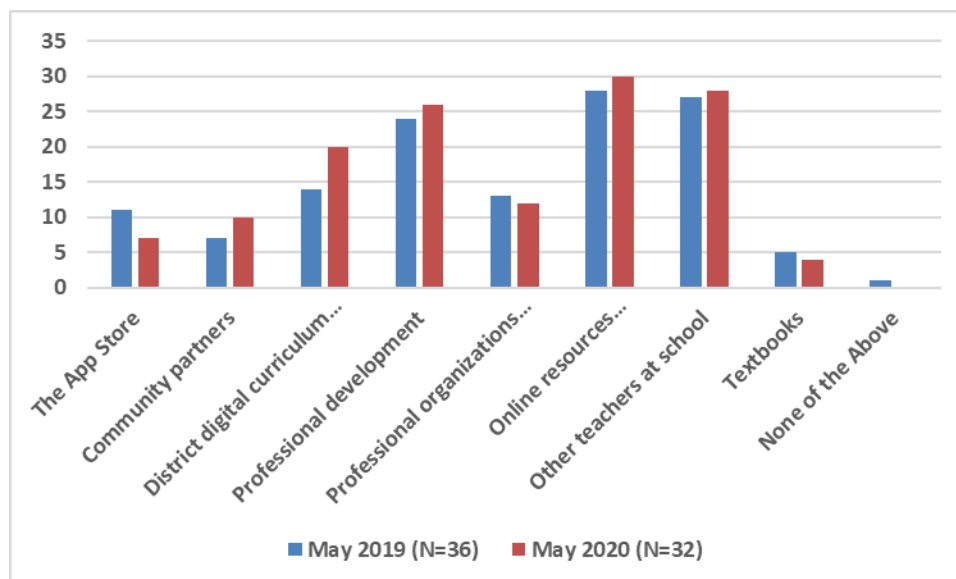
In **Figure 3**, response choices were weighted as follow -- Strong (4), Adequate (3), Weak (2), and Poor (1) – and the average of respondents’ selections was computed for each subject. There is a small but consistent improvement in the averages for all four subjects, with averages on the 2020 survey being strongest.

**Figure 3. How would you rate your abilities to teach...**

In **Figure 4**, the response choices individuals made are similar for the 2019 and 2020 surveys with field trips being the most frequently selected choice followed by guest speakers.

**Figure 4. What activities have you led or assisted with at school?**

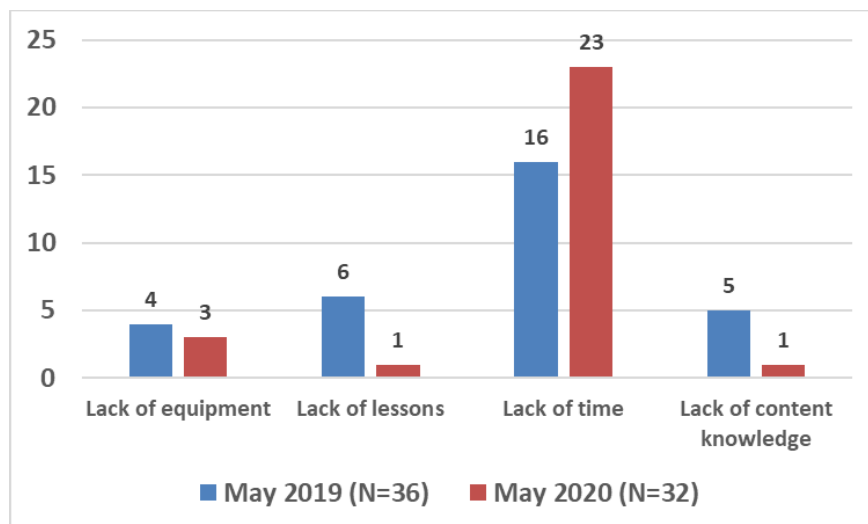
In **Figure 5**, the response choices individuals made are similar for the 2019 and 2020 surveys with online resources, other teachers at school, professional development, and district digital curriculum resources being the most frequently selected.

**Figure 5. Where do you find resources for STEM activities?**

In **Figure 6**, the pattern of responses suggests some possibility of impact from the professional development between the 2019 and 2020 surveys. Whereas a number of individuals indicated 'Lack of lessons' and 'Lack of content knowledge' were challenges on the 2019 survey, only one individual made these selections on the 2020 survey. Also, in a converse fashion, a greater

proportion of individuals indicated ‘Lack of time’ was a challenge on the 2020 survey than on the 2019 survey, possibly suggesting a greater appreciation for the many forms of lessons that could be delivered if there were more time to do so.

**Figure 6. What is the biggest challenge to teaching STEM?**



The Friday Institute for Educational Innovation at North Carolina State University has constructed a number of surveys designed to measure teacher efficacy and attitudes toward STEM disciplines. Two of the Institute’s surveys addressing mathematics and science were combined in a single survey in the survey used with the STEM Leaders Team.<sup>3,4</sup> Due to COVID-19, only three of the scales were used on both the 2019 and 2020 surveys as indicated in **Table 3**.

Construct	Number of Scales	Number of Items per Scale	Measurement Application	Application
Personal Teaching Efficacy and Beliefs	2 scales Math & Science	11	Self-efficacy and confidence related to teaching the specific STEM subject	Used with both the 2019 and 2020 surveys
Teaching Outcome Expectancy Beliefs	2 scales Math & Science	9	Degree to which the respondent believes, in general, student-learning in the specific STEM subject can be impacted by actions of teachers	Used with both the 2019 and 2020 surveys
Student Technology Use	1 scale	8	How often students use technology in the respondent’s classes	Used with the 2019 survey

<sup>3</sup> Friday Institute for Educational Innovation (2012). *Teacher Efficacy and Attitudes Toward STEM Survey-Mathematics Teachers*, Raleigh, NC: Author.

<sup>4</sup> Friday Institute for Educational Innovation (2012). *Teacher Efficacy and Attitudes Toward STEM Survey-Science Teachers*, Raleigh, NC: Author.

<b>Construct</b>	<b>Number of Scales</b>	<b>Number of Items per Scale</b>	<b>Measurement Application</b>	<b>Application</b>
STEM Instruction	1 scale	14	How often the respondent uses certain STEM instructional practices	Used with the 2019 survey
21st Century Learning Attitudes	1 scale	11	Attitudes toward 21st century learning	Used with the 2019 survey
Teacher Leadership Attitudes	1 scale	6	Attitudes toward teacher leadership activities	Used with the 2019 survey
STEM Career Awareness	1 scale	4	Awareness of STEM careers and where to find resources for further information	Used with both the 2019 and 2020 surveys

**Table 4** provides the average scale score for each of the survey scales used with the STEM Leaders Team. **Table 4** shows that STEM Leaders Team members' attitudes, beliefs and opinions were stronger on the 2020 survey compared to the 2019 survey in every instance.

<b>Year of the Survey</b>	<b>Number of Respondents</b>	<b>Personal Teaching Efficacy and Beliefs</b>		<b>Teaching Outcome Expectancy Beliefs</b>		<b>STEM Career Awareness</b>
		<b>Math</b>	<b>Science</b>	<b>Math</b>	<b>Science</b>	
2019	36	3.85	3.51	3.44	3.43	2.92
2020	32	4.41	4.03	3.59	3.58	3.98

### **PART III: SURVEYS WITH BPS GENERAL TEACHER POPULATION**

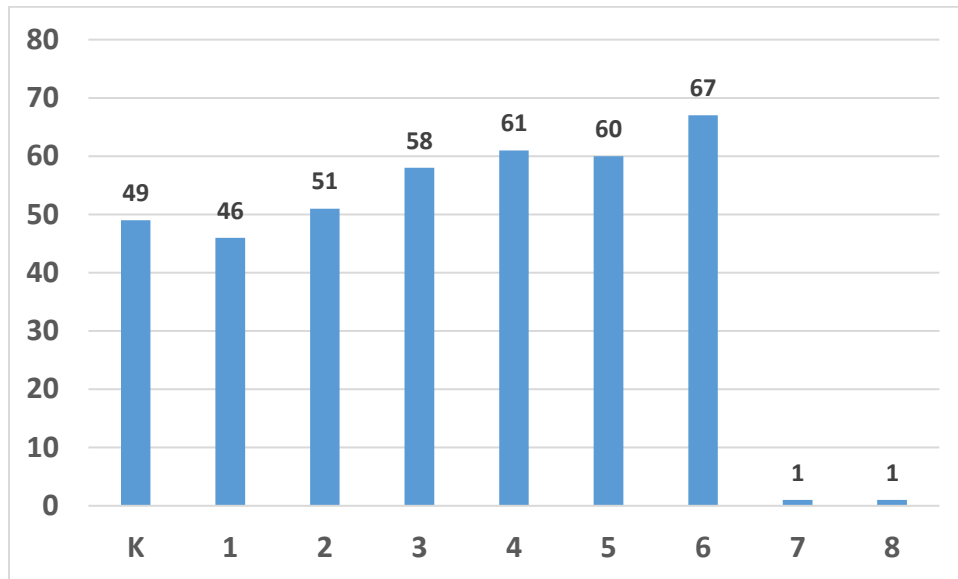
General purpose surveys were administered to the general teacher population in September of 2019 and again in September 2020. Similar to the two attitudinal surveys administered with the STEM Leader Team members, the purpose of these two surveys was to collect teacher attitudes, beliefs and opinions on issues associated with STEM instructional practices. The two surveys posed similar questions with the addition of an open-ended question on the 2020 survey asking, *How has COVID-19 affected science and math instruction?* There were 193 respondents to the 2019 survey and 174 respondents to the 2020 survey.

### **FINDINGS**

The following data results are reported for 269 respondents to the two surveys who completed most of the survey items and indicated they provided science and/or math instruction to students. There were 151 respondents to the 2019 survey and 118 respondents to the 2020 survey meeting these criteria. It is unknown how many individuals participated in both surveys.

**Figure 7** indicates the grade levels these individuals taught.

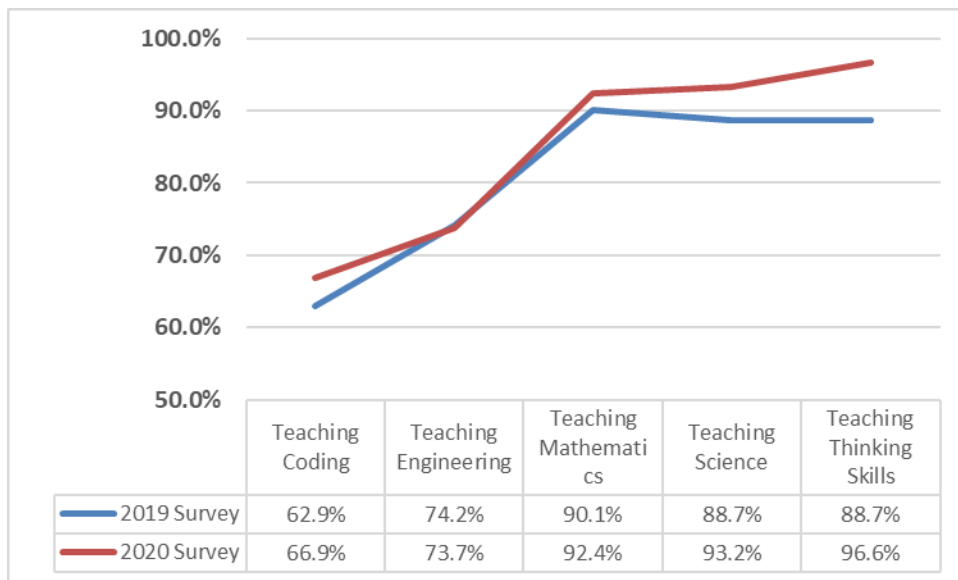
**Figure 7. Grade Levels Taught by Survey Respondents \***



\* Numbers in the table add to greater than 269 due to individuals teaching more than one grade level.

Asked to indicate *How do you define STEM in the classroom?* and given five choices, **Figure 8** shows that there is possibly some movement to place greater emphases teaching thinking skills by the time of the 2020 survey.

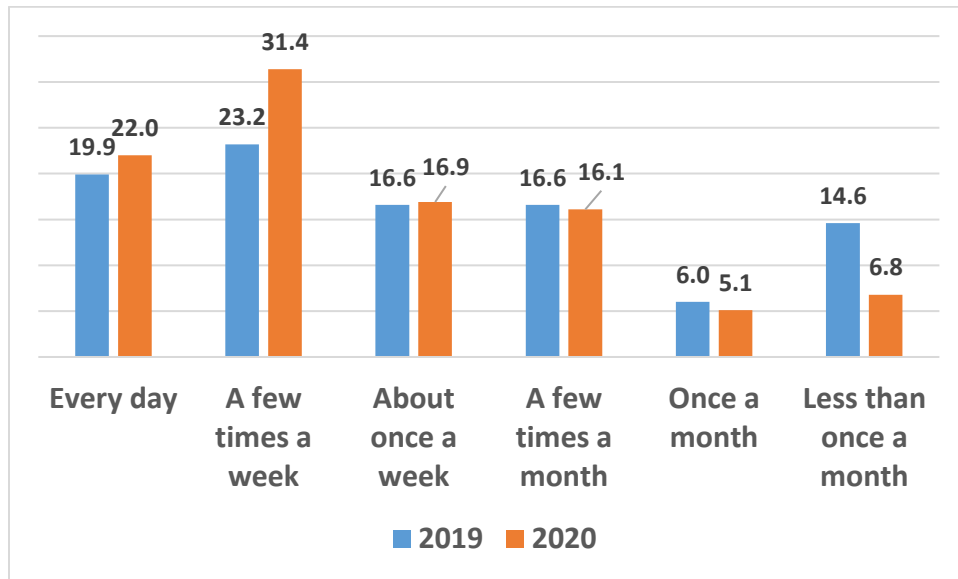
**Figure 8. Percentage of Teachers Choosing Different Options for How They Defined Teaching STEM \***



\* Because the Y-axis only spans the range between 50% and 100%, the apparent difference in percentages are accentuated when depicted visually. Still, the 9 percentage point gain on the 2020 survey for 'Teaching thinking skills' may be due, at least in part, to the Project STEM program.

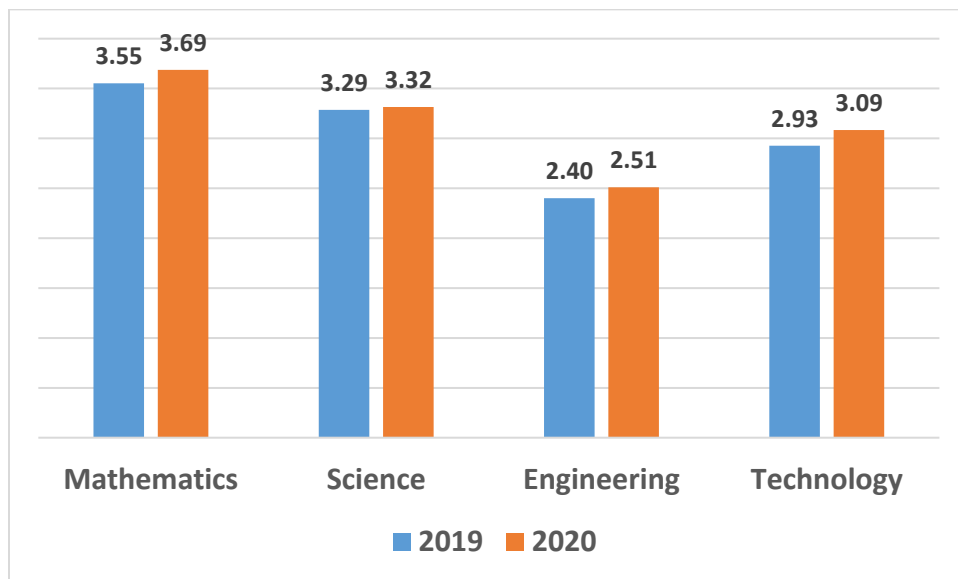
Asked to indicate *How often do you integrate STEM activities in your classroom?* **Figure 9** suggests there is a mild shift in the percentage of teachers integrating STEM activities more frequently in a week between the 2019 and 2020 surveys.

**Figure 9. Percentages of Teachers Reporting Their Frequency of Integrating STEM Activities in the Classroom**



Asked to rate their ability to teach math, science, engineering, and technology along a 4-point scale (Strong-4, Adequate-3, Weak-2, Poor-1), **Figure 10** shows there is a small but consistent improvement in what teachers report for their abilities between the 2019 and 2020 surveys for all four subjects.

**Figure 10. Teachers' Self-Report of Their Ability to Teach..**



Asked *What activities have you led or assisted with at school?*, for the two surveys combined the most frequent choices were Field trips (205 respondents) and Guest speakers (73 respondents), followed by Science Fair (35 respondents) and Genius Hour projects (23 respondents).

Asked *Where do you find resources for STEM activities?*, for the two surveys combined the most frequent choices were Other teachers at school (194 respondents), Online resources (167 respondents), Professional development (143 respondents) and District digital curriculum resources (109 respondents).

The teachers completed two 3-item scales that asked questions about their confidence (self-efficacy) teaching math and science, one scale for math and one scale for science.<sup>5</sup> Anchors for the 5-point Likert items ranged from Strongly Agree (5) to Strongly Disagree (1). The average of teacher response to the three items on each scale were computed and an average of these averages was derived for each scale. **Table 5** shows that teacher self-efficacy showed a slight increase in 2020 for math and a smaller increase for science.

**Table 5. Average Scale Scores on Math and Science Self-Efficacy Scales**

Scale	2019 Average	2020 Average
Math	4.23 (147 responses)	4.37 (116 responses)
Science	3.99 (121 responses)	4.02 (101 responses)

The teachers were asked a series of questions about how often they used technology with their students. Response choices for the questions were Every time, Usually, About half the time, Occasionally, Never, and Not Applicable. **Table 6** provides the percentages of teachers choosing the ‘Every time’ + ‘Usually’ responses to each item. For every question teachers responding to the 2020 survey indicate a greater use of technology than those responding to the 2019 survey.

**Table 6. Percent of Respondents Selecting ‘Every time’ + ‘Usually’ Responses to Questions about Technology Use with Students**

Question	2019	2020
Number of Respondents	151	111
A) Use a variety of technologies (e.g. productivity, data visualization, research, and communication tools).	44.4%	62.2%
B) Use technology to communicate and collaborate with others, beyond the classroom.	31.1%	40.5%
C) Use technology to access online resources and information as a part of activities.	58.3%	66.7%
D) Work on technology-enhanced projects that approach real-world applications of technology.	31.1%	33.3%
E) Use technology to help solve problems.	39.6%	50.5%
F) Use technology to support higher-order thinking (e.g. analysis, synthesis and evaluation of ideas and information).	39.1%	40.9%
G) Use technology to create new ideas and representations of information.	37.7%	46.8%

<sup>5</sup> A) I am continually improving my science teaching practice; B) I am confident that I can teach science effectively; and C) I know what to do to increase student interest in science. The word ‘math’ was substituted for ‘science’ on the second of the two scales.

The teachers were also asked a series of questions about how students incorporated STEM thinking skills into their instructional work. Table 5. **Table 7** provides the percentages of teachers choosing the ‘Every time’ + ‘Usually’ responses to each item. Here too, for every question teachers responding to the 2020 survey indicate students make a greater use of STEM thinking skills than they reported on the 2019 survey.

**Table 7. Percent of Respondents Selecting ‘Every time’ + ‘Usually’ Responses to Questions about Students Incorporating STEM Thinking Skills in Their Work**

Question	2019	2020
<b>Number of Respondents</b>	<b>145</b>	<b>106</b>
A) Develop problem-solving skills through investigations (e.g. scientific, design or theoretical investigations).	44.1%	57.1%
B) Make predictions that can be tested.	37.9%	60.4%
C) Make careful observations or measurements.	42.4%	61.3%
D) Use tools to gather data (e.g. calculators, computers, computer programs, scales, rulers, compasses, etc.).	33.8%	42.5%
E) Recognize patterns in data.	41.7%	46.2%
F) Create reasonable explanations of results of an experiment or investigation.	45.5%	57.5%
G) Choose the most appropriate methods to express results (e.g., drawings, models, charts, graphs, technical language, etc.).	42.8%	53.8%

The teachers were asked a series of three questions if they knew where to find STEM resources for themselves and their students.<sup>6</sup> Their responses were scored along a 5-point Likert scale with anchors ranging from Strongly Agree (5) to Strongly Disagree (1). The average of their 3-item scale scores was 2.69 on the 2019 survey and 3.08 on the 2020 survey.

A final question on the 2020 survey asked teachers *How has COVID-19 affected science and math instruction?* **Table 8** provides the collected comments for those teachers who directly or indirectly referenced science and/or math activities. While students have returned to in-person classrooms in the Bellevue Public Schools, the COVID-19 pandemic is still seen by the teachers to be having an adverse impact on their learning science on math. Difficulties with collaboration, small group work, handling manipulatives, and sharing access to the instructional materials are some of the common comments seen in **Table 8**.

**Table 8. Teachers’ Open-Ended Comments on How COVID-19 has Impacted Science and Math Instruction**

A lot of changes this year. Both have changes this year. Math I am adapting to the changes. Science I am scrambling to figure out.
Collaboration is a big part of math & science, and COVID-19 has made working in small groups or with partners impossible. I do not have enough resources for students to complete inquiry activities on their own (since they can't have a partner), so sometimes those become strictly demonstrations rather than hands-on activities.
Collaborative work has been a challenge with Covid-19, which has affected science and math instruction.

<sup>6</sup> I know... A) Where to go to learn more about STEM careers; B) Where to find resources for teaching students about STEM careers; and C) Where to direct students or parents to find information about STEM careers.

COVID has restricted the use of the 4C's during math and science instruction. Lessons have to be adapted because 'group' collaboration is not allowed.
COVID-19 has impacted students' ability to communicate and collaborate with each other. While they are able to do this still, they are not able to in the same way.
Equipment and working in groups
Group discussions and projects are extremely limited or not possible at all! These disciplines truly are better taught through group instruction.
Hands on activities have decreased
Harder to do group work, especially for science activities, I don't have enough materials for students to do the activities on their own either. So it's me doing most of it to avoid cross touching materials.
I am not able to use centers in my classroom. Usually, I would have students engaging in small groups around the room with manipulatives and games to enhance their learning.
I find it very difficult to implement the 4 C's in my classroom effectively
I see some reluctance on the part of teachers to do group or partner activities and a tendency away from hands on. Honestly, I feel like both are possible with precautions in place. It is more of an excuse than a barrier.
It has had made it about impossible to do a station rotation model. It's difficult/impossible to partner & group kids in person. Students are required to work within their given space if the classroom. Collaboration has been difficult.
It has made hands-on, group activities a big challenge. Material and ideas are harder to share. Groups are pre-set so you don't get the best working relationships.
It is difficult to teach some aspects of math and science when small group instruction is not allowed during Covid.
It is harder to do groups
It is harder to have students work together in small groups and pairs
It limits student collaboration/experiments. We don't have the resources to provide materials for 1:1 experiments.
It will be difficult for students to collaborate on science experiments when they aren't allowed to work in small groups and share materials.
Less collaboration and hands-on learning
Less collaboration and interaction
Less cooperative learning/ hands on activities
Less group activities, decreased time for student exploration due to mandates and time restrictions, loss of instructional time due to mask breaks/extra sanitizing/new procedures.
Less group work/collaboration
Less hands on activities in groups; more teacher lead
Less opportunities because of safety concerns.
Less students working together
Less training with the new science curriculum has been challenging.
Limited groups and touching of supplies that are supposed to be passed around/shared
Made it more difficult due to parents not knowing the way math is taught
Makes doing small group work difficult
Math rotations-I am cleaning my table every time between groups.
More difficult to do hands-on activities and collaboration in groups
No cooperative learning, limited space, lack of movement in classroom, students not able to share anything
No small group instruction or group work. No hands-On activities that we are used to working and doing.
Not able to work collaboratively in a group
Not as much close collaborating and sharing of materials
Not being able to touch and share items has been a struggle.
Not enough manipulatives.

Science- can't share materials = less hands on
Science has become a read and feed, or read, watch respond.
Sharing materials, collaboration
Since Covid, we have been unable to collaborate in groups as a class.
Small group and partner activities are limited, along with hands-on activities and tools
Small group instruction is difficult at best. Time is also an issue.
Some of the collaborative Inquiry based activities have had to be adjusted. It is also hard to share materials when there are not enough for all students. I have also had to just talk about some of the inquiry based lessons in Science. I have just started math groups this week, we will see how they go. :)
Some science investigations need to be demonstrated by the teacher, but some can still be partner work with gloves on
Students are not able to touch the same things in a given time period.
Students are unable to share materials and resources to collaborate. Which makes STEM instruction in a primary classroom more difficult.
Students aren't able to share materials and thus unless there is a class set are unable to do experiments. Most often I will conduct the experiment while students record observations.
Students aren't able to share physical materials or work in small groups which limits learning.
The ability for students to collaborate has been difficult as we are trying to limit student interaction.
They are behind. We cannot use collaborative groups. We cannot share materials.
Time for instruction in all subjects has been cut, and will be cut more if we go remote. It's much more difficult to do group work or hands-on explorations. The physical environment is limited because we have to space desks 6 feet apart.
Time, group/partner work/team teaching/hands on activities/groups
We are behind a little in both subjects. We spent our first few weeks making sure kids were ready for online transition should going remote ever become necessary.
We are limited on sharing supplies and working in groups.
We are not able to do as many hands on activities or collaborative projects.
We are unable to share materials like we shared them before. In math we generally have a hands on activity for each lesson, this year that has not been possible due to sanitizing practices.
We cannot work in groups outside their surrounding cohorts.
We can't do all the experiments with science because we don't have enough materials for all kids to use their own.
We can't gather small groups together with materials. I can't trust the small children to leave their masks on and follow directions.
We can't share materials (or have to be very very careful sharing materials). So far we've done less group work than we would have before.
We have less time in each subject and we can't do cooperative learning projects.
Wiping down science equipment (microscopes) - not sharing
Working in groups

## CONCLUSIONS

Without question, the COVID-19 pandemic has adversely impacted student learning across the nation, and has impacted operations in the BPS Project STEM DoDEA grant program. That said, data presented in this report suggest that operations in the grant are having a beneficial impact, at least insofar as impact on the staff. The staff have consistently given Discovery Education high marks for its professional development programs, members of the STEM Leaders Team evidence stronger attitudes, beliefs and opinions towards STEM instruction in the 2020-21 year

relative to the 2019-20 year, as does the general teacher population. It is especially notable that both the STEM Leaders Team members and the general teacher population report more frequently integrating STEM instructional activities in their weekly curriculum.

While staff surveys are an indirect measure of impact on students, it is the experience of the *GrantProse* evaluators that it is difficult to ‘move the needle’ on staff attitudes, beliefs and opinions over time, especially when a new initiative like Project STEM is being introduced. Teachers can be resistant to change as they’ve seen a lot of initiatives come and go. This being the case, it is surprising and impressive to the evaluators that BPS appears to have moved this needle in Project STEM in a positive manner. Credit for this likely goes to the proactive leadership at the district level, the leadership of the STEM Leaders Team members at the school level, and the quality of professional development and resources being provided by Discovery Education. Hopefully in the not too distant future, we may be able to gather some achievement data to see if change in achievement correlates with the change in staff attitudes and practices that has been reported on these surveys.



2503 Cravenridge Place  
Garner, NC 27529  
phone 919.414.5861  
[www.grantproseinc.com](http://www.grantproseinc.com)

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# **Students and Teachers Engaging Minds to Improve Achievement in Math and Science: Project STEM**

Bellevue Public Schools, Bellevue, Nebraska

HE1254-18-1-0004

## ***DoDEA Annual Report: Year 2-Implementation***

September 1, 2019 to August 30, 2020

Prepared by Pamela Lovin and William Carruthers  
GrantProse, Inc.

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## OVERVIEW

*Students and Teachers Engaging Minds to Improve Achievement in Math and Science: Project STEM* has an overarching purpose to improve student achievement in STEM subjects, most notably in mathematics and science achievement. The project is a district-wide initiative with 9 of 15 elementary schools being supported with DoDEA funding. Activities in the *Project STEM* initiative at the other 6 district elementary schools are supported with local funding.

Bellevue Public Schools (BPS) identified three strategies to implement its two goals of improving math and science achievement. The three strategies were in-class curriculum and support, in-class technology support, and extracurricular activities. In order to implement these strategies, BPS developed a set of milestones for implementation.

- 1) BPS communicated regularly with stakeholders. BPS used created systems to communicate to stakeholders including but not limited to face-to-face meetings, newsletters, online articles, emails, etc. Stakeholders include students, teachers, administrators, parents, and community partners.
- 2) Staff at each targeted school began leading students and other staff through Project STEM activities/supports. Project leadership continued meeting with administration and teachers at each school. Teams at each school began implementing Project STEM goals tailored to the needs of the individual schools.
- 3) BPS continued providing appropriate professional learning opportunities. BPS continued a contract with Discovery Education to provide professional learning opportunities for administrators and teachers in the elementary schools. Edmentum, a provider of mathematics in-class technology, also provided professional learning for district leadership.
- 4) BPS worked with the evaluator to implement the evaluation plan. BPS regularly met with GrantProse (virtually) to discuss the evaluation of the project. GrantProse and the BPS district leadership also worked to create evaluation tools to monitor teacher attitudes and how they might change during the project. Please see the Appendix for a GrantProse report providing the results of these surveys.

During the Year 1-Planning, Mr. Jeremy Weber served as the Project Director, but his position shifted to the full-time Coordinator of MTSS/PBIS in Year 2-Implementation. Ms. Susan Colvin, a former Omaha Public Schools administrator, assumed the Project Director position January 6, 2020. The 2019-2020 school year was disrupted by the COVID-19 crisis, but BPS was able to shift and continue providing innovative and exciting STEM activities for elementary students in the classroom-in person and virtual. Presently in the 2020-21 year, many students have returned to their schools while others have chosen to attend At-Home Learning, a virtual school option.

Activities completed during Year 2 featured:

- August 6, 2019-BPS contracted with Edmentum to provide math online materials.
- August 21, 2019-An Edmentum Administrator Training allowed 15 administrators to bring a device, explore the software, and learn how to access the resources.
- August 26, 2019, BPS gave the Offutt 55th Wing Mission Support Group commander a briefing on Project STEM

- August 26 and 27, 2019-A Discovery Education STEM Leader Corp Training Session 1 for the 2019-20 School year was the first session of the 2019-20 school year. Administrators and STEM Teacher Leader Corp members participated in the professional learning.
- September 2019 Discovery Education continued in class coaching for STEM Teacher Leader Corp members. This coaching continued monthly throughout the 2019-2020 school year.
- September 2019-District-wide elementary school personnel STEM survey.
- September-November 2019 Discovery Education conducted fall administrator coaching sessions each school's administrative team.
- August-November 2019 Robotics equipment purchased.
- October 2, 2019 Discovery Education conducted professional learning half day (1-4) for elementary administration including principals, instructional coaches and district technology staff.
- October 25, 2019 Sphero provides a set of Sphero drums for a STEM Leaders Corp giveaway. To enter teachers created and sent a tweet discussing how they plan to implement STEM/robotics in the class room over the next month using #BpsProjectSTEM.
- October 28-29, 2019 Discovery Education STEM Leader Corp Training Session 2—STEM Teacher Leader Corp members participated in whole day trainings in groups by school.
- October 2019 BPS district leadership reviewed Quarter 1 student progress and usage of the Edmentum software.
- October 2019 Robotics materials arrive in the district and cataloged at the district level. Staff create distribution system to be implemented at the school level.
- November 19, 2019 Project STEM newsletter distributed to students, parents, staff, and community. (<https://www.smores.com/5uj1h-bps-project-stem>)
- December 17-18, 2019 Discovery Education STEM Leader Corp Training Session 3—STEM Teacher Leader Corp members participated in whole day trainings in groups by school.
- January-March 2020 Discovery Education conducted spring administrator coaching sessions each school's administrative team.
- February 10-11, 2020 Discovery Education STEM Leader Corp Training Session 4—STEM Teacher Leader Corp members participated in whole day trainings in groups by school.
- February-March 2020 BPS district leadership developed a professional learning plan for 2020-2021.
- March 6, 2020 Project STEM newsletter distributed to students, parents, staff, and community. (<https://www.smores.com/qmdus-bps-project-stem>)
- March-August 2020 COVID-19 crisis disrupted/canceled meetings/professional learning opportunities.
- January-May 2020 BPS district leadership, school-level leadership and classroom teachers prepare a plan to implement Project STEM during the Bellevue Public Schools Elementary Summer School.
- June 8-June 26 Bellevue Public Schools Elementary Virtual Summer School provided a STEM session each day.
- August 17, 2020 Bellevue Public Schools provided At-Home Learning Program (virtual school) for students who would prefer to learn at home during the COVID-19 crisis. The virtual school joined the Project STEM program. STEM Leader Corp members ensured continued implementation of Project STEM activities and resources for these elementary students.

**Ongoing:**

- Ongoing Bellevue Leadership Collaboration Team Report-The BPS Leadership Collaboration Team receives regular updates from the Project Director with information on Project STEM plans and activities.
- Ongoing Project STEM Update at BPS School Board Meeting-The Project Director provides biannual updates of Project STEM. (*December 2019 but the spring 2020 update was postponed because of the COVID-19 crisis.*)
- Ongoing Meeting with Offutt Air Force Base School Liaison Officer (SLO)-The Project Director communicates with the SLO throughout the year. (*August 2019 and February 2020*)
- Ongoing Meeting with GrantProse-BPS and GrantProse meet regularly to discuss progress and the evaluation process.

**EVALUATION STUDY QUESTIONS**

**Table 1** indicates the formative questions that were finalized with the Evaluation Matrix and summarizes findings from the 2019-20 evaluation. **Table 2** provides a summary of the big and small evaluation questions.

<b>Table 1. Evaluation Matrix with Formative and Summative Questions</b>		
Evaluation Questions	Evaluation Activities	Current Point in Project Timeline Available Data
<b>All Goals: Formative Questions</b>		
<p><u><i>Military participation:</i></u> What proportion of eligible military students are being served?</p>	<p>Establish which students meet military-dependent status</p>	<p>Analyses of a dataset BPS provided for the 2020-21 year indicates there were 1,141 military-impacted students enrolled at the 9 project schools at the time of the official headcount in fall 2020, identified from their Impact Aid cards and representing 33.8% of the enrollment at these schools. Some of these students were receiving instruction at home due to parents' concerns about the pandemic. All military-impacted students assigned to the 9 schools are expected to be impacted by <i>Project STEM</i> grant program.</p>
<p><u><i>Professional learning:</i></u> Are PL initiatives beneficial for instructional staff?</p>	<p>Determine if instructional staff find the PL initiatives to be satisfactory and provide ongoing opportunities for learning.</p>	<p>Discovery Education collects feedback data at each professional learning session and shares the data with BPS and GrantProse. GrantProse also administers a set of evaluation questions at the end of the PL sessions.</p>
<p><u><i>Classroom application:</i></u> Are instructional staff implementing the strategy with students in their classrooms?</p>	<p>Determine if classroom teachers are incorporating learning strategies, curriculum supports and materials in their classroom instruction with students</p>	<p>BPS and GrantProse have crafted an evaluation tool to gather data to determine if the strategies, supports and materials are being used with students.</p>

<b>Evaluation Questions</b>	<b>Evaluation Activities</b>	<b>Current Point in Project Timeline Available Data</b>
<i>Student use:</i> Are students making use of the strategies in their academic work?	Collect evidence of student work incorporating learning strategies	BPS and GrantProse have crafted an evaluation tool to gather these data. The student testing data will also be used to identify if the students are making progress in student achievement.
<i>Continuous improvement:</i> Did delivery of the strategy improve over time?	Identify extent to which strategy is being systemically adopted	BPS and GrantProse have crafted an evaluation tool to gather these data. The student testing data will also be used to identify if the students are making progress in student achievement.

<b>Big Questions</b>	<b>Review</b>
To what extent did the project meet its SMART goals?	Because of the COVID-19 crisis, mathematics and science assessments were not administered in the Spring 2020.
What aspects of the project are successful?	Teachers continued to participate in professional learning opportunities and implemented PBL mathematics and science lesson plans with students. Please see the Appendix for the GrantProse report of survey results suggesting that teacher attitudes, beliefs and opinions about STEM instruction appear to have changed in a positive direction between spring 2019 and spring 2020.
What can we learn from the project?	Amidst the COVID-19 crisis, teachers relied on the professional learning and resources provided by the project to continue implementing rich mathematics and science lessons.
<b>Small Questions</b>	<b>Review</b>
To what extent are participants (military-connected students and staff) improving?	COVID-19 crisis prevented the administration of the mathematics and science assessments in the Spring 2019.
What are the barriers to success and how did the project address these barriers?	COVID-19 crisis prevented the teachers from completing the scheduled spring professional development, but the teachers were able to continue implementing the online resources during remote learning times. Teacher responses to the spring 2020 survey indicate the pandemic has had adverse impact on STEM instruction, chiefly in how collaborative learning activities and sharing of materials are more restricted due to the pandemic.
What are recommendations for moving forward with sustainability?	Project STEM implemented the science and math technology rich lessons in the traditional classroom setting and in the remote learning which developed because of the COVID-19 crisis. Results from the 2019 and 2020 surveys (see the Appendix) suggest the school district is making good progress with implementation even in the face of the pandemic and should continue implementation activities as planned.

## SUMMATIVE FINDINGS

Desired outcomes in *the Project STEM* grant program were set with baseline data analyzed for military-impacted students collected from the state’s NSCAS Mathematics and NSCAS Science<sup>1</sup> assessments administered at the end of the 2018-19 year. **Table 3** indicates baseline measures and annual targets for the two goals. These outcome objectives are specific for the military-impacted students.

Performance Period	Mathematics	Science
Baseline, Spring 2019	59.5%	73.3%
<i>Annual Target 1, Spring 2020 *</i>	<i>61.0%</i>	<i>74.8%</i>
Annual Target 2, Spring 2021	62.5%	76.3%
Annual Target 3, Spring 2022	64.0%	77.8%
Annual Target 4, Spring 2023	65.5%	79.3%

*\* Note: Math and science achievement testing was not conducted in the spring 2020 due to the pandemic. The targets for this year are left in this table so as to show how targets for the following years increase relative to the baseline.*

## CONCLUSIONS

During Year 2 Implementation, the district continued to implement an effective communication plan to share Project STEM successes with stakeholders. BPS leaders held meetings with the School Board of Education, Offutt AFB leadership, and other community leaders. STEM Teacher Leader Corp began implementing the school level implementation plans developed in Year 1 Planning. Edmentum and Discovery Education continued to provide professional support and technology resources for administrators and teachers. Project STEM thrived under the leadership of a new project director. Teachers secured robotics equipment and began using the resources with students. Summer school provided daily STEM enrichment times. Project STEM activities and resources were integrated into the At-Home Learning Program.

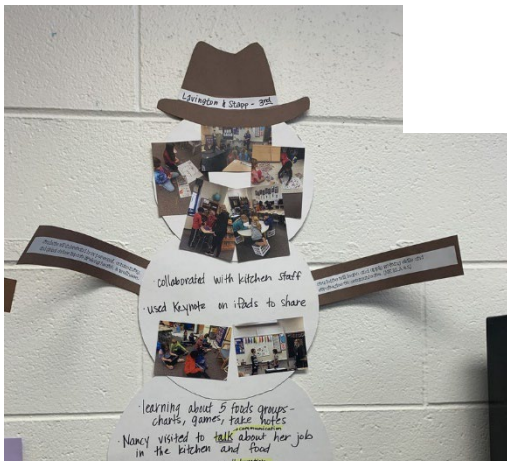
## RECOMMENDATIONS

The keys to success in the first year of implementation are the successful implementation of technology tools and professional learning activities. BPS will continue to provide Discovery Education STEM Connect, Edmentum software, and robotics equipment. In addition to the Discovery Education professional learning activities for building administrators and teacher leaders, Discovery Education continues providing classroom coaching for STEM Teacher Leaders in the 2020-2021 school year. This type of assistance will offer teachers the opportunity to have direct feedback from STEM instructional experts.

<sup>1</sup> The science assessment will transition to the College and Career Ready in 2020-21.

### Project STEM Year 2-Implementation Highlights

Project STEM Leader Corp member participate in professional learning activities throughout the school year.



Representation of the 4 Cs of communication created by a STEM Leader Corp during a professional learning activity.



Robotics equipment arriving at BPS district office ready for use in the classrooms across the district.

Do your work solve the problem?	Yes	No
Did your name get on the design sheet?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did your name have Larry's name on it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did Larry's name have a picture of the rock and water?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

My favorite part was how I drew the bearded dragon on the rock.

I would make it bigger and make it look like a desert.

Paint, the biggest box, and water.

Students participate in STEM activities in the classroom and virtual classroom.

# Strategic Plan Priority 4 Report-November 2020

## Priority IV: Engaging Our Community

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

### **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.**

Amanda Oliver, director of communications, researched communication plans of other school districts in the metro area over the past few months and was in the process of establishing a district communications committee. Due to the COVID-19 extended closure, the committee plans were delayed. A draft plan has been developed to get the committee process kicked off. This committee is in process of establishing times to meet over the next couple of months to discuss, review, and modify the draft communications plan. This draft will then be provided for the Board to review prior to the next update.

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

A committee led by Amanda Oliver met with vendors and discussed development options for a new district website/notification tool/mobile app. This also included school websites. The selection was made to proceed with Blackboard as the new communication platform for BPS, which can meet the various needs of the school district. At this time the district will continue to use the Let's Talk tool for two-way communication with all stakeholders. The selected communication platform will include an integrated mobile app and provides the functionality we need to communicate effectively with all of our patrons. The notification system was launched in August, 2020 for staff, students, and families. The website is currently in the process of being built with anticipated reveal for January 2021, along with the mobile app. The communications department internship position assisted Amanda over the summer with an evaluation and draft of a social media plan for BPS, along with the district's communication plan and growing our efforts to tell our story more consistently. We will also use the data and feedback from our AdvancED/Cognia survey and from the external evaluation team as we review our practices moving forward. In addition to the data and feedback from the COVID-19 survey.

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

Dr. Rippe and Dr. Moore will plan to conduct a "Conversations with the Superintendent" zoom event in the Spring of 2021. Due to COVID restrictions, Dr. Rippe is not able to participate in the Monthly Right Start meeting on the base. These monthly meetings all the district to share information about the district with new families arriving on Base. The district is also starting a district equity committee which will meet over the next 12 months to provide district input on meeting the needs of all students. This committee will consist of admin, teachers, staff, students, parents, and community members. Additional feedback will be facilitated from our teaching staff in February as we conduct our yearly All staff survey.

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

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

Due to COVID, work to expand the district partnership program has been limited. The district partnership director has been serving as a teacher in our At-home Program. Work to expand partnerships will begin again in 2021-22 school year.

**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.**

In the Spring of 2019, the district secured a site for the development of a career center. The Automotive program was launched in August of 2020 in partnership with Metro Community College. The Facility was renovated in the late spring and summer and classes begin for approximately 38 students in August. Brad Stueve has formed an Automotive Advisory Committee with 16 automotive industry partners to provide guidance and support for the program. These partners have agreed to provide our students on site job shadowing opportunities in their businesses beginning in January. Dr. Moore, and Brad Stueve have attended and hosted meetings with Hillcrest, CMI, Clarkson Nursing, Metro Community College, and others to discuss career programming and partnership opportunities. The district administration recently visited the Manufacturing Center for Metro Community College to discuss their opportunities to establish an Industrial Maintenance program at our Career Launch Center. At this time, the District plans to add this program in the Fall of 2021 at the Career Launch Center. The district will also begin a Health Science Academy at the Career Launch Center with Metro in 2021 school year. A large grant from the Department of Defence Activity will support the implementation of the program and expand dual enrollment opportunities at both high schools through Metro.

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

**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.**

Due to a change in leadership, the BPS PTA/PTSA council has yet to formally organize. The district is not required to have a district-wide council, however, attempts are being made to re-establish the executive board. Most schools in the district do have active PTA/PTSA organizations who are providing various supports. Due to COVID, some changes have been made to meetings/fundraisers/events. The district would like to support efforts for PTA participation to grow in all buildings. Many PTA/PTSA building level activities and fundraisers have been impacted by the extended school closure this spring and COVID restriction in the fall.

**4.3(b) Evaluate and improve transitional support for entering and exiting military families, new students, and students moving between buildings.**

Due to COVID restrictions, Dr. Rippe and Amanda Oliver have not been able to meet monthly with new Offutt families to welcome them to the community and provide support for military families as they

transition into the school district. The district has made attempts to support new families during the extended closure in the spring and as we have began the school year. With the large numbers of students in the At-Home program, we anticipate that there will be a need to provide support to our buildings as students transition back into the regular school setting.

**4.3(c) Conduct annual parental focus groups at the elementary, middle, and high school level.**

Due to Covid restrictions, the district has not held any parent focus groups.

# Strategic Plan Priority 5-Board Update

## November 2020

### Priority V: Allocation of Resources

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

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

Dr. Sharra Smith provided the school board a report of all certified and classified staffing in the district during the October Board meeting. This report will be provided annually to the school board in November. This report provides transparency in staffing at the building site level and can be utilized to evaluate FTE allocation at all schools and program sites. [2020/21 District Staffing Report](#)

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

The district has had some discussions related to instructional time in 2019-20 but work on this action item was not completed due to the extended school closure as a result of Covid-19. Given the weeks of lost instructional time, there are no current plans to make any adjustments to instructional time. The BPS school day is longer than other districts, on average 10 min at ES and HS, and 20 minutes at the MS level. However, BPS schedules 176 student contact days compared to approximately 178 days for other districts. The added benefit of the extra minutes in the BPS instructional day provides the district the ability to implement its current professional learning calendar and provide monthly teacher work time that is very appreciated by the staff. The additional time also provides additional minutes that compensate when the district misses school for snow days. In other districts, snow days are often made up after missing several days.

Other considerations related to the calendar/instructional time occur at the middle school level. Currently, due to the lack of transportation/bus drivers, middle school teams attending away events must leave earlier in the day so our buses have time to return to the district for elementary and high school routes. Removing minutes in the middle school day would create situations where more class time is missed. The district will continue to study the instructional time and calendar over the course of the 2020-2021 school year.

The district is currently discussing with secondary buildings to move from a traditional schedule to a block schedule. The secondary schools implemented a block schedule this year to reduce student transition periods and reduce the number of daily person to person contacts to reduce COVID spread. Many teachers and administrators have expressed an interest in making this a permanent change. Their reasoning includes increased time to complete instructional activities, fewer discipline issues due to reduced number of transitions and less unsupervised time, Students

also report that they like the block due to the fewer classes each day. Building principals have been asked to have formalized conversation about making this change with their staff, students, and families. If the district is to make this change, then professional development will need to be provided support for our staff. A decision will need to be made before the end of the 1st semester to allow us the time to properly register students for class.

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

The district continues to review expenses to ensure the equitable distribution of funds across the district. Since over 85% of all district resources cover expenses related to personnel, one of the easiest ways to evaluate equity in this area is to look at the staffing report for each building and evaluate staff to student ratios. This school year is a bit unique due to students currently placed into the AT-Home Learning Program. This has had a dramatic effect on class size around the district. On the average, class sizes have been reduced from about 22 per class to around 17 per class. This varies by building and courses across all buildings. The district anticipates that about 200-300 out of the 2100 At Home students will return to the regular setting starting 2nd semester. By reviewing staffing and class sizes, we have the ability to ascertain how we utilize our district resources in each building. As evident in the [2020/21 District Staffing Report](#) presented to the board in October, you tend to find smaller class sizes and additional FTE in buildings with increased student needs resulting from the number of students in poverty, EL, SPED, etc.

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

The district will need to conduct, at some point over the next few years, a building utilization study to determine future needs. It has been over four years since the district last conducted an enrollment study. Due to housing developments and the annexation of property in southwest Bellevue, it is important that the district monitors enrollment growth.

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

The district had planned to outline a strategic abandonment process during the 2019-20 school year that would have been presented to the school board in May of 2020. This process will guide the district as we make future decisions related to programming. Due to the extended school closure, the district will postpone this work until the 21-22.

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

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

Dr. Rippe continues to participate in the Military Impacted Schools Association organization to lobby for additional impact aid funds and associate programs that can support our students. Because of our continued participation in MISA and our attendance at these events, the district continues to learn about and seek DoDEA and DOD Grants to support the learning of all students. Dr. Rippe also meets regularly with the district lobbyist for the Nebraska State Legislature

whenever the body is in session and has Mr. Radcliffe, district lobbyist, come to board meetings as needed to discuss legislative activity in Lincoln.

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

In February of 2020, the district submitted a 3.5 million grant to the department of defense to expand STEM programming to middle and high schools as well funds to implement a Cyber-Security Program and Unmanned Aviation Systems (Drone) program at the Career Launch Center. The district did not receive this grant. However, we did receive great feedback from DOD about our application. This grant was a longshot and was more targeted towards business, industry, colleges, and Universities.

In May, the district submitted a 1.5 million dollar grant to the DoDEA to support reading instructions, expand dual enrollment opportunities for Health Sciences, implement a Health Science Academy/CNA program at the new career center. The district was notified in September that we would receive the grant. Information about the grant was provided to the Board in October.

In total, BPS has received \$6.9 million dollars in competitive grant-funded support since our 1st award in the Summer of 2018.

**5.2(c) Expand partnerships with Bellevue Public Schools Foundation.**

District administration and school board play an active role within the BPS Foundation. The BPS Foundation continues to work with the district to expand enrollment in the Kids' Time program. The program traditionally has an enrollment of 900-1000 students. However due to the spring closure, Directed Health Measures, and the number of students participating in the At-Home program, enrollment has dramatically decreased to around 500 students. The Foundation is working with the district to increase staffing and provide additional classroom spaces to enroll the 45 students on the waiting list into the program.

The Foundation once again provided funds, approximately \$20,000, for classroom grants in the 2020-21 school year. Those grants were awarded on November 2, 2020.