

Board of Education Meeting Agenda
Monday, November 8, 2021 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. Special Recognition

B.1. Brandon Schutt
Jeff Rippe

Senior and cross country athlete at Bellevue East - going above and beyond at district cross country meet to help a runner finish the race.

C.3. *Payment of Claims
Jeff Rippe

Administrative Recommendation: Approve the payment of claims totaling \$2,779,697.01.

D. Action Items

D.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, 2021.

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

D.2. Food Service Equipment
Greg Boettger

The administration will ask the Board for approval to purchase food service equipment from Tri-Mark in the amount of \$249,930 for buildings throughout the district.

E. Commendations

F. Information Items

F.1. BPS Foundation Update
Jeff Rippe

Jon Costello, Executive Director of the Bellevue Public Schools Foundation will give the Board and update on the Foundation.

F.2. 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.

F.3. Parent/Student/Teacher Conferences Report
Jeff Rippe

The administration will give an update on Parent/Student/Teacher Conferences that were held in October.

F.4. BPS District Update
Jeff Rippe

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

F.5. *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.

F.6. *Project STEM Update
Susan Colvin

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

G. 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.

Nicole Hutchings - Masks

Nicole Hutchings - Professionalism

Edward T. Ventura, Jr. - Derogatory American Indian Mascots

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

BPS Foundation - Scott Eby, Maureen McNamara and Nina Wolford
MABE - Maureen McNamara

Other Meetings Attended

I. Future Business
Board President

November 17-19, NASB/NASA State Education Conference (CHI Health Center -
Downtown Omaha)

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

J. Adjourn
Board President

Adjourn the November 8, 2021, meeting of the Board of Education.

BELLEVUE PUBLIC SCHOOLS
Board of Education Meeting
Bellevue, Nebraska

Official Minutes
October 4, 2021

The Board of Education at Bellevue, Nebraska, met in open and public session at 6:30 p.m. on Monday, October 4, 2021, 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
Phil Davidson:	Present
Scott Eby:	Present
Kristy Kiviniemi:	Present
Maureen McNamara:	Present
Nina Wolford:	Present

Also in Attendance:

Jeff Rippe, Superintendent
Staff Members

A.3. Open Meetings Law

President Scott Eby noted a copy of the Open Meetings Law is posted on the wall of the Board room.

A.4. Pledge of Allegiance

President Scott Eby led those in attendance in the Pledge of Allegiance.

B. Consent Agenda

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

Sarah Centineo:	Yea
Phil Davidson:	Yea
Scott Eby:	Yea
Kristy Kiviniemi:	Yea
Maureen McNamara:	Yea
Nina Wolford:	Yea

B.1. *Approval of Minutes

Approved the minutes of the September 13, 2021, Board of Education meeting.

B.2. *Treasurer's Report

Acknowledged receipt of the Treasurer’s Report for September, 2021.

B.3. *Payment of Claims

Approved the payment of claims totaling \$3,755,118.58.

B.4. *Release from Contract

Acknowledged that Michael Brooks was elected to the certified staff for the 2021-22 school year effective September 13, 2021, and subsequently declined to accept the offer of employment by not executing the contract presented to him and that (1) Andrew Miller was released from his contract effective September 22, 2021 and that (2) Laurie Hanna will be released from her contract effective June 30, 2022.

C. Action Items

C.1. BPS Support of Military-Connected Families Resolution

Dr. Rippe shared November is Military Appreciation Month and April is the Month of Military Child. Bellevue Public Schools has always supported our military community and families. The Nebraska Legislature recently launched a new program, the Purple Star program. As part of the process to receive the designation, a resolution must be approved by the School Board and placed on the BPS website. Tonight Dr. Rippe asked the Board to accept the Resolution as presented.

WHEREAS, the Bellevue Public Schools is home to more than 2500 school age, military-connected children; and

WHEREAS, throughout its 20 schools and programs, Bellevue Public Schools has 26 percent of its student population that is military-connected, and, as such, works closely with the school liaison officer from Offutt Air Force Base to provide supports for students' unique needs; and

WHEREAS, nationally, November is recognized as Military Family Appreciation Month and April is recognized as the Month of the Military Child, be it

RESOLVED that the Bellevue Public Schools Board of Education shows its support for military-connected students and families and commits to furthering opportunities to celebrate and honor the contributions of students from military families; and be it finally

RESOLVED that this resolution be made a part of the School Board's official minutes and signed by the president of the school board.

Motion Passed: I move to accept the Bellevue Public Schools Support of Military-Connected Families Resolution as presented. Passed with a motion by Sarah Centineo and a second by Maureen McNamara.

Sarah Centineo:	Yea
Phil Davidson:	Yea
Scott Eby:	Yea
Kristy Kiviniemi:	Yea
Maureen McNamara:	Yea
Nina Wolford:	Yea

C.2. Revised 2021-2022 School Calendar

Dr. Rippe asked the Board for approval to make a revision to the 2021-22 school calendar that was previously approved. The revision would be to close the district the entire week of November 22nd, which would become a non-staff and non-student week. Dr. Rippe shared consolidated Kids’ Time will be available on November 22nd and 23rd. This is to recognize our staff and students for going above and beyond during these challenging times. Dr. Rippe also thanked the Board for their support of our students and staff. The district does not anticipate any other changes to the calendar, unless there would be a dramatic change with COVID-19.

Motion Passed: I move to approve the revision to the 2021-22 school calendar. Passed with a motion by Phil Davidson and a second by Kristy Kiviniemi.

Sarah Centineo: Yea
Phil Davidson: Yea
Scott Eby: Yea
Kristy Kiviniemi: Yea
Maureen McNamara: Yea
Nina Wolford: Yea

C.3. Bond Projects Update

C.3.a. Bond Oversight Committee

John Carozza spoke on behalf of the Bond Oversight Committee to give an overview of the September 23rd Bond Oversight meeting that was held via Zoom. Mr. Carozza shared the Committee discussed the bond expenditures, the Bellevue West gym lights, Bellevue West existing auditorium HVAC, Bellevue East partial roof replacement and the parking lots at Bellevue West and Mission. The Committee concurred all projects that will be presented to the Board were discussed and are within the scope of the bond. Also, the CHAP roof replacement and HVAC projects have been completed. Work continues on the partial roof replacements at Bellevue West and Mission, which have been extended due to material delays. Mr. Carozza reported the district resubmitted the application for the NDEQ rubber rebates for the track projects and OPPD has expended all rebate funds from prior HVAC projects and will not go back to old projects for rebates. With the majority of the projects coming to a close, Mr. Gladbach and the Committee decided meetings will take place as remaining projects need to be discussed. Mr. Gladbach will continue to give written reports to the Committee when updates are available. The minutes from the September Bond Oversight Committee meeting are available on the BPS Bond website. If needed, the next meeting is scheduled for November 18th via Zoom.

C.3.b. Bellevue East Partial Roof Replacement

Ralph Gladbach from GP Architecture reminded the Board the original contract with Stonebrook Exteriors was terminated due to industry material shortages for the partial roof replacement at Bellevue East. Mr. Gladbach received four bids for the project with Mejia Roofing being the low bid at \$450,000. This is slightly higher than the previous bid, but this is due to supply chain issues and labor costs. Materials are anticipated to be delivered in April 2022, with work beginning in May.

Motion Passed: I move to approve the bid from Mejia Roofing for the partial roof replacement at Bellevue East. Passed with a motion by Phil Davidson and a second by Sarah Centineo.

Sarah Centineo: Yea
Phil Davidson: Yea
Scott Eby: Yea
Kristy Kiviniemi: Yea

Maureen McNamara: Yea
Nina Wolford: Yea

C.3.c. Bellevue West Main Gym Lights

Mr. Gladbach explained as part of the overall auditorium project at Bellevue West, the light fixtures in the main gym would be replaced. The current ballasts in the gym are causing a humming sound, that proceeds to worsen. The majority of the project would take place over the winter break in December, with any remaining work being complete before the end of the school year. Mr. Gladbach received two bids for the project with DC Electric being the low bid at \$32,125. Tonight the Board was asked to approve the bid from DC Electric.

Motion Passed: I move to approve the bid from DC Electric for the replacement of the light fixtures in the main gymnasium at Bellevue West. Passed with a motion by Maureen McNamara and a second by Nina Wolford.

Sarah Centineo: Yea
Phil Davidson: Yea
Scott Eby: Yea
Kristy Kiviniemi: Yea
Maureen McNamara: Yea
Nina Wolford: Yea

C.3.d. Bellevue West Auditorium HVAC

Mr. Gladbach also explained as a part of the overall auditorium project the HVAC units in the existing auditorium are in need of being replaced. There are two units that are original to the building that was built in 1977. It has been determined one of the units is not working and the other is at half capacity. Tonight Mr. Gladbach asked for approval to create the RFP and solicit bids for the replacement of the HVAC units for the existing auditorium at Bellevue West.

Motion Passed: I move to approve GP Architecture to create the RFP and solicit bids for the replacement of the HVAC units for the existing auditorium at Bellevue West. Passed with a motion by Phil Davidson and a second by Maureen McNamara.

Sarah Centineo: Yea
Phil Davidson: Yea
Scott Eby: Yea
Kristy Kiviniemi: Yea
Maureen McNamara: Yea
Nina Wolford: Yea

C.3.e. Parking Lots

Bill Richards, Director of Activities and Grounds explained to the Board the parking lots at Bellevue West and Mission have areas of asphalt and concrete that have been damaged due to heavy machinery and materials being placed on the parking lots. The district received two bids for the patch work to the parking lots, with the low bid being from Parking Area Maintenance in the amount of \$45,523. Work is anticipated to be completed before winter to avoid issues with snow removal. Tonight Mr. Richards asked the Board to approve the bid from Parking Area Maintenance to complete the project.

Motion Passed: I move to approve the bid from Parking Area Maintenance for the asphalt repairs in the parking lots at Bellevue West and Mission. Passed with a motion by Sarah Centineo and a second by Maureen McNamara.

Sarah Centineo: Yea
Phil Davidson: Yea
Scott Eby: Yea
Kristy Kiviniemi: Yea
Maureen McNamara: Yea
Nina Wolford: Yea

C.4. *Board Policy Review

Accepted the Board Policy Review by consent.

D. Commendations

D.1. *John Thurber Distinguished Teacher Award

D.2. *Titan Marching Invitational

E. Information Items

E.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 with the Certified/Classified Staffing report for the 2021-22 school year. This report reflects all filled positions as of September 23, 2021. Dr. Smith also explained there is a shortage of classified staff and substitute teachers. This continues to be a challenge throughout the state.

E.2. Advanced Placement and NMSI Update

Laurie Hanna, Director of Assessment and Accreditation reminded the Board this is the final 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 exam participation and average score, AP percent of increase, students with qualifying scores, along with the number of AP scholars.

E.3. Strategic Plan Update

Dr. Robert Moore, Assistant Superintendent announced the district received a DoDEA IMPACT-World Language competitive grant in the amount of approximately \$2.24 million. The funds will be used to develop and expand current dual enrollment opportunities for high school students in upper level world language courses. Also, it will provide funds for dual enrollment tuition, fund the district's world language curriculum adoption, secure an additional world language teacher to meet the growth of the dual enrollment, provide summer world language academies for interested students in grades 4-6, provide world language related cultural activities, and promote career connections which integrate world languages as a needed skill. Dr. Moore also shared the district was 1 of 7 school districts awarded the grant.

E.4. BPS District Update

Prior to Dr. Rippe's update on the BPS District, public comment was received from those who signed up to speak regarding mask/COVID-19 prior to the start of the meeting.

Kristine Wersching – Mask mandate. Speak for a mother who cannot be in attendance due to risk of contracting COVID.

Lillian Remmert – Masks. To be on the right side of history.

Nicole Hutchings – Masks.

Ronald Flanders – School mask policy.

Christine Clerc – BPS COVID update. Advocate for enhanced COVID-19 precautions to include universal masking.

Teresa Parvin – Masks COVID protocol going forward. Kids' Time requirement.

Dr. Rippe shared the district continues to work closely with the Sarpy/Cass Health Department to monitor positive COVID-19 cases, which showed a slight decline in the school district and county over the last week. Dr. Rippe reminded everyone last month an adjustment was made to the COVID-19 District Plan. Once an initial case is identified in a classroom or group, Bellevue Public Schools will require students and staff directly impacted to wear a mask during the 14-day incubation period, regardless of vaccination status. Also, it was announced a vaccine could possibly be available for children ages 5-11 by the end of October. Dr. Rippe shared Bellevue Public Schools will not require students to be vaccinated. The Sarpy/Cass Health Department is planning to host small vaccination clinics throughout the county. Finally, Dr. Rippe shared that educators have been put into the group as essential personnel and qualify for the Pfizer booster shot.

F. Public Comment Period

Edward T. Ventura, Jr. – Derogatory American Indian Mascots.

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

BPS Foundation – Maureen McNamara gave a reminder the BPS Foundation Gala will be held on October 14th at the Beardmore Event Center. Scott Eby announced that Mrs. McNamara accepted the Vice President position for the BPS Foundation Board.

MABE – Maureen McNamara reported the group will begin meeting again in October.

Other Meetings Attended – Dr. Rippe and the Board members will attend the NASB Area Membership meeting on October 5th. Also, Stacy Jolley, the NASB Regional Director visited BPS on October 4th and toured schools. Finally, the Board took a moment to recognize Dr. Terry Sullivan who served on the BPS School Board for 28 years. Dr. Sullivan recently passed away.

H. Future Business

October 14, BPS Foundation Gala, Beardmore Event Center

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

I. Adjourn

Motion Passed: I move to adjourn the October 4, 2021, meeting of the Board of Education. Passed with a motion at 8:15 p.m. by Sarah Centineo and a second by Phil Davidson.

Sarah Centineo:	Yea
Phil Davidson:	Yea
Scott Eby:	Yea
Kristy Kiviniemi:	Yea
Maureen McNamara:	Yea
Nina Welford:	Yea

Secretary

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

October, 2021

**BELLEVUE PUBLIC SCHOOLS
Bellevue, Nebraska**

BELLEVUE PUBLIC SCHOOLS
Financial Summary
October 2021

Accounts	Book Balance 09/30/21	Receipts	Expenditures	Book Balance 10/31/21	Funds Invested 10/31/21	Adjusted Balance 10/31/21
General Fund*	13,491,296.91	9,405,223.93	9,649,595.11	13,246,925.73	7,299,376.99	5,947,548.74
District Revolving Account*	73,318.31	32,910.29	21,206.11	85,022.49	-	85,022.49
Special Building Fund*	5,093,756.91	15,454.74	64,864.85	5,044,346.80	4,527,484.68	516,862.12
Social Security & Retirement Fund*	5,936.16	-	960.05	4,976.11	-	4,976.11
Bond Debt Fund *	1,516,496.45	29,145.05	-	1,545,641.50	-	1,545,641.50
Bond Projects ICS Fund**	25,086,100.36	3,422.03	40,461.94	25,049,060.45	25,049,060.45	0.00
School Lunch Fund*	(102,715.30)	1,105,014.86	541,138.44	461,161.12	26,849.70	434,311.42
Severance Leave*	18,909.73	0.16	6,255.95	12,653.94	992.73	11,661.21
Severance Service*	207,631.93	33.95	-	207,665.88	206,420.94	1,244.94
General Severance*	403,304.68	664,288.63	717,472.00	350,121.31	283,432.61	66,688.70
Student Fees Fund*	15,533.54	-	10,115.61	5,417.93	-	5,417.93
Lewis & Clark Activity Fund*	49,590.04	14,440.05	12,045.28	51,984.81	-	51,984.81
Logan Activity Fund****	19,046.32	2,938.81	2,911.04	19,074.09	-	19,074.09
Mission Activity Fund*	13,190.20	0.12	2,579.70	10,610.62	-	10,610.62
Bellevue East Activity Fund*	378,546.52	62,391.21	23,362.08	417,575.65	-	417,575.65
Bellevue West Activity Fund*	451,342.00	73,119.77	70,587.54	453,874.23	-	453,874.23
District Activity Fund****	778,445.62	36,343.58	43,172.35	771,616.85	57,290.12	714,326.73
Totals	47,501,108.59	11,444,727.18	11,206,728.05	47,739,107.72	37,450,908.22	10,288,199.50

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, 2021

Percent of Year

17%

RECEIPTS

ACCOUNT	ANTICIPATED	Y-T-D RECEIVED 2021-22	Y-T-D RECEIVED 2020-21	Year To Date % Received 2021-22
Cash Reserve	\$ 1,004,095	\$ -	\$ -	0.00%
Taxes	\$ 37,943,630	\$ 1,546,177	\$ 1,774,226	4.07%
Public Power Sales Tax	\$ 450,000	\$ -	\$ -	0.00%
Motor Vehicle Tax	\$ 3,500,000	\$ 664,142	\$ 395,500	18.98%
Interest	\$ 10,000	\$ 1,769	\$ -	17.69%
Other Local Receipts	\$ 500,000	\$ 3,880	\$ 42,520	0.78%
County Fines & Licenses	\$ 400,000	\$ 30,424	\$ 425	7.61%
State Aid	\$ 50,540,000	\$ 11,553,343	\$ 5,053,957	22.86%
Special Ed. Programs	\$ 7,000,000	\$ -	\$ -	0.00%
Special Ed. Transportation	\$ 740,000	\$ -	\$ -	0.00%
High Ability Learners	\$ 60,000	\$ -	\$ -	0.00%
ProRata Motor Vehicle	\$ 75,000	\$ 11,802	\$ -	15.74%
State Apportionment	\$ 1,000,000	\$ -	\$ -	0.00%
PEAK Grant	\$ 73,508	\$ 29,637	\$ -	0.00%
Other State Receipts	\$ 40,000	\$ 7,503	\$ -	18.76%
Title I	\$ 1,900,000	\$ 105,892	\$ 65,305	5.57%
Title IIA	\$ 225,000	\$ 32,827	\$ -	14.59%
Title III	\$ 37,000	\$ 3,386	\$ 4,781	9.15%
IDEA	\$ 2,100,000	\$ 604,268	\$ 564,057	28.77%
SPED Region 20 Grant	\$ 15,000	\$ 15,239	\$ -	101.59%
MIPS	\$ 250,000	\$ -	\$ -	0.00%
Med Admin NASB	\$ 200,000	\$ -	\$ -	0.00%
Impact Aid	\$ 3,000,000	\$ 2,127,011	\$ 494,317	70.90%
Federal Vocational Ed	\$ 150,000	\$ -	\$ -	0.00%
Migrant Grant (OPS)	\$ 25,000	\$ -	\$ -	0.00%
Other Federal Source	\$ 7,978,753	\$ 2,232,896	\$ 340,436	27.99%
ROTC	\$ 145,000	\$ 12,676	\$ 12,691	8.74%
Services Coordination	\$ 375,000	\$ 52,780	\$ 35,610	14.07%
Loans	\$ 5,000,000	\$ -	\$ -	0.00%
TOTAL	\$ 124,736,986	\$ 19,035,652	\$ 8,783,824	15.26%

DISBURSEMENTS

CATEGORY	BUDGET	CURRENT DISBURSED 2021-22	PRIOR YEAR DISBURSED 2020-21	Year To Date % Disbursed 2021-22
Instructional Services	\$ 60,326,334	\$ 11,790,767	\$ 6,434,501	19.54%
Support Services				
Special Education	\$ 20,592,512	\$ 3,458,548	\$ 1,673,646	16.80%
Pupil Services	\$ 5,672,061	\$ 995,373	\$ 490,082	17.55%
Staff Services	\$ 7,122,188	\$ 1,013,522	\$ 683,220	14.23%
General Administration	\$ 1,938,920	\$ 300,498	\$ 140,439	15.50%
School Administration	\$ 6,009,734	\$ 983,242	\$ 472,894	16.36%
Business	\$ 1,103,272	\$ 174,663	\$ 70,027	15.83%
Operation of Plant	\$ 8,639,350	\$ 1,495,589	\$ 719,496	17.31%
Maintenance of Plant	\$ 2,905,641	\$ 1,447,590	\$ 1,064,170	49.82%
Pupil Transportation	\$ 4,333,338	\$ 880,045	\$ 352,185	20.31%
Debt Services	\$ 5,000,000	\$ -	\$ -	0.00%
Summer School	\$ 1,093,637	\$ 12,417	\$ 2,205	1.14%
TOTAL	\$ 124,736,986	\$ 22,552,254	\$ 12,102,865	18.08%
REVENUE OVER EXPENSE	\$ (0)	\$ (3,516,602)	\$ (3,319,041)	-2.82%

State of Nebraska Disbursement Categories

Instructional Services

Carl Perkins Vocational Innovation Grant
DoDEA Discovery Ed Grant
DoDEA Health Sciences Grant
DoDEA World Language 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
Summer School
Textbook Loan Program
Title I
Title I Strategies for Improvement
Title III - Immigrant/Limited English Proficiency
Title IVA - STEAM/Trauma Grant
ESSERS/ARP Grants

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-21

FUND NAME	BALANCE SEP	RECEIPTS OCT	DISBURSEMENTS OCT	BALANCE OCT
0	\$ 5,093,756.91	\$ 15,454.74	\$ (64,864.85)	\$ 5,044,346.80
BANK BALANCE	\$ 5,044,346.80			
PLUS O/S DEPOSITS	\$ -			
LESS O/S CHECKS	\$ -			
TOTAL CASH	\$ 5,044,346.80			

Bellevue Public Schools Bond Fund
Oct-21

FUND NAME	BALANCE SEP	RECEIPTS OCT	DISBURSEMENTS OCT	BALANCE OCT
BOND FUND (Debt)	\$ 1,516,496.45	\$ 29,145.05	\$ -	\$ 1,545,641.50
BOND PROJECT FUND	\$ 25,086,100.36	\$ 3,422.03	\$ (40,461.94)	\$ 25,049,060.45

Lunch Program Income Statement
Oct-21

Revenues:	
Lunch Program	\$34,322.99
State & Federal Funding	\$1,037,875.13
Catering	\$28,288.64
Vending	\$1,831.05
Total Revenues	<u>\$1,102,317.81</u>
Expenses:	
Salaries	\$254,672.78
Supplies	\$283,084.09
Repairs	\$1,042.78
Miscellaneous	\$2,338.79
Total Expenses	<u>\$541,138.44</u>
Net Income (Loss)	<u>\$ 561,179.37</u>

FUND NAME	BALANCE 9/1/21	RECEIPTS YTD	DISBURSEMENTS YTD	BALANCE 10/31/21
Lunch Fund	\$ 185,255.54	\$ 1,235,364.15	\$ (959,458.57)	\$ 461,161.12

Bellevue Public Schools Employee Benefit Fund
Oct-21

<u>FUND NAME</u>	<u>BALANCE SEP</u>	<u>RECEIPTS OCT</u>	<u>DISBURSEMENTS OCT</u>	<u>BALANCE OCT</u>
Social Security & Retirement	\$ 5,936.16	\$ -	\$ (960.05)	\$ 4,976.11
Severance Leave	\$ 18,909.74	\$ 0.16	\$ (6,255.95)	\$ 12,653.95
Severance Service	\$ 207,631.93	\$ 33.95	\$ -	\$ 207,665.88
General Severance	\$ 403,304.68	\$ 664,288.63	\$ (717,472.00)	\$ 350,121.31
TOTAL	\$ 635,782.51	\$ 664,322.74	\$ (724,688.00)	\$ 575,417.25

Bellevue Public Schools Student Fees Fund
Oct-21

<u>FUND NAME</u>	<u>BALANCE SEP</u>	<u>RECEIPTS OCT</u>	<u>DISBURSEMENTS OCT</u>	<u>BALANCE OCT</u>
BELLEVUE EAST HS	\$ 733.72	\$ -	\$ -	\$ 733.72
BELLEVUE WEST HS	\$ 14,799.82	\$ -	\$ (10,115.61)	\$ 4,684.21
TOTAL	\$ 15,533.54	\$ -	\$ (10,115.61)	\$ 5,417.93

LEWIS & CLARK MIDDLE SCHOOL

General Ledger Report

Financial Report

LEWIS & CLARK ACTIVITY

Activity Accounts

From Date: 9/30/2021
To Date: 10/31/2021

From Acct: 100
To Acct: 470

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	\$76.57	\$150.00	\$0.00	\$0.00	\$226.57	\$0.00	\$226.57
110	STAFF AFFAIRS	\$724.78	\$1,536.00	\$(1,563.00)	\$0.00	\$697.78	\$0.00	\$697.78
120	FINES	\$60.88	\$0.00	\$0.00	\$0.00	\$60.88	\$0.00	\$60.88
130	FACILITY USE FEES	\$6,003.14	\$0.00	\$0.00	\$0.00	\$6,003.14	\$0.00	\$6,003.14
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	\$560.40	\$0.00	\$0.00	\$0.00	\$560.40	\$0.00	\$560.40
180	ROBOTICS	\$464.31	\$0.00	\$0.00	\$0.00	\$464.31	\$0.00	\$464.31
190	DISCOVERY SHOW CHOIR	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
200	H.A.L.	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
210	BPS FOUNDATION GRANTS	\$396.95	\$0.00	\$0.00	\$0.00	\$396.95	\$0.00	\$396.95
220	GRANTS	\$2,318.77	\$0.00	\$0.00	\$0.00	\$2,318.77	\$0.00	\$2,318.77
230	NATIONAL HISTORY DAY	\$16.30	\$0.00	\$0.00	\$0.00	\$16.30	\$0.00	\$16.30
240	BPS VOCAL MUSIC	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
250	BPS BANDS	\$1,251.43	\$792.76	\$(848.98)	\$0.00	\$1,195.21	\$0.00	\$1,195.21
260	ACADEMIC TEAMS	\$3,292.69	\$2,935.00	\$(3,477.00)	\$0.00	\$2,750.69	\$0.00	\$2,750.69
270	ATHLETIC TEAMS	\$1,518.44	\$232.00	\$(898.00)	\$0.00	\$852.44	\$0.00	\$852.44
300	PBIS	\$(429.69)	\$0.00	\$(60.00)	\$0.00	\$(489.69)	\$0.00	\$(489.69)
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	\$8,894.94	\$3,857.00	\$(1,915.50)	\$0.00	\$10,836.44	\$0.00	\$10,836.44
400	TEAMMATES	\$279.20	\$0.00	\$0.00	\$0.00	\$279.20	\$0.00	\$279.20
402	NATIONAL JR HONOR SOCIETY	\$2,368.56	\$1,380.00	\$0.00	\$0.00	\$3,748.56	\$0.00	\$3,748.56
404	STUDENT COUNCIL	\$3,594.83	\$980.99	\$(245.42)	\$0.00	\$4,330.40	\$0.00	\$4,330.40
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	\$0.00	\$0.00	\$(75.95)	\$0.00	\$(75.95)	\$0.00	\$(75.95)
414	INSTRUMENTAL MUSIC	\$612.97	\$0.00	\$0.00	\$0.00	\$612.97	\$0.00	\$612.97
416	VOCAL MUSIC	\$497.21	\$0.00	\$(30.00)	\$0.00	\$467.21	\$0.00	\$467.21
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	\$2,479.10	\$(2,479.10)	\$0.00	\$550.11	\$0.00	\$550.11
424	YEARBOOK	\$9,725.68	\$0.00	\$0.00	\$0.00	\$9,725.68	\$0.00	\$9,725.68
426	BUILDERS CLUB	\$188.97	\$97.20	\$(38.01)	\$0.00	\$248.16	\$0.00	\$248.16
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	\$3,745.91	\$0.00	\$(414.32)	\$0.00	\$3,331.59	\$0.00	\$3,331.59
Activity Accounts Grand Total		\$49,590.04	\$14,440.05	\$(12,045.28)	\$0.00	\$51,984.81	\$0.00	\$51,984.81

LOGAN FONTENELLE MID SCH

General Ledger Report

Financial Report

LOGAN ACTIVITY

Activity Accounts

From Date:	9/30/2021
To Date:	10/31/2021

From Acct:	100
To Acct:	478

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	(\$8,925.40)	\$1,148.00	\$(1,474.41)	\$0.00	(\$9,251.81)	\$0.00	\$(9,251.81)
110	STAFF AFFAIRS	(\$12,623.51)	\$150.00	\$(280.03)	\$0.00	(\$12,753.54)	\$0.00	\$(12,753.54)
120	FINES	\$25,389.29	\$523.62	\$(656.51)	\$0.00	\$25,256.40	\$0.00	\$25,256.40
130	FACILITY USE FEES	\$1,576.08	\$0.00	\$0.00	\$0.00	\$1,576.08	\$0.00	\$1,576.08
140	INTEREST	\$1.75	\$0.19	\$0.00	\$0.00	\$1.94	\$0.00	\$1.94
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	(\$890.40)	\$0.00	\$0.00	\$0.00	(\$890.40)	\$0.00	(\$890.40)
404	STUDENT COUNCIL	(\$53.18)	\$0.00	\$0.00	\$0.00	(\$53.18)	\$0.00	(\$53.18)
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	(\$472.13)	\$0.00	\$0.00	\$0.00	(\$472.13)	\$0.00	(\$472.13)
414	INSTRUMENTAL MUSIC	\$1,367.69	\$88.00	\$(104.00)	\$0.00	\$1,351.69	\$0.00	\$1,351.69
416	VOCAL MUSIC	\$3,742.16	\$301.00	\$0.00	\$0.00	\$4,043.16	\$0.00	\$4,043.16
418	DRAMA CLUB	\$334.25	\$0.00	\$0.00	\$0.00	\$334.25	\$0.00	\$334.25
420	DIVERSITY CLUB	\$183.47	\$0.00	\$(256.75)	\$0.00	(\$73.28)	\$0.00	(\$73.28)
424	YEARBOOK	(\$16,107.29)	\$500.00	\$0.00	\$0.00	(\$15,607.29)	\$0.00	\$(15,607.29)
450	WORLD LANGUAGE CLU	\$94.51	\$0.00	\$0.00	\$0.00	\$94.51	\$0.00	\$94.51
460	SCIENCE CLUB	\$62.02	\$0.00	\$0.00	\$0.00	\$62.02	\$0.00	\$62.02
462	SCIENCE OLYMPIAD	\$2,759.67	\$0.00	\$0.00	\$0.00	\$2,759.67	\$0.00	\$2,759.67
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	\$16,822.05	\$228.00	\$0.00	\$0.00	\$17,050.05	\$0.00	\$17,050.05
471	BPS FOUNDATION GRANT	\$2,241.37	\$0.00	\$0.00	\$0.00	\$2,241.37	\$0.00	\$2,241.37
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	(\$3.75)	\$0.00	\$0.00	\$0.00	(\$3.75)	\$0.00	(\$3.75)
475	Robotics	\$630.10	\$0.00	\$(139.34)	\$0.00	\$490.76	\$0.00	\$490.76
476	LEADERSHIP ACADEMY	\$36.45	\$0.00	\$0.00	\$0.00	\$36.45	\$0.00	\$36.45
477	PBIS	\$156.84	\$0.00	\$0.00	\$0.00	\$156.84	\$0.00	\$156.84
478	UNIFIED ATHLETICS	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Activity Accounts Grand Total		\$19,046.32	\$2,938.81	\$(2,911.04)	\$0.00	\$19,074.09	\$0.00	\$19,074.09

MISSION MIDDLE SCHOOL

General Ledger Report

Financial Report

MISSION ACTIVITY

Activity Accounts

From Date:	9/30/2021
To Date:	10/31/2021

From Acct:	100
To Acct:	500

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	(\$699.04)	\$0.00	\$(1,022.56)	\$0.00	(\$1,721.60)	\$0.00	\$(1,721.60)
105	STAFF SOCIAL FUNDS	\$0.25	\$0.00	\$0.00	\$0.00	\$0.25	\$0.00	\$0.25
110	STAFF AFFAIRS	\$166.38	\$0.00	\$0.00	\$0.00	\$166.38	\$0.00	\$166.38
120	FINES	(\$3.24)	\$0.00	\$0.00	\$0.00	(\$3.24)	\$0.00	(\$3.24)
130	FACILITY USE FEES	\$69.73	\$0.00	\$0.00	\$0.00	\$69.73	\$0.00	\$69.73
140	INTEREST	\$73.16	\$0.12	\$0.00	\$0.00	\$73.28	\$0.00	\$73.28
200	H.A.L.	\$364.51	\$0.00	\$0.00	\$0.00	\$364.51	\$0.00	\$364.51
210	MISSION 150	\$3,391.59	\$0.00	\$0.00	\$0.00	\$3,391.59	\$0.00	\$3,391.59
220	ATHLETICS/GATE	\$638.20	\$0.00	\$(1,001.96)	\$0.00	(\$363.76)	\$0.00	(\$363.76)
260	ACADEMIC TEAMS	\$118.86	\$0.00	\$0.00	\$0.00	\$118.86	\$0.00	\$118.86
360	SPIRIT CLUB	\$346.13	\$0.00	\$0.00	\$0.00	\$346.13	\$0.00	\$346.13
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	\$321.70	\$0.00	\$(324.67)	\$0.00	(\$2.97)	\$0.00	(\$2.97)
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	\$227.92	\$0.00	\$0.00	\$0.00	\$227.92	\$0.00	\$227.92
424	YEARBOOK	(\$8,407.62)	\$0.00	\$0.00	\$0.00	(\$8,407.62)	\$0.00	(\$8,407.62)
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	\$691.05	\$0.00	\$0.00	\$0.00	\$691.05	\$0.00	\$691.05
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	\$4,060.74	\$0.00	\$0.00	\$0.00	\$4,060.74	\$0.00	\$4,060.74
478	MISSION PARENT GROUP	\$5,624.16	\$0.00	\$0.00	\$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
500	Unified Soccer	\$500.00	\$0.00	\$(230.51)	\$0.00	\$269.49	\$0.00	\$269.49
Activity Accounts Grand Total		\$13,190.20	\$0.12	\$(2,579.70)	\$0.00	\$10,610.62	\$0.00	\$10,610.62

BELLEVUE EAST HIGH SCHOOL

General Ledger Report

Financial Report

From Acct:	100
To Acct:	505

From Date:	9/30/2021
To Date:	10/31/2021

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	STUDENT AFFAIRS	\$10,916.73	\$500.00	\$(205.54)	\$0.00	\$11,211.19	\$0.00	\$11,211.19
110	STAFF AFFAIRS	\$376.30	\$550.00	\$(95.88)	\$0.00	\$830.42	\$0.00	\$830.42
120	FINES	\$2,821.13	\$290.00	\$0.00	\$0.00	\$3,111.13	\$0.00	\$3,111.13
130	FACILITY USE FEES	\$29,725.66	\$2,000.00	\$(1,301.00)	\$0.00	\$30,424.66	\$0.00	\$30,424.66
140	INTEREST	\$369.00	\$6.84	\$0.00	\$0.00	\$375.84	\$0.00	\$375.84
150	School Store/Trading Post	\$6,900.86	\$9,290.10	\$(237.30)	\$202.00	\$16,155.66	\$0.00	\$16,155.66
160	Activity Fees	\$16,345.00	\$1,335.00	\$0.00	\$0.00	\$17,680.00	\$0.00	\$17,680.00
170	Grants	\$12,495.15	\$1,500.00	\$0.00	\$(900.00)	\$13,095.15	\$0.00	\$13,095.15
180	Facebook Grant	\$8,181.89	\$0.00	\$0.00	\$0.00	\$8,181.89	\$0.00	\$8,181.89
210	Freshman Class	\$1,276.24	\$0.00	\$0.00	\$0.00	\$1,276.24	\$0.00	\$1,276.24
220	Sophomore Class	\$271.15	\$0.00	\$0.00	\$0.00	\$271.15	\$0.00	\$271.15
230	Junior Class	\$161.04	\$0.00	\$0.00	\$0.00	\$161.04	\$0.00	\$161.04
240	Senior Class	\$1,829.91	\$0.00	\$0.00	\$0.00	\$1,829.91	\$0.00	\$1,829.91
250	Alumni Class	\$669.35	\$0.00	\$0.00	\$0.00	\$669.35	\$0.00	\$669.35
300	Athletics	\$52,237.14	\$22,271.58	\$(11,952.31)	\$(1,197.44)	\$61,358.97	\$0.00	\$61,358.97
310	Athletic Training	\$176.16	\$0.00	\$0.00	\$0.00	\$176.16	\$0.00	\$176.16
320	Athletic Team Sub Accts	\$33,228.36	\$2,163.40	\$(2,803.82)	\$1,045.44	\$33,633.38	\$0.00	\$33,633.38
340	Cheerleaders	\$4,229.10	\$2,003.53	\$0.00	\$0.00	\$6,232.63	\$0.00	\$6,232.63
400	Hope Squad	\$94.61	\$0.00	\$0.00	\$0.00	\$94.61	\$0.00	\$94.61
402	National Honor Society	\$959.49	\$0.00	\$0.00	\$0.00	\$959.49	\$0.00	\$959.49
404	Student Council	\$14,681.21	\$7,602.98	\$(1,177.37)	\$0.00	\$21,106.82	\$0.00	\$21,106.82
406	Strategic Games Club	\$149.02	\$0.00	\$0.00	\$0.00	\$149.02	\$0.00	\$149.02
408	Art Club	\$963.03	\$0.00	\$0.00	\$0.00	\$963.03	\$0.00	\$963.03
410	Key Club	\$684.70	\$0.00	\$0.00	\$0.00	\$684.70	\$0.00	\$684.70
412	HOSA	\$2,691.25	\$75.00	\$0.00	\$0.00	\$2,766.25	\$0.00	\$2,766.25
414	Instrumental Music	\$4,501.49	\$0.00	\$0.00	\$0.00	\$4,501.49	\$0.00	\$4,501.49
416	Vocal Music	\$7,404.64	\$0.00	\$0.00	\$450.00	\$7,854.64	\$0.00	\$7,854.64
418	Drama Club/Thespians	\$(37.21)	\$0.00	\$0.00	\$0.00	\$(37.21)	\$0.00	\$(37.21)
420	GSA	\$18.30	\$0.00	\$0.00	\$0.00	\$18.30	\$0.00	\$18.30
424	Yearbook-Chieftain	\$50,329.28	\$695.00	\$0.00	\$0.00	\$51,024.28	\$0.00	\$51,024.28
426	Publications-Image	\$653.53	\$0.00	\$0.00	\$0.00	\$653.53	\$0.00	\$653.53
428	Newspaper-Tom Tom	\$22,047.37	\$0.00	\$0.00	\$0.00	\$22,047.37	\$0.00	\$22,047.37
430	Play/Musical Productions	\$222.49	\$0.00	\$(525.00)	\$0.00	\$(302.51)	\$0.00	\$(302.51)
432	Dance Team/Bellevedettes	\$(3,410.87)	\$1,035.43	\$0.00	\$0.00	\$(2,375.44)	\$0.00	\$(2,375.44)
440	ROTC	\$23,488.87	\$7,369.00	\$(392.19)	\$400.00	\$30,865.68	\$0.00	\$30,865.68
445	Maxwell/ROTC	\$10,643.51	\$0.00	\$(988.61)	\$0.00	\$9,654.90	\$0.00	\$9,654.90
452	German Club	\$269.82	\$0.00	\$0.00	\$0.00	\$269.82	\$0.00	\$269.82
454	French Club	\$448.76	\$0.00	\$(155.00)	\$0.00	\$293.76	\$0.00	\$293.76
456	Spanish Club	\$29.04	\$0.00	\$0.00	\$0.00	\$29.04	\$0.00	\$29.04
457	Latina Leaders	\$0.00	\$568.00	\$(287.28)	\$0.00	\$280.72	\$0.00	\$280.72
458	Latin Club	\$41.61	\$0.00	\$0.00	\$0.00	\$41.61	\$0.00	\$41.61
470	FBLA	\$4,723.96	\$1,294.35	\$(2,924.93)	\$0.00	\$3,093.38	\$0.00	\$3,093.38
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	\$2,438.94	\$0.00	\$0.00	\$0.00	\$2,438.94	\$0.00	\$2,438.94
480	Family Consumer Science	\$524.91	\$390.00	\$(178.85)	\$0.00	\$736.06	\$0.00	\$736.06
482	Culinary Arts	\$1,181.01	\$0.00	\$0.00	\$0.00	\$1,181.01	\$0.00	\$1,181.01
484	Skills USA	\$792.87	\$30.00	\$(42.64)	\$0.00	\$780.23	\$0.00	\$780.23
486	History Club	\$263.25	\$0.00	\$0.00	\$0.00	\$263.25	\$0.00	\$263.25
487	Science	\$114.39	\$0.00	\$(94.36)	\$0.00	\$20.03	\$0.00	\$20.03
488	Leadership Academy	\$(350.31)	\$0.00	\$0.00	\$0.00	\$(350.31)	\$0.00	\$(350.31)

BELLEVUE EAST HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	9/30/2021
To Date:	10/31/2021

From Acct:	100
To Acct:	505

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
490	POST PROM	\$4,637.48	\$0.00	\$0.00	\$0.00	\$4,637.48	\$0.00	\$4,637.48
495	Special Education	\$2,019.00	\$0.00	\$0.00	\$0.00	\$2,019.00	\$0.00	\$2,019.00
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	\$45,596.08	\$1,421.00	\$0.00	\$0.00	\$47,017.08	\$0.00	\$47,017.08
Activity Accounts Grand Total		\$378,546.52	\$62,391.21	\$(23,362.08)	\$0.00	\$417,575.65	\$0.00	\$417,575.65

BELLEVUE WEST HIGH SCHOOL

General Ledger Report

Financial Report

WEST HIGH ACTIVITY

Activity Accounts

From Date:	9/30/2021
To Date:	10/31/2021

From Acct:	100
To Acct:	523

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	Student Affairs	(\$192.73)	\$1,108.00	\$(165.00)	\$0.00	\$750.27	\$0.00	\$750.27
102	T-Bird Café	\$127.91	\$0.00	\$0.00	\$0.00	\$127.91	\$0.00	\$127.91
110	Staff Affairs	(\$752.33)	\$250.00	\$(826.64)	\$2,000.00	\$671.03	\$0.00	\$671.03
120	Fines	\$3,102.67	\$0.00	\$0.00	\$0.00	\$3,102.67	\$0.00	\$3,102.67
125	Student fees	\$30,510.00	\$0.00	\$0.00	\$1,800.00	\$32,310.00	\$0.00	\$32,310.00
130	Facility Use Fees	\$6,643.71	\$5,050.00	\$(644.71)	\$0.00	\$11,049.00	\$0.00	\$11,049.00
140	INTEREST	\$143.02	\$3.77	\$0.00	\$0.00	\$146.79	\$0.00	\$146.79
150	School Store/FBLA	(\$9,409.16)	\$9,002.08	\$(5,722.75)	\$0.00	(\$6,129.83)	\$0.00	(\$6,129.83)
160	NEA Grant	\$4,241.22	\$0.00	\$0.00	\$0.00	\$4,241.22	\$0.00	\$4,241.22
165	Facebook Community Action	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
170	BPS Foundation Grants	\$4,062.32	\$0.00	\$0.00	\$0.00	\$4,062.32	\$0.00	\$4,062.32
180	Courtesy Committee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
210	Freshman Class	\$55.23	\$0.00	\$0.00	\$0.00	\$55.23	\$0.00	\$55.23
220	Sophomore Class	\$94.02	\$0.00	\$0.00	\$0.00	\$94.02	\$0.00	\$94.02
230	Junior Class	\$4,464.18	\$0.00	\$0.00	\$0.00	\$4,464.18	\$0.00	\$4,464.18
240	Senior Class	(\$40.80)	\$0.00	\$0.00	\$0.00	(\$40.80)	\$0.00	(\$40.80)
250	Alumni Class	\$2,557.58	\$0.00	\$0.00	\$0.00	\$2,557.58	\$0.00	\$2,557.58
260	Circle of Friends	\$3,937.29	\$0.00	\$0.00	\$0.00	\$3,937.29	\$0.00	\$3,937.29
300	Athletics	\$79,928.06	\$18,628.30	\$(25,204.52)	(\$1,950.00)	\$71,401.84	\$0.00	\$71,401.84
310	Athletic Training	\$92.76	\$0.00	\$(103.04)	\$0.00	(\$10.28)	\$0.00	(\$10.28)
320	Athletic Team Sub-Accts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
330	Athletic Booster Club	\$22,982.47	\$0.00	\$(200.00)	\$0.00	\$22,782.47	\$0.00	\$22,782.47
340	Cheerleaders	\$27,676.29	\$2,056.32	\$(1,018.00)	(\$1,800.00)	\$26,914.61	\$0.00	\$26,914.61
350	Strategic Games Club	\$6,525.86	\$0.00	\$(380.89)	\$0.00	\$6,144.97	\$0.00	\$6,144.97
400	Teammates	\$58.85	\$0.00	\$0.00	\$0.00	\$58.85	\$0.00	\$58.85
402	National Honor Society	\$657.58	\$296.60	\$0.00	\$0.00	\$954.18	\$0.00	\$954.18
403	Science NHS	\$623.59	\$0.00	\$0.00	\$0.00	\$623.59	\$0.00	\$623.59
404	Student Council	\$8,303.59	\$0.00	\$(1,293.74)	\$0.00	\$7,009.85	\$0.00	\$7,009.85
405	Mu Alpha Theta	\$650.06	\$0.00	\$(27.50)	\$0.00	\$622.56	\$0.00	\$622.56
406	BW Food Drive	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
408	Cong. Awards Club	\$322.68	\$80.00	\$(151.24)	\$0.00	\$251.44	\$0.00	\$251.44
410	Key Club	\$591.07	\$923.00	\$(828.00)	\$0.00	\$686.07	\$0.00	\$686.07
412	Ecology Club	\$39.32	\$223.95	\$0.00	\$0.00	\$263.27	\$0.00	\$263.27
414	Instrumental Music	\$4,011.99	\$0.00	\$0.00	\$0.00	\$4,011.99	\$0.00	\$4,011.99
416	Vocal Music	\$11,996.31	\$5,675.85	\$(3,207.56)	\$0.00	\$14,464.60	\$0.00	\$14,464.60
418	W.A.S.T. Thespians	\$4,914.41	\$1,648.00	\$(2,412.00)	\$0.00	\$4,150.41	\$0.00	\$4,150.41
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	\$37.73	\$80.00	\$(80.00)	\$0.00	\$37.73	\$0.00	\$37.73
423	AASLC	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
424	Yearbook-Thunderbird	\$21,982.32	(\$77.28)	\$(11,425.80)	\$0.00	\$10,479.24	\$0.00	\$10,479.24
426	Publications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
428	Newspaper-Westwind	\$1,375.38	\$0.00	\$0.00	\$0.00	\$1,375.38	\$0.00	\$1,375.38
430	Play/Musical Productions	\$23,499.29	\$0.00	\$(133.45)	\$0.00	\$23,365.84	\$0.00	\$23,365.84
432	Dance Team/Thunderettes	\$1,226.86	\$2,979.13	\$(2,719.76)	\$0.00	\$1,486.23	\$0.00	\$1,486.23
434	Envirothon Grant	\$475.00	\$0.00	\$0.00	\$0.00	\$475.00	\$0.00	\$475.00
440	ROTC	\$48,019.85	\$3,124.10	\$(284.29)	\$0.00	\$50,859.66	\$0.00	\$50,859.66
445	Maxwell/ROTC	\$4,132.64	\$0.00	\$0.00	\$0.00	\$4,132.64	\$0.00	\$4,132.64
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	\$1,077.02	\$0.00	\$0.00	\$0.00	\$1,077.02	\$0.00	\$1,077.02

BELLEVUE WEST HIGH SCHOOL

General Ledger Report

From Date:	9/30/2021
To Date:	10/31/2021

Financial Report
WEST HIGH ACTIVITY
Activity Accounts

From Acct:	100
To Acct:	523

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
458	Latin Club	\$71.82	\$0.00	\$0.00	\$0.00	\$71.82	\$0.00	\$71.82
460	FBLA-Miscellaneous	\$0.00	\$0.00	\$(922.00)	\$0.00	\$(922.00)	\$0.00	\$(922.00)
461	FBLA-Thunder Brew	\$1,476.11	\$723.00	\$(1,244.93)	\$0.00	\$954.18	\$0.00	\$954.18
464	Science Olympiad Acct.	\$88.79	\$0.00	\$0.00	\$0.00	\$88.79	\$0.00	\$88.79
470	FBLA	\$4,416.55	\$2,314.50	\$(570.27)	\$(380.04)	\$5,780.74	\$0.00	\$5,780.74
472	DECA	\$6,880.77	\$4,118.37	\$(8,378.11)	\$380.04	\$3,001.07	\$0.00	\$3,001.07
474	FEA	\$91.48	\$0.00	\$0.00	\$0.00	\$91.48	\$0.00	\$91.48
476	Forensics	\$367.65	\$703.50	\$0.00	\$(50.00)	\$1,021.15	\$0.00	\$1,021.15
478	Debate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
480	Family Consumer Science	\$136.62	\$562.00	\$0.00	\$0.00	\$698.62	\$0.00	\$698.62
482	Culinary Arts	\$528.49	\$0.00	\$0.00	\$0.00	\$528.49	\$0.00	\$528.49
484	Skills USA	\$7,537.34	\$30.00	\$0.00	\$0.00	\$7,567.34	\$0.00	\$7,567.34
486	History Club	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
490	POST PROM	\$18,450.19	\$0.00	\$0.00	\$0.00	\$18,450.19	\$0.00	\$18,450.19
500	Activity Clearing	\$(3,550.00)	\$0.00	\$0.00	\$0.00	\$(3,550.00)	\$0.00	\$(3,550.00)
504	Bowling	\$2,501.86	\$0.00	\$0.00	\$0.00	\$2,501.86	\$0.00	\$2,501.86
505	Counseling	\$51,828.01	\$9,371.00	\$(840.70)	\$0.00	\$60,358.31	\$0.00	\$60,358.31
506	Baseball	\$1.00	\$0.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
507	Boys Basketball	\$376.17	\$0.00	\$0.00	\$0.00	\$376.17	\$0.00	\$376.17
508	Girl's Basketball	\$6,656.10	\$0.00	\$0.00	\$0.00	\$6,656.10	\$0.00	\$6,656.10
509	Football	\$16,841.26	\$365.00	\$(535.60)	\$0.00	\$16,670.66	\$0.00	\$16,670.66
510	Boy's Golf	\$234.25	\$0.00	\$0.00	\$0.00	\$234.25	\$0.00	\$234.25
511	Boy's Tennis	\$97.17	\$0.00	\$0.00	\$0.00	\$97.17	\$0.00	\$97.17
512	Girl's Tennis	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
513	Track	\$8,174.83	\$0.00	\$0.00	\$0.00	\$8,174.83	\$0.00	\$8,174.83
514	Swimming	\$570.60	\$0.00	\$0.00	\$0.00	\$570.60	\$0.00	\$570.60
515	Volleyball	\$(18.03)	\$0.00	\$0.00	\$0.00	\$(18.03)	\$0.00	\$(18.03)
516	Softball	\$3,632.24	\$384.14	\$(812.44)	\$0.00	\$3,203.94	\$0.00	\$3,203.94
517	Boy's Wrestling	\$976.31	\$0.00	\$0.00	\$0.00	\$976.31	\$0.00	\$976.31
518	Boys Soccer	\$153.33	\$0.00	\$0.00	\$0.00	\$153.33	\$0.00	\$153.33
519	Girl's Soccer	\$413.21	\$0.00	\$0.00	\$0.00	\$413.21	\$0.00	\$413.21
520	Girl's Golf	\$(64.25)	\$100.00	\$0.00	\$0.00	\$35.75	\$0.00	\$35.75
521	T-bird Customs	\$161.61	\$0.00	\$0.00	\$0.00	\$161.61	\$0.00	\$161.61
522	Cross Country	\$0.00	\$3,396.44	\$(454.60)	\$0.00	\$2,941.84	\$0.00	\$2,941.84
523	Girl's Wrestling	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Activity Accounts Grand Total		\$451,342.00	\$73,119.77	\$(70,587.54)	\$0.00	\$453,874.23	\$0.00	\$453,874.23

BELLEVUE PUBLIC SCHOOLS

General Ledger Report

Financial Report

DISTRICT ACTIVITY

Activity Accounts

From Date:	9/30/2021
To Date:	10/31/2021

From Acct:	1001
To Acct:	9960

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
1001	AVERY	\$11,497.81	\$1,129.46	\$(1,317.73)	\$0.00	\$11,309.54	\$0.00	\$11,309.54
1002	BELLEAIRE	\$6,259.80	\$100.00	\$(216.24)	\$0.00	\$6,143.56	\$0.00	\$6,143.56
1004	BERTHA BARBER	\$5,869.18	\$70.00	\$(299.18)	\$0.00	\$5,640.00	\$0.00	\$5,640.00
1005	BETZ	\$8,208.45	\$1,600.00	\$(283.88)	\$0.00	\$9,524.57	\$0.00	\$9,524.57
1006	BIRCHCREST	\$7,836.88	\$2,119.51	\$(2,277.67)	\$0.00	\$7,678.72	\$0.00	\$7,678.72
1007	CENTRAL	\$5,357.37	\$570.00	\$(282.52)	\$0.00	\$5,644.85	\$0.00	\$5,644.85
1008	FORT CROOK	\$7,735.77	\$1,600.00	\$(90.38)	\$0.00	\$9,245.39	\$0.00	\$9,245.39
1009	LEMAY	\$1,261.90	\$350.00	\$(120.83)	\$0.00	\$1,491.07	\$0.00	\$1,491.07
1010	PETER SARPY	\$1,348.23	\$405.00	\$(410.17)	\$0.00	\$1,343.06	\$0.00	\$1,343.06
1011	TWIN RIDGE	\$14,672.21	\$119.99	\$(9,778.20)	\$0.00	\$5,014.00	\$0.00	\$5,014.00
1014	WAKE ROBIN	\$16,071.05	\$350.00	\$(248.70)	\$0.00	\$16,172.35	\$0.00	\$16,172.35
1015	LEONARD LAWRENCE	\$2,604.90	\$280.00	\$(116.06)	\$0.00	\$2,768.84	\$0.00	\$2,768.84
1016	TWO SPRINGS	\$4,773.46	\$1,175.00	\$(422.14)	\$0.00	\$5,526.32	\$0.00	\$5,526.32
1017	FAIRVIEW	\$6,783.23	\$739.92	\$0.00	\$0.00	\$7,523.15	\$0.00	\$7,523.15
1018	BELLEVUE ELEMENTARY	\$8,402.32	\$175.00	\$(241.46)	\$0.00	\$8,335.86	\$0.00	\$8,335.86
1101	CHAP CENTER	\$1,188.25	\$500.00	\$(100.00)	\$0.00	\$1,588.25	\$0.00	\$1,588.25
9910	BEST PROGRAM	\$1,200.31	\$0.00	\$0.00	\$0.00	\$1,200.31	\$0.00	\$1,200.31
9911	ACE PROGRAM	\$3,108.84	\$0.00	\$0.00	\$0.00	\$3,108.84	\$0.00	\$3,108.84
9912	CAREER LAUNCH CENTER-CLC	\$19,604.94	\$15,000.00	\$0.00	\$0.00	\$34,604.94	\$0.00	\$34,604.94
9920	DAY CAMP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9921	STEM - SUMMER SCHOOL	\$3,053.98	\$0.00	\$(25.00)	\$0.00	\$3,028.98	\$0.00	\$3,028.98
9923	WELCOME CENTER	\$1,909.99	\$100.00	\$0.00	\$0.00	\$2,009.99	\$0.00	\$2,009.99
9924	MISSION ANNEX	\$1,315.70	\$0.00	\$0.00	\$0.00	\$1,315.70	\$0.00	\$1,315.70
9926	EARLY CHILDHOOD CENTER	\$3,136.88	\$0.00	\$0.00	\$0.00	\$3,136.88	\$0.00	\$3,136.88
9927	FASE TEAM	\$15,847.92	\$0.00	\$(554.68)	\$0.00	\$15,293.24	\$0.00	\$15,293.24
9928	DISTRICT APPRECIATION	\$6,387.59	\$0.00	\$0.00	\$0.00	\$6,387.59	\$0.00	\$6,387.59
9929	SEL GRANT	\$8,945.00	\$0.00	\$0.00	\$0.00	\$8,945.00	\$0.00	\$8,945.00
9930	STEM - FACEBOOK GRANT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9931	STAFF DEVELOPMENT	\$4,947.09	\$0.00	\$0.00	\$0.00	\$4,947.09	\$0.00	\$4,947.09
9932	ELEM. PRINCIPAL SUNSHINE	\$467.85	\$0.00	\$(100.00)	\$0.00	\$367.85	\$0.00	\$367.85
9934	TRANSPORTATION	\$3,827.27	\$100.00	\$(525.07)	\$0.00	\$3,402.20	\$0.00	\$3,402.20
9935	SENSORY ROOM	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00	\$0.00	\$4,500.00
9936	GENERAL USE - ACTIVITY	\$86,084.29	\$8,459.29	\$(21,380.05)	\$12,000.00	\$85,163.53	\$0.00	\$85,163.53
9937	ELEMENTARY BAND FUND	\$318.13	\$0.00	\$0.00	\$0.00	\$318.13	\$0.00	\$318.13
9938	COOPERATING TEACHER	\$7,180.00	\$0.00	\$0.00	\$0.00	\$7,180.00	\$0.00	\$7,180.00
9939	ELEMENTARY BLDG.	\$49,748.00	\$0.00	\$0.00	(\$6,000.00)	\$43,748.00	\$0.00	\$43,748.00
9940	SECONDARY BLDG.	\$67,992.22	\$0.00	\$(1,659.95)	(\$6,000.00)	\$60,332.27	\$0.00	\$60,332.27
9941	UNIFIED SOCCER	\$8,378.32	\$0.00	\$(1,800.00)	\$0.00	\$6,578.32	\$0.00	\$6,578.32
9943	HAL	\$272.96	\$0.00	\$0.00	\$0.00	\$272.96	\$0.00	\$272.96
9944	COMMUNICATIONS	\$33,600.81	\$198.41	\$0.00	\$0.00	\$33,799.22	\$0.00	\$33,799.22
9945	TECHNOLOGY	\$273,152.14	\$1,202.00	\$0.00	\$0.00	\$274,354.14	\$0.00	\$274,354.14
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.	\$46,487.06	\$0.00	\$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	\$68.85	\$0.00	\$0.00	\$0.00	\$68.85	\$0.00	\$68.85
9960	DISTRICT CLEARING	\$16,456.93	\$0.00	\$(922.44)	\$0.00	\$15,534.49	\$0.00	\$15,534.49
Activity Accounts Grand Total		\$778,445.62	\$36,343.58	\$(43,172.35)	\$0.00	\$771,616.85	\$0.00	\$771,616.85

**Bellevue Public Schools General Obligation Bonds
Summary as of 10/31/2021**

Bonds Approved by Voters	76,000,000.00
Bonds Sold	76,000,000.00
Premium Received on Sale of Bonds	10,181,683.90
Gross Proceeds	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	-
Net Funds Received To Date	85,251,690.40
 Bonds Remaining to be Sold	 -
 FY21 Activity:	
Beginning Cash Balance as of October 1, 2021	25,086,100.36
Income through October 31, 2021	3,422.03
Expenditures through October 31, 2021	(40,461.94)
Ending cash balance on October 31, 2021	25,049,060.45

BELLEVUE PUBLIC SCHOOLS
BOARD OF EDUCATION

11-01-2021

IT IS RECOMMENDED THAT THE FOLLOWING CLAIMS
BE APPROVED FOR PAYMENT

GENERAL FUND	1,924,833.36
SPECIAL BUILDING FUND	104,359.00
FOOD SERVICE FUND	311,216.24
BOND PROJECTS FUND	429,172.80
STUDENT FEES	10,115.61
TOTAL	2,779,697.01

11-01-2021

General Fund	Check No	Check Date	Vendor Name	Amount	Description
	00248698	11/01/21	A-1 FLAGS POLES & REPAIR LLC	81.50	BUILDING IMPROVEMENT
	00248699	11/01/21	A-UNITED AUTOMATIC DOORS	155.00	BUILDING IMPROVEMENT
	00248700	11/01/21	ABC-CLIO, LLC.	620.00	SUPPLIES
	00248701	11/01/21	ACCO BRANDS USA LLC	352.00	REPAIRS
	00248702	11/01/21	ADAMS & SULLIVAN P.C.	3,046.25	LEGAL SERVICES
	00248703	11/01/21	ADVANCED OFFICE AUTOMATION	181.91	SUPPLIES
	00248704	11/01/21	ADVENTURE BUS & CHARTER	5,625.00	CONTRACTED TRANSPORTATION
	00248705	11/01/21	ALL AMERICAN SPORTS/RIDDELL	4,203.95	SUPPLIES
	00248706	11/01/21	ALL FLAGS, ETC	302.55	SUPPLIES
	00248707	11/01/21	AMERICAN TIME	734.54	BUILDING IMPROVEMENT
	00248708	11/01/21	APPLE, INC.	141,503.00	COMPUTER HARDWARE
	00248708	11/01/21	APPLE, INC.	569.95	SUPPLIES
	00248709	11/01/21	AQUA-CHEM, INC.	759.80	REPAIRS
	00248710	11/01/21	AUTO VALUE	183.32	TIRES & PARTS
	00248711	11/01/21	BAKER'S SUPERMARKET	534.49	SUPPLIES
	00248712	11/01/21	BAKER'S SUPERMARKET	1,296.72	SUPPLIES
	00248713	11/01/21	BALDWIN'S FLOORING AMERICA	896.76	BUILDING IMPROVEMENT
	00248714	11/01/21	BATTERIES PLUS BULBS	820.45	SUPPLIES
	00248714	11/01/21	BATTERIES PLUS BULBS	491.50	TIRES & PARTS
	00248715	11/01/21	BAUER BUILT TIRE	345.92	REPAIRS
	00248715	11/01/21	BAUER BUILT TIRE	1,566.00	SUPPLIES
	00248715	11/01/21	BAUER BUILT TIRE	2,622.15	TIRES & PARTS
	00248716	11/01/21	BEARCOM	1,145.36	SUPPLIES
	00248717	11/01/21	BEARDMORE CHEVROLET, INC	706.22	TIRES & PARTS
	00248718	11/01/21	BELLEVUE LEADER	47.25	SUPPLIES
	00248719	11/01/21	BEST CARE EMPLOYEE ASSIST.	5,211.25	PROFESSIONAL SERVICES
	00248720	11/01/21	BISHOP BUSINESS EQUIPMENT	936.00	SUPPLIES
	00248721	11/01/21	BLACK HILLS ENERGY	2,337.40	FUEL
	00248722	11/01/21	BLANK SHIRTS/BLANK APPAREL	168.85	SUPPLIES
	00248723	11/01/21	BLICK ART MATERIALS, LLC.	1,040.33	SUPPLIES
	00248724	11/01/21	BOUND TO STAY BOUND	1,316.88	SUPPLIES
	00248725	11/01/21	BOYS TOWN PRESS	128.75	TUITION-OTHER AGENCIES
	00248726	11/01/21	BRADY WORLDWIDE, INC	2,167.41	COMPUTER HARDWARE
	00248726	11/01/21	BRADY WORLDWIDE, INC	298.06	SUPPLIES
	00248727	11/01/21	BRIGGS, INC.	2,911.61	BUILDING IMPROVEMENT
	00248727	11/01/21	BRIGGS, INC.	79.82	REPAIRS
	00248728	11/01/21	BROWN NATIONALEASE	2,237.14	CONTRACTED TRANSPORTATION
	00248729	11/01/21	C.L. IMPACT LOGISTICS LLC	2,056.00	CONTRACTED TRANSPORTATION
	00248730	11/01/21	CAPITOL SANITARY SUPPLY, INC	257.03	TIRES & PARTS

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00248731	11/01/21	CAROLINA BIOLOGICAL SUPPLY	23,208.77	SUPPLIES
00248732	11/01/21	CARPENTER PAPER COMPANY	8,023.49	SUPPLIES
00248733	11/01/21	CCS PRESENTATION SYSTEMS	7,430.06	SITE IMPROVEMENTS
00248734	11/01/21	CENGAGE LEARNING	3,820.16	SUPPLIES
00248735	11/01/21	CF WEBTOOLS	14,250.00	COMPUTER HARDWARE
00248736	11/01/21	CHEMSTATION OF IOWA	780.00	SUPPLIES
00248737	11/01/21	CHILDREN'S HOSPITAL MEDICAL	300.00	SUPPLIES
00248738	11/01/21	CINTAS CORPORATION	830.44	PROFESSIONAL SERVICES
00248739	11/01/21	CITY OF BELLEVUE	250.00	PROFESSIONAL SERVICES
00248740	11/01/21	CLAY'S PUMP & EQUIPMENT CO.	1,460.98	REPAIRS
00248741	11/01/21	CONSTELLATION ENERGY	1,619.18	FUEL
00248742	11/01/21	CONTINENTAL RESEARCH CORP.	2,462.32	SUPPLIES
00248743	11/01/21	CONTROLLED COMFORT	656.62	BUILDING IMPROVEMENT
00248744	11/01/21	CORNHUSKER INTL TRUCKS, INC.	16.97	REPAIRS
00248744	11/01/21	CORNHUSKER INTL TRUCKS, INC.	379.04	TIRES & PARTS
00248745	11/01/21	COX BUSINESS SERVICES	16,002.39	TELECOMMUNICATIONS
00248746	11/01/21	CUMMINS CENTRAL POWER, LLC	2,979.76	REPAIRS
00248747	11/01/21	D.C. ELECTRIC/HEARTLAND	6,710.00	BUILDING IMPROVEMENT
00248748	11/01/21	DELTA FOREMOST CHEMICAL	34,611.50	SUPPLIES
00248749	11/01/21	DIAMOND VOGEL	200.21	REPAIRS
00248750	11/01/21	DIETZE MUSIC	330.00	REPAIRS
00248750	11/01/21	DIETZE MUSIC	115.20	SUPPLIES
00248751	11/01/21	DIETZE MUSIC	38.70	SUPPLIES
00248752	11/01/21	DISCOVERY EDUCATION	56,000.00	EMPLOYEE TRAINING & DEVEL.
00248753	11/01/21	DOUGLAS COUNTY POST-	447.00	ADVERTISING/PUBLICATION
00248754	11/01/21	DOUGLAS COUNTY TREASURER	853.19	SUPPLIES
00248755	11/01/21	E.S.U. #3	315.00	EMPLOYEE TRAINING & DEVEL.
00248755	11/01/21	E.S.U. #3	34,240.39	SOFTWARE
00248756	11/01/21	EDUCATION SERVICE CENTER	650.00	SOFTWARE
00248757	11/01/21	EGAN SUPPLY	2,887.08	REPAIRS
00248757	11/01/21	EGAN SUPPLY	58,693.12	SUPPLIES
00248758	11/01/21	ELECTRONIC CONTRACTING	862.50	BUILDING IMPROVEMENT
00248759	11/01/21	EYMAN PLUMBING, INC.	3,839.21	BUILDING IMPROVEMENT
00248760	11/01/21	FAMILY FARE SUPERMARKET	636.12	SUPPLIES
00248761	11/01/21	FATHER FLANAGAN'S BOYS' HOME	9,335.26	PROFESSIONAL SERVICES
00248762	11/01/21	FERRELLGAS	2,792.28	GAS, DIESEL, OIL
00248763	11/01/21	FIELD PAPER COMPANY	925.80	SUPPLIES
00248764	11/01/21	FIRST WIRELESS, INC.	517.54	SUPPLIES
00248765	11/01/21	FLAGHOUSE, INC.	576.00	SUPPLIES
00248766	11/01/21	FLEETPRIDE	55.11	TIRES & PARTS

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00248767	11/01/21	FOLLETT SCHOOL SOLUTIONS	7,746.01	SUPPLIES
00248768	11/01/21	GENERAL FIRE AND SAFETY	6,795.00	BUILDING IMPROVEMENT
00248769	11/01/21	GLENNA FISHER	5,388.88	PROFESSIONAL SERVICES
00248770	11/01/21	GOODWIN TUCKER GROUP	1,121.01	BUILDING IMPROVEMENT
00248771	11/01/21	GRAINGER, INC.	1,608.79	BUILDING IMPROVEMENT
00248771	11/01/21	GRAINGER, INC.	310.15	REPAIRS
00248771	11/01/21	GRAINGER, INC.	202.70	SUPPLIES
00248772	11/01/21	GRANTPROSE INC.	2,175.00	PROFESSIONAL SERVICES
00248773	11/01/21	GREENLIFE GARDENS, INC.	1,435.00	BUILDING IMPROVEMENT
00248773	11/01/21	GREENLIFE GARDENS, INC.	5,180.45	SITE IMPROVEMENTS
00248774	11/01/21	HEARTLAND FAMILY SERVICE	450.00	SUPPLIES
00248775	11/01/21	HEARTLAND SAFETY AND	340.50	EMPLOYEE TRAINING & DEVEL.
00248776	11/01/21	HILLYARD	1,049.00	SUPPLIES
00248777	11/01/21	HOLDAHL, INC.	79.80	BUILDING IMPROVEMENT
00248778	11/01/21	HOUGHTON MIFFLIN HARCOURT	920.83	SUPPLIES
00248779	11/01/21	INCLUSIVE COMMUNITIES	4,000.00	EMPLOYEE TRAINING & DEVEL.
00248780	11/01/21	INTERSTATE POWER SYSTEMS	3,155.34	REPAIRS
00248780	11/01/21	INTERSTATE POWER SYSTEMS	111.78	TIRES & PARTS
00248781	11/01/21	IXL LEARNING	99.00	SUPPLIES
00248782	11/01/21	J & J SMALL ENGINE SERVICE, INC.	266.80	REPAIRS
00248782	11/01/21	J & J SMALL ENGINE SERVICE, INC.	874.76	SUPPLIES
00248783	11/01/21	JOHN DEERE FINANCIAL	2,203.84	REPAIRS
00248783	11/01/21	JOHN DEERE FINANCIAL	163.39	SUPPLIES
00248784	11/01/21	JONES SCHOOL SUPPLY CO., INC.	199.08	SUPPLIES
00248785	11/01/21	JOSH TEDDER CONSTRUCTION	900.00	SITE IMPROVEMENTS
00248786	11/01/21	KIMBALL MIDWEST	612.53	SUPPLIES
00248787	11/01/21	KONE INC.	548.93	BUILDING IMPROVEMENT
00248788	11/01/21	LAKESHORE LEARNING	264.50	SUPPLIES
00248789	11/01/21	LEADING EDGE LAMINATING	673.38	SUPPLIES
00248790	11/01/21	LOU'S SPORTING GOODS	139.79	PRIOR YEAR PAYABLE
00248791	11/01/21	MACGILL	1,215.24	SUPPLIES
00248792	11/01/21	MATHESON TRI-GAS, INC.	52.15	BUILDING IMPROVEMENT
00248792	11/01/21	MATHESON TRI-GAS, INC.	806.49	SUPPLIES
00248793	11/01/21	MECHANICAL SALES, INC.	619.50	BUILDING IMPROVEMENT
00248794	11/01/21	MEJIA ROOFING & CONTRACTORS	9,050.00	BUILDING IMPROVEMENT
00248795	11/01/21	MENARDS, INC.	992.99	BUILDING IMPROVEMENT
00248795	11/01/21	MENARDS, INC.	1,311.14	REPAIRS
00248795	11/01/21	MENARDS, INC.	4,866.11	SUPPLIES
00248795	11/01/21	MENARDS, INC.	313.54	TIRES & PARTS
00248796	11/01/21	METROPOLITAN COMMUNITY	23,418.00	PROFESSIONAL SERVICES

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00248797	11/01/21	METROPOLITAN UTILITIES DIST.	4,654.57	FUEL
00248797	11/01/21	METROPOLITAN UTILITIES DIST.	27,143.58	WATER & SEWER
00248798	11/01/21	MICROFILM IMAGING SYSTEMS	1,032.49	SUPPLIES
00248799	11/01/21	MID-PLAINS INSULATION	2,061.00	BUILDING IMPROVEMENT
00248800	11/01/21	MIDLANDS TESTING SERVICES	670.00	PROFESSIONAL SERVICES
00248801	11/01/21	NACIA	130.00	EMPLOYEE TRAINING & DEVEL.
00248802	11/01/21	NAPA AUTO PARTS	426.29	SUPPLIES
00248802	11/01/21	NAPA AUTO PARTS	647.25	TIRES & PARTS
00248803	11/01/21	NASCO	850.00	SUPPLIES
00248804	11/01/21	NEARPOD, INC.	22,050.00	PROFESSIONAL SERVICES
00248804	11/01/21	NEARPOD, INC.	7,350.00	SOFTWARE
00248805	11/01/21	NEBRASKA - IOWA SUPPLY CO.	15,926.88	GAS, DIESEL, OIL
00248805	11/01/21	NEBRASKA - IOWA SUPPLY CO.	13,628.56	PROFESSIONAL SERVICES
00248805	11/01/21	NEBRASKA - IOWA SUPPLY CO.	1,417.57	TIRES & PARTS
00248806	11/01/21	NEBRASKA/CENTRAL EQUIPMENT	424.48	TIRES & PARTS
00248807	11/01/21	NEW HORIZONS LLC	1,665.00	BUILDING IMPROVEMENT
00248807	11/01/21	NEW HORIZONS LLC	4,900.00	SITE IMPROVEMENTS
00248808	11/01/21	NEW HORIZONS LLC	1,200.00	BUILDING IMPROVEMENT
00248809	11/01/21	NUMOTION	1,768.50	SUPPLIES
00248810	11/01/21	NXTGEN PLUMBING	2,372.65	BUILDING IMPROVEMENT
00248811	11/01/21	O'REILLY AUTOMOTIVE, INC.	33.01	TIRES & PARTS
00248812	11/01/21	OCCUPATIONAL HEALTH	1,525.00	PROFESSIONAL SERVICES
00248813	11/01/21	OFFICE DEPOT, INC	5,365.93	SUPPLIES
00248814	11/01/21	OHARCO	157.99	BUILDING IMPROVEMENT
00248815	11/01/21	OMAHA DOOR & WINDOW CO, INC	700.74	BUILDING IMPROVEMENT
00248816	11/01/21	OMAHA PUBLIC POWER DISTRICT	163,969.59	ELECTRICITY
00248817	11/01/21	OMAHA WORLD-HERALD MEDIA	3,479.38	ADVERTISING/PUBLICATION
00248818	11/01/21	OMAHA WORLD-HERALD NIE	177.84	SUPPLIES
00248819	11/01/21	ONE SOURCE, INC.	1,318.00	PROFESSIONAL SERVICES
00248820	11/01/21	OPC DIRECT	3,310.02	SUPPLIES
00248821	11/01/21	OVERDRIVE, INC.	149.48	SUPPLIES
00248822	11/01/21	OVERHEAD DOOR CO. OF OMAHA	123.00	BUILDING IMPROVEMENT
00248823	11/01/21	PAINTIN PLACE CERAMICS	188.00	SUPPLIES
00248824	11/01/21	PAPILLION SANITATION	2,485.98	TRASH REMOVAL
00248825	11/01/21	PLIBRICO COMPANY, LLC.	15,547.15	BUILDING IMPROVEMENT
00248826	11/01/21	POSITIVE PROMOTIONS, INC.	392.20	SUPPLIES
00248827	11/01/21	POWERSCHOOL GROUP, LLC.	12,477.85	SOFTWARE
00248828	11/01/21	PRECISION CONCRETE LIFTING	1,040.00	BUILDING IMPROVEMENT
00248829	11/01/21	PRESTO-X	27.00	BUILDING IMPROVEMENT
00248829	11/01/21	PRESTO-X	1,317.00	SITE IMPROVEMENTS

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00248830	11/01/21	PRIME COMMUNICATIONS, INC.	1,565.53	BUILDING IMPROVEMENT
00248830	11/01/21	PRIME COMMUNICATIONS, INC.	183.57	COMPUTER HARDWARE
00248830	11/01/21	PRIME COMMUNICATIONS, INC.	170.00	PROFESSIONAL SERVICES
00248831	11/01/21	RADCLIFFE, GILBERTSON & BRADY	4,500.00	LOBBYIST
00248832	11/01/21	RAPIDSCALE INC	1,540.00	SOFTWARE
00248833	11/01/21	RAY MARTIN COMPANY	10,012.00	BUILDING IMPROVEMENT
00248834	11/01/21	REALLY GOOD STUFF, LLC.	65.98	SUPPLIES
00248835	11/01/21	REALLY GREAT READING CO. LLC.	11,292.10	SUPPLIES
00248836	11/01/21	RORY A CHANDLER	550.00	BUILDING IMPROVEMENT
00248837	11/01/21	ROSETTA STONE LLC	3,000.00	SUPPLIES
00248838	11/01/21	SAFAL PARTNERS	750.00	EMPLOYEE TRAINING & DEVEL.
00248839	11/01/21	SAVVAS LEARNING COMPANY LLC	51,068.15	SUPPLIES
00248840	11/01/21	SAVVAS LEARNING COMPANY LLC	463,552.29	SUPPLIES
00248841	11/01/21	SCANTRON CORPORATION	1,695.00	PROFESSIONAL SERVICES
00248842	11/01/21	SCHOLASTIC, INC.	174.78	SUPPLIES
00248843	11/01/21	SCHOLASTIC, INC.	163.63	SUPPLIES
00248844	11/01/21	SCHOOL NURSE SUPPLY, INC.	293.97	SUPPLIES
00248845	11/01/21	SCHOOL SPECIALTY, LLC	1,676.04	SUPPLIES
00248846	11/01/21	SECOND LIFE MAC	45.00	SUPPLIES
00248847	11/01/21	SECUREDOCS INC	3,600.00	SUPPLIES
00248848	11/01/21	SEESAW LEARNING, INC.	833.40	SUPPLIES
00248849	11/01/21	SHERWIN-WILLIAMS	63.40	BUILDING IMPROVEMENT
00248850	11/01/21	SITE ONE LANDSCAPE SUPPLY	144.80	BUILDING IMPROVEMENT
00248851	11/01/21	SNYDER CHARLESON THERAPY	19,601.59	TUITION-OTHER AGENCIES
00248852	11/01/21	SORENSON COMMUNITY	56.25	PROFESSIONAL SERVICES
00248853	11/01/21	SOUTHEASTERN PERFORMANCE	1,404.38	SUPPLIES
00248854	11/01/21	SPECKMANN CONSTRUCTION	2,220.00	BUILDING IMPROVEMENT
00248855	11/01/21	STAPLES ADVANTAGE	537.63	SUPPLIES
00248856	11/01/21	STEVE'S FLOOR COVERINGS, INC.	195.00	BUILDING IMPROVEMENT
00248857	11/01/21	STEVEN LEHR, RPT	85.00	REPAIRS
00248857	11/01/21	STEVEN LEHR, RPT	85.00	SUPPLIES
00248858	11/01/21	STUDENT TRANSPORATION OF	48,251.00	CONTRACTED TRANSPORTATION
00248859	11/01/21	SUBURBAN NEWSPAPERS, INC.	100.71	ADVERTISING/PUBLICATION
00248859	11/01/21	SUBURBAN NEWSPAPERS, INC.	34.29	EMPLOYEE TRAINING & DEVEL.
00248860	11/01/21	SWEETWATER	2,137.00	SUPPLIES
00248861	11/01/21	TAESE/USU	125.00	EMPLOYEE TRAINING & DEVEL.
00248862	11/01/21	TALX CORPORATION	68.00	PROFESSIONAL SERVICES
00248863	11/01/21	TALX UC EXPRESS	899.41	PROFESSIONAL SERVICES
00248864	11/01/21	THE COLLEGE BOARD	400.00	SUPPLIES
00248865	11/01/21	THE FILTER SHOP	4,390.08	SUPPLIES

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00248866	11/01/21	THE HOME DEPOT PRO	2,446.44	SUPPLIES
00248867	11/01/21	TOM BROCK FORMS	416.95	PROFESSIONAL SERVICES
00248868	11/01/21	TOM'S ENGRAVING	299.00	PROFESSIONAL SERVICES
00248869	11/01/21	TOOLS 4 READING	60.00	SUPPLIES
00248870	11/01/21	TRANE U.S., INC.	468.50	BUILDING IMPROVEMENT
00248871	11/01/21	TREES, SHRUBS & MORE	436.80	BUILDING IMPROVEMENT
00248872	11/01/21	TRUCK CENTER COMPANIES	1,330.62	CONTRACTED TRANSPORTATION
00248872	11/01/21	TRUCK CENTER COMPANIES	2,896.89	TIRES & PARTS
00248873	11/01/21	TY'S OUTDOOR POWER INC.	1,107.86	REPAIRS
00248874	11/01/21	U.S. BANK CORPORATE PAYMENT	201.03	BUILDING IMPROVEMENT
00248874	11/01/21	U.S. BANK CORPORATE PAYMENT	9,095.98	EMPLOYEE TRAINING & DEVEL.
00248874	11/01/21	U.S. BANK CORPORATE PAYMENT	9,958.70	SUPPLIES
00248874	11/01/21	U.S. BANK CORPORATE PAYMENT	366.34	TEXTBOOKS & PERIODICALS
00248875	11/01/21	U.S. BANK EQUIPMENT FINANCE	19,224.79	SUPPLIES
00248876	11/01/21	UNIFIRST CORPORATION	495.98	PROFESSIONAL SERVICES
00248877	11/01/21	UNIVERSITY OF NEBRASKA-OMAHA	222,000.00	CERTIFIED PROFESSIONAL SALARY
00248878	11/01/21	VOSS LIGHTING	1,020.11	SUPPLIES
00248879	11/01/21	WARD'S SCIENCE	1,006.63	SUPPLIES
00248880	11/01/21	WEST MUSIC CO	898.85	SUPPLIES
00248881	11/01/21	WESTLAKE HARDWARE	68.79	BUILDING IMPROVEMENT
00248881	11/01/21	WESTLAKE HARDWARE	52.44	REPAIRS
00248881	11/01/21	WESTLAKE HARDWARE	155.32	SUPPLIES
00248882	11/01/21	WHITE WOLF WEB OFFSET	375.84	SUPPLIES
00248883	11/01/21	WINDSTAR LINES, INC.	10,312.50	CONTRACTED TRANSPORTATION
00248884	11/01/21	WOODHOUSE FORD SOUTH INC.	22.55	SUPPLIES
General Fund Total:			1,828,053.78	

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General Fund	Check No	Check Date	Vendor Name	Amount	Description
	00248580	10/05/21	ALL AMERICAN SPORTS/RIDDELL	1,659.95	SUPPLIES
	00248583	10/05/21	BP BUSINESS SOLUTIONS	289.55	GAS, DIESEL, OIL
	00248584	10/05/21	BRIGGS, INC.	281.96	BUILDING IMPROVEMENT
	00248585	10/05/21	DATASHIELD CORPORATION	323.00	TRASH REMOVAL
	00248586	10/05/21	DE LAGE LANDEN FINANCIAL	446.87	FURNITURE & EQUIPMENT
	00248587	10/05/21	DEBRA GLOVER	120.00	EMPLOYEE TRAINING & DEVEL.
	00248588	10/05/21	EGAN SUPPLY	1,300.13	REPAIRS
	00248589	10/05/21	FONTENELLE NATURE	124.00	SUPPLIES
	00248590	10/05/21	GREENLIFE GARDENS, INC.	5,970.75	BUILDING IMPROVEMENT
	00248592	10/05/21	J & J SMALL ENGINE SERVICE	1,477.67	REPAIRS
	00248592	10/05/21	J & J SMALL ENGINE SERVICE	1,665.43	SUPPLIES
	00248594	10/05/21	KONE INC.	2,408.37	SITE IMPROVEMENTS
	00248595	10/05/21	LAKESHORE LEARNING	76.98	SUPPLIES
	00248596	10/05/21	MATHESON TRI-GAS, INC.	93.40	BUILDING IMPROVEMENT
	00248596	10/05/21	MATHESON TRI-GAS, INC.	53.49	SUPPLIES
	00248597	10/05/21	MECHANICAL SALES, INC.	870.00	BUILDING IMPROVEMENT
	00248598	10/05/21	MENARDS, INC.	275.53	BUILDING IMPROVEMENT
	00248598	10/05/21	MENARDS, INC.	21.99	SUPPLIES
	00248599	10/05/21	NE DEPARTMENT OF LABOR	240.00	BUILDING IMPROVEMENT
	00248600	10/05/21	NEBRASKA FURNITURE MART	1,813.99	FURNITURE & EQUIPMENT
	00248601	10/05/21	NXTGEN PLUMBING	1,010.00	BUILDING IMPROVEMENT
	00248602	10/05/21	OHARCO	862.40	BUILDING IMPROVEMENT
	00248604	10/05/21	PLIBRICO COMPANY, LLC.	1,446.67	BUILDING IMPROVEMENT
	00248605	10/05/21	PRECISION CONCRETE LIFTING	2,000.00	SITE IMPROVEMENTS
	00248606	10/05/21	PRESTO-X	839.50	BUILDING IMPROVEMENT
	00248607	10/05/21	RAY MARTIN COMPANY	1,790.00	BUILDING IMPROVEMENT
	00248608	10/05/21	SITE ONE LANDSCAPE SUPPLY	947.24	BUILDING IMPROVEMENT
	00248609	10/05/21	STERICYCLE INC.	150.84	SUPPLIES
	00248610	10/05/21	STEVEN LEHR, RPT	348.00	SUPPLIES
	00248611	10/05/21	VERIZON WIRELESS	360.13	TELECOMMUNICATIONS
	00248612	10/05/21	WESTLAKE HARDWARE	8.59	BUILDING IMPROVEMENT
	00248613	10/05/21	WILBUR-ELLIS AGRIBUSINESS	159.95	SITE IMPROVEMENTS
	00248614	10/07/21	10 MEN LLC	450.00	BUILDING IMPROVEMENT
	00248615	10/07/21	A-UNITED AUTOMATIC DOORS	1,691.25	BUILDING IMPROVEMENT
	00248616	10/07/21	ALL BRITE GLASS & SCREEN, INC.	725.00	BUILDING IMPROVEMENT
	00248617	10/07/21	BOILER CHILLER SYSTEMS LLC	337.50	BUILDING IMPROVEMENT
	00248618	10/07/21	CARDMEMBER SERVICE	206.25	EMPLOYEE TRAINING & DEVEL.
	00248618	10/07/21	CARDMEMBER SERVICE	225.00	PROFESSIONAL SERVICES
	00248618	10/07/21	CARDMEMBER SERVICE	261.66	SUPPLIES

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00248619	10/07/21	D.C. ELECTRIC/HEARTLAND	2,755.00	BUILDING IMPROVEMENT
00248620	10/07/21	EYMAN PLUMBING, INC.	2,645.36	BUILDING IMPROVEMENT
00248621	10/07/21	GARRETT SIMS	55.55	SUPPLIES
00248622	10/07/21	GENERAL FIRE AND SAFETY	603.00	BUILDING IMPROVEMENT
00248623	10/07/21	HOLDAHL, INC.	159.60	BUILDING IMPROVEMENT
00248624	10/07/21	KONE INC.	467.06	BUILDING IMPROVEMENT
00248625	10/07/21	MECHANICAL SYSTEMS, INC	386.84	BUILDING IMPROVEMENT
00248626	10/07/21	MEJIA ROOFING & CONTRACTORS	2,930.00	BUILDING IMPROVEMENT
00248627	10/07/21	NATIONAL ASSOCIATION FOR	2,495.00	EMPLOYEE TRAINING & DEVEL.
00248628	10/07/21	NXTGEN PLUMBING	677.50	BUILDING IMPROVEMENT
00248630	10/07/21	PLIBRICO COMPANY, LLC.	5,228.95	BUILDING IMPROVEMENT
00248631	10/07/21	RAY MARTIN COMPANY	833.00	BUILDING IMPROVEMENT
00248632	10/07/21	STEVE'S FLOOR COVERINGS, INC.	797.00	BUILDING IMPROVEMENT
00248633	10/07/21	TERRY HUGHES TREE SERVICE	2,925.00	BUILDING IMPROVEMENT
00248636	10/12/21	DAVE STARKE	18.19	SUPPLIES
00248637	10/12/21	DISTRICT REVOLVING ACCOUNT	5,170.14	POSTAGE
00248637	10/12/21	DISTRICT REVOLVING ACCOUNT	4,448.00	PROFESSIONAL SERVICES
00248637	10/12/21	DISTRICT REVOLVING ACCOUNT	463.99	REPAIRS
00248637	10/12/21	DISTRICT REVOLVING ACCOUNT	20,267.92	SUPPLIES
00248637	10/12/21	DISTRICT REVOLVING ACCOUNT	2,559.42	TRASH REMOVAL
00248638	10/12/21	JENNIFER CARDA	160.00	EMPLOYEE TRAINING & DEVEL.
00248639	10/12/21	KRISTAN BURLINGAME	288.00	EMPLOYEE TRAINING & DEVEL.
00248640	10/12/21	NEBRASKA FURNITURE MART	24.18	FURNITURE & EQUIPMENT
00248641	10/12/21	NEBRASKA STATE TREASURER	331.53	VOIDED CHECK PASS THROUGH
00248643	10/21/21	FERIAL PEARSON	300.00	SUPPLIES
00248645	10/21/21	MIDWEST PBIS NETWORK	150.00	EMPLOYEE TRAINING & DEVEL.
00248647	10/21/21	TIME FOR KIDS	74.25	SUPPLIES
00248648	10/21/21	TY'S OUTDOOR POWER INC.	1,112.75	SUPPLIES
00248649	10/21/21	UNCLE JIMS WORM FARM	274.84	SUPPLIES
00248685	10/27/21	AMANDA LINDER	224.00	EMPLOYEE TRAINING & DEVEL.
00248686	10/27/21	BETHANY KLONE	224.00	EMPLOYEE TRAINING & DEVEL.
00248687	10/27/21	BPS DISTRICT ACTIVITY	3,000.00	VOIDED CHECK PASS THROUGH
00248688	10/27/21	DAWN EDIGER	224.00	EMPLOYEE TRAINING & DEVEL.
00248689	10/27/21	FAMILY FARE SUPERMARKET	199.64	SUPPLIES
00248690	10/27/21	GINA STUKENHOLTZ	224.00	EMPLOYEE TRAINING & DEVEL.
00248693	10/27/21	LAURA STEINKE	224.00	EMPLOYEE TRAINING & DEVEL.
00248694	10/27/21	RALSTON HIGH SCHOOL	150.00	SUPPLIES
00248695	10/27/21	SOUTHRIDGE CHURCH	31.48	SUPPLIES
00248696	10/27/21	UPS	48.35	POSTAGE
00248697	10/27/21	WILDLIFE ENCOUNTERS	295.00	EMPLOYEE TRAINING & DEVEL.

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General Fund Immediate Pays Released Prior to Board Meeting:				96,779.58	

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Special Building	Check No	Check Date	Vendor Name	Amount	Description
	00248885	11/01/21	ALL MAKES OFFICE EQUIPMENT	5,027.00	BUILDING PROJECTS
	00248886	11/01/21	MID-PLAINS INSULATION	1,475.00	BUILDING PROJECTS
	00248887	11/01/21	PRIME COMMUNICATIONS, INC.	49,873.15	BUILDING PROJECTS
	00248888	11/01/21	RAY MARTIN COMPANY	1,609.00	BUILDING PROJECTS
	00248889	11/01/21	SPECKMANN CONSTRUCTION	8,755.00	BUILDING PROJECTS
	00248890	11/01/21	TY'S OUTDOOR POWER INC.	11,100.00	BUILDING PROJECTS
			Special Building Fund Total:	77,839.15	

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Special Bldg Fund	Check No	Check Date	Vendor Name	Amount	Description
	00248597	10/05/21	MECHANICAL SALES, INC.	16,232.85	BUILDING PROJECTS
	00248603	10/05/21	PARKING AREA MAINTENANCE INC.	1,820.00	BUILDING PROJECTS
	00248634	10/07/21	ALBIREO ENERGY LLC	6,332.00	BUILDING PROJECTS
	00248635	10/07/21	NXTGEN PLUMBING	2,135.00	BUILDING PROJECTS
Special Building Immediate Pays Released Prior to Board Meeting:				26,519.85	

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Bond Project	Check No	Check Date	Vendor Name	Amount	Description
	00030556	11/01/21	BRADCO COMPANY	64,809.00	BUILDING PROJECTS
	00030557	11/01/21	GP ARCHITECTURE, LLC.	29,165.00	BUILDING PROJECTS
	00030557	11/01/21	GP ARCHITECTURE, LLC.	10,000.00	PROFESSIONAL SERVICES
	00030558	11/01/21	RAY MARTIN COMPANY	280,198.80	BUILDING PROJECTS
	30559	11/1/2021	CRAWFORD ROOFING & GUTTER	45,000	BUILDING PROJECTS
Bond Project Fund:				429,172.80	

Food Service	Check No	Check Date	Vendor Name	Amount	Description
	00248891	11/01/21	AMERICAN BOTTLING COMPANY	2,504.00	FOOD
	00248892	11/01/21	AMERICAN FOODS GROUP, LLC.	3,740.00	FOOD
	00248893	11/01/21	BAKER'S SUPERMARKET	105.57	FOOD
	00248894	11/01/21	BPS FOUNDATION - LAC	100.00	SUPPLIES
	00248895	11/01/21	C-S BEVERAGE REPAIR, LLC.	177.90	REPAIRS
	00248896	11/01/21	CARPENTER PAPER COMPANY	13,982.76	SUPPLIES
	00248897	11/01/21	COCA-COLA OF OMAHA	6,458.80	FOOD
	00248898	11/01/21	DISTRICT ACTIVITY FUND	1,690.00	SUPPLIES
	00248899	11/01/21	EAST HIGH ACTIVITY ACCOUNT	550.00	SUPPLIES
	00248900	11/01/21	FAMILY FARE SUPERMARKET	23.97	FOOD
	00248901	11/01/21	FARNER-BOCKEN COMPANY	9,220.27	FOOD
	00248902	11/01/21	GENERAL PARTS, LLC.	6,935.72	REPAIRS
	00248903	11/01/21	GREENBERG FRUIT COMPANY	2,870.15	FOOD
	00248904	11/01/21	HILAND DAIRY	38,331.76	FOOD
	00248905	11/01/21	LEWIS & CLARK ACTIVITY FUND	150.00	SUPPLIES
	00248906	11/01/21	LOGAN FONTENELLE ACTIVITY	150.00	SUPPLIES
	00248907	11/01/21	MARY HANSEN	529.81	SUPPLIES
	00248908	11/01/21	MISSION ACTIVITY FUND	150.00	SUPPLIES
	00248909	11/01/21	MMC CONTRACTORS, INC.	18,855.17	REPAIRS
	00248910	11/01/21	NEBRASKA - IOWA SUPPLY CO	741.70	GAS, DIESEL, OIL
	00248911	11/01/21	OFFICE DEPOT, INC	71.27	SUPPLIES
	00248912	11/01/21	PAPILLION SANITATION	1,643.92	TRASH REMOVAL
	00248913	11/01/21	PEPSI COLA COMPANY	2,888.73	FOOD
	00248914	11/01/21	ROTELLA'S ITALIAN BAKERY, INC.	9,365.21	FOOD
	00248915	11/01/21	SYSCO LINCOLN	188,101.20	FOOD
	00248916	11/01/21	WEST HIGH ACTIVITY FUND	550.00	SUPPLIES
Food Service Fund Total:				309,887.91	

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Food Service Fund	Check No	Check Date	Vendor Name	Amount	Description
	00248581	10/05/21	AMY DAYTON	47.25	MISCELLANEOUS
	00248582	10/05/21	ART FX SCREEN PRINTING &	658.80	SUPPLIES
	00248591	10/05/21	IRENE GONZALEZ	65.70	MISCELLANEOUS
	00248593	10/05/21	JOHN VALDEZ	42.30	MISCELLANEOUS
	00248611	10/05/21	VERIZON WIRELESS	33.73	SUPPLIES
	00248642	10/21/21	CARMEN QUINONES	171.65	MISCELLANEOUS
	00248644	10/21/21	GABREILA GARCIA	200.00	MISCELLANEOUS
	00248646	10/21/21	ROSA TELEDO	38.35	MISCELLANEOUS
	00248692	10/27/21	JUAN MARTINEZ	70.55	MISCELLANEOUS
Food Service Immediate Pays Released Prior to Board Meeting:				1,328.33	

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Student Fees Fund	Check No	Check Date	Vendor Name	Amount	Description
	00248691	10/27/21	HUDL	10,115.61	SUPPLIES
Student Fees Immediate Pays Released Prior to Board Meeting:				10,115.61	

Bellevue Public Schools - Publication Of Checks

Vendor Name	Amount	Description
10 MEN LLC	450.00	BUILDING IMPROVEMENT
A-1 CONTAINERS	225.00	SITE IMPROVEMENTS
ACCUCUT SYSTEMS	74.00	SUPPLIES
ACCUPRINT LASER SERVICES, INC.	151.90	SUPPLIES
ADAMS & SULLIVAN P.C.	1,300.00	LEGAL SERVICES
ADVANCED OFFICE AUTOMATION INC	16.00	SUPPLIES
AKSARBEN PIPE & SEWER CLEANING CO.	3,092.50	BUILDING IMPROVEMENT
AKSARBEN PIPE & SEWER CLEANING CO.	125.00	SUPPLIES
ALBIREO ENERGY LLC	6,332.00	BUILDING PROJECTS
ALL AMERICAN SPORTS/RIDDELL	209.00	SUPPLIES
ALL AMERICAN SPORTS/RIDDELL	7,350.39	BUILDING PROJECTS
ALL AMERICAN SPORTS/RIDDELL	1,659.95	SUPPLIES
ALL BRITE GLASS & SCREEN, INC.	680.00	BUILDING IMPROVEMENT
ALL BRITE GLASS & SCREEN, INC.	725.00	BUILDING IMPROVEMENT
AMANDA LINDER	224.00	EMPLOYEE TRAINING & DEVELOPMNT
AMERICAN BOTTLING COMPANY	5,739.70	FOOD
AMERICAN FENCE COMPANY	482.33	REPAIRS
AMERICAN FOODS GROUP, LLC.	2,600.00	FOOD
AMY DAYTON	47.25	MISCELLANEOUS
ANDREW BUTTERMORE PAINTING	19,700.00	BUILDING PROJECTS
AQUA-CHEM, INC.	1,457.60	REPAIRS
ARBOR SCIENTIFIC	217.17	SUPPLIES
ARROW STAGE LINES	720.00	CONTRACTED TRANSPORTATION
ART FX SCREEN PRINTING & EMBROIDERY	658.80	SUPPLIES
A-UNITED AUTOMATIC DOORS & GLASS, INC	1,691.25	BUILDING IMPROVEMENT
AUTO VALUE	56.50	TIRES & PARTS
BAKER'S SUPERMARKET	529.53	SUPPLIES
BAKER'S SUPERMARKET	736.14	SUPPLIES
BAKER'S SUPERMARKET	169.41	FOOD
BATTERIES PLUS BULBS	484.42	SUPPLIES
BATTERIES PLUS BULBS	207.25	TIRES & PARTS
BAUER BUILT TIRE	49.79	REPAIRS
BAUER BUILT TIRE	545.51	TIRES & PARTS
BEARCOM	138.43	REPAIRS
BEARDMORE CHEVROLET, INC	9,774.79	SUPPLIES
BEARDMORE CHEVROLET, INC	1,510.13	TIRES & PARTS

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BEAVER EXCAVATION, INC.	1,980.00	SITE IMPROVEMENTS
BELLEVUE LEADER	67.55	SUPPLIES
BETHANY KLONE	224.00	EMPLOYEE TRAINING & DEVELOPMNT
BIG RED LOCKSMITHS, INC.	21.00	BUILDING IMPROVEMENT
BIL-DEN GLASS INC	3,167.00	BUILDING PROJECTS
BIMBO BAKERIES USA	8,147.53	FOOD
BIO CORPORATION	1,570.08	SUPPLIES
BISHOP BUSINESS EQUIPMENT	132.00	SUPPLIES
BLACK HILLS ENERGY	10,739.60	FUEL
BLICK ART MATERIALS, LLC.	809.11	SUPPLIES
BOILER CHILLER SYSTEMS LLC	337.50	BUILDING IMPROVEMENT
BOOKSOURCE	743.17	SUPPLIES
BOUND TO STAY BOUND	2,442.72	SUPPLIES
BP BUSINESS SOLUTIONS	289.55	GAS, DIESEL, OIL
BPS DISTRICT ACTIVITY	3,000.00	VOIDED CHECK PASS THROUGH
BRIGGS, INC.	395.00	BUILDING IMPROVEMENT
BRIGGS, INC.	281.96	BUILDING IMPROVEMENT
CARDMEMBER SERVICE	206.25	EMPLOYEE TRAINING & DEVELOPMNT
CARDMEMBER SERVICE	225.00	PROFESSIONAL SERVICES
CARDMEMBER SERVICE	261.66	SUPPLIES
CARMEN QUINONES	171.65	MISCELLANEOUS
CAROLINA BIOLOGICAL SUPPLY CO	616.15	SUPPLIES
CARPENTER PAPER COMPANY	5,814.20	SUPPLIES
CARPENTER PAPER COMPANY	6,380.73	SUPPLIES
CCS PRESENTATION SYSTEMS, INC.	8,070.99	COMPUTER HARDWARE
CHEMSTATION OF IOWA	650.00	TIRES & PARTS
CHRISTINA J. BRENNEMAN	25.00	EMPLOYEE TRAINING & DEVELOPMNT
CINTAS CORPORATION #749	583.08	PROFESSIONAL SERVICES
CINTAS CORPORATION #749	145.77	SUPPLIES
CLAY-KING.COM, INC	3,200.95	SUPPLIES
CLAY'S PUMP & EQUIPMENT CO.	552.50	REPAIRS
COCA-COLA OF OMAHA	5,851.87	FOOD
COMFORT INN	299.85	EMPLOYEE TRAINING & DEVELOPMNT
CONSTELLATION ENERGY	32,840.75	FUEL
CONTINENTAL RESEARCH CORP.	626.64	SUPPLIES
CONTROL DEPOT	440.55	SUPPLIES
CONTROLTEMP, INC.	88,144.00	BUILDING PROJECTS
CORNHUSKER IDEALEASE	440.00	CONTRACTED TRANSPORTATION
CORNHUSKER INTERNATIONAL TRUCKS, INC.	184.42	CONTRACTED TRANSPORTATION
CORNHUSKER INTERNATIONAL TRUCKS, INC.	428.54	TIRES & PARTS

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COX BUSINESS SERVICES	40,031.30	TELECOMMUNICATIONS
CRAIG HOME CARE	4,527.04	TUITION-OTHER AGENCIES
C-S BEVERAGE REPAIR, LLC.	108.30	REPAIRS
D.C. ELECTRIC/HEARTLAND LIGHTING, INC.	21,318.16	BUILDING PROJECTS
D.C. ELECTRIC/HEARTLAND LIGHTING, INC.	1,908.00	BUILDING IMPROVEMENT
D.C. ELECTRIC/HEARTLAND LIGHTING, INC.	4,240.00	BUILDING PROJECTS
D.C. ELECTRIC/HEARTLAND LIGHTING, INC.	2,755.00	BUILDING IMPROVEMENT
DATASHIELD CORPORATION	323.00	TRASH REMOVAL
DAVE STARKE	18.19	SUPPLIES
DAWN EDIGER	224.00	EMPLOYEE TRAINING & DEVELOPMNT
DE LAGE LANDEN FINANCIAL SERVICES, INC	446.87	FURNITURE & EQUIPMENT
DEBRA GLOVER	120.00	EMPLOYEE TRAINING & DEVELOPMNT
DELTA FOREMOST CHEMICAL CORP.	1,887.60	SUPPLIES
DEMCO, INC.	174.85	SUPPLIES
DIETZE MUSIC	0.00	SUPPLIES
DIETZE MUSIC	40.00	SUPPLIES
DISCOVERY EDUCATION	56,000.00	EMPLOYEE TRAINING & DEVELOPMNT
DISTRICT REVOLVING ACCOUNT	5,170.14	POSTAGE
DISTRICT REVOLVING ACCOUNT	4,448.00	PROFESSIONAL SERVICES
DISTRICT REVOLVING ACCOUNT	463.99	REPAIRS
DISTRICT REVOLVING ACCOUNT	20,267.92	SUPPLIES
DISTRICT REVOLVING ACCOUNT	2,559.42	TRASH REMOVAL
DOUGLAS COUNTY TREASURER	865.49	EMPLOYEE TRAINING & DEVELOPMNT
E.S.U. #3	1,800.00	EMPLOYEE TRAINING & DEVELOPMNT
E.S.U. #3	3,076.80	TUITION-OTHER AGENCIES
EGAN SUPPLY	22.50	BUILDING IMPROVEMENT
EGAN SUPPLY	2,796.30	REPAIRS
EGAN SUPPLY	42,813.22	SUPPLIES
EGAN SUPPLY	7,909.08	BUILDING PROJECTS
EGAN SUPPLY	1,300.13	REPAIRS
ELECTRONIC CONTRACTING COMPANY	2,606.00	BUILDING IMPROVEMENT
ELECTRONIC CONTRACTING COMPANY	4,377.00	SITE IMPROVEMENTS
ELITE PROFESSIONALS - OMAHA	6,120.00	TUITION-OTHER AGENCIES
EMBASSY SUITES BY HILTON	318.00	EMPLOYEE TRAINING & DEVELOPMNT
EYMAN PLUMBING, INC.	2,645.36	BUILDING IMPROVEMENT
FAMILY FARE SUPERMARKET	161.68	SUPPLIES
FAMILY FARE SUPERMARKET	459.78	FOOD
FAMILY FARE SUPERMARKET	199.64	SUPPLIES
FARNER-BOCKEN COMPANY	7,302.28	FOOD
FATHER FLANAGAN'S BOYS' HOME	3,914.00	EMPLOYEE TRAINING & DEVELOPMNT

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FERIAL PEARSON	300.00	SUPPLIES
FIELD PAPER COMPANY	2,752.17	SUPPLIES
FLEETPRIDE	851.04	TIRES & PARTS
FLINN SCIENTIFIC, INC.	83.45	SUPPLIES
FOLLETT SCHOOL SOLUTIONS, INC.	4,160.63	SUPPLIES
FONTENELLE NATURE ASSOCIATION	4,118.00	SUPPLIES
FONTENELLE NATURE ASSOCIATION	124.00	SUPPLIES
FUN EXPRESS, LLC.	221.19	SUPPLIES
GABREILA GARCIA	200.00	MISCELLANEOUS
GARRETT SIMS	55.55	SUPPLIES
GENERAL FIRE AND SAFETY EQUIPMENT CO.	3,722.25	BUILDING IMPROVEMENT
GENERAL FIRE AND SAFETY EQUIPMENT CO.	1,938.75	PROFESSIONAL SERVICES
GENERAL FIRE AND SAFETY EQUIPMENT CO.	603.00	BUILDING IMPROVEMENT
GENERAL PARTS, LLC.	6,828.13	REPAIRS
GINA STUKENHOLTZ	224.00	EMPLOYEE TRAINING & DEVELOPMNT
GLASER CERAMICS	576.00	SUPPLIES
GLENNA FISHER	3,557.53	PROFESSIONAL SERVICES
GOALS	1,500.00	PROFESSIONAL SERVICES
GP ARCHITECTURE, LLC.	29,442.25	BUILDING PROJECTS
GRAINGER, INC.	584.18	BUILDING IMPROVEMENT
GRAINGER, INC.	1,591.26	REPAIRS
GRANTPROSE INC.	6,925.00	PROFESSIONAL SERVICES
GREATER AMERICA DISTRIBUTING INC.	78.00	REPAIRS
GREENBERG FRUIT COMPANY	2,849.30	FOOD
GREENLIFE GARDENS, INC.	5,970.75	BUILDING IMPROVEMENT
HEARTLAND FAMILY SERVICE	150.00	TUITION-OTHER AGENCIES
HEMPEL SHEET METAL WORKS, LLC.	450.00	BUILDING IMPROVEMENT
HEMPEL SHEET METAL WORKS, LLC.	627.00	SUPPLIES
HILAND DAIRY	35,295.25	FOOD
HOLDAHL, INC.	240.00	BUILDING IMPROVEMENT
HOLDAHL, INC.	159.60	BUILDING IMPROVEMENT
HOTSY EQUIPMENT CO.	463.10	REPAIRS
HUDL	10,115.61	SUPPLIES
IDN-H. HOFFMAN, INC.	71.85	BUILDING IMPROVEMENT
INSTRU-MED, INC.	125.00	SUPPLIES
INTERSTATE POWER SYSTEMS, INC.	161.24	REPAIRS
IRENE GONZALEZ	65.70	MISCELLANEOUS
IT SAVVY	7,615.38	SOFTWARE
IXL LEARNING	1,145.00	SUPPLIES
J & J SMALL ENGINE SERVICE, INC.	224.61	REPAIRS

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J & J SMALL ENGINE SERVICE, INC.	113.86	SUPPLIES
J & J SMALL ENGINE SERVICE, INC.	1,477.67	REPAIRS
J & J SMALL ENGINE SERVICE, INC.	1,665.43	SUPPLIES
JENNIFER CARDA	160.00	EMPLOYEE TRAINING & DEVELOPMNT
JOHN DEERE FINANCIAL	772.20	REPAIRS
JOHN VALDEZ	42.30	MISCELLANEOUS
JOHNSON HARDWARE CO	728.00	SUPPLIES
JOHNSTONE SUPPLY	9.48	BUILDING IMPROVEMENT
JUAN MARTINEZ	70.55	MISCELLANEOUS
KIMBALL MIDWEST	568.34	SUPPLIES
KIMBALL MIDWEST	730.10	TIRES & PARTS
K-LOG, INC.	668.88	SUPPLIES
KONE INC.	16,470.00	BUILDING PROJECTS
KONE INC.	898.67	BUILDING IMPROVEMENT
KONE INC.	2,265.32	SITE IMPROVEMENTS
KONE INC.	2,408.37	SITE IMPROVEMENTS
KONE INC.	467.06	BUILDING IMPROVEMENT
KRIHA FLUID POWER CO. INC.	388.62	TIRES & PARTS
KRISTAN BURLINGAME	288.00	EMPLOYEE TRAINING & DEVELOPMNT
LAKESHORE LEARNING MATERIALS	76.98	SUPPLIES
LAURA STEINKE	224.00	EMPLOYEE TRAINING & DEVELOPMNT
LEADING EDGE LAMINATING	269.90	SUPPLIES
LEARNING A-Z	1,399.30	SUPPLIES
LISA S DALY	342.00	PROFESSIONAL SERVICES
LOU'S SPORTING GOODS	1,253.50	PRIOR YEAR PAYABLE
LOWE'S	222.24	SUPPLIES
MACGILL	1,087.40	SUPPLIES
MARY HANSEN	426.25	SUPPLIES
MATHESON TRI-GAS, INC.	45.89	REPAIRS
MATHESON TRI-GAS, INC.	93.40	BUILDING IMPROVEMENT
MATHESON TRI-GAS, INC.	53.49	SUPPLIES
MAXIM HEALTHCARE SERVICES, INC.	16,294.22	TUITION-OTHER AGENCIES
MCKESSON	971.59	SUPPLIES
MECHANICAL SALES, INC.	352.00	BUILDING IMPROVEMENT
MECHANICAL SALES, INC.	870.00	BUILDING IMPROVEMENT
MECHANICAL SALES, INC.	16,232.85	BUILDING PROJECTS
MECHANICAL SYSTEMS, INC	386.84	BUILDING IMPROVEMENT
MECHANICAL SYSTEMS, INC.	140,730.30	BUILDING PROJECTS
MEJIA ROOFING & CONTRACTORS	1,050.00	BUILDING IMPROVEMENT
MEJIA ROOFING & CONTRACTORS	2,930.00	BUILDING IMPROVEMENT

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MENARDS, INC.	242.74	BUILDING IMPROVEMENT
MENARDS, INC.	1,202.62	REPAIRS
MENARDS, INC.	744.04	SUPPLIES
MENARDS, INC.	-6.59	TIRES & PARTS
MENARDS, INC.	275.53	BUILDING IMPROVEMENT
MENARDS, INC.	21.99	SUPPLIES
METAL DOORS & HARDWARE COMPANY	382.00	BUILDING IMPROVEMENT
METROPOLITAN UTILITIES DIST.	13,261.08	FUEL
METROPOLITAN UTILITIES DIST.	17,866.32	WATER & SEWER
MICHAEL J MILLER MUSIC LLC	2,000.00	SUPPLIES
MID-PLAINS INSULATION	928.00	BUILDING PROJECTS
MIDWEST PBIS NETWORK	150.00	EMPLOYEE TRAINING & DEVELOPMNT
MIDWEST SOUND & LIGHTING INC.	550.00	BUILDING IMPROVEMENT
MIDWEST TECHNOLOGY PRODUCTS	58.50	SUPPLIES
MIDWEST TENNIS & TRACK	506.00	REPAIRS
MILLARD REFRIGERATED SERVICES, LLC	85.41	PROFESSIONAL SERVICES
MMC CONTRACTORS, INC.	2,358.94	BUILDING IMPROVEMENT
MMC CONTRACTORS, INC.	2,059.58	SITE IMPROVEMENTS
MMC CONTRACTORS, INC.	3,620.49	BUILDING PROJECTS
MMC CONTRACTORS, INC.	888.50	REPAIRS
MUSIC IS ELEMENTARY	65.84	SUPPLIES
NAPA AUTO PARTS	218.11	SUPPLIES
NAPA AUTO PARTS	343.38	TIRES & PARTS
NATIONAL ASSOCIATION FOR GIFTED CHILDREN	2,495.00	EMPLOYEE TRAINING & DEVELOPMNT
NE DEPARTMENT OF LABOR OFFICE OF ELEVATO	240.00	BUILDING IMPROVEMENT
NEBRASKA - IOWA SUPPLY CO. INC.	22,233.63	GAS, DIESEL, OIL
NEBRASKA - IOWA SUPPLY CO. INC.	544.05	GAS, DIESEL, OIL
NEBRASKA ASSOC. FOR THE GIFTED	2,600.00	EMPLOYEE TRAINING & DEVELOPMNT
NEBRASKA FURNITURE MART	1,868.79	SUPPLIES
NEBRASKA FURNITURE MART	1,813.99	FURNITURE & EQUIPMENT
NEBRASKA FURNITURE MART	24.18	FURNITURE & EQUIPMENT
NEBRASKA STATE FIRE MARSHAL FUELS	240.00	BUILDING IMPROVEMENT
NEBRASKA STATE FIRE MARSHAL FUELS	480.00	SITE IMPROVEMENTS
NEBRASKA STATE TREASURER	331.53	VOIDED CHECK PASS THROUGH
NEBRASKA-IOWA INDUSTRIAL FASTENERS, CORP	28.91	SUPPLIES
NETA	1,321.00	EMPLOYEE TRAINING & DEVELOPMNT
NETA	417.00	TECH TRAINING & DEVELOPMENT
NXTGEN PLUMBING	1,010.00	BUILDING IMPROVEMENT
NXTGEN PLUMBING	677.50	BUILDING IMPROVEMENT
NXTGEN PLUMBING	2,135.00	BUILDING PROJECTS

11-01-2021

OFFICE DEPOT, INC	189.98	FURNITURE & EQUIPMENT
OFFICE DEPOT, INC	5,131.02	SUPPLIES
OFFICE DEPOT, INC	159.98	SUPPLIES
OFFUTT COLLISION REPAIR	1,607.39	REPAIRS
OHARCO	230.95	BUILDING IMPROVEMENT
OHARCO	862.40	BUILDING IMPROVEMENT
OMAHA DOOR & WINDOW CO, INC	1,080.37	SITE IMPROVEMENTS
OMAHA DOOR & WINDOW CO, INC	360.12	SUPPLIES
OMAHA NEON SIGN COMPANY	192.50	BUILDING IMPROVEMENT
OMAHA PUBLIC POWER DISTRICT	137,914.04	ELECTRICITY
OMAHA STAGE EQUIPMENT	8,274.60	BUILDING PROJECTS
OMAHA WORLD-HERALD MEDIA GROUP	4,032.00	ADVERTISING/PUBLICATION
ONE SOURCE, INC.	1,083.00	PROFESSIONAL SERVICES
OPC DIRECT	3,239.45	SUPPLIES
OPTIMIZED SYSTEMS ENGINEERING & CONSULTI	8,000.00	BUILDING PROJECTS
PARKING AREA MAINTENANCE INC.	1,820.00	BUILDING PROJECTS
PEPSI COLA COMPANY	5,409.73	FOOD
PITNEY BOWES, INC	468.32	POSTAGE
PITNEY BOWES, INC	72.67	SUPPLIES
PLATTEVIEW TURF INC.	225.00	SUPPLIES
PLIBRICO COMPANY, LLC.	15,267.20	BUILDING IMPROVEMENT
PLIBRICO COMPANY, LLC.	1,536.68	BUILDING PROJECTS
PLIBRICO COMPANY, LLC.	1,446.67	BUILDING IMPROVEMENT
PLIBRICO COMPANY, LLC.	5,228.95	BUILDING IMPROVEMENT
POWERSCHOOL GROUP, LLC.	420.00	SUPPLIES
PRECISION CONCRETE LIFTING	2,000.00	SITE IMPROVEMENTS
PREMIER WASTE SOLUTIONS	324.40	SITE IMPROVEMENTS
PREMIER WASTE SOLUTIONS	2,901.05	TRASH REMOVAL
PREMIER WASTE SOLUTIONS	1,554.00	TRASH REMOVAL
PRESTO-X	54.00	BUILDING IMPROVEMENT
PRESTO-X	2,514.00	SITE IMPROVEMENTS
PRESTO-X	839.50	BUILDING IMPROVEMENT
PRIME COMMUNICATIONS, INC.	12,318.41	BUILDING PROJECTS
PRIME COMMUNICATIONS, INC.	1,146.82	BUILDING IMPROVEMENT
PRIME COMMUNICATIONS, INC.	1,956.60	COMPUTER HARDWARE
RADCLIFFE, GILBERTSON & BRADY	4,500.00	LOBBYIST
RAKA	1,237.50	GAS, DIESEL, OIL
RALSTON HIGH SCHOOL	150.00	SUPPLIES
RAY MARTIN COMPANY	225,823.00	BUILDING PROJECTS
RAY MARTIN COMPANY	5,923.37	BUILDING IMPROVEMENT

11-01-2021

RAY MARTIN COMPANY	1,790.00	BUILDING IMPROVEMENT
RAY MARTIN COMPANY	833.00	BUILDING IMPROVEMENT
REALLY GREAT READING CO. LLC.	2,305.60	SUPPLIES
ROSA TELEDO	38.35	MISCELLANEOUS
SAFELITE FULFILLMENT, INC.	369.95	REPAIRS
SAPP BROS, INC.	3,914.99	GAS, DIESEL, OIL
SARPY COUNTY TREASURER	1,530.00	CONTRACTED TRANSPORTATION
SCANTRON CORPORATION	3,972.29	SUPPLIES
SCHOOL HEALTH CORPORATION	722.32	SUPPLIES
SCHOOL SPECIALTY, INC.	3,549.19	SUPPLIES
SITE ONE LANDSCAPE SUPPLY	947.24	BUILDING IMPROVEMENT
SNYDER CHARLESON THERAPY SERVICES PC	23,400.00	TUITION-OTHER AGENCIES
SOCIAL THINKING	290.83	SUPPLIES
SOLARWINDS	9,913.00	SOFTWARE
SOUTHERNCARLSON, INC	45.88	SUPPLIES
SOUTHRIDGE CHURCH	31.48	SUPPLIES
SOUTHSIDE PLUMBING, LLC.	6,336.68	BUILDING IMPROVEMENT
SPORTS CAREER COUNSULTING, LLC.	599.00	SUPPLIES
STAPLES ADVANTAGE	387.14	SUPPLIES
STERICYCLE INC.	131.91	SUPPLIES
STERICYCLE INC.	150.84	SUPPLIES
STEVEN LEHR, RPT	170.00	SUPPLIES
STEVEN LEHR, RPT	348.00	SUPPLIES
STEVE'S FLOOR COVERINGS, INC.	3,355.00	BUILDING IMPROVEMENT
STEVE'S FLOOR COVERINGS, INC.	797.00	BUILDING IMPROVEMENT
STURGEON EDUCATION CONSULTING	684.00	TUITION-OTHER AGENCIES
SUBURBAN NEWSPAPERS, INC.	2,039.36	ADVERTISING/PUBLICATION
SYSCO LINCOLN	102,974.63	FOOD
T. HANSEN CONSTRUCTION, INC.	43,170.00	BUILDING PROJECTS
TALX CORPORATION	52.00	PROFESSIONAL SERVICES
TERRY HUGHES TREE SERVICE	1,050.00	BUILDING IMPROVEMENT
TERRY HUGHES TREE SERVICE	2,925.00	BUILDING IMPROVEMENT
THE FILTER SHOP	616.24	SUPPLIES
THE GRAPHIC EDGE	166.68	SUPPLIES
THE HOME DEPOT PRO	978.67	SUPPLIES
THERMO KING CHRISTENSEN	77.94	TIRES & PARTS
TIME FOR KIDS	74.25	SUPPLIES
TJ CABLE & UNDERGROUND SVCS, LLC.	100.00	BUILDING IMPROVEMENT
TRANE U.S., INC.	1,390.78	SUPPLIES
TRUCK CENTER COMPANIES	13,451.50	TIRES & PARTS

11-01-2021

TY'S OUTDOOR POWER INC.	250.10	REPAIRS
TY'S OUTDOOR POWER INC.	1,112.75	SUPPLIES
U.S. BANK CORPORATE PAYMENT SYSTEMS	418.41	BUILDING IMPROVEMENT
U.S. BANK CORPORATE PAYMENT SYSTEMS	6,529.40	EMPLOYEE TRAINING & DEVELOPMNT
U.S. BANK CORPORATE PAYMENT SYSTEMS	200.00	SOFTWARE
U.S. BANK CORPORATE PAYMENT SYSTEMS	2,627.63	SUPPLIES
U.S. BANK CORPORATE PAYMENT SYSTEMS	210.00	TECHNOLOGY REPAIRS
U.S. BANK CORPORATE PAYMENT SYSTEMS	699.75	TEXTBOOKS & PERIODICALS
U.S. BANK EQUIPMENT FINANCE	10,355.93	RENTALS/LEASE PURCHASE
U.S. BANK EQUIPMENT FINANCE	11,453.20	SUPPLIES
UNCLE JIMS WORM FARM	274.84	SUPPLIES
UNIFIRST CORPORATION	652.44	PROFESSIONAL SERVICES
UNITY SCHOOL BUS PARTS	1,147.76	TIRES & PARTS
UNIVERSITY OF NEB MEDICAL CENTER	23,912.46	TUITION-OTHER AGENCIES
UNL ASD NETWORK	690.00	EMPLOYEE TRAINING & DEVELOPMNT
UPS	48.35	POSTAGE
VERIZON WIRELESS	33.73	SUPPLIES
VERIZON WIRELESS	360.13	TELECOMMUNICATIONS
VOSS LIGHTING	2,538.55	SUPPLIES
WELDON PARTS OMAHA	129.96	TIRES & PARTS
WEST MUSIC CO	201.20	SUPPLIES
WESTLAKE HARDWARE	15.77	BUILDING IMPROVEMENT
WESTLAKE HARDWARE	106.32	REPAIRS
WESTLAKE HARDWARE	71.70	SUPPLIES
WESTLAKE HARDWARE	4.59	TIRES & PARTS
WESTLAKE HARDWARE	8.59	BUILDING IMPROVEMENT
WESTSIDE COMMUNITY SCHOOLS	3,894.29	TUITION-OTHER AGENCIES
WHITE WOLF WEB OFFSET PRINTERS	382.08	SUPPLIES
WILBUR-ELLIS AGRIBUSINESS	159.95	SITE IMPROVEMENTS
WILDLIFE ENCOUNTERS	295.00	EMPLOYEE TRAINING & DEVELOPMNT
WINDSTAR LINES, INC.	895.00	CONTRACTED TRANSPORTATION
WORK FIT, INC.	1,690.00	PROFESSIONAL SERVICES
ZTRIP NE	1,634.41	CONTRACTED TRANSPORTATION
EMPLOYEES	9,435,138.95	SALARIES & BENEFITS

Strategic Plan Priority 4 Report-November 2021

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 and reviewed school district communication plans of other school districts in the metro area. The communications department developed a draft of the plan and presented to the Board at the May, 2021 meeting. Input was provided and final changes were made to the plan over the summer, with implementation of the plan at the beginning of August. The review process will then continue annually as established groups (students, staff, parents/guardians, community) review and provide feedback.

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 in 2019 and discussed development options for new communication platforms. This also included school websites. In early 2020, the selection was made to proceed with Blackboard as the new communication platform for BPS, which met the various needs of the school district. The Blackboard platform includes: district/schools website, a notification system (phone calls, texts and emails), and an integrated mobile app. The notification system was launched in August, 2020 for staff, students, and families. The district website was launched in July, 2021, and as of November 1, 2021 the website has had a total of 138,668 visits. The mobile app is the final component to launch, we are finishing the required training with the plan to launch before the end of November, 2021. Due to the needs for support with the COVID-19 protocols since 2020, the platform launches were spread out and staggered so that support could continue to be provided for the district while building these communication tools. At this time, the district continues to use the Let's Talk tool for two-way communication with all stakeholders. The communications department internship position has expanded to be in place during the school year and will continue to provide support with our communication tools and development of a district social media plan, while continuing to tell our story more consistently. We'll continue reviewing data and feedback from our range of surveys throughout the school year to find opportunities for growth.

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

The district leadership continues to meet regularly with the district equity and diversity committee. Over the past few months, the district has been presenting program information by department related to diversity and equity related items. The committee will provide the district input on areas of need and potential solutions to ensure that the district is providing access and opportunity for all students. The committee focuses conversations around current practices and results for students who are historically underserved or struggle in the school environment. Conversations have ranged from discussion about teacher professional development, disproportionality in student discipline, needs of special education and EL students, program access & participation, curriculum, and staffing. The committee will develop potential action steps that can be considered for integration into the district's strategic plan.

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.

The district is continuing to work to develop and promote the district's Partnership Program. BPS Connect has been officially established as the district partnership program and serves as a way to formally recognize all of our district partners. One of the goals of the BPS Connect program is to maintain partnerships in the Bellevue/Offutt community that are sustainable and mutually beneficial. The new district website features a BPS Connect page which explains a little about the program and contains a listing of our community partners, and The BPS Connect social media sites continue to grow. The work of developing the BPS Connect program has expanded formal partnerships with businesses, organizations and individuals with the purpose of strengthening our ties to the Bellevue/Offutt community and enhancing the educational experience for both students and faculty. This has included district partnerships that support fundraisers, K-12 guest speakers, job shadowing, field trips, and working intentionally to directly connect local partners with school, teacher, and classroom needs with donations and outreach.

The district has expanded opportunities for partnerships as the alumni database continues to grow. The alumni information has been shared with the BPS Foundation to grow their network and streamline a comprehensive alumni database that enhances opportunities to engage BPS alumni with our school community. At last count, over 5,000 graduates (from all 50 states and across the world) were in the database that was shared with the BPSF. The district Alumni Spotlight series continues to showcase and connect Bellevue Alumni. The Alumni Spotlight series has 18 issues currently published. All are available online and in the lobby of the Welcome Center, and the BPS Alumni Excellence video series currently has 15 videos produced featuring roughly 300 graduates from as far back as 1953. The videos have been viewed more than 25,000 times and have helped to engage the alumni base and renew interest in the district and the alumni association. Active alumni social media accounts have been established that currently have over 3,000 followers. The collaborative district work with the BPS Foundation has promoted great opportunities to increase partnerships with BPS Alumni and streamlined the efforts to maximize alumni engagement.

Ongoing district business and community partnership work is focused on future plans to launch a BPS Speakers' Bureau. This began as an award-winning project and partnership with the Bellevue West FBLA. It has developed into a continually growing list of over 100 community leaders and Bellevue Public Schools graduates from around the world, who have offered to speak on various areas of expertise. Teachers will have access to a live document that features speakers organized by the Nebraska Department of Education Career Field Course Standard.

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.

The district recently received another DoDEA grant which will allow our district to expand participation in dual enrollment world language courses. The grant will provide resources for teachers including tuition support for certification, course materials, and fees for student tuition.

The district has also met and received approval from Metro Community College to develop an Education Academy to be located at the Frank Kumor Career Center. The new program will begin in the 2022-23 school year. The new semester-long program will provide students with two dual enrollment educational courses with internship experiences. These courses will be transferable to most colleges and universities. The district will also work to convert the current educational courses at the high schools to dual enrollment opportunities. When this occurs, students participating in the Educational Academy could earn as many as 18 hours in educational coursework that can be applied toward a degree in education. The district will work throughout the end of this school year to develop all aspects of the program.

The district has successfully opened our 2nd program (Health Science Academy) at the Kumor career center. We continue to work with local partners to support the new program. The district was approached by the leadership at Hillcrest to seek avenues to expand their current partnership in the program. District leadership will meet to discuss the expansion of our partnership in December.

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.

The district is working with former members of the PTA/PTSA District Council to reform the group. The district council's purpose is to support building level PTA/PTSA and connect them to meet the expectations and requirements of state and national level organizations. The district organized training for current building level PTA/PTSA leadership. Over 40 PTA leaders participated in the training that focused on PTA operations, financial management of organization, and requirements of state and national organizations. The district will continue to support the reestablishment of the district council and lend support to building level units as needed.

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

The district recently applied to the state of Nebraska to have all school buildings designated as "Purple Star Schools". To qualify, a school must designate a staff member as a military liaison who will serve as a school's point of contact for military-connected students and their families. Among other duties, the liaison will identify military-connected students and assist in coordinating school programs relevant to them. Among other criteria, a qualifying school must offer online resources for military-connected students and their families, maintain a student-led program to assist military-connected students in transitioning into the school and offer training for staff members on issues related to military-connected students. BPS hopes to have the 1st Purple Star Schools in the state!

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

The district will host parent focus groups over the course of the 2nd semester as we work to revise our current strategic plan which is in year 4.

Strategic Plan Priority 5-Board Update

November 2021

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 studies 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 provides transparency in staffing at the building site level and can be utilized to evaluate FTE allocation at all schools and program sites. [2021/22 District Staffing Report-Certified](#); [2021/22 District Staffing Report-Classified](#)

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 not taken any additional action related to changing the amount of instructional time during a school day over the past six months due to the focus being on other higher priority items. The board did make a calendar adjustment for the 2021-22 school year in October that provided staff and students two days off the week of Thanksgiving.

All secondary schools implemented a block schedule in the fall of 2021. The district instructional team is providing building administrators training to support the successful implementation of the block. The implementation of the additional period in the block schedule has increased enrollment in elective courses and created a slight reduction in average class size in core subjects. The district is supporting building admin teams with training and turnkey presentations to support the block. The district will ask the building leadership to seek student, teacher, and parental feedback on the block schedule during the second semester. Schools will use this feedback to make adjustments and identify additional training needs.

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

The district continues to review expenses to ensure the equitable distribution of funds across the district. The district typically has more staff in buildings that need greater support. Below is a chart that ranks the schools by free and reduced lunch (FRL) percentages from high to low and includes each school's student-to-teacher ratio. Staffing ratios are a good way to look at resource distribution since staffing costs make up around 85% of all district expenditures.

School	FRL%	Student-Teacher Ratio
Betz	63.9	9.49
Belleaire	62.2	8.34
Birchcrest	61.2	10.31
Avery	52	12.55
Logan	47.7	10.46
Mission	47.3	9.71
Central	45.9	12.09
Twin Ridge	45.1	11.16
Bertha Barber	42.7	10.34
EAST	38.5	12.85
Fort Crook	36.3	11.34
Wake Robin	31	12.74
Peter Sarpy	29.3	11.79
WEST	26.5	13.24
Lemay	24.1	11.96
Leonard Lawrence	23.5	12.3
Lewis Clark	22.7	11.85
Two Springs*	21.4	11.12
Fairview	16.2	14.24
Bellevue	11.4	14.13

The data suggest that for the most part, schools with higher FRL have a lower student-to-staff ratio in the building. Title I schools and schools with specialized programs addressing high needs populations typically have more staff.

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 facility needs. The district has experienced a reduction of students over the past five years. Some of this is a result of the loss of open enrollment students. Some of the loss is from a slight increase in home school students as a result of the pandemic. Enrollment increased slightly from 2020 to 2021. The current enrollment as of October 1, 2021 was 9,663.

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

The district will begin work on this during the 2021-22 school year.

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. due to Covid, the meetings this year were virtual/zoom meetings. Dr. Rippe also worked closely without district lobbyist, Mr. Radcliff, throughout the spring session of the state legislature.

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

In October, the district was awarded a 2.25 million dollar grant from DoDEA to support the development of dual enrollment world language programs in the school district. The district has expanded Susan Colvin's position from ½ time to full time to administer the program. Susan's entire salary is funded through the Project STEM and IMPACT-WL grant programs. Her position is a requirement of the grant. The grant will pay for the teacher courses and training to increase our staff capacity to offer dual enrollment courses through Metro and UNO. It will also pay for the majority of the tuition for students who are taking dual enrollment courses for the five-year grant period. The grant will also provide funds to update all world language and curricular materials in grades 7-12. Funds will also be used to provide world language resources at the elementary level, summer world language immersion camps for up to 250 elementary students, and provide funds to allow our students at the secondary level to have language immersion experiences and cultural events in and out of the district. We are hopeful that we will be awarded this competitive grant. For additional information please click here [\(IMPACT-WL GRANT\)](#)

In total, BPS has received over 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.

The BPS Foundation continues to work with the district to expand enrollment in the Kids' Time program. Kid's Time enrollment has drastically increased for the 2021-22 school year. Enrollment is still not at the pre-pandemic levels. However, the large increase will greatly help the foundation reach its goals to provide support to BPS. The Foundation is currently expanding other fundraising efforts including the development of opportunities to work with district patrons who are interested in providing funds/property to the foundation through estate planning. The foundation has raised well around a million dollars over the past year in estate planning gifts to the foundation.



BPS School Climate Transformation Grant

Summative Evaluation Report – October 2020 to September 2021

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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 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 summative evaluation report for year 2 of the SCTG. It focuses primarily on activities and progress that occurred between October 2020 and September 2021, although findings from year 1 are included throughout to illustrate progress made since the beginning of the 5-year grant period.

SCTG Evaluation Reporting Timeline

Year 1 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
Year 2 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
Year 3 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
Year 4 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
Year 5 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 section below provides a detailed account of all planning associated with and progress toward this first objective carried out between October 2020 and September 2021. It also includes results and data collection details associated with each of the key performance measures identified in the grant application as well as detailed findings from various data collection activities conducted as part of the larger grant evaluation. Finally, key findings and next steps related to the objective are provided.

Year in Review

Planning and progress related to implementing a district wide PBIS approach as of September 30th, 2021, are detailed below.

- The MTSS coordinator continues to oversee district wide PBIS implementation and develop structures to sustain PBIS practices.
- The district MTSS committee continues to conduct planning meetings as needed.
- The MTSS coordinator conducted MTSS facilitation support meetings with all district schools during the spring of the 2021 school year.
- MTSS/PBIS implementation teams have been established in each school and continue to meet regularly to analyze available data and guide behavior support decisions.
- A district MTSS administrator committee began meeting over the summer to review district-wide data, and they met again in September to review the most recent NWEA MAP data.
- Administrators and staff on school-level PBIS teams across the district attended Nebraska PBIS (NePBIS) Tier 1 Classroom Follow-Up training sessions on June 17th and 18th.
- Plans have also been made for administrators and staff to attend NePBIS Tier 2 Systems training in November 2021.
- District administrators and secondary school staff attended the two-day Lincoln PBIS conference in June.
- Administrators also attended Nebraska Administrator Days in July which included several key notes and workshops focused on MTSS and PBIS.
- The district has established a Pyramid team that will facilitate the implementation of the Pyramid model (pre-K level PBIS) across the district to ensure a consistent approach to PBIS across all grade-levels.
- Staff received training focused on aligning the Pyramid and PBIS frameworks from the NePBIS Early Childhood Implementation Facilitator in June and will continue to work with NePBIS on Pyramid implementation throughout the 2021-22 school year.
- District administrators also began working with bus drivers in August to form a committee that will develop behavior expectations for transportation.
- The 2020-21 PBIS Tiered Fidelity Inventory (TFI) was been completed in early 2021 for each school with all but two schools showing improvement from 2019-20.
- Staff at all schools also completed the PBIS Self-Assessment Survey (SAS) during spring 2021 with 16 of 20 schools showing improvement on this measure.
- C1C completed principal interviews and school walkthroughs at each BPS school during April and May 2021 to assess implementation of MTSS and PBIS.
- BPS administered the PBIS School Climate Suite to students and staff in the spring of 2021 and will continue to do so each spring throughout the remainder of the grant period.
- BPS continues to focus on the consistent documentation of discipline incidents with all schools and transportation using a paperless referral system and the PBIS School-Wide Information System (SWIS) application to document and monitor discipline incidents.
- Members of the Equity and Inclusive Practices committee continue to meet monthly to develop an equity framework and identify equity-focused strategic actions that will be integrated into the district's strategic plan.

Performance Measures

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

Performance Measures	Measure Type	*Available Quantitative Data					
		Target			Actual Performance		
		#	Ratio	%	#	Ratio	%
1a. (Year 1) The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support	GPRA	16	NA	NA	16	NA	NA
1a. (Year 2) The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support	GPRA	37	NA	NA	37	NA	NA
2a. (Year 1) Number and percentage of schools annually that report an improved school climate on the results of the EDSCLS or similar tool.	GPRA	20	20/20	100%	NA	NA	NA
2a. (Year 2) Number and percentage of schools annually that report an improved school climate on the results of the PBIS School Climate Suite.	GPRA	20	20/20	100%	NA	NA	NA
2b. (Year 1) Number and percentage of schools that annually report a decrease in suspensions and expulsions	Project	20	20/20	100%	14	14/20	70%
2b. (Year 2) Number and percentage of schools that annually report a decrease in suspensions and expulsions	Project	20	20/20	100%	17	17/20	85%
2c. (Year 1) Annual improvement(s) in student perceptions on the PBIS School Climate Suite	Project	NA	NA	NA	NA	NA	NA
2c. (Year 2) Annual improvement(s) in student perceptions on the PBIS School Climate Suite	Project	15	NA	NA	NA	NA	NA
2d. (Year 1) Annual improvement(s) in staff perceptions of climate on the PBIS School Climate Suite	Project	NA	NA	NA	NA	NA	NA
2d. (Year 2) Annual improvement(s) in staff perceptions of climate on the PBIS School Climate Suite	Project	15	NA	NA	NA	NA	NA
2e. (Year 1) Number of Equity and Inclusive Practices Committee meetings and training events	Project	NA	NA	NA	NA	NA	NA
2e. (Year 2) Number of Equity and Inclusive Practices Committee meetings and training events	Project	14	NA	NA	14	NA	NA

Performance Measures (continued)	Measure Type	*Available Quantitative Data					
		Target			Actual Performance		
		#	Ratio	%	#	Ratio	%
3a. (Year 1) Number and percentage of schools annually that are implementing a multi-tiered system of support framework with fidelity.	GPRA	20	20/20	100%	6	6/20	30%
3a. (Year 2) Number and percentage of schools annually that are implementing a multi-tiered system of support framework with fidelity.	GPRA	20	20/20	100%	9	9/20	45%
3b. (Year 1) Number and percentage of schools with annual improvement on the PBIS Tiered Fidelity Inventory (TFI)	Project	20	20/20	100%	NA	NA	NA
3b. (Year 2) Number and percentage of schools with annual improvement on the PBIS Tiered Fidelity Inventory (TFI)	Project	20	20/20	100%	18	18/20	90%

Data Collection Details

1a. Number of training and/or technical assistance events with staff. This performance measure is a count of the number of MTSS/PBIS-related training events and committee meetings occurring during a given reporting period. For the purposes of this measure, events are defined as any trainings or meetings lasting greater than 30 minutes that are designed to support district/school staff in the implementation of MTSS/PBIS. During Year 1 of the SCTG, 16 training events or committee meetings were planned and 16 events occurred across the district. This included monthly district-level MTSS committee or subcommittee meetings as well as 6 PBIS training sessions provided to school staff and supported by Nebraska PBIS (NePBIS). These meetings and trainings were focused on implementation of MTSS and PBIS curricular supports within the schools.

In year 2 of the SCTG, BPS held considerably more training or technical assistance events with staff. From October 2020 to September 2021, a total of 37 training or technical assistance events were planned, and 37 events occurred across the district. These training or technical assistance events are described in detail below.

- Twelve district-level MTSS committee or subcommittee meetings were held to facilitate MTSS planning and implementation across the district and review district-wide data.
- Twenty MTSS facilitation support meetings were held with individual schools to support school staff in the implementation of MTSS.
- A two-day NePBIS Tier 1 Classroom Follow-Up training was attended by administrators and staff on school-level PBIS teams.
- District staff attended a training session led by the NePBIS Early Childhood Implementation Facilitator in June focused on aligning the Pyramid and PBIS frameworks.
- District administrators and secondary school staff attended the Lincoln PBIS conference in June which covered a variety of PBIS-related topics.
- District administrators attended Nebraska Administrator Days in July which included several key notes and workshops focused on MTSS and PBIS.
- The Pyramid leadership team met in September to review last year's Benchmarks of Quality and determine an action plan for the 2021-22 school year.

2a. Number and percentage of schools annually reporting an improved school climate. Due to school closures resulting from the COVID-19 pandemic, BPS first administered the ED School Climate Survey (EDSCLS) in the fall of the 2020-21 school year to establish baseline climate perceptions of students. All schools had

average domain scores that fell in the favorable or most favorable categories on this initial administration of the EDSCLS (see the table below), indicating students tended to have positive perceptions of school climate in all schools. However, it was not possible to assess annual changes in climate during Year 1 because no baseline data existed prior to fall of the 2020 school year. Thus, results for this GPRA performance measure were not available in Year 1 (October 2019 to September 2020) of the SCTG.

EDSCLS Results by School										
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

Initially, BPS had planned to administer the EDSCLS again in the spring of 2021 and each spring thereafter. However, unexpected difficulties associated with the administration of the EDSCLS led BPS to seek out an alternative measure of school climate for future use. After reviewing several measures, BPS decided to administer the PBIS School Climate Suite during each spring of the remaining 5-year grant period. This measure was selected based on recommendations from other SCTG grantees who reported that it was easy to administer and provided results in a way that made interpretation easy.

The PBIS School Climate Suite for students consists of 11 items for elementary students and 9 items for secondary students. Response options range from 1 (never, strongly disagree) to 4 (always, strongly agree) with higher values representing more positive perceptions of school climate. The PBIS School Climate Suite for staff consists of 29 items with subscales measuring staff connections, structure for learning, school safety, physical environment, peer and adult relations, and parental involvement. Response options for staff range from 1 (strongly disagree) to 4 (strongly agree) with higher values representing more positive perceptions. The table below presents overall mean response values on the PBIS School Climate Suite for students and staff at each

school across all survey items. Note that PBIS School Climate Suite results are only available for 2020-21 as this measure was first completed by district students and staff in spring 2021.

2019-20 & 2020-21 PBIS School Climate Suite Results							
School	Grade Level	Students			Staff		
		2019-20 Mean Response Value	2020-21 Mean Response Value	Increase/Decrease	2019-20 Mean Response Value	2020-21 Mean Response Value	Increase/Decrease
Avery	K-6	NA	3.20	NA	NA	3.20	NA
Belleaire	K-6	NA	3.11	NA	NA	3.36	NA
Bellevue	K-6	NA	3.10	NA	NA	3.45	NA
Bellevue East	9-12	NA	2.89	NA	NA	3.17	NA
Bellevue West	9-12	NA	2.87	NA	NA	3.15	NA
Bertha Barber	K-6	NA	3.10	NA	NA	3.38	NA
Betz	K-6	NA	3.18	NA	NA	3.04	NA
Birchcrest	K-6	NA	2.95	NA	NA	3.39	NA
Central	K-6	NA	3.21	NA	NA	3.70	NA
Fairview	K-6	NA	3.23	NA	NA	3.71	NA
Fort Crook	K-6	NA	2.95	NA	NA	3.14	NA
Lemay	K-6	NA	3.23	NA	NA	3.38	NA
Leonard Lawrence	K-6	NA	3.31	NA	NA	3.36	NA
Lewis & Clark	7-8	NA	2.97	NA	NA	3.19	NA
Logan Fontenelle	7-8	NA	2.92	NA	NA	3.06	NA
Mission	7-8	NA	3.08	NA	NA	3.33	NA
Peter Sarpy	K-6	NA	3.07	NA	NA	3.40	NA
Twin Ridge	K-6	NA	2.98	NA	NA	3.42	NA
Two Springs	K-6	NA	3.22	NA	NA	3.59	NA
Wake Robin	K-6	NA	3.13	NA	NA	3.50	NA
District	K-12	NA	3.09	NA	NA	3.35	NA

The 2020-21 mean school climate rating for elementary students on the PBIS School Climate Suite was 3.13, and the mean rating for secondary students was 2.92. This suggests that students across the district have relatively positive perceptions of school climate. Across the nation, the average student rating of school climate on the PBIS School Climate Suite is 3.12 for elementary students and 2.92 for secondary students. The school climate ratings of BPS students align very closely with those national averages. The mean school climate rating across BPS staff was 3.35, indicating staff also had fairly positive perceptions of school climate. Given that the PBIS School Climate Suite and the EDSCLS differ substantially, it is not possible to directly compare the results of one with the other. Thus, initial results for this GPRA measure (number of schools annually reporting an improved climate) will not be available until the spring of 2022 when the PBIS School Climate Suite is administered for a second time.

2b. Number and percentage of schools that annually report a decrease in suspensions and expulsions. This measure is based on a comparison of the number of suspensions and expulsions at each school and represents the number and percentage of schools that exhibit a decrease in suspensions and expulsions year to year. The

table below illustrates the suspension/expulsion counts from October 1st to September 30th for both Year 1 (2019-20) and Year 2 (2020-21) of the SCTG grant period as well as counts for a baseline year (2018-19). To facilitate year to year comparisons, enrollment numbers for all three years have also been provided.

School Suspension/Expulsion Counts									
School	Grade Level	Baseline Oct 2018 – Sept 2019		Year 1* Oct 2019 – Sept 2020		Change (Baseline to Year 1)	Year 2 (Oct 2020-Sept 2021)		Change (Baseline to Year 2)
		Enrollment	Suspensions or Expulsions	Enrollment	Suspensions or Expulsions		Enrollment	Suspensions or Expulsions	
Avery	K-6	296	6	332	20	Increase	283	4	Decrease
Belleaire	K-6	280	7	307	15	Increase	240	6	Decrease
Bellevue	K-6	495	3	521	3	-	427	3	-
Bellevue East	9-12	1457	369	1473	240	Decrease	1081	165	Decrease
Bellevue West	9-12	1682	380	1629	271	Decrease	1256	145	Decrease
Bertha Barber	K-6	145	3	161	3	-	122	3	-
Betz	K-6	299	64	290	32	Decrease	231	17	Decrease
Birchcrest	K-6	363	15	388	25	Increase	283	20	Decrease
Central	K-6	137	2	163	0	Decrease	182	0	-
Fairview	K-6	359	2	408	19	Increase	367	10	Decrease
Fort Crook	K-6	300	7	322	7	-	266	12	Increase
Lemay	K-6	293	9	324	0	Decrease	257	0	-
Leonard Lawrence	K-6	406	8	410	4	Decrease	346	2	Decrease
Lewis & Clark	7-8	513	35	517	17	Decrease	417	38	Increase
Logan Fontenelle	7-8	450	140	477	148	Increase	367	91	Decrease
Mission	7-8	420	115	433	99	Decrease	304	75	Decrease
Peter Sarpy	K-6	437	11	471	8	Decrease	310	3	Decrease
Twin Ridge	K-6	273	2	253	11	Increase	215	0	Decrease
Two Springs	K-6	333	0	365	0	-	307	0	-
Wake Robin	K-6	349	2	360	1	Decrease	452	2	Increase

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

In Year 1, 14 of 20 or 70% of schools reported fewer or the same number of suspensions or expulsions compared to the baseline year after adjustments were made based on the number of school days for each year. In Year 2, 17 of 20 or 85% of schools reported fewer or the same number of suspensions compared to Year 1. These decreases are likely due to a number of factors in addition to PBIS implementation and staff professional development provided through the SCTG. First, a significant number of students (~20%) elected to attend school remotely during portions of the 2020-21 school year, reducing the number of students in schools. Second, the adjustments made to allow for social distancing and reduce student-to-student contact may have resulted in fewer discipline incidents. Finally, a transition to block scheduling has meant fewer passing periods between classes in secondary schools, and discipline incidents often occur as students move from class to class. Given that students are mostly returning to in-person learning during the 2021-22 school year, increases in the number of suspensions and expulsions are possible in Year 3.

2c. Annual improvement(s) in student perceptions on the PBIS School Climate Suite. As stated previously, BPS began administering the PBIS School Climate Suite to students in the spring of 2021 after difficulties with the EDSCLS led it to seek out an alternative measure of climate. Similar to the EDSCLS results from fall 2020, initial results from the PBIS School Climate Suite (see performance measure 2a) indicated students across the

district had fairly positive perceptions of school climate. However, differences in the way the EDSCLS and PBIS School Climate Suite are structured make it impossible to directly compare results from these two measures. Going forward, the spring 2021 PBIS School Climate Suite results will serve as a baseline for determining whether annual improvements in student perceptions of school climate have occurred. Based on initial PBIS School Climate Suite results, BPS hopes to see an annual improvement of 15 one hundredths of a point, or a 0.15-point increase in the mean response value of students across all items on the measure. This would mean a change in the mean response value from 3.09 in spring 2021 to 3.24 in spring 2022. Results for project measure 2c will not be available until after the second administration of the PBIS School Climate Suite in spring 2022.

2d. Annual improvement(s) in staff perceptions on the PBIS School Climate Suite. As stated previously, BPS began administering the PBIS School Climate Suite to staff in the spring of 2021 after difficulties with the EDSCLS led it to seek out an alternative measure of climate. Similar to the EDSCLS results from fall 2020, initial results from the PBIS School Climate Suite (see performance measure 2a) indicated staff across the district had fairly positive perceptions of school climate. However, differences in the way the EDSCLS and PBIS School Climate Suite are structured make it impossible to directly compare results from these two measures. Going forward, the spring 2021 PBIS School Climate Suite results will serve as a baseline for determining whether annual improvements in staff perceptions of school climate have occurred. Based on initial PBIS School Climate Suite results, BPS hopes to see an annual improvement of 15 one hundredths of a point, or a 0.15-point increase in the mean response value of staff across all items on the measure. This would mean a change in the mean response value from 3.35 in spring 2021 to 3.50 in spring 2022. Results for project measure 2d will not be available until after the second administration of the PBIS School Climate Suite in spring 2022.

2e. Number of Equity and Inclusive Practices committee meetings and training events. During the first semester of the 2020-21 school year, BPS established a district Equity and Inclusive Practices Committee to identify and address inequities across the district. As a result, a project measure was established to track the number of meetings and training events attended by committee members starting in Year 2 of the SCTG. For the purposes of this measure, events are defined as any meetings or trainings that last over 30 minutes and are attended by committee members to support their work. Between October 2020 and September 2021, 10 committee meetings were held, and members also attended 4 2-hour training sessions during January and February of 2021. Thus, a total of 14 committee meetings or training events were planned and conducted. See below for a list of Equity and Inclusive Practices Committee meetings and training events.

- Committee meeting 1 – 11.05.20
- January training session 1 – 01.07.21
- January training session 2 – 01.21.21
- February training session 1 – 02.04.21
- February training session 2 – 02.18.21
- Committee meeting 2 – 04.07.21
- Committee meeting 3 – 04.28.21
- Committee meeting 4 – 05.19.21
- Committee meeting 5 – 06.09.21
- Committee meeting 6 – 06.23.21
- Committee meeting 7 – 06.29.21
- Committee meeting 8 – 08.24.21
- Committee meeting 9 – 09.07.21
- Committee meeting 10 – 09.30.21

3a. 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 PBIS Self-Assessment Survey (SAS), and C1C school walkthroughs and interviews with school administrators. The PBIS TFI is completed each school year by

PBIS coaches 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 school-wide PBIS practices have been implemented. To this point, many schools have yet to fully implement PBIS Tiers 2 and 3. 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 SCTG Year 1 (2019-20 school year), only 6 of 20 BPS schools had met these criteria for PBIS/MTSS implementation fidelity. These results were not surprising given that the implementation of MTSS/PBIS practices was staggered across the district; however, significant improvements were expected in Year 2.

As of SCTG Year 2 (2020-21 school year), 9 of 20 BPS schools met the established criteria for PBIS/MTSS implementation fidelity. In addition, all but 2 schools increased their PBIS TFI Tier 1 scores, and all but 4 schools had increased SAS implementation averages. These findings are consistent with interviews and observations conducted by C1C and indicate that many schools continued to make progress toward implementing MTSS with fidelity despite challenges associated with the COVID-19 pandemic. See the table below for 2020-21 PBIS TFI and SAS scores by school.

2020-21 PBIS TFI & SAS Scores by School							
School	Grade Level	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	73%	NA	NA	NA	81%	Yes
Belleaire	K-6	90%	NA	NA	NA	79%	No
Bellevue	K-6	80%	NA	NA	NA	90%	Yes
Bellevue East	9-12	63%	NA	NA	NA	71%	No
Bellevue West	9-12	37%	NA	NA	NA	69%	No
Bertha Barber	K-6	67%	NA	NA	NA	89%	No
Betz	K-6	93%	NA	NA	NA	79%	No
Birchcrest	K-6	90%	NA	NA	NA	93%	Yes
Central	K-6	67%	NA	NA	NA	86%	No
Fairview	K-6	93%	NA	NA	NA	96%	Yes
Fort Crook	K-6	70%	NA	NA	NA	82%	Yes
Lemay	K-6	73%	NA	NA	NA	79%	No
Leonard Lawrence	K-6	87%	NA	NA	NA	79%	No
Lewis & Clark	7-8	83%	NA	NA	NA	70%	No
Logan Fontenelle	7-8	30%	NA	NA	NA	73%	No
Mission	7-8	63%	NA	NA	NA	90%	No
Peter Sarpy	K-6	87%	NA	NA	NA	89%	Yes
Twin Ridge	K-6	100%	NA	NA	NA	92%	Yes
Two Springs	K-6	80%	NA	NA	NA	86%	Yes
Wake Robin	K-6	87%	NA	NA	NA	89%	Yes

3b. Number and percentage of schools with annual improvement on the PBIS TFI. The PBIS TFI is completed on an annual basis by PBIS coaches to assess the degree to which Tier 1, Tier 2, Tier 3, and overall PBIS core features have been implemented at each school. PBIS scores range from 0% to 100% with higher percentages

indicating greater degrees of PBIS implementation. Results for this performance measure were not available for Year 1 of the SCTG given that the measure looks at annual improvements and there was no previous year to compare to. However, Year 2 results for this measure are available. The table below illustrates the PBIS TFI Tier 1 scores for each school from both the 2019-20 and 2020-21 school years and indicates whether or not their scores have increased or decreased. Note that only PBIS Tier 1 features were assessed at this time because schools have yet to fully implement Tiers 2 and 3. Overall, 18 of the 20 schools in the district had an increased PBIS TFI Tier 1 score in 2020-21 when compared to scores from the 2019-20 school year.

2019-20 & 2020-21 PBIS TFI Results by School				
School	Grade Level	2019-20 PBIS TFI Results Tier 1	2020-21 PBIS TFI Results Tier 1	Increase/Decrease
Avery	K-6	50%	73%	Increase
Belleaire	K-6	47%	90%	Increase
Bellevue	K-6	27%	80%	Increase
Bellevue East	9-12	57%	63%	Increase
Bellevue West	9-12	33%	37%	Increase
Bertha Barber	K-6	53%	67%	Increase
Betz	K-6	73%	93%	Increase
Birchcrest	K-6	70%	90%	Increase
Central	K-6	53%	67%	Increase
Fairview	K-6	90%	93%	Increase
Fort Crook	K-6	73%	70%	Decrease
Lemay	K-6	63%	73%	Increase
Leonard Lawrence	K-6	73%	87%	Increase
Lewis & Clark	7-8	37%	83%	Increase
Logan Fontenelle	7-8	27%	30%	Increase
Mission	7-8	73%	63%	Decrease
Peter Sarpy	K-6	70%	87%	Increase
Twin Ridge	K-6	100%	100%	Increase
Two Springs	K-6	67%	87%	Increase
Wake Robin	K-6	63%	87%	Increase

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 2 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.

2020-21 Discipline Data Analyses. Following the completion of the 20-21 school year, C1C obtained data related to out-of-school suspensions (OSSs) across the district. C1C reviewed and analyzed these data to identify trends and data quality issues. In addition, C1C analyzed suspension data to identify the frequency with which certain types of behaviors resulted in suspensions during the 2020-21 school year. Key takeaways from these discipline data analyses are detailed below.

- Data indicate OSSs occurred significantly less frequently during the 2020-21 school year than they did during the 2019-20 school year.
- The total number of OSSs across the district dropped from 816 in 2019-20 to only 511 in 2020-21, representing a decrease of over 37%.
- This decrease is likely due to a number of factors in addition to PBIS implementation and staff professional development provided through the SCTG.
- First, 18% to 22% of district students were learning at home due the COVID-19 pandemic throughout the school year.
- Second, adjustments made to allow for social distancing and reduce student-to-student contact may also have resulted in fewer discipline incidents.
- Finally, a transition to block scheduling has meant fewer passing periods between classes in secondary schools, and discipline incidents often occur as students move from class to class.
- Black students accounted for a greater percentage of OSSs (23.7%) than would be expected based on their percentage of total BPS enrollments (12.6%).
- White students accounted for 56.8% of OSSs across the district and 66.7% of total BPS enrollments.
- Not surprisingly, male students accounted for 70.8% of OSSs but only 53.3% of total BPS enrollment.
- Military connected students accounted for fewer OSSs (11.7%) than would be expected based on their percentage of total BPS enrollments (24.0%).
- Students receiving free/reduced lunch accounted for more OSSs (49.7%) than would be expected based on their percentage of total BPS enrollments (34.2%).
- Special Education students accounted for more OSSs (34.3%) than would be expected based on their percentage of total BPS enrollments (21.2%).
- English Language Learner (ELL) students accounted for fewer OSSs (1.6%) than would be expected based on their percentage of total BPS enrollments (3.4%).
- Gifted students accounted for fewer OSSs (3.5%) than would be expected based on their percentage of total BPS enrollments (8.4%).
- These demographic trends regarding discipline disproportionality are largely consistent with trends seen in discipline data from the 2019-20 school year.
- Further, the observed demographic trends 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, tobacco/drug use or possession, or physical attack. This is consistent with findings from 2019-20 discipline data analyses.
- Based on this review of discipline data from the 2020-21 school year, no major data quality issues were identified.

Please see Appendix A of this report for OSS summary tables illustrating the percentage of suspensions at each school by various demographic characteristics as well as a table illustrating the number of suspensions across the district due to various behaviors.

Key Findings

Key findings based on performance measure data and other evaluation activities related to Objective 1 from Year 2 of the SCTG are detailed below.

- BPS continues to make progress related to implementing a district wide MTSS/PBIS approach. This work is being led by the district-level MTSS coordinator, the district-level MTSS committee, as well as school-level implementation teams who are meeting each month to review available data and guide behavior support decisions.
- Staff across the district continue to receive MTSS/PBIS training and professional development as planned. In Year 2 of the SCTG, a total of 37 training or technical assistance events were held with staff to support MTSS implementation.

- To address issues that arose during the administration of the EDSCLS in fall 2020, BPS identified a new school climate measure, the PBIS School Climate Suite, and administered it to students and staff in the spring of 2021.
- Initial results from the PBIS School Climate Suite indicate both staff and students have fairly positive perceptions of the climate at their schools. Data regarding annual improvements in perceptions of school climate will become available in spring 2022, following the second administration of the PBIS School Climate Suite.
- Discipline data analyses indicate suspensions and expulsions occurred much less frequently across the district during the 2020-21 school year than they did during 2019-20, even after adjustments were made to account for changing enrollment numbers and a shortened 2019-20 school year.
- 17 of 20 (85%) schools had fewer out-of-school suspensions and expulsions in Year 2 of the SCTG (October 2020 to September 2021) than they did during Year 1 (October 2019 to September 2020).
- 2020-2021 PBIS TFI results indicate that 90% of schools exhibited improved implementation fidelity of PBIS Tier 1 core elements when compared to results from the 2019-20 school year.
- Sixteen of 20 (80%) schools also had increased SAS implementation averages in 2020-21 compared to 2019-20.
- Overall, 9 of 20 schools met established criteria for implementing MTSS with fidelity in Year 2 of the SCTG compared to only 6 of 20 in Year 1.
- After coming together in November 2020, the district's Equity and Inclusive Practices committee has held 8 committee meetings and 4 training sessions as of September 30th, 2021.
- The Equity and Inclusive Practices committee has made great progress in developing an equity plan for the district and strategies related to equity and inclusive practices that will be incorporated into the district's larger strategic plan.

Next Steps

Immediate next steps related to Objective 1 are described below.

- 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 coordinator and MTSS committee.
- A number of professional development opportunities related to MTSS and PBIS are planned for district and school staff during the 2021-22 school year.
- Schools will also continue to focus on MTSS as part of their professional learning.
- Throughout the school year, school-level MTSS teams will review NWEA MAP data to group students for small group instruction and identify students who require additional academic interventions.
- The district-level MTSS committee will also meet throughout the 2021-22 school year to review data and identify district-level trends.
- Schools will continue to use SWIS and an online referral system to capture and view behavior-related data and inform the implementation of MTSS/PBIS practices.
- Equity and Inclusive Practices committee members will continue meeting each month to identify and address inequities across the district.

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 section below provides a detailed account of all planning associated with and progress toward Objective 2 carried out between October 2020 and September 2021. It also includes results and data collection details associated with each of the key performance measures identified in the grant application as well as detailed findings from various data collection activities conducted as part of the larger grant evaluation. Finally, key findings and next steps related to the objective are 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 30th, 2021, are detailed below.

- Boys Town provided two days of training regarding the Boys Town Education Model and Social Skills Curriculum to roughly half of BPS schools (cohort 1) and their staff in the fall of 2020.
- Boys Town staff conducted consultation visits throughout the 2020-21 school year to assess the degree to which key principles of the Boys Town Education Model were being implemented in cohort 1 schools.
- A group of BPS administrators attended a consultation workshop in January 2021 and assisted Boys Town staff with consultation visits during the third and fourth quarters so they will be able to conduct consultation visits on their own in the future.
- C1C conducted principal interviews and school walkthroughs to assess the implementation of core PBIS practices and Boys Town Education Model strategies during spring of 2021.
- C1C also conducted a series of analyses during the summer of 2021 comparing schools who received Boys Town training in fall 2020 (cohort 1) to those who are scheduled to receive training in fall 2021 (cohort 2).
- Cohort 2 school staff attended information sessions this past spring regarding the Boys Town Education Model training they will receive during the 2021-22 school year.
- Cohort 2 school administrators also attended Boys Town Administrative Intervention training during the summer of 2021.
- Staff from cohort 2 schools received their first day of Boys Town Education model training in September 2021, and plans are in place for them to receive an additional day of training in October.
- Plans have also been made for Boys Town staff to continue providing consultation visits to both cohort 1 and cohort 2 schools during the 2021-22 school year.

Performance Measures

The table below illustrates Federal Grant Performance and Results Act (GPRA) and project-specific performance measures and available results associated with Objective 2 for both Year 1 and Year 2 of the SCTG where available. 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. (Year 1) The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support	GPRA	21	NA	NA	21	NA	NA
1a. (Year 2) The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support	GPRA	54	NA	NA	54	NA	NA
3c. (Year 1) Observation of school climate and classroom implementation of PBIS principles and practices	Project	NA	NA	NA	NA	NA	NA
3c. (Year 2) Observation of school climate and classroom implementation of PBIS principles and practices	Project	10	10/10	100%	10	10/10	100%
3d. (Year 1) Boys Town measures of implementing PBIS curriculum with fidelity	Project	NA	NA	NA	NA	NA	NA
3d. (Year 1) Boys Town measures of implementing PBIS curriculum with fidelity	Project	6419	6419/6419	100%	4250	4250/6419	66%

Data Collection Details

1a. Number of training and/or technical assistance events with staff. This measure represents the number of staff training events related to delivering the Boys Town Education Model and Social Skills Curriculum. For the purposes of this measure, events are defined as any trainings or meetings lasting greater than 30 minutes related to implementation of the Boys Town Education Model. In Year 1 of the SCTG (October 2019 to September 2020) a total of 21 such training or technical assistance events were held.

In Year 2 of the SCTG (October 2020 to September 2021), a total of 54 training or technical assistance events were planned, and 54 events occurred across the district. These training or technical assistance events are described in detail below.

- Cohort 1 schools received 1 full day of Boys Town Education Model training in October 2020.
- A total of 40 quarterly consultation visits were provided to Cohort 1 schools by Boys Town staff during the 2020-21 school year.
- One consultation workshop was conducted with select BPS administrators to instruct them on the Boys Town consultation process and prepare them to conduct consultation visits on their own.
- Ten informational sessions, one for each cohort 2 school, were provided regarding the Boys Town Education Model training cohort 2 staff would receive in fall 2021.
- One day of Boys Town Administrative Intervention training was provided for cohort 2 school administrators in summer 2021.
- One day of Boys Town Education Model training was provided for staff at cohort 2 schools in September 2021.

The table below illustrates the number of training and technical assistance events provided to each school from October 1st, 2020, to September 30th, 2021. This table excludes training events provided to staff from multiple schools such as the Boys Town Education Model training for school staff and the Administrative Intervention training for school administrators.

Number of Boys Town Education Model Training and Technical Assistance Events		
School	Grade Level	Training & Technical Assistance Events
Avery	K-6	1
Belleaire	K-6	4
Bellevue	K-6	4
Bellevue East	9-12	1
Bellevue West	9-12	4
Bertha Barber	K-6	4
Betz	K-6	4
Birchcrest	K-6	4
Central	K-6	4
Fairview	K-6	1
Fort Crook	K-6	1
Lemay	K-6	4
Leonard Lawrence	K-6	1
Lewis & Clark	7-8	1
Logan Fontenelle	7-8	4
Mission	7-8	1
Peter Sarpy	K-6	1
Twin Ridge	K-6	1
Two Springs	K-6	4
Wake Robin	K-6	1

3c. Observation of school climate and classroom implementation of PBIS principles and practices. This measure represents the number and percentage of schools observed by C1C to be effectively implementing PBIS principles and Boys Town Education Model strategies to create a positive school climate. The target for this performance measure as of year 2 of the grant is to have all 10 cohort 1 schools or 100% implementing these practices and strategies. In subsequent years, after cohort 2 schools receive Boys Town training, all 20 district schools will be expected to be implementing PBIS principles and Boys Town strategies effectively. Year 1 results for this performance measure are not available because no district schools had yet to receive Boys Town training and school closures resulting from the COVID-19 pandemic prevented C1C from conducting interviews and walkthroughs during spring 2020.

However, C1C was able to conduct principal interviews and school walkthroughs during April and May 2021 to assess this performance measure for Year 2. Although the fidelity of implementation could be improved at most schools, C1C determined that all cohort 1 schools had begun implementing the core features of PBIS and the Boys Town Education model including rewards for positive behavior and intentional teaching of Boys Town social skills. All cohort 1 schools were also observed to have a positive and welcoming climate. Thus, 10 out of 10 or 100% of cohort 1 schools were determined to be meeting expectations associated with this performance

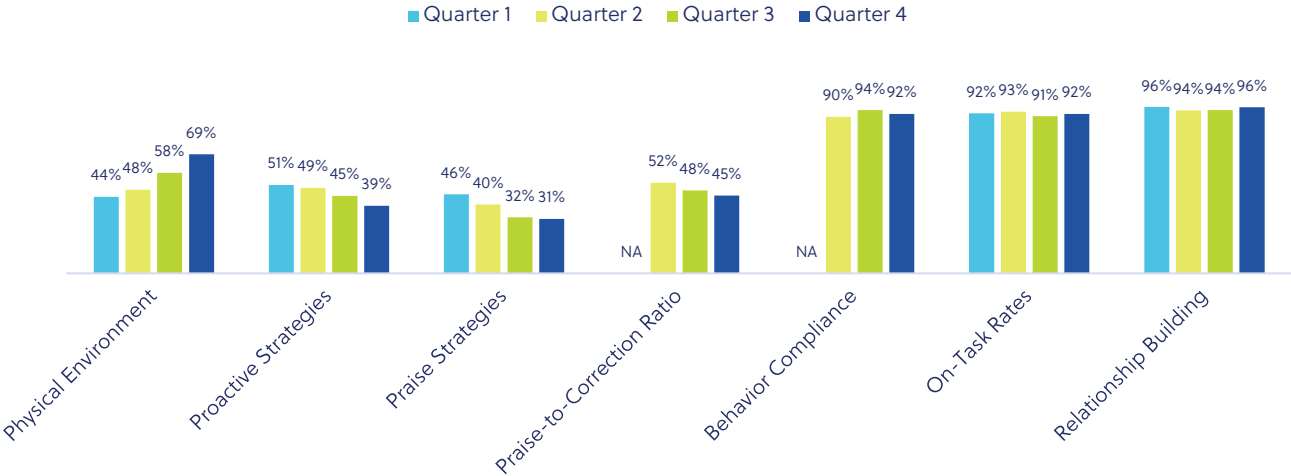
measure. Additional findings from the school walkthroughs and principal interviews can be found in the In-Depth Evaluation findings section of this report.

3d. 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 are conducting consultation visits to observe classrooms and provide feedback regarding the implementation of PBIS practices to school staff. Specifically, observers determine if teachers are meeting 7 key benchmarks associated with proper implementation of the Boys Town Education Model and Social Skills Curriculum. These benchmarks are as follows:

- **Physical Environment.** 5 out of 7 indicators are observed in the classroom including: 1) Boys Town skills posters, 2) classroom rules, 3) school-wide rules, 4) classroom procedures, 5) school-wide procedures, 6) classroom consequences, and 7) daily schedule/agenda.
- **Proactive Strategies.** Proactive strategies including preventive prompts, planned teaching, and blended teaching are used at least once every 2.5 minutes in the classroom.
- **Praise Strategies.** Praise strategies including general, specific, or effective praise are used on average at least once every minute.
- **Praise-to-Correction Ratio.** A ratio of at least 4 praise statements for each correction is observed in the classroom.
- **Behavior Compliance.** A rate of compliance of 75% or higher in response to correction is observed in the classroom.
- **On-Task Rates.** A rate of off-task behavior of 9% or less is observed in the classroom.
- **Relationship Building.** 3 out of 4 indicators are observed in the classroom including: 1) creating a welcoming and engaging atmosphere, 2) demonstrating receptivity to students’ input and feedback, 3) making positive and encouraging comments to students, and 4) utilizing appropriate quality and relational components (e.g., voice tone, gestures).

This performance measure is defined as the percentage of these benchmarks being met across all observations. Year 1 results on this performance measure are not available, as Boys Town had yet to begin conducting consultation visits at that time. However, a total of 987 classroom observations took place during Year 2 of the SCTG. In total, data on 6,419 possible benchmarks were collected during those observations and 4,250 or 66.21% of those benchmarks were being met. The graph below illustrates the percentage of classrooms observed to be meeting each benchmark during quarter 1, quarter 2, quarter 3, and quarter 4 respectively.

Percentage of Classrooms Observed to be Meeting Boys Town Education Model Benchmarks



Over the course of the year, more than 90% of classrooms were observed to be meeting benchmarks related to Behavior Compliance (92%), On-Task Rates (92%), and Relationship Building Strategies (95%). However, fewer

classrooms were observed to be meeting benchmarks related to Physical Environment (55%), Proactive Strategies (46%), Praise Strategies (37%), and Praise-to-Correction Ratio (48%). A comparison of data across quarters indicates the percentage of classrooms observed to be meeting the Physical Environment benchmark is increasing over time, while the percentages of classrooms meeting the Behavior Compliance, On-Task Rates, and Relationship Building Strategies benchmarks have been relatively stable. The percentages of classrooms observed to be meeting the Proactive Strategies, Praise Strategies, and Praise-to-Correction Ratio benchmarks appear to be decreasing over time. This indicates some sort of refresher training may be required to further encourage the use of these strategies in classrooms. Overall, results from these observations indicate strategies and practices related to the Boys Town Education Model are being effectively implemented in a majority of classrooms at cohort 1 schools. The implementation of Boys Town Education Model strategies and practices will continue to be monitored during the next school year via additional consultation visits.

In-Depth Evaluation Findings

The section below provides detailed evaluation findings related to Objective 2 based on various data collection and analysis activities conducted during Year 2 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.

Principal Interview & School Walkthrough Findings. As part of the SCTG evaluation process, C1C conducted interviews with principals and school walkthroughs during the spring of the 2020-21 school year to learn about the degree to which MTSS and PBIS practices had been implemented across the district. In addition, interview questions focused on the collection and use of data to guide these practices. C1C will continue to conduct principal interviews and school walkthroughs at a sample of roughly half of BPS schools during the spring of each of the remaining 3 years of the grant period to assess the implementation and impact of MTSS and PBIS practices, Boys Town Education Model training, and other SCTG activities. Major findings from interviews and walkthroughs conducted during spring 2021 are listed below.

- Although most schools had all of the basic Tier 1 components in place for MTSS-A and MTSS-B, some schools were further along in implementing MTSS practices than others.
- Variations in the degree of MTSS implementation were due to a number of factors including staggered implementation start dates, differences in principal experience with MTSS, and variation in schools' willingness to push forward implementation during the COVID-19 pandemic.
- Although all buildings had established MTSS teams, the frequency and consistency with which they were meeting differed from school to school.
- There were observed differences across buildings in terms of MTSS team composition; schools who had involved more staff tended to have greater buy-in and consistency across the building.
- Most schools had combined MTSS-B and PBIS teams while others had separate teams and facilitators for each.
- Identifying skilled and dedicated MTSS facilitators was critical for successful MTSS implementation, and the skill-level of MTSS facilitators varies across schools.
- Most schools felt the Boys Town Social Skills curriculum fits well within their MTSS model; consultation visits were helpful for ensuring strategies were being implemented consistently in the classroom.
- District-level administrators, including the SCTG Project Director and MTSS Coordinator, have done much to lead and support the implementation of MTSS and other grant-related activities.
- Principals feel they have received outstanding support from the central office with regard to MTSS implementation.
- All schools are utilizing data to inform MTSS practices, guide instruction, and identify individual students for intervention, although the frequency with which data was being examined differs across schools.
- The implementation of SWIS and an online referral system has resulted in improved behavior data quality and increased data use, although a small minority of staff have been resistant to changes in the behavior incident documentation process.

- All schools were observed by C1C to have a welcoming atmosphere with friendly staff.
- Much evidence of MTSS and PBIS implementation was observed during school walkthroughs, with a high degree of consistency across schools.
- Nearly all students were observed to be on task and meeting behavior expectations during school walkthroughs.

For a more detailed description of findings from principal interviews and school walkthroughs, please see Appendix B of this report.

Cohort 1 vs. Cohort 2 Comparisons. As mentioned above, all BPS school staff have received or will receive training on the Boys Town Education Model and Social Skills curriculum as part of Objective 2 of the SCTG. This training was provided to half of BPS schools during the 2020-21 school year (cohort 1) and will be provided to the remaining schools (cohort 2) during the 2021-22 school year. Cohort assignments were based on the number of students in schools and their demographics including free/reduced lunch status, special education status, English language learner status, and race/ethnicity. This staggered implementation of training across two demographically similar cohorts was designed to allow for the assessment of training impacts independent of demographic-related factors. Following the 2020-21 school year, C1C conducted a number of analyses comparing schools from cohort 1 and cohort 2 with the idea that the Boys Town training might at least partially explain any observed differences between the two groups of schools. Key findings from those analyses are listed below.

- Cohort 1 and cohort 2 assignments were based on school demographics and resulted in two groups of schools with similar demographic profiles.
- Although a number of students chose to participate in remote learning for portions of the 2020-21 school year, the demographic profiles of cohort 1 and cohort 2 remained similar.
- Analyses indicate that average suspension rates among students in cohort 1 and cohort 2 schools did not differ significantly in either 2019-20 or 2020-21.
- The average suspension rate across cohort 1 students decreased from 2019-20 to 2020-21, while the average suspension across cohort 2 students remained the same.
- However, the difference in suspension rate changes between cohort 1 and cohort 2 students was not statistically significant.
- Overall, the data indicate the Boys Town Training has had little to no significant impact on suspension rates at this point in time.
- On the EDSCLS, elementary students in cohort 1 provided more positive ratings of the school environment and climate overall than elementary students in cohort 2.
- However, secondary students in cohort 1 provided significantly lower ratings than secondary students in cohort 2 across all subscales of the EDSCLS and the EDSCLS overall.
- These observed significant differences on the EDSLCS were relatively small in terms of effect size and likely have little practical significance.
- The observed differences on the EDSCLS are also unlikely to be the result of the Boys Town Education Model training given the EDSCLS was administered right as the training was being provided.
- There were no statistically significant differences between cohort 1 and cohort 2 student perceptions of overall school climate as measured by the PBIS School Climate Suite.
- Elementary staff in cohort 1 schools rated parental involvement significantly lower than elementary staff in cohort 2 schools on the PBIS School Climate Suite.
- Secondary staff in cohort 1 schools rated structure for learning, physical environment, and school climate overall as measured by the PBIS School Climate Suite significantly lower than secondary staff in cohort 2 schools.
- Observed differences between cohort 1 and cohort 2 schools on the PBIS School Climate Suite were also small in terms of effect size and unlikely to have any practical significance.

- The observed differences on the PBIS School Climate Suite are also unlikely to be the result of the Boys Town Education Model training because there is no reasonable explanation as to why staff who had received training would provide lower ratings of school climate.
- EDSCLS results also suggest there were differences in the way staff at cohort 1 and cohort 2 schools perceived climate prior to the implementation of Boys Town training at cohort 1 schools.
- In 2019-20, cohort 1 schools had significantly lower Tier 1 Implementation, Tier 1 Evaluation, and Tier 1 Total scores than cohort 2 schools on the PBIS TFI.
- However, by 2020-21, there were no longer any significant differences between PBIS TFI scores for cohort 1 and cohort 2 schools.
- Further analysis indicated that the rate of change in PBIS SAS scores from 2019-20 to 2020-21 did not differ significantly between cohort 1 and cohort 2 schools.
- Overall, these data indicate there were significant differences in terms of PBIS implementation progress between cohort 1 and cohort 2 schools prior to the 2020-21 school year when Boys Town training was first provided.
- Following the 2020-21 school year, these differences were no longer evident indicating cohort 1 schools had caught up with cohort 2 schools in terms of PBIS implementation.
- However, these changes are just as likely to be the result of continued focus on PBIS implementation by school and district staff as they are from the Boys Town Education Model training.
- Data also failed to indicate any significant changes in PBIS Self-Assessment Survey (SAS) results from 2019-20 to 2020-21 between cohort 1 and cohort 2 schools.
- Overall, C1C found little evidence to suggest that the Boys Town Education Model training had impacted any of the metrics above; however, principals indicated that the training had a positive impact on their schools during principal interviews.

For additional details regarding the cohort 1 vs. cohort 2 comparison analyses conducted following the 2020-21 school year, please see Appendix C of this report.

Key Findings

Key findings based on performance measure data and other evaluation activities related to Objective 2 from Year 2 of the SCTG are detailed below.

- Training and consultation visits for cohort 1 schools on the Boys Town Education Model and Social Skills Curriculum were carried out as scheduled during Year 2 of the SCTG.
- A total of 54 Boys Town training events and consultation visits were conducted between October 1st, 2020, and September 30th, 2021.
- Observations conducted during consultation visits suggest benchmarks for implementing strategies associated with the Boys Town Education Model training are being met in a majority of classrooms.
- Principal interviews and school walkthroughs conducted by C1C indicate all cohort 1 schools have successfully implemented core PBIS features and Boys Town Education Model strategies to create a positive school climate.
- Overall, C1C found little evidence to suggest that the Boys Town Education Model training had impacted suspension rates or school climate perceptions; however, principals indicated that the training had a positive impact on their schools during principal interviews.
- Cohort 2 administrators completed Boys Town administrative intervention training as scheduled during the summer of 2021, and staff at cohort 2 schools attended their first of two days of Boys Town Education Model and Social Skills Curriculum training in September.

Next Steps

Immediate next steps related to Objective 2 are described below.

- Staff at cohort 2 schools will receive a second day of Boys Town Education Model and Social Skills Curriculum training in October.

- Boys Town staff will continue to conduct consultation visits during each semester of the 2021-22 school year with each of the cohort 1 schools.
- Boys Town staff will also begin conducting quarterly consultation visits with each cohort 2 school during the upcoming school year.
- CIC will continue to review consultation visit and other data for both cohort 1 and cohort 2 schools throughout the 2021-22 school year as part of the SCTG evaluation.
- CIC will also conduct additional school walkthroughs and principal interviews during spring 2022.

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 section below provides a detailed account of all planning associated with and progress toward Objective 2 carried out between October 2020 and September 2021. It also includes results and data collection details associated with each of the key performance measures identified in the grant application as well as detailed findings from various data collection activities conducted as part of the larger grant evaluation. Finally, key findings and next steps related to the objective are 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 30th, 2021, are detailed below.

- Staff at all schools are implementing the Too Good for Drugs curriculum with students in grades 5, 7, and 9.
- The district's Drug Education committee continues to meet as needed to develop, review, and update the district's comprehensive drug education plan.
- The district's drug awareness and prevention counselor is working with students and families who need assistance as needed.
- The drug awareness and prevention counselor conducted observations of Too Good for Drugs lessons to assess implementation fidelity of the program.
- BPS staff created a community resource directory that outlines various community resources (e.g., healthcare, childcare, food pantries, transportation) available to BPS families and identified potential gaps in support.
- Boys Town provided three Boys Town Common Sense Parenting sessions to families across the district between October 2020 and September 2021 with a focus on student families in Tier 2 and 3 levels of support.
- Plans are in place to continue to provide families with access to Boys Town Common Sense Parenting classes going forward.
- C1C and BPS developed a drug abuse prevention support survey to measure annual improvement in family perceptions of support through drug abuse prevention programming.
- The drug abuse prevention support survey was completed by a sample of district parents/guardians during spring 2021.
- Initial results from the drug abuse prevention support survey suggested parents were not aware of many of the district's efforts to support families in the area of drug abuse prevention.
- In response to those survey results, the district's drug awareness and prevention counselor has begun providing updates that will be included in school and district newsletters to inform parents of the district's efforts in the area of drug abuse prevention.
- All secondary schools completed the Gallup Student Poll in December 2020. This measure provides critical information on student experiences and insights regarding the ways schools might better support students and families.

Performance Measures

The table below illustrates Federal Grant Performance and Results Act (GPRA) and project-specific performance measures and available results associated with Objective 3 for both Year 1 and Year 2 of the SCTG where available. 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	%
4a. (Year 1) Number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies	GPRA	20	20/20	100%	0	0/20	0%
4a. (Year 2) Number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies	GPRA	20	20/20	100%	20	20/20	100%
5a. (Year 1) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol	GPRA	20	20/20	100%	17	17/20	85%
5a. (Year 2) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol	GPRA	20	20/20	100%	20	20/20	100%
6a. (Year 1) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs	GPRA	20	20/20	100%	16	16/20	80%
6a. (Year 2) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs	GPRA	20	20/20	100%	19	19/20	95%
6b. (Year 1) Number of Boys Town Common Sense Parenting classes being offered to families	Project	NA	NA	NA	NA	NA	NA
6b. (Year 2) Number of Boys Town Common Sense Parenting classes being offered to families	Project	24	24/24	100%	24	24/24	100%
6c. (Year 1) Annual improvement in family perceptions of support and services provided through substance use prevention programming	Project	NA	NA	NA	NA	NA	NA
6c. (Year 2) Annual improvement in family perceptions of support and services provided through substance use prevention programming	Project	50	NA	NA	NA	NA	NA
6d. (Year 1) Number and percentage of schools with annual improvement on the Gallup Student Poll	Project	NA	NA	NA	NA	NA	NA
6d. (Year 2) Number and percentage of schools with annual improvement on the Gallup Student Poll	Project	5	5/5	100%	NA	NA	NA

Data Collection Details

4a. Number and percentage of schools annually implementing opioid abuse prevention and mitigation strategies. This performance measure is the number and percentage of schools that are offering opioid abuse prevention programming during each grant year. During Year 1 of the grant period, BPS was working to contract

with a drug abuse prevention curriculum provider and hire a drug abuse prevention counselor. Thus, 0 of 20 schools were implementing opioid abuse prevention and mitigation strategies in Year 1.

All 20 schools in the district began offering the Mendez Foundation’s Too Good for Drugs programming in the fall of 2020 to students in grades 5, 7, and 9. Thus, 100% of schools are now implementing opioid abuse prevention and mitigation strategies and will continue to do so for the remainder of the grant period. To assess student engagement during Too Good for Drugs lessons, the district’s drug/alcohol counselor conducted observations in elementary schools across the district. Observations were conducted at 14 elementary schools during the 2020-21 school year. Overall, 96% of students were determined to be engaged during the observed Too Good for Drugs lessons. This suggests that the Too Good for Drugs programming is highly engaging for elementary students.

5a. Number and percentage of schools reporting an annual decrease in suspensions and expulsions related to possession or use of alcohol. This measure is based the number of suspensions and expulsions related to alcohol possession or use at each school and represents the number and percentage of schools that exhibit a decrease in alcohol-related suspensions and expulsions year to year. The table below illustrates the number of suspensions/expulsions related to alcohol possession or use from October 1st to September 30th for both Year 1 (2019-20) and Year 2 (2020-21) of the SCTG grant period as well as a baseline year (2018-19). To facilitate year to year comparisons, enrollment numbers for all three years have also been provided.

Alcohol-Related School Suspension/Expulsion Counts									
School	Grade Level	Baseline Oct 2018 – Sept 2019		Year 1* Oct 2019 – Sept 2020		Change (Baseline to Year 1)	Year 2 (Oct 2020-Sept 2021)		Change (Baseline to Year 2)
		Enrollment	Suspensions or Expulsions	Enrollment	Suspensions or Expulsions		Enrollment	Suspensions or Expulsions	
Avery	K-6	296	0	332	0	-	283	0	-
Belleaire	K-6	280	0	307	0	-	240	0	-
Bellevue	K-6	495	0	521	0	-	427	0	-
Bellevue East	9-12	1457	2	1473	5	Increase	1081	0	Decrease
Bellevue West	9-12	1682	3	1629	3	-	1256	0	Decrease
Bertha Barber	K-6	145	0	161	0	-	122	0	-
Betz	K-6	299	0	290	0	-	231	0	-
Birchcrest	K-6	363	0	388	0	-	283	0	-
Central	K-6	137	0	163	0	-	182	0	-
Fairview	K-6	359	0	408	0	-	367	0	-
Fort Crook	K-6	300	0	322	0	-	266	0	-
Lemay	K-6	293	0	324	0	-	257	0	-
Leonard Lawrence	K-6	406	0	410	0	-	346	0	-
Lewis & Clark	7-8	513	8	517	0	Decrease	417	0	-
Logan Fontenelle	7-8	450	0	477	1	Increase	367	0	Decrease
Mission	7-8	420	7	433	11	Increase	304	0	Decrease
Peter Sarpy	K-6	437	0	471	0	-	310	0	-
Twin Ridge	K-6	273	0	253	0	-	215	0	-
Two Springs	K-6	333	0	365	0	-	307	0	-
Wake Robin	K-6	349	0	360	0	-	452	0	-

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

In Year 1, 17 of 20 or 85% of schools reported fewer or the same number of alcohol-related suspensions or expulsions compared to the baseline year after adjustments were made based on the number of school days for each year. In Year 2, 20 of 20 or 100% reported fewer or the same number of alcohol-related suspensions or expulsions compared to Year 1. It is important to note that a significant number of students (~20%) elected to attend school remotely during portions of the 2020-21 school year, reducing the number of students in schools. Given that students are mostly returning to in-person learning during the 2021-22 school year, increases in the number of suspensions and expulsions are possible in Year 3.

6a. Number and percentage of schools reporting an annual decrease in suspensions and expulsions related to possession or use of tobacco or other drugs. Similar to the measure above, this performance measure is based on the number of suspensions and expulsions related to tobacco or other drugs at each school and represents the number and percentage of schools that exhibit a decrease in tobacco/other drug-related suspensions and expulsions year to year. The table below illustrates the number of suspensions/expulsions related to tobacco or other drugs from October 1st to September 30th for both Year 1 (2019-20) and Year 2 (2020-21) of the SCTG grant period as well as a baseline year (2018-19). To facilitate year to year comparisons, enrollment numbers for all three years have also been provided.

Tobacco/Other Drug-Related School Suspension/Expulsion Counts									
School	Grade Level	Baseline Oct 2018 – Sept 2019		Year 1* Oct 2019 – Sept 2020		Change (Baseline to Year 1)	Year 2 (Oct 2020-Sept 2021)		Change (Baseline to Year 2)
		Enrollment	Suspensions or Expulsions	Enrollment	Suspensions or Expulsions		Enrollment	Suspensions or Expulsions	
Avery	K-6	296	0	332	0	-	283	0	-
Belleaire	K-6	280	0	307	0	-	240	0	-
Bellevue	K-6	495	0	521	0	-	427	0	-
Bellevue East	9-12	1457	30	1473	32	Increase	1081	23	Decrease
Bellevue West	9-12	1682	38	1629	44	Increase	1256	37	Decrease
Bertha Barber	K-6	145	0	161	0	-	122	0	-
Betz	K-6	299	0	290	0	-	231	0	-
Birchcrest	K-6	363	0	388	0	-	283	0	-
Central	K-6	137	0	163	0	-	182	0	-
Fairview	K-6	359	0	408	0	-	367	0	-
Fort Crook	K-6	300	0	322	0	-	266	0	-
Lemay	K-6	293	0	324	0	-	257	0	-
Leonard Lawrence	K-6	406	0	410	0	-	346	0	-
Lewis & Clark	7-8	513	0	517	5	Increase	417	2	Decrease
Logan Fontenelle	7-8	450	23	477	11	Decrease	367	25	Increase
Mission	7-8	420	2	433	24	Increase	304	9	Decrease
Peter Sarpy	K-6	437	0	471	0	-	310	0	-
Twin Ridge	K-6	273	0	253	0	-	215	0	-
Two Springs	K-6	333	0	365	0	-	307	0	-
Wake Robin	K-6	349	0	360	0	-	452	0	-

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

In Year 1, 16 of 20 or 85% of schools reported fewer or the same number of tobacco/other drug-related suspensions or expulsions compared to the baseline year after adjustments were made based on the number of school days for each year. In Year 2, 19 of 20 or 95% reported fewer or the same number of tobacco/other drug-

related suspensions or expulsions compared to Year 1. It is important to note that a significant number of students (~20%) elected to attend school remotely during portions of the 2020-21 school year, reducing the number of students in schools. Given that students are mostly returning to in-person learning during the 2021-22 school year, increases in the number of suspensions and expulsions are possible in Year 3.

6b. Number of Boys Town Common Sense Parenting Classes being offered to families. This measure is simply the number of Boys Town Common Sense Parenting Classes offered across the district each year. No Common Sense Parenting classes were provided during Year 1 of the SCTG. However, these classes were made available to all student families in tier 2 and 3 levels of support during Year 2 of the SCTG. A total of 3 sessions with 8 classes per session (24 in total) were conducted between October 2020 and September 2021. The 3 sessions had seats to accommodate 36 parents, and a total of 29 parents registered. Overall, 19 parents completed the course, and a total of 40 students were served.

6c. Annual improvement in family perceptions of support through drug abuse prevention programs. In the fall of the 2020-21 school year, C1C worked with BPS staff to develop a parent survey regarding perceptions of support through drug abuse prevention programs. This survey was launched in February 2021, and initial results became available in May 2021. This performance measure regarding family perceptions of support through drug abuse prevention programming will be assessed based on the results of one survey item that asks respondents to indicate the degree to which they agree that BPS is providing satisfactory substance use prevention support for their student and family on a scale of 1 (strongly disagree) to 10 (strongly agree). The average response across respondents on this item in spring 2021 was only 5.07 suggesting there is significant room for improvement. Further analysis of the survey results suggested the district needs to do a better job communicating everything they are doing to provide substance use prevention support for families. Based on these findings, BPS has increased efforts to communicate with parents regarding the substance use prevention support it offers. This survey will be administered again each spring and annual changes in the mean response value on the item above will be assessed to evaluate changes in parent perceptions of substance use prevention support over the remainder of the grant period. Given relatively low ratings at this time, the district hopes to see the average rating improve by at least 50 one hundredths of a point, or a 0.5-point increase each year. Data for this performance measure will not be available until spring 2022 following the second administration of the substance use prevention support survey to district parents.

6d. Number and percentage of schools with annual improvement on the Gallup Student Poll. BPS began administering the Gallup Student Poll to all of its secondary students in December of 2020. This measure provides information regarding the student experience on four separate subscales (Engagement, Hope, Belonging, and Social-Emotional Learning). Scores range from 1 to 5 with higher scores indicating more positive perceptions. The Gallup Student Poll will be administered each fall throughout the duration of the 5-year grant period. Each year schools' average subscale scores on this measure will be compared to their subscale scores from the previous year to assess changes in student perceptions and experience. Data on this performance measure will not be available until after the second administration of the Gallup Student Poll, which is currently scheduled to occur in December of 2021. However, 2020 results for each secondary school and the district overall are provided in the table below.

2020 Gallup Student Poll Results by School					
School	Grade Level	Engagement	Hope	Belonging	Social and Emotional Learning
Bellevue East	9-12	3.47	4.01	3.29	3.44
Bellevue West	9-12	3.54	4.04	3.42	3.51
Lewis & Clark	7-8	4.10	4.23	3.98	3.66
Logan Fontenelle	7-8	3.86	4.08	3.74	3.50
Mission	7-8	3.81	4.08	3.66	3.47
District	7-12	3.68	4.07	3.54	3.51

In-Depth Evaluation Findings

The section below provides detailed evaluation findings related to Objective 3 based on various data collection and analysis activities conducted during Year 2 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.

Substance Use Prevention Support Survey Findings. In fall 2020, BPS and C1C developed a brief survey to assess parents' perceptions of the support families are receiving from the district related to substance use prevention. The survey was first administered from February to April 2021 and will be administered again during the spring of each of the remaining 3 years of the grant period to assess changes in parent perceptions. Parents complete the survey online and can access it via a link shared on the district's social media accounts and other district communications. Major findings from the spring 2021 results of the substance use prevention support survey are highlighted below.

- Only about 15% of parents were aware there was a district-wide Drug Education Committee, or a drug use prevention counselor employed by the district.
- Only about 15% of parents said they were aware the Too Good for Drugs curriculum was being offered to students in grades, 5, 7, and 9.
- In general, parents did not agree that they had been provided with adequate information regarding BPS's efforts to provide substance use prevention support to students and families.
- Due in part to a lack of awareness, parents provided relatively low ratings (~5 on a 10-point scale) of BPS's efforts to provide substance use prevention supports.
- Parents of secondary students tended to provide lower ratings of BPS's efforts to support families in the area of substance use prevention, although this may simply be because parents feel more substance use prevention support is necessary for students at the secondary level.
- To increase parent perceptions of support related to substance use prevention, BPS should first do more to communicate their efforts in this area to parents and guardians.
- The substance use prevention support survey will be administered again in spring 2022 to assess whether parent perceptions have changed over time.

For more detailed results from the substance use prevention support survey, please see Appendix D of this report.

Key Findings

Key findings related to Objective 3 are detailed below.

- BPS is now offering the Too Good for Drugs substance use prevention programming in all of its schools to students in grades 5, 7, and 9.
- Observations indicate students are highly engaged during the Too Good for Drugs lessons.

- Suspensions due to alcohol, tobacco, or other drugs during Year 2 of the SCTG decreased significantly compared to Year 1.
- In Year 2 of the SCTG, there were no alcohol-related suspensions across the district, and 19 of 20 schools had fewer tobacco or other drug-related suspensions compared to Year 1.
- Boys Town Common Sense Parenting classes have been made available to student families in Tier 2 and 3 levels of support across the district.
- A total of 19 parents completed the Common Sense Parenting course, and 40 students were served in total.
- BPS has also made other efforts to further support families including the creation of a community resource directory that outlines various community resources (e.g., healthcare, childcare, food pantries, transportation) available to BPS families.
- C1C and BPS created a survey to assess family perceptions of support through drug abuse prevention programs, and the survey was first administered to parents and guardians during spring 2021.
- Initial survey findings suggest parents are not aware of many of BPS's efforts to provide substance use prevention support to its families and additional communication efforts in this area are needed.
- Based on the survey findings, BPS has increased efforts to communicate with parents regarding the substance use prevention supports it offers to students and families.
- Secondary students completed the Gallup Student Poll in December 2020, and this measure will be administered in each subsequent year of the grant period to assess changes in student perceptions and experience.

Next Steps

Next steps related to Objective 3 are described below.

- BPS will continue offering the Too Good for Drugs substance abuse prevention programming to students in grades 5, 7, and 9 in all schools.
- The district's Drug Education committee will continue to meet as needed to review and refine the district's comprehensive drug education plan.
- The district's drug awareness and prevention counselor will continue to assist families as needed and observe Too Good for Drugs lessons to assess implementation fidelity.
- Secondary students will complete the Gallup Student Poll in December 2021 and results will be compared with those from December 2020 to assess changes in student perceptions and experience over time.
- C1C and BPS will distribute the drug abuse prevention support survey to district parents for a second time in spring 2022.
- C1C will analyze results from drug abuse prevention support survey and provide findings to district staff in May 2022.

Conclusions

At the end of Year 2 of the SCTG, all of the major activities associated with the grant have been implemented as planned. BPS continues to make considerable progress toward each of its SCTG objectives and is largely on track to achieve all of its SCTG-related goals. The district has made significant strides in implementing MTSS/PBIS practices, providing professional development to staff related to managing student behavior, and providing additional supports for students and families during the first 2 years of the SCTG. Available data as of September 2021 suggest the district's actions are resulting in fewer suspensions and expulsions as well as improved school climate.

Moving forward, BPS will continue to improve and refine the implementation of MTSS/PBIS practices across the district and provide professional development to its staff. The district will also continue to look for ways to better support its students and families in various areas including substance use prevention. Progress will continue to be monitored as new data becomes available during the remainder of the 5-year grant period. C1C will continue

to document that progress and other SCTG evaluation results in formative and summative evaluation reports and provide findings to district staff in support of their continuous efforts to make improvements across the district.

Appendix A: 2020-21 Out-of-School Suspension Summary Tables

2020-21 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	0.7%	5.8%	11.9%	21.8%	59.7%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%
Belleaire	K-6	4.0%	1.2%	11.7%	31.2%	51.8%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%	0.0%
Bellevue	K-6	0.7%	3.9%	8.2%	6.2%	81.0%	0.0%	0.0%	66.7%	0.0%	0.0%	33.3%	0.0%
Bellevue East	9-12	2.3%	4.4%	12.0%	13.1%	68.1%	0.0%	3.5%	0.7%	24.8%	12.1%	57.4%	1.4%
Bellevue West	9-12	0.6%	4.4%	11.7%	12.9%	70.3%	0.0%	1.6%	4.0%	25.6%	12.0%	53.6%	3.2%
Bertha Barber	K-6	0.0%	1.6%	11.1%	21.4%	65.9%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Betz	K-6	1.7%	3.4%	13.5%	17.7%	63.7%	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%	0.0%
Birchcrest	K-6	2.4%	2.4%	20.3%	18.6%	56.3%	0.0%	5.9%	0.0%	29.4%	0.0%	58.8%	5.9%
Central	K-6	2.1%	1.1%	8.5%	12.8%	75.5%	0.0%						
Fairview	K-6	2.1%	6.3%	9.9%	8.1%	73.6%	0.0%	0.0%	0.0%	27.3%	0.0%	63.6%	9.1%
Fort Crook	K-6	2.5%	5.4%	17.9%	15.0%	59.3%	0.0%	0.0%	0.0%	14.3%	0.0%	85.7%	0.0%
Lemay	K-6	2.6%	7.0%	16.2%	11.4%	62.9%	0.0%						
Leonard Lawrence	K-6	1.1%	4.6%	11.5%	8.0%	74.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Lewis & Clark	7-8	1.2%	5.0%	8.2%	9.1%	76.5%	0.0%	0.0%	0.0%	19.2%	11.5%	69.2%	0.0%
Logan Fontenelle	7-8	1.7%	1.4%	12.9%	16.5%	67.5%	0.0%	0.0%	0.0%	25.3%	18.4%	52.9%	3.4%
Mission	7-8	2.3%	5.3%	14.1%	17.8%	60.5%	0.0%	5.4%	0.0%	32.1%	21.4%	41.1%	0.0%
Peter Sarpy	K-6	2.6%	6.8%	13.9%	11.3%	65.5%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Twin Ridge	K-6	0.9%	2.7%	13.6%	14.0%	68.8%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Two Springs	K-6	0.6%	4.2%	9.6%	9.6%	76.0%	0.0%						
Wake Robin	K-6	2.0%	3.4%	9.9%	15.7%	69.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
Total	K-12	1.7%	4.5%	12.6%	14.4%	66.7%	0.0%	2.2%	1.6%	23.7%	13.5%	56.8%	2.4%

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

2020-21 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	48.3%	51.7%	0.0%	0.0%	75.0%	0.0%
Belleaire	K-6	50.3%	49.7%	0.0%	50.0%	50.0%	25.0%
Bellevue	K-6	46.1%	53.9%	0.0%	100.0%	0.0%	0.0%
Bellevue East	9-12	43.7%	56.3%	0.0%	29.1%	69.5%	0.0%
Bellevue West	9-12	42.1%	57.9%	0.0%	30.4%	66.40%	3.2%
Bertha Barber	K-6	46.6%	53.4%	0.0%	33.3%	66.7%	0.0%
Betz	K-6	45.6%	54.4%	0.0%	0.0%	100.0%	0.0%
Birchcrest	K-6	50.8%	49.2%	0.0%	5.9%	88.2%	5.9%
Central	K-6	46.4%	53.6%	0.0%			
Fairview	K-6	48.1%	51.9%	0.0%	9.1%	81.8%	9.1%
Fort Crook	K-6	45.2%	54.8%	0.0%	14.3%	85.7%	0.0%
Lemay	K-6	43.6%	56.4%	0.0%			
Leonard Lawrence	K-6	47.5%	52.5%	0.0%	0.0%	100.0%	0.0%
Lewis & Clark	7-8	48.5%	51.5%	0.0%	23.1%	76.9%	0.0%
Logan Fontenelle	7-8	44.5%	55.5%	0.0%	27.6%	69.0%	3.4%
Mission	7-8	46.3%	53.7%	0.0%	35.7%	64.3%	0.0%
Peter Sarpy	K-6	46.6%	53.4%	0.0%	0.0%	100.0%	0.0%
Twin Ridge	K-6	48.4%	51.6%	0.0%	0.0%	100.0%	0.0%
Two Springs	K-6	48.1%	51.9%	0.0%			
Wake Robin	K-6	46.2%	53.8%	0.0%	0.0%	100.0%	0.0%
Total	K-12	46.7%	53.3%	0.0%	26.8%	70.8%	2.4%

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

2020-21 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	92.8%	6.1%	1.0%	75.0%	0.0%	25.0%
Belleaire	K-6	89.1%	10.5%	0.4%	83.3%	16.7%	0.0%
Bellevue	K-6	69.3%	30.2%	0.5%	33.3%	66.7%	0.0%
Bellevue East	9-12	82.2%	17.5%	0.3%	90.1%	7.1%	2.8%
Bellevue West	9-12	78.7%	21.3%	0.0%	85.6%	11.2%	3.2%
Bertha Barber	K-6	85.7%	14.3%	0.0%	66.7%	33.3%	0.0%
Betz	K-6	94.5%	5.5%	0.0%	100.0%	0.0%	0.0%
Birchcrest	K-6	88.8%	9.8%	1.4%	64.7%	29.4%	5.9%
Central	K-6	89.4%	10.6%	0.0%			
Fairview	K-6	64.0%	36.0%	0.0%	45.5%	45.5%	9.1%
Fort Crook	K-6	69.3%	30.7%	0.0%	71.4%	28.6%	0.0%
Lemay	K-6	39.3%	60.7%	0.0%			
Leonard Lawrence	K-6	75.3%	24.4%	0.3%	100.0%	0.0%	0.0%
Lewis & Clark	7-8	61.2%	38.8%	0.0%	76.9%	23.1%	0.0%
Logan Fontenelle	7-8	89.3%	10.7%	0.0%	90.8%	5.7%	3.4%
Mission	7-8	80.9%	19.1%	0.0%	87.5%	12.5%	0.0%
Peter Sarpy	K-6	15.5%	84.5%	0.0%	0.0%	100.0%	0.0%
Twin Ridge	K-6	92.3%	7.7%	0.0%	100.0%	0.0%	0.0%
Two Springs	K-6	64.9%	34.8%	0.3%			
Wake Robin	K-6	82.3%	17.5%	0.2%	100.0%	0.0%	0.0%
Total	K-12	75.7%	24.0%	0.3%	85.5%	11.7%	2.7%

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

2020-21 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	60.4%	39.6%	0.0%	75.0%	0.0%	25.0%
Belleaire	K-6	42.5%	57.5%	0.0%	16.7%	83.3%	0.0%
Bellevue	K-6	88.8%	11.2%	0.0%	66.7%	33.3%	0.0%
Bellevue East	9-12	64.7%	35.3%	0.0%	46.1%	52.5%	1.4%
Bellevue West	9-12	74.4%	25.5%	0.1%	61.6%	35.2%	3.2%
Bertha Barber	K-6	58.7%	41.3%	0.0%	66.7%	33.3%	0.0%
Betz	K-6	46.4%	53.6%	0.0%	14.3%	85.7%	0.0%
Birchcrest	K-6	53.6%	46.1%	0.3%	23.5%	70.6%	5.9%
Central	K-6	61.2%	38.8%	0.0%			
Fairview	K-6	85.9%	13.8%	0.3%	72.7%	18.2%	9.1%
Fort Crook	K-6	72.1%	27.9%	0.0%	57.1%	42.9%	0.0%
Lemay	K-6	72.4%	27.2%	0.4%			
Leonard Lawrence	K-6	74.7%	25.0%	0.3%	0.0%	100.0%	0.0%
Lewis & Clark	7-8	80.8%	19.2%	0.0%	73.1%	26.9%	0.0%
Logan Fontenelle	7-8	56.5%	43.3%	0.3%	27.6%	69.0%	3.4%
Mission	7-8	53.9%	46.1%	0.0%	51.8%	48.2%	0.0%
Peter Sarpy	K-6	68.4%	31.6%	0.0%	100.0%	0.0%	0.0%
Twin Ridge	K-6	53.4%	46.2%	0.5%	100.0%	0.0%	0.0%
Two Springs	K-6	80.5%	19.5%	0.0%			
Wake Robin	K-6	77.1%	22.5%	0.4%	50.0%	50.0%	0.0%
Total	K-12	65.7%	34.2%	0.1%	48.0%	49.7%	2.4%

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

2020-21 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	79.9%	20.1%	0.0%	50.0%	25.0%	25.0%
Belleaire	K-6	68.4%	31.6%	0.0%	16.7%	83.3%	0.0%
Bellevue	K-6	81.9%	18.1%	0.0%	33.3%	66.7%	0.0%
Bellevue East	9-12	82.0%	18.0%	0.0%	63.1%	35.5%	1.4%
Bellevue West	9-12	87.1%	12.9%	0.0%	74.4%	22.4%	3.2%
Bertha Barber	K-6	73.8%	26.2%	0.0%	33.3%	66.7%	0.0%
Betz	K-6	69.6%	30.4%	0.0%	35.7%	64.3%	0.0%
Birchcrest	K-6	69.2%	30.8%	0.0%	29.4%	64.7%	5.9%
Central	K-6	59.0%	41.0%	0.0%			
Fairview	K-6	82.0%	18.0%	0.0%	45.5%	45.5%	9.1%
Fort Crook	K-6	80.0%	20.0%	0.0%	28.6%	71.4%	0.0%
Lemay	K-6	81.3%	18.8%	0.0%			
Leonard Lawrence	K-6	79.0%	21.0%	0.0%	0.0%	100.0%	0.0%
Lewis & Clark	7-8	86.3%	13.7%	0.0%	69.2%	30.8%	0.0%
Logan Fontenelle	7-8	82.4%	17.6%	0.0%	67.8%	28.7%	3.4%
Mission	7-8	79.6%	20.4%	0.0%	71.4%	28.6%	0.0%
Peter Sarpy	K-6	74.5%	25.5%	0.0%	0.0%	100.0%	0.0%
Twin Ridge	K-6	74.2%	25.8%	0.0%	0.0%	100.0%	0.0%
Two Springs	K-6	75.4%	24.6%	0.0%			
Wake Robin	K-6	48.9%	51.1%	0.0%	100.0%	0.0%	0.0%
Total	K-12	78.1%	21.2%	0.0%	63.4%	34.3%	2.4%

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

2020-21 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	91.5%	8.5%	0.0%	75.0%	0.0%	25.0%
Belleaire	K-6	87.0%	13.0%	0.0%	100.0%	0.0%	0.0%
Bellevue	K-6	97.3%	2.7%	0.0%	100.0%	0.0%	0.0%
Bellevue East	9-12	97.8%	2.2%	0.0%	98.6%	0.0%	1.4%
Bellevue West	9-12	98.0%	2.0%	0.0%	94.4%	2.4%	3.2%
Bertha Barber	K-6	93.7%	6.3%	0.0%	100.0%	0.0%	0.0%
Betz	K-6	94.1%	5.9%	0.0%	100.0%	0.0%	0.0%
Birchcrest	K-6	89.5%	10.5%	0.0%	88.2%	5.9%	5.9%
Central	K-6	98.4%	1.6%	0.0%			
Fairview	K-6	99.5%	0.5%	0.0%	90.9%	0.0%	9.1%
Fort Crook	K-6	91.8%	8.2%	0.0%	100.0%	0.0%	0.0%
Lemay	K-6	96.3%	3.7%	0.0%			
Leonard Lawrence	K-6	96.8%	3.2%	0.0%	100.0%	0.0%	0.0%
Lewis & Clark	7-8	99.5%	0.5%	0.0%	100.0%	0.0%	0.0%
Logan Fontenelle	7-8	97.5%	2.5%	0.0%	92.0%	4.6%	3.4%
Mission	7-8	97.4%	2.6%	0.0%	100.0%	0.0%	0.0%
Peter Sarpy	K-6	96.1%	3.9%	0.0%	100.0%	0.0%	0.0%
Twin Ridge	K-6	95.9%	4.1%	0.0%	100.0%	0.0%	0.0%
Two Springs	K-6	98.1%	1.9%	0.0%			
Wake Robin	K-6	98.0%	2.0%	0.0%	100.0%	0.0%	0.0%
Total	K-12	96.6%	3.4%	0.0%	96.1%	1.6%	2.4%

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

2020-21 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	96.2%	3.8%	0.0%	50.0%	25.0%	25.0%
Belleaire	K-6	98.4%	1.6%	0.0%	100.0%	0.0%	0.0%
Bellevue	K-6	91.1%	8.9%	0.0%	100.0%	0.0%	0.0%
Bellevue East	9-12	88.8%	11.2%	0.0%	97.2%	1.4%	1.4%
Bellevue West	9-12	84.7%	15.3%	0.0%	91.2%	5.6%	3.2%
Bertha Barber	K-6	96.0%	4.0%	0.0%	100.0%	0.0%	0.0%
Betz	K-6	97.5%	2.5%	0.0%	100.0%	0.0%	0.0%
Birchcrest	K-6	95.6%	4.4%	0.0%	94.1%	0.0%	5.9%
Central	K-6	94.1%	5.9%	0.0%			
Fairview	K-6	91.9%	8.1%	0.0%	90.9%	0.0%	9.1%
Fort Crook	K-6	95.7%	4.3%	0.0%	100.0%	0.0%	0.0%
Lemay	K-6	93.4%	6.6%	0.0%			
Leonard Lawrence	K-6	91.4%	8.6%	0.0%	100.0%	0.0%	0.0%
Lewis & Clark	7-8	82.0%	18.0%	0.0%	88.5%	11.5%	0.0%
Logan Fontenelle	7-8	87.6%	12.4%	0.0%	94.3%	2.3%	3.4%
Mission	7-8	90.1%	9.9%	0.0%	96.4%	3.6%	0.0%
Peter Sarpy	K-6	95.8%	4.2%	0.0%	100.0%	0.0%	0.0%
Twin Ridge	K-6	94.1%	5.9%	0.0%	100.0%	0.0%	0.0%
Two Springs	K-6	93.3%	6.7%	0.0%			
Wake Robin	K-6	96.6%	3.4%	0.0%	100.0%	0.0%	0.0%
Total	K-12	91.6%	8.4%	0.0%	94.1%	3.5%	2.4%

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

2020-21 Out of School Suspensions or Expulsions by Behavior Type	
Behavior Type	OSS Count
Disrespect	93
Tobacco/Drug Use or Possession	85
Physical Attack	70
Disruption	53
Violence without Physical Injury	52
Insubordination	45
Failure to Serve Detention or Attend Saturday School	24
Making Threats	21
Skipping School	20
Violence with Physical Injury	15
Weapon Possession	14
Harassment	13
Cell Phone/Electronics/Technology Policy Violation	10
Bullying	6
Theft	5
Horseplay	5
Vandalism	2
Inappropriate Touching/PDA	2
Alcohol Use or Possession	1

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.

Appendix B: Principal Interview & School Walkthrough Findings

SCHOOL CLIMATE TRANSFORMATION GRANT EVALUATION Principal Interview & School Walkthrough Findings – Spring 2021

Interview/Walkthrough Process

Bellevue Public Schools (BPS) received a \$2.79 million-dollar School Climate Transformation Grant (SCTG) from the US Department of Education in October of 2019. To fulfill evaluation requirements associated with the grant, BPS partnered with Category One Consulting (C1C) to conduct an evaluation of all grant-related activities. As part of the evaluation process, C1C conducted interviews with principals and school walkthroughs during the spring of the 2020-21 school year to learn about the degree to which Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) practices had been implemented across the district. In addition, interview questions focused on the collection and use of data to guide these practices. C1C will continue to conduct principal interviews and school walkthroughs at a sample of roughly half of BPS schools during the spring of each of the remaining 3 years of the grant period to assess the implementation and impact of MTSS and PBIS practices as well as other SCTG activities. This brief report summarizes findings from interviews and walkthroughs conducted during April and May of 2021.

Interview Themes

The section below outlines major themes from principal responses to each interview question. Themes are presented in order based on the number of times they were mentioned across interviews, with those that were mentioned the most listed first.

What does the SCTG mean for your school or BPS as a whole?

Theme	% Interviewees Mentioning Theme
The grant has allowed for the purchase of the Boys Town Social Skills curriculum, associated training sessions, and consultation visits.	83%
Grant funds promote continued implementation of MTSS-A and MTSS-B by providing stipends for facilitators, intervention programs, and professional development for staff.	72%
Grant funds have been used to promote implementation of PBIS across the district and establish consistency across schools.	44%
As a result of the grant, SWIS has been implemented to track behavior incidents and the PBIS Climate Suite has been implemented to measure climate; other data is tracked as well.	28%
Grant funds have been used to pay for central office staff who oversee grant-related activities and MTSS implementation across the district.	17%
The grant has allowed the district to better support families by adopting the Too Good for Drugs curriculum and hiring a full-time drug and alcohol counselor.	17%

Describe how you've implemented MTSS-A and MTSS-B to this point.

Theme	% Interviewees Mentioning Theme
Building level MTSS-A, MTSS-B, and PBIS teams and facilitators have been established.	94%
Regular, systematic processes are in place for reviewing and discussing data; data is being used to guide classroom instruction and interventions for individual students as needed.	78%
Consistent expectations regarding the use of Edmentum have been established; there is a regularly scheduled time for students to work on Edmentum.	61%
There is a well-established Student Assistance Team (SAT) process to assist students with various issues that are interfering with their learning.	56%
Various academic interventions have been established based on student needs (e.g., small group instruction time, math fluency practice).	50%
Behavior expectations have been established across the school, with different expectations for different parts of the building; a system for rewarding positive behaviors is also in place.	50%
Implementation was slowed during the first semester by the COVID-19 pandemic, but it has picked up during the second half of the year.	44%

How does PBIS fit into your MTSS model?

Theme	% Interviewees Mentioning Theme
PBIS is the foundation for everything related to teaching social skills and managing student behavior; it is the Tier 1 system for MTSS-B.	69%
PBIS has helped establish a regular process for collecting and analyzing behavior data; behavior data is consistently being used to guide practices across the school.	23%
The PBIS team either includes the MTSS-B facilitator or is made up of the same group of people who comprise the MTSS-B team.	23%

Are MTSS practices being implemented consistently across your school?

Theme	% Interviewees Mentioning Theme
Basic components are consistent (e.g., schedule, major interventions), but quality of instruction and other practices may differ from classroom to classroom.	54%
Overall, implementation is fairly consistent, with some room for improvement.	54%
The use of Edmentum has become more consistent over the school year.	38%
PBIS Tiered Fidelity Inventory (TFI) scores indicate the consistency of PBIS practices is improving.	31%
Some staff are resistant to change, and it may take them longer to jump in fully.	31%
Implementation varies somewhat across grade levels in terms of behavior rewards, Edmentum use, etc.	31%
The implementation of PBIS and the Boys Town Social Skills curriculum has meant consistent behavior expectations across the school and common language among staff.	24%

To what degree, are staff (teachers, administrators, specialists, support staff) involved in MTSS processes?

Theme	% Interviewees Mentioning Theme
Representatives from different grade levels, subject areas, etc. are on MTSS teams, but not all staff are involved.	41%
Efforts have been made to ensure specialists and support staff are involved on MTSS teams as well.	41%
Every certified staff member is on at least one MTSS-A, MTSS-B, Tier 2, 3 team.	29%
Scheduling difficulties and traveling staff make it difficult to include specialists and support staff on MTSS teams, but efforts are made to keep them in the loop.	24%
MTSS-A and MTSS-B implementation is largely being led by staff rather than building leadership.	18%

How, if at all, have parents been informed about MTSS practices at your school?

Theme	% Interviewees Mentioning Theme
Parents probably don't know the terms MTSS or PBIS or specific practices involved, but they are aware of some MTSS and PBIS components.	56%
Communication with parents regarding MTSS and PBIS primarily occurs when students are receiving interventions, awarded for positive behaviors, or involved in behavior incidents.	56%
Some of the specific things that are happening related to MTSS or PBIS are communicated via school newsletters, Class Dojo, Seesaw, parent meetings, and school events.	50%
The Covid-19 pandemic has meant less opportunities for parents to visit schools and limited communication with them to a degree.	44%
Parents are likely more aware of PBIS practices than MTSS right now because PBIS has been in place for a longer period of time.	19%
Parent representatives are included on MTSS or PBIS teams.	13%

Overall, what would you say is going well with MTSS implementation at your school?

Theme	% Interviewees Mentioning Theme
Staff have really bought-in to the process and understand it; the process is staff led and is helping to develop teacher leaders.	56%
MTSS/PBIS teams are established and meeting regularly throughout the school year.	50%
There is a consistent, systematic process in place for reviewing data (SWIS, MAP, SRSS, etc.) and using it to guide actions.	28%
Staff are working together to implement MTSS; staff are communicating and collaboration.	28%
PBIS and Boys Town Social Skills strategies are in place and being implemented consistently across the school.	28%
Students who need extra support related to both academics and behavior are being identified early; no one is slipping through the cracks.	17%
Staff have really pushed forward the implementation of MTSS despite all of the challenges related to Covid-19.	17%
Behavior data collection is more consistent, and data is more readily accessible.	11%
School climate and student behavior has improved.	11%
Guidance from the district has helped establish a consistent approach to MTSS across the district, but schools still have flexibility to do what works for them.	11%
There is a process in place to identify students who have academic or behavior issues and provide them with the support they need.	11%
Edmentum implementation is consistent; it seems to be helping students who need extra support in math and reading.	11%
There is a strong master schedule in place that provides time for interventions as needed.	11%

What challenges have there been related to implementing MTSS at your school?

Theme	% Interviewees Mentioning Theme
MTSS implementation was delayed due to Covid-19 which limited opportunities for staff to work together.	50%
There is a need for more detailed direction from central office regarding MTSS implementation and more formal professional development for staff.	39%
Schools need access to more intervention programs beyond Edmentum; more options for Tier 2 and 3 interventions are needed.	22%
The consistency with which MTSS practices are being implemented across grade levels, classrooms, etc. could be improved.	17%
More formal training (data use and analysis, role definition, etc.) is needed for MTSS facilitators.	17%
Collection of behavior data via the online referral form could be more consistent across staff.	17%

What professional development related to MTSS practices have you and your staff received?

Theme	% Interviewees Mentioning Theme
The PBIS team has participated in training and received coaching through Nebraska PBIS.	80%
MTSS implementation is regularly discussed during principal meetings, staff meetings, and professional learning time.	60%
The district's MTSS coordinator has met with staff and provided support related to MTSS implementation.	20%
Staff received training on the use of Edmentum.	20%

How have the Boys Town professional development and consultation visits impacted your school?

Theme	% Interviewees Mentioning Theme
Consultation visit reports are reviewed with staff during meetings or professional learning days; discussions are focused on improving areas of weakness.	100%
Boys Town training has created consistency across the school and district in terms of behavior expectations and the teaching of social skills.	78%
Boys Town training has provided a universal language for talking to students about behavior.	44%
The Boys Town Social Skills curriculum compliments MTSS-B and PBIS very well; it provides an effective way to teach behavior expectations and the social skills needed to meet them.	33%

What challenges have you or your staff had in applying the Boys Town principles you received training on?

Theme	% Interviewees Mentioning Theme
There is not enough time during the school day for teachers to implement all parts of the Boys Town process; there is too much to focus on and it is a time intensive process.	57%
The initial training sessions covered a lot of information and seemed to last a long time, especially when being conducted virtually rather than in person.	43%
More resources (e.g., videos) that show how to implement Boys Town strategies are needed; especially practices that are expected to occur frequently (e.g., once a minute).	29%
It's easy for teachers to settle back into their normal routine without being reminded to continue implementing strategies covered in the training.	14%

In what ways has the district supported the implementation of MTSS at your school?

Theme	% Interviewees Mentioning Theme
The district's MTSS coordinator has met with building leaders to review and discuss MTSS implementation progress and provide support as needed.	67%
The district's MTSS coordinator is analyzing data and providing reports with actionable information to schools.	67%
The district has provided informational materials that guide MTSS implementation.	56%
The MTSS coordinator and other central office staff are responsive when support is needed and willing to answer questions.	33%
The district is providing and coordinating professional development opportunities related to MTSS implementation.	33%
The district provides opportunities for schools to share ideas and discuss progress related to MTSS implementation during administrator meetings.	28%
The district is providing financial support to cover various MTSS-related expenses (e.g., subs for planning days, behavior rewards, facilitator stipends).	28%

What additional resources or support would be helpful for implementing MTSS at your school?

Theme	% Interviewees Mentioning Theme
It would be helpful for the district to provide additional academic and behavior interventions.	31%
Overall, the MTSS coordinator and other central office staff have been extremely supportive; no additional support is needed at this time.	31%
The district could provide more specific guidance on how MTSS should look, although the lack of guidance was likely due in part to Covid-19 and a desire to allow for school autonomy.	31%
It would be helpful for MTSS facilitators to receive more training and be given access to tools that are needed in their roles.	25%
More opportunities are needed to share ideas with other schools and interact with schools that are further along in implementing MTSS.	13%
More time is needed for staff to focus on implementation and collaborate with one another.	13%
Additional or new curriculum materials are needed to better support core instruction.	13%

How has the implementation of MTSS practices impacted your school at this point?

Theme	% Interviewees Mentioning Theme
PBIS has helped to clarify behavior expectations and improve school climate; fewer behavior incidents are occurring.	53%
The implementation of MTSS has helped clarify how data should be used in schools; the processes that are in place make it easier for teachers to use data to guide instruction.	47%
It's too early to judge the impact of MTSS yet, especially given all of the changes that have happened in schools due to Covid-19.	33%
Staff are collaborating more because of MTSS and PBIS implementation; they are working as a team, and this has resulted in more consistent practices across the school and district.	20%
The establishment of MTSS teams has created development opportunities for staff; it is helping to develop teacher leaders and a sense of shared leadership across the building.	20%
Students who are struggling are being identified faster and given the extra support they need.	13%

How are behavior incidents being documented in your school? Are they being documented consistently?

Theme	% Interviewees Mentioning Theme
All staff are utilizing SWIS and the online referral process to document behavior incidents.	83%
There is still some work to do to ensure incidents are being documented consistently, but progress is being made.	44%
Paper forms are still in use and principals are sometimes documenting referrals for major incidents on their own.	17%
The electronic referral process is going well and ensures principals know what has happened in the classroom before a student arrives in the office.	11%

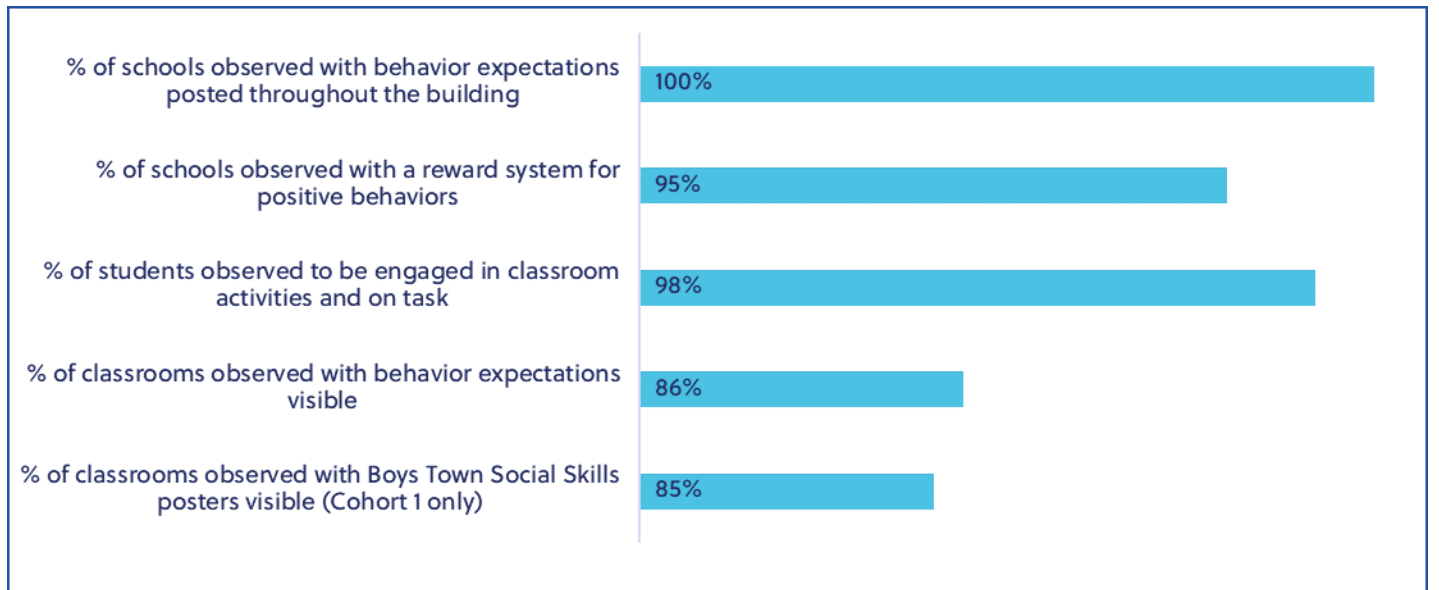
How are you using data to inform MTSS practices at your school?

Theme	% Interviewees Mentioning Theme
MTSS-A teams are reviewing NWEA MAP data in the fall, winter, and spring to identify students for academic interventions.	100%
MTSS-B teams are reviewing behavior data from SWIS and the SRSS to identify students who require additional behavioral or emotional support.	83%
Behavior data from SWIS is regularly examined by administrators to identify trends and potential ways to reduce the frequency of behavior incidents.	50%

School Walkthrough Findings

In addition to conducting interviews with each principal, C1C also conducted a brief walkthrough at each school. During the walkthroughs, C1C was looking for evidence of MTSS/PBIS implementation (e.g., behavior expectations, reward systems, data walls, interventions) and noting the overall climate of the building. C1C also observed 29 different classrooms as part of these walkthroughs. Those classrooms represented a variety of grade levels ranging from kindergarten to 12th grade. Major findings from school walkthroughs are presented below.

Walkthrough Findings



Other Observations

- All schools had a welcoming atmosphere with friendly front-office staff.
- Although all schools had behavior expectations posted somewhere in the building, the number of places behavior expectations were posted varied from school to school.
- The degree to which positive behavior reward systems are promoted in schools also varies across the district, although nearly all schools were observed to have some system in place.

- Nearly all students observed during the walkthroughs were meeting expectations, engaged, and on task.
- During the course of the walkthroughs, only two minor behavior incidents were observed. Staff quickly addressed both of these incidents in a positive manner.
- All student-staff interactions observed during the walkthroughs were very positive, even in cases where students were not meeting behavior expectations.
- Evidence of data use to guide instruction, including data walls and other reports, was observed in nearly all buildings.
- Throughout the observations, students were excited to see principals in the hallway or visiting their classroom.

Conclusions

Major conclusions based on both the principal interviews and school walkthroughs include the following:

- Although most schools have all of the basic Tier 1 components in place for MTSS-A and MTSS-B, some schools are further along in implementing MTSS practices than others.
- Variations in the degree of MTSS implementation are due to a number of factors including staggered implementation start dates, differences in principal experience with MTSS, and variation in schools' willingness to push forward implementation during the COVID-19 pandemic.
- Although all buildings have established MTSS teams, the frequency and consistency with which they are meeting differs from school to school.
- There are differences across buildings in terms of MTSS team composition; schools who have involved more staff have greater buy-in and consistency across the building.
- Most schools have combined MTSS-B and PBIS teams while others continue to have separate teams and facilitators for each.
- Identifying skilled and dedicated MTSS facilitators is critical for successful MTSS implementation; the skill-level of MTSS facilitators varies across schools.
- Most schools feel the Boys Town Social Skills curriculum fits well within their MTSS model; consultation visits are helpful for ensuring strategies are being implemented consistently in the classroom.
- District-level administrators, including the SCTG Project Director and MTSS Coordinator, have done much to lead and support the implementation of MTSS and other grant-related activities.
- Principals feel they have received outstanding support from the central office with regard to MTSS implementation.
- All schools are utilizing data to inform MTSS practices, guide instruction, and identify individual students for intervention, although the frequency with which data is being examined differs across schools.
- The implementation of SWIS and an online referral system has resulted in improved behavior data quality and increased data use, although a small minority of staff have been resistant to changes in the behavior incident documentation process.
- All schools were observed by C1C to have a welcoming atmosphere with friendly staff.
- Much evidence of MTSS and PBIS implementation was observed during school walkthroughs, with a high degree of consistency across schools.
- Nearly all students were observed to be on task and meeting behavior expectations during school walkthroughs.

Appendix C: 2020-21 Cohort 1 vs. Cohort 2 Comparisons

SCHOOL CLIMATE TRANSFORMATION GRANT EVALUATION

Cohort 1 vs. Cohort 2 Comparisons: 2020-21 School Year

Survey Overview

Bellevue Public Schools (BPS) received a \$2.79 million-dollar School Climate Transformation Grant (SCTG) from the US Department of Education in October of 2019. To fulfill evaluation requirements associated with the grant, BPS partnered with Category One Consulting (C1C) to conduct an evaluation of all grant-related activities. One of the major objectives of this grant is to provide professional development for educators to enhance pedagogy in order to effectively teach social skills and manage problem behavior. In order to address this objective, all BPS schools and their staff will receive training on the Boys Town Education Model and Social Skills curriculum over the course of the 5-year grant. The training was provided to half of BPS schools during the 2020-21 school year (cohort 1) and will be provided to the remaining schools during the 2021-22 school year (cohort 2). Cohort assignments were based on the number of students in schools and their demographics including free/reduced lunch status, special education status, English language learner status, and race/ethnicity. This staggered implementation of training across two demographically similar cohorts was designed to allow for the assessment of training impacts independent of demographic-related factors. This brief report summarizes findings from cohort 1 and cohort 2 comparison analyses following the 2020-21 school year, at which point only cohort 1 had received Boys Town Education Model training.

Cohort Assignment & Demographics

In December of 2019, C1C assigned each BPS school to one of two cohorts with the goal of creating two groups of schools that had a similar number of students with relatively similar demographics. Cohort assignments were based on both the demographic makeup of students across schools and the demographic profiles of individual schools assigned to each cohort. Cohort assignments are illustrated in Table 1 below and student demographics within each cohort for both the 2019-20 and 2020-21 school years are illustrated in Table 2.

Table 1. Cohort Assignments

Cohort Assignment	School Name	Grade Level
Cohort 1	Bellaire Elementary	K-6
	Bellevue Elementary	K-6
	Bertha Elementary	K-6
	Central Elementary	K-6
	Betz Elementary	K-6
	Birchcrest Elementary	K-6
	Lemay Elementary	K-6
	Two Springs Elementary	K-6
	Logan Fontenelle Middle School	6-8
	Bellevue West High School	9-12
Cohort 2	Avery Elementary	K-6
	Fairview Elementary	K-6
	Fort Crook Elementary	K-6
	Leonard Lawrence Elementary	K-6
	Peter Sarpy Elementary	K-6
	Twin Ridge Elementary	K-6
	Wake Robin Elementary	K-6
	Lewis and Clark Middle School	6-8
	Mission Middle School	6-8
	Bellevue East High School	9-12

Table 2. Cohort Demographics

	Total Students	Free or Reduced Lunch %	Special Education %	English Language Learner %	Black	Hispanic	White	Other Race or Ethnicity
2019-20 School Year								
Cohort 1	4662	35.4%	21.7%	3.0%	12.5%	14.2%	67.6%	5.7%
Cohort 2	5005	36.3%	19.1%	2.8%	12.8%	13.2%	67.3%	6.8%
2020-21 School Year								
Cohort 1	3729	31.7%	19.8%	3.9%	12.0%	14.2%	68.8%	4.9%
Cohort 2	4086	30.2%	21.3%	3.0%	12.0%	12.9%	68.2%	6.8%

Key Findings

- Cohort 1 and cohort 2 assignments were based on school demographics and resulted in two groups of schools with similar demographic profiles.
- Although a number of students chose to participate in remote learning for portions of the 2020-21 school year, the demographic profiles of cohort 1 and cohort 2 remained similar.

Out of School Suspensions

To further assess the impact of Boys Town training, suspension rates of students in cohort 1 and cohort 2 schools were compared across the 2019-20 and 2020-21 school year. Suspension rates are adjusted based on the number of school days in the year to facilitate year-over-year comparisons. These analyses only included students who were continuously enrolled in the same school during both 2019-20 and 2020-21. Suspension rates for students in cohort 1 and cohort 2 during both the 2019-20 and 2020-21 school years are presented in Table 3 below.

Table 3. School Suspension Rate Index Comparisons

	Mean 2019-20 Suspension Rate	Mean 2020-21 Suspension Rate	Suspension Rate Change
Cohort 1	0.0004	0.0003	-0.0001
Cohort 2	0.0003	0.0003	0
Cohort 1 - Cohort 2 Difference	0.0001	0	0.0001

*Indicates a statistically significant difference ($p < .05$).

Key Findings

- Analyses indicate that average suspension rates among students in cohort 1 and cohort 2 schools did not differ significantly in either 2019-20 or 2020-21.
- The average suspension rate across cohort 1 students decreased from 2019-20 to 2020-21, while the average suspension across cohort 2 students remained the same.
- However, the difference in suspension rate changes between cohort 1 and cohort 2 students was not statistically significant ($p = .09$).
- Overall, the data indicate the Boys Town Training has had little to no significant impact on suspension rates at this point in time.

School Climate Measures

In order to measure perceptions of school climate among BPS staff and students, the ED School Climate Survey (EDSCLS) was administered in the fall of the 2020-21 school year. Initially, BPS had planned to administer the EDSCLS again in the spring of 2021 and each spring thereafter. However, unexpected difficulties associated with the administration of the EDSCLS led BPS to seek out an alternative measure of school climate for future use. After reviewing several measures, BPS chose to administer the PBIS School Climate Suite to students and staff in spring 2021 and will continue to do so each spring of the remaining 5-year grant period. Cohort 1 and cohort 2 comparisons on the fall 2020 administration of the EDSCLS (Table 4) and the spring 2021 administration of the PBIS School Climate Suite (Table 5) are presented below.

Table 4. Fall 2020 EDSCLS Comparisons

	Engagement Subscale Mean	Safety Subscale Mean	Environment Subscale Mean	Overall Mean
Elementary Students				
Cohort 1	380.01	436.44	384.07	417.88
Cohort 2	376.51	430.96	375.18	410.21
Cohort 1 - Cohort 2 Difference	3.50	5.48	8.89*	7.67*
Secondary Students				
Cohort 1	354.53	356.25	343.67	355.45
Cohort 2	362.86	364.81	355.26	366.21
Cohort 1 - Cohort 2 Difference	-8.33*	-8.56*	-11.59*	-10.76*
Elementary Staff				
Cohort 1	380.82	384.71	381.83	383.31
Cohort 2	389.08	387.93	383.72	386.33
Cohort 1 - Cohort 2 Difference	-8.26*	-3.22	-1.89	-3.02
Secondary Staff				
Cohort 1	354.19	356.99	348.78	353.17
Cohort 2	373.73	374.14	377.41	375.73
Cohort 1 - Cohort 2 Difference	-19.54*	-17.15*	-28.63*	-22.56*

*Indicates a statistically significant difference ($p < .05$).

Table 5. PBIS School Climate Suite Comparisons

	Staff Connect- edness	Structure for Learning	School Safety	Physical Envir- onment	Peer Adult Relations	Parent Involve- ment	Overall Mean
Elementary Students							
Cohort 1	NA	NA	NA	NA	NA	NA	0.780
Cohort 2	NA	NA	NA	NA	NA	NA	0.785
Cohort 1 - Cohort 2 Difference	NA	NA	NA	NA	NA	NA	-0.005
Secondary Students							
Cohort 1	NA	NA	NA	NA	NA	NA	0.721
Cohort 2	NA	NA	NA	NA	NA	NA	0.740
Cohort 1 - Cohort 2 Difference	NA	NA	NA	NA	NA	NA	-.019
Elementary Staff							
Cohort 1	0.865	0.893	0.729	0.861	0.698	0.672	0.792
Cohort 2	0.851	0.890	0.734	0.867	0.699	0.721	0.795
Cohort 1 - Cohort 2 Difference	0.014	0.003	-0.005	-0.006	-0.001	-0.049*	-0.003
Secondary Staff							
Cohort 1	0.838	0.788	0.698	0.802	0.627	0.601	0.731
Cohort 2	0.844	0.821	0.703	0.865	0.639	0.609	0.751
Cohort 1 - Cohort 2 Difference	-0.006	-0.033*	-0.005	-0.063*	-0.012	-0.008	-0.020*

*Indicates a statistically significant difference ($p < .05$).

Key Findings

- On the EDSCLS, elementary students in cohort 1 provided more positive ratings of the school environment and climate overall than elementary students in cohort 2.
- However, secondary students in cohort 1 provided significantly lower ratings than secondary students in cohort 2 across all subscales of the EDSCLS and the EDSCLS overall.

- These observed significant differences on the EDSLCS were relatively small in terms of effect size and likely have little practical significance.
- These observed differences are unlikely to be the result of the Boys Town Education Model training given the EDSLCS was administered right as the training was being provided.
- There were no statistically significant differences between cohort 1 and cohort 2 student perceptions of overall school climate as measured by the PBIS School Climate Suite.
- Elementary staff in cohort 1 schools rated parental involvement significantly lower than staff in cohort 2 schools on the PBIS School Climate Suite.
- Secondary staff in cohort 1 schools rated structure for learning, physical environment, and school climate overall as measured by the PBIS School Climate Suite significantly lower than staff in cohort 2 schools.
- Observed differences between cohort 1 and cohort 2 schools on the PBIS School Climate Suite were also small in terms of effect size and likely have little practical significance.
- These differences are also unlikely to be the result of the Boys Town Education Model training because there is no reasonable explanation as to why staff who had received training would provide lower ratings of school climate.
- EDSLCS results suggest there were differences in the way staff at cohort 1 and cohort 2 schools perceived climate prior to the implementation of Boys Town training at cohort 1 schools.

PBIS TFI

To further assess the impacts of the Boys Town Education Model training, changes in PBIS Tiered Fidelity Inventory (TFI) results from 2019-20 to 2020-21 between cohort 1 and cohort 2 schools were also compared. These results are illustrated in Table 6 below.

Table 6. PBIS TFI Comparisons

	Tier 1 Team Ratio Average	Tier 1 Implementation Ratio Average	Tier 1 Evaluation Ratio Average	Tier 1 Total Ratio Average
2019-20 Results				
Cohort 1	0.821	0.556	0.339	0.533
Cohort 2	0.875	0.769	0.771	0.783
Cohort 1 - Cohort 2 Difference	-0.54	-0.213*	-0.432*	-0.250*
2020-21 Results				
Cohort 1	0.825	0.706	0.650	0.707
Cohort 2	0.900	0.783	0.8125	0.807
Cohort 1 - Cohort 2 Difference	-0.075	-0.078	-0.163	-0.010
2019-20 to 2020-21 Change				
Cohort 1	0.036	0.167	0.321	0.191
Cohort 2	0.042	0.093	0.104	0.090
Cohort 1 - Cohort 2 Difference	-0.006	0.074	0.217	0.102

*Indicates a statistically significant difference ($p < .05$).

Key Findings

- In 2019-20, cohort 1 schools had significantly lower Tier 1 Implementation, Tier 1 Evaluation, and Tier 1 Total scores than cohort 2 schools on the PBIS TFI.
- However, by 2020-21, there were no longer any significant differences between PBIS TFI scores for cohort 1 and cohort 2 schools.
- Further analysis indicated that the rate of change in PBIS SAS scores from 2019-20 to 2020-21 did not differ significantly between cohort 1 and cohort 2 schools.
- Overall, these data indicate there were significant differences in terms of PBIS implementation progress between cohort 1 and cohort 2 schools going into the 2020-21 school year.
- Following the 2020-21 school year, these differences were no longer evident indicating cohort 1 schools had caught up with cohort 2 schools in terms of PBIS implementation.

- However, this was likely the result of continued focus on PBIS implementation by school and district staff rather than the Boys Town Education Model training that was provided.
- Although not illustrated here, data indicate no significant changes in PBIS Self-Assessment Survey (SAS) results from 2019-20 to 2020-21 between cohort 1 and cohort 2 schools

Conclusions

The results of the above analyses indicate that, despite making efforts to control for demographic differences through the cohort selection process, some significant differences between cohort 1 and cohort 2 schools existed prior to implementation of the Boys Town Education Model training. These differences include student and staff perceptions of school climate, suspension rates among students, and PBIS implementation progress. As a result, it will be difficult to isolate the effects of the Boys Town training on cohort 1 and cohort 2 schools independent of other factors going forward. Overall, there is little evidence that the Boys Town Education Model training provided to cohort 1 schools has yet to result in changes to any of the metrics evaluated in this report (suspensions, school climate perceptions, PBIS TFI results). However, C1C interviews with school principals indicate the training has impacted the way staff at cohort 1 schools talk about behavior and approach the teaching of social skills throughout the school day. It is possible changes across these metrics will emerge as schools have more time to implement Boys Town training strategies and techniques. C1C will continue to assess cohort 1 and cohort 2 differences across a variety of metrics following each year of the remaining grant period.

Appendix D: Substance Use Prevention Survey Results

SCHOOL CLIMATE TRANSFORMATION GRANT EVALUATION

Substance Use Prevention Support Survey Results - Spring 2021

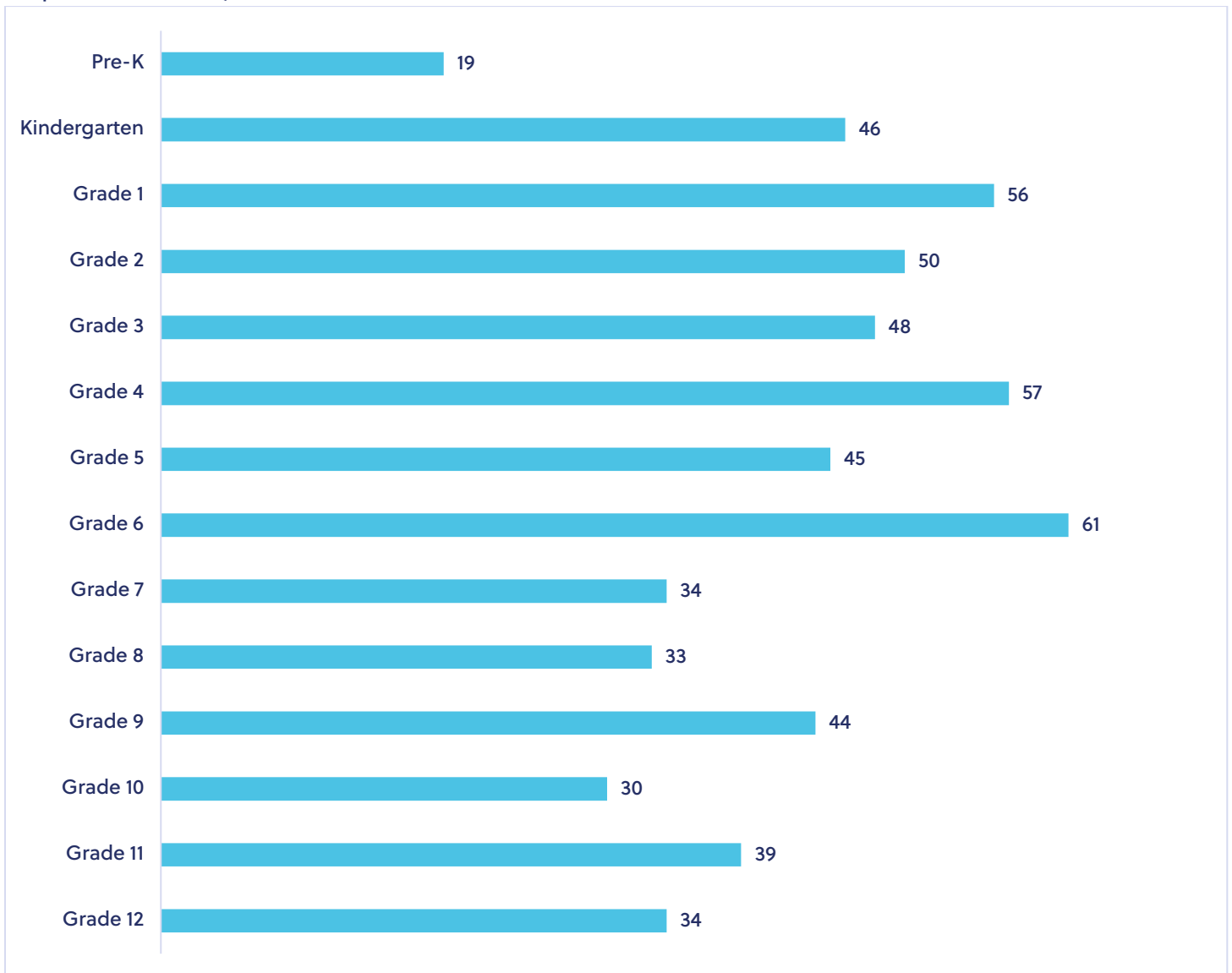
Survey Overview

Bellevue Public Schools (BPS) received a \$2.79 million-dollar School Climate Transformation Grant (SCTG) from the US Department of Education in October of 2019. To fulfill evaluation requirements associated with the grant, BPS partnered with Category One Consulting (C1C) to conduct an evaluation of all grant-related activities. One of the major objectives of this grant is to provide comprehensive supports for students and families which promote school and family success. Thus, BPS and C1C developed a brief survey to assess parents' perceptions of the support families are receiving from the district related to substance use prevention. The survey was first administered from February to April 2021 and will be administered again during the spring of each of the remaining 3 years of the grant period to assess changes in parent perceptions. Parents complete the survey online and can access it via links shared on the district's social media accounts and other district communications. This brief report summarizes findings from the spring 2021 administration of the substance use prevention support survey.

Survey Respondents

A total of 309 parents completed the survey from February through April with 5 or more parents representing each school in the district.





Respondent Count by Student Grade



Results by Item

The following graphs illustrate results for each survey item across all respondents.

Please answer the following questions by selecting "Yes" or "No."

<p>1. Are you aware that BPS has a Drug Education Committee that meets regularly throughout the school year to develop, review, and update the district's comprehensive drug education plan?</p>	<p>Yes  16%</p> <p>No  84%</p>
<p>2. Are you aware that BPS employs an Alcohol/Drug Awareness and Prevention Counselor who facilitates the district's drug education plan and provides support for students and families related to substance use prevention</p>	<p>Yes  17%</p> <p>No  83%</p>
<p>3. Are you aware that BPS recently began offering drug education curriculum to all students in grades 5, 7, and 9 through the Mendez Foundation's Too Good for Drugs program?</p>	<p>Yes  16%</p> <p>No  84%</p>

Average Item Ratings - Please indicate your level of agreement with each of the following statements on a scale of 1 (strongly disagree) to 10 (strongly agree).



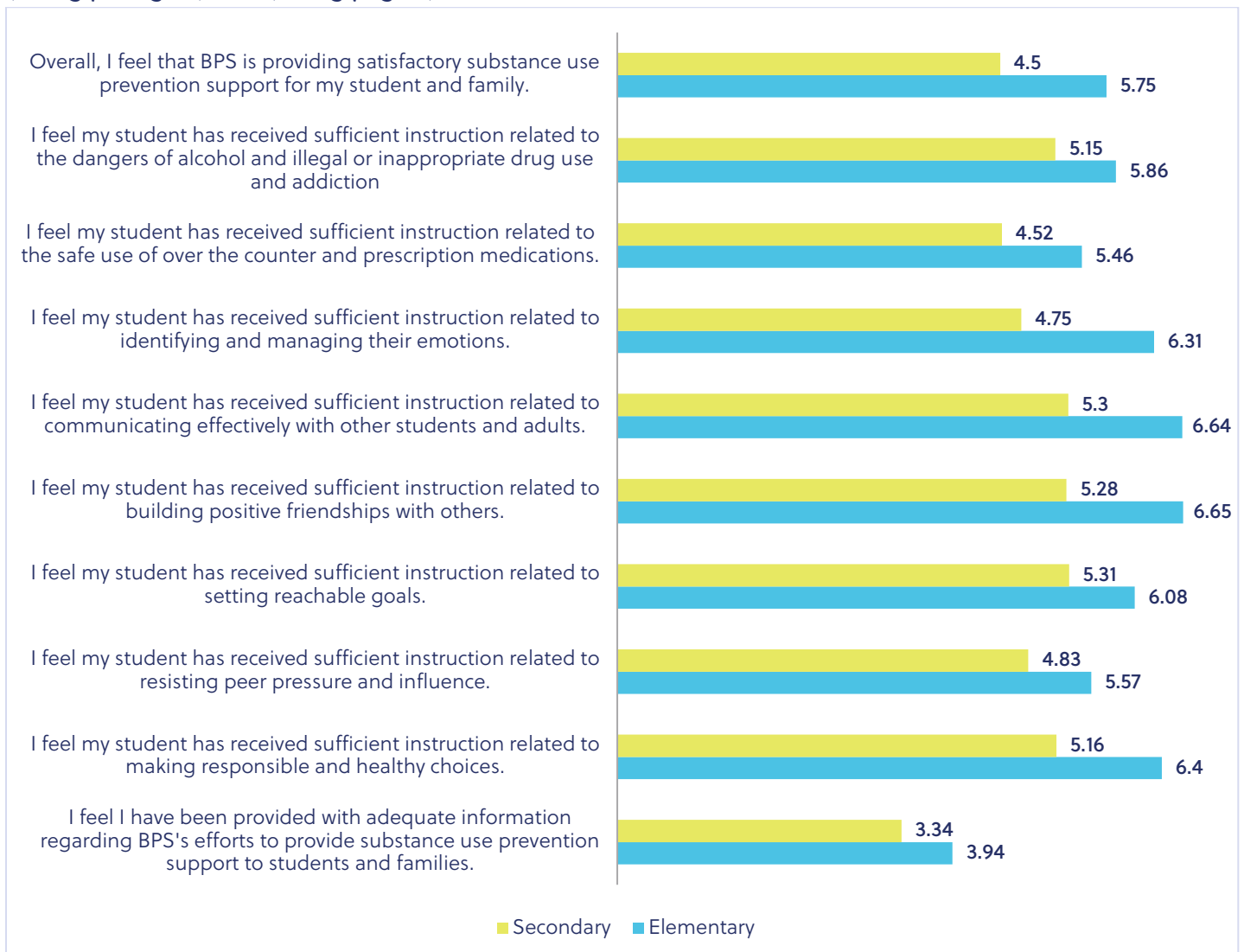
Open-Ended Response Themes - Please use the area below to expand on answers above or provide any additional feedback related to the ways BPS is providing substance use prevention support to students and families.

Theme	% of Respondents Mentioning Each Theme
Parents have not been adequately informed about how BPS is providing substance use prevention support to students and families.	63%
The current level of support related to substance use prevention being offered by BPS is not adequate or should be expanded to additional grade levels.	15%
Education related to substance use prevention is best left to parents and not appropriate for my child at this time.	7%
I am concerned that many students are using alcohol, tobacco, or other drugs in my child's school.	7%
BPS is doing a fantastic job when it comes to providing students with support related to substance use prevention.	5%

Group Differences

Group differences analyses revealed that parents of secondary students tended to rate the level of substance use prevention support provided by the district much lower than parents of elementary students. No other significant group differences of note were found.

Average Item Ratings - Please indicate your level of agreement with each of the following statements on a scale of 1 (strongly disagree) to 10 (strongly agree).



Conclusions

Overall, parents indicated they were largely unaware of many of the ways BPS is providing substance use prevention support to students and families. Only about 15% of parents said they knew there was a district-wide Drug Education Committee, or a drug use prevention counselor employed by the district. Further, only about 15% said they were aware the Too Good for Drugs curriculum was being offered to students in grades, 5, 7, and 9. This lack of awareness likely resulted in parents providing relatively low ratings of BPS's efforts to provide substance use prevention support to students and families. In addition, parents of secondary students tended to provide lower ratings than parents of elementary students. This may simply be because parents feel more substance use prevention support is necessary for students at the secondary level. To increase parent perceptions of support related to substance use prevention, BPS should do more to communicate their efforts in this area to parents. The substance use prevention support survey will be administered again next spring to assess whether parent perceptions have changed over time.

Project STEM BOE Report 11/01/2021

Project STEM

In 2018, \$1,250,000 grant from the Department of Defense Education Activity (DoDEA) has allowed the Bellevue Public School District to expand STEM opportunities across the district by providing elementary teachers access to STEM resources, curriculum, activities and professional learning.

The goal of **Project STEM** (Student, Teacher, Energizing Minds) is to increase student achievement in math and science and increase college and career readiness by establishing classroom-based STEM Labs. Beginning in the summer of 2019, elementary schools selected four teachers and an administrator to participate in a three-year professional learning series from Discovery Education to develop STEM Teacher Leaders. Our teacher-leaders open their classrooms to their fellow teachers to share best practices and expand STEM practices and learning opportunities throughout the school. Professional learning is supplemented with Discovery STEM Connect and Discovery Streaming Plus resources for the entire school.

Another component of **Project STEM** is to expand opportunities for our students to immerse themselves in dynamic and engaging experiences utilizing coding and robotic equipment (Merge Cubes, Sphero Bolts, and Dash Robots). These resources are used in classrooms, afterschool activities, and summer school programs to expand access to robotic and coding technology for all students.

In the spring of 2021, a \$15,000 district-wide Facebook grant gave us the opportunity to purchase Sphero Sports. Sphero Sports introduces students to soccer and STEM through hands-on, soccer-based **coding and math games**. By combining soccer with interactive and engaging programming activities, students become Sphero Sports masters of 21st century skills.

Leadership Development

An added benefit of the Sphero Sports program is the unlocking of leadership qualities. Collaboration, Critical Thinking, Communication, Creativity, Curiosity and Community are all required when using Sphero Sports.

Leadership is:

- ✓ sharing ideas and creating with others.
- ✓ problem-solving with a clear purpose.
- ✓ innovating and taking risks.
- ✓ developing trust for a supportive environment.

Development of coding and math skills along with leadership growth are huge benefits to any program. The opportunity to acquire two Sphero Sports packages could definitely be a “game changer” for all of the elementary students in the Bellevue Public Schools!

Upon implementation in the fall of 2021, the **Bellevue Public Schools became the first school district in the world** to use Sphero Sports! It is being used in a wide variety of ways throughout the district.

Project STEM also provides a web-based math intervention resource, Edmentum, for all elementary schools. This intervention platform is utilized by classroom teachers to support students needing additional math support and provide expanded learning opportunities for advanced students. Due to the pandemic, this is the only formal measurement available.

BPS Elementary Math Edmentum Results – Spring 2021					
Math 20%ile and below					67.33%
% met/exceeded MAP Projected Growth: Winter to Spring 20/21					
students tested both seasons at 20%ile and below (Winter 2020); Number of Students = 652					
Skills Mastered	# Not Met	# Met Growth	Total	% Met Growth	
0-3	98	136	234	58.12%	
4-8	59	130	189	68.78%	
9-14	37	94	131	71.76%	
15+	19	79	98	80.61%	
Total	213	439	652		
Math ALL					68.94%
% met/exceeded MAP Projected Growth: Winter to Spring 20/21					
all students tested both seasons (Spring 20/21); Number of Students = 3850					
Skills Mastered	# Not Met	# Met Growth	Total	% Met Growth	
0-3	493	718	1211	59.29%	
4-8	355	752	1107	67.93%	
9-14	235	626	861	72.71%	
15+	113	558	671	83.16%	
Total	1196	2654	3850		

Project STEM has also taken great steps to insure sustainability upon the conclusion of the grant. Several community partners have gotten involved with the project. From Masonry Construction, Inc. of Bellevue sponsoring the Betz Virtual STEM Night, to the multiple sponsorships (Aquatics Society of Omaha, Papio-Missouri River Natural Resources District, Nebraska Academy of Science, and Nebraska Environmental Trust, Bellevue University, Friends of Extension and 4H Douglas Sarpy, Youth Service of America, Hershey Company, ABC Printing, etc.) involved in the creation of **Stephen Center Project raised beds for food the Stephen Center, a butterfly garden, a pollinator habitat** that will be a [Certified Wildlife Habitat](#) garden, and an **aquaponic unit** for tilapia at **Birchcrest** (BC Gardens – Cultivated by Kids) and **LeMay** (LeMayzing Gardens). Parents and community groups have gotten involved as well.



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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 3-Implementation

September 1, 2020 to August 30, 2021

Prepared by Pamela Lovin and William Carruthers
GrantProse, Inc.

Suggested Citation: Lovin, P. & Carruthers, W. (2021, October). *Students and Teachers Engaging Minds to Improve Achievement in Math and Science: Project STEM DoDEA Annual Report: Year 3-Implementation*. Garner, NC. 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 are 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 varied 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 project school began leading students and other staff through Project STEM activities/supports. Project leadership continued meeting with administrators and teachers at each school. Teams at each school continued implementing Project STEM goals tailored to the needs of the individual schools while engaging the Bellevue community.
- 3) BPS continued providing appropriate professional learning opportunities. BPS continued a contract with Discovery Education (DE) to provide professional learning opportunities for administrators and teachers in the elementary schools. Sphero (<https://sphero.com/>) also provided professional learning for district leadership. And some STEM Leader Corp members individually participated in virtual Sphero trainings throughout the year.
- 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. (See Appendix A)

Mrs. Susan Colvin continued to serve as the Project Director in Year 3. The 2020-21 school year continued to be impacted by the COVID-19 crisis; however, BPS continues to provide innovative and exciting STEM activities for elementary students in the classroom in person and virtually via At Home Learning option in the 2020-21 year. The At Home Learning option operated as a separate school with Project STEM teachers and principal engaging elementary students with STEM activities. Presently in the 2021-22 school year, all students have returned to face-to-face learning and the At Home Learning option is no longer utilized.

Activities completed during Year 3 featured:

- September 2-4, 2020, October 1-2 & 5, November 2-3, & 6, December 7-9, February 16-19, and March 29-31-DE conducted a half day professional learning session for the STEM Leader Corp. Each team member attended one 3-hour Zoom meeting (See Appendix A for analysis of data).
- September 24, 2020-Sphero provided beginner and advance Zoom webinars for district leadership. The sessions were recorded so STEM Leader Corp members could view at another time.

- September 29, and November 17, 2020-DE conducted half day professional learning sessions for Project STEM Administrators.
- September 2020-District-wide elementary school personnel STEM survey distributed (See Appendix A for analysis of data).
- September 2020-DE continued virtual coaching for STEM Leader Corp members, conducted monthly throughout the 2020-21 school year.
- September 2020-BPS leadership creates a protocol for cleaning STEM equipment.
- October 14, 2020-BPS Project STEM Fall 2020 newsletter distributed to students, parents, staff, and community (<https://www.smores.com/yzgk9>). *Project STEM Fall 2020 newsletter circulation tripled compared to the Fall 2019 newsletter.* (See Appendix B for links to February, March, April and May newsletters).
- October 20, 2020-Project STEM teacher leaders invited to participate in “Sphero BOLT from Elementary to High School” workshop.
- October, December, March, & June-BPS district leadership reviewed student progress and usage of the Edmentum software.
- November 2020-Some STEM Leader Corp classrooms participated in the United States Space Force 1st Birthday Education Outreach.
- November 16-19-Project STEM leadership participated in the DE’s DEN VIRTCON Fall 2020. This provided educators with four days of on-demand professional learning.
- February 2021-BPS leadership begins planning for the elementary 2021 summer school.
- March 2021-Birchcrest Elementary received a \$3,000 Facebook Community Action Grant for a gardening from-farm-to-table project. The school also has received over \$2,000 of funding from community partners such as Friends of Extension, Papio-Missouri River National Resource District, and Aquatic Society of Omaha.
- March 2021-BPS received a \$15,000 Facebook Community Action Grant for purchase of Sphero SPORTS for each elementary school. Sphero SPORTS is built for sports foundations, schools, and other organizations to teach STEM education. *Bellevue Public Schools is one of the first school district in the world to use this product.* Other BPS elementary schools also received Facebook Community Action Grants to expand their STEM programs.
- Spring 2021 NSCAS Science Assessment field test and NSCAS Mathematics Assessment administered.¹
- May 2021 STEM Leader Corp survey distributed (See Appendix A for analysis of data).
- June 2021-Samantha Weber, Project STEM teacher was accepted in the DEN STAR program of DE.
- June 8-26, 2021-Each elementary school hosted Summer School. Each day students participated in Reading, Math, and STEM sessions.
- August 2021-Project director collected ideas from STEM leaders for improving the professional development/coaching process and shared data with key BPS district leaders and DE leadership.
- August 2021-BPS and DE released the professional development training sessions for the 2021-22 school year.

¹ Math and Science achievement testing was not conducted in the spring of 2020 due to the pandemic. In spring 2021, science achievement test was conducted as a field test. Districts will not receive any data from the field test. In spring 2021, math was conducted, but the state is presenting the data as "stand-alone" test due to a variety of factors. Primarily, it was a pilot test of the new through-year assessment model and, per the state, it cannot be compared to any previous years' test data. In addition, a significant number of students in the district were not tested in the spring of 2021 due to Covid, so the data does not represent all of BPS’s students who would typically take the test.

Ongoing:

- Ongoing-Resource Share-Project Director sends links to books, lessons, and other resources via email to Project STEM Leader Corp.
- Ongoing-Site Visits-Project Director conducts site visits with principals and teacher. Face-to-face site visits resumed with principals and teachers in March 2021 and continued throughout the 2020-2021 school year.
- Ongoing-Bellevue Leadership Collaboration Team Report-The BPS Leadership Collaboration Team receives monthly 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. *(Spring 2021 update was postponed.)*
- Ongoing-Meeting with Offutt Air Force Base School Liaison Officer (SLO)-The Project Director communicates with the SLO throughout the year. *(September 2020 and January 2021. The SLO position was vacant during the remainder of the year.)*
- 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 2020-21 evaluation. **Table 2** provides a summary of the big and small evaluation questions.

Table 1. Evaluation Matrix with Formative and Summative Questions		
Evaluation Questions	Evaluation Activities	Current Point in Project Timeline Available Data
All Goals: Formative Questions		
<u><i>Military participation:</i></u> What proportion of eligible military students are being served?	Establish which students meet military-dependent status	Analysis of a dataset BPS provided for the 2021-22 year indicates there were 1,150 military-impacted students enrolled at the 9 project schools October 13, 2021, identified from their Impact Aid cards and representing 34.2% of the enrollment at these schools. All military-impacted students assigned to the 9 schools are impacted by the <i>Project STEM</i> grant program.
<u><i>Professional learning:</i></u> Are PL initiatives beneficial for instructional staff?	Determine if instructional staff find the PL initiatives to be satisfactory and provide ongoing opportunities for learning.	DE 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 “I plan to implement what I learned this session in my work” was asked on the professional development program survey. The average score was 4.35, which falls between Agree (4) and Strongly Agree (5). (See Appendix A)
<u><i>Classroom application:</i></u> Are instructional staff implementing the strategy with students in their classrooms?	Determine if classroom teachers are incorporating learning strategies, curriculum supports and materials in their classroom instruction with students	BPS conducted periodic review of Edmentum math usage by elementary students. The district-wide elementary school personnel STEM survey noted that the teachers reported slightly increasing the integration of STEM activities in the classroom. (See Appendix A)

Evaluation Questions	Evaluation Activities	Current Point in Project Timeline Available Data
<i>Student use:</i> Are students making use of the strategies in their academic work?	Collect evidence of student work incorporating learning strategies	Edmentum math reports indicate that 30,681 skills were mastered by students at the 9 project schools. Teachers are actively incorporating learning strategies in classroom activities. (See Appendix C)
<i>Continuous improvement:</i> Did delivery of the strategy improve over time?	Identify extent to which strategy is being systemically adopted	In the STEM Leader Corp survey, the teachers reported consistently moving from STEM activities “a few times a month” to “a few times a week” or “every day” (See Appendix A). The student testing data will also be used to identify if the students are making progress in student achievement once state achievement data is available for comparison.

Big Questions	Review
To what extent did the project meet its SMART goals?	NSCAS Science Assessment was field tested in Spring 2021. Nebraska Department of Education did not provide data to the district. NSCAS Mathematics Assessment was administered in Spring 2021. Nebraska Department of Education instructed districts that the data was to be viewed as “stand-alone” because of several factors. The state was a pilot test of the new through-year assessment model. It cannot be compared to any previous year’s test data.
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 A for the GrantProse report of survey results suggesting that teacher attitudes, beliefs and opinions about STEM careers have continued to improve from 2019 to 2021.
What can we learn from the project?	Amidst the continuing COVID-19 crisis, teachers relied on the professional learning and resources provided by the project to continue implementing rich mathematics and science lessons.
Small Questions	Review
To what extent are participants (military-connected students and staff) improving?	NSCAS Science Assessment was field tested in Spring 2021. Nebraska Department of Education did not provide data to the district. NSCAS Mathematics Assessment was administered in Spring 2021. Nebraska Department of Education instructed districts that the data was to be viewed as “stand-alone” because of several factors. The state was a pilot test of the new through-year assessment model. It cannot be compared to any previous year’s test data/
What are the barriers to success and how did the project address these barriers?	Teachers participated in virtual professional development and coaching during the 2020-21 school year. Teachers provided STEM rich lessons in person and virtually. Teacher responses to the spring 2021 survey indicate the pandemic has continued to have an 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 and remote learning settings. Results from the 2020-21 surveys (see the Appendix A) 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 Science² 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%
Annual Target 1, Spring 2020 *	61.0%	74.8%
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.

** Note: Math achievement testing and science achievement field testing were conducted in the spring 2021. The state did not provide data from the science achievement field test. The state specified that the math achievement test was a pilot test and the data may not be used for comparison. 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 3 (second year of implementation), the district continued to implement an effective communication plan to share Project STEM successes with stakeholders. Despite the challenges of COVID-19, BPS leaders held meetings with the Board of Education, Offutt AFB leadership, and other community leaders. Five newsletters were distributed. STEM Leader Corp continued implementing the school level implementation plans developed earlier. STEM-rich lessons were implemented not just in STEM Leader Corp classrooms but other classrooms as well. Many schools conducted whole school STEM activities/events. DE, Edmentum, and Sphero continued to provide professional support and technology resources for administrators and teachers. The 2021 summer school provided daily STEM enrichment time. Project STEM activities and resources were integrated into the all elementary schools including At-Home Learning Program.

RECOMMENDATIONS

The keys to success in the second year of implementation are the successful implementation of technology tools and professional learning activities. BPS will continue to provide DE STEM Connect, Edmentum software, and Sphero robotics equipment. In addition to the DE professional learning activities for building administrators and teacher leaders, DE continues providing classroom coaching for STEM Leader Corp members in the 2021-22 school year. This assistance offers teachers direct feedback from STEM instructional experts. Bellevue Public Schools will be a trailblazer for Sphero SPORT. Although English soccer teams such as Ashton Villa Football Club, a Premier League team, have used Sphero SPORT to promote STEM education in the local communities, BPS will be one of the first schools to use Sphero SPORT in classrooms.

² The science assessment will transition to the College and Career Ready in 2020-21.

ANALYSIS OF THREE STEM LEADER CORP SURVEYS: 2019-2021

Report 3.02

Pamela Lovin and William Carruthers

Released: September 2021¹

OVERVIEW

GrantProse, Inc. is serving as the independent evaluator for a 5-year grant award made by the U.S. Department of Defense Education Activity to Bellevue Public Schools (BPS). The grant program is known as Project STEM.

This report provides the results of an online survey administered by GrantProse and completed by BPS staff in May 2019, 2020, and 2021. Staff members completing the survey are known as the STEM Leader Corp. Forty (41) individuals participated in the survey on May 2nd and 3rd 2019 and 36 of the 41 respondents indicated they were members of the STEM Leader Corp. Forty-nine (49) individuals participated in the survey in May 2020 and 32 of the 49 respondents indicated they were members of the STEM Leader Corp. And, in May 2021, 34 individuals participated in the survey and all 34 respondents indicated they were members of the STEM Leader Corp.

The survey consisted of a number of forced-choice questions and a number of attitudinal scales, all for the purpose of measuring instructional practices, attitudes and beliefs associated with providing math and science instruction. See **Appendix A** for the complete survey.

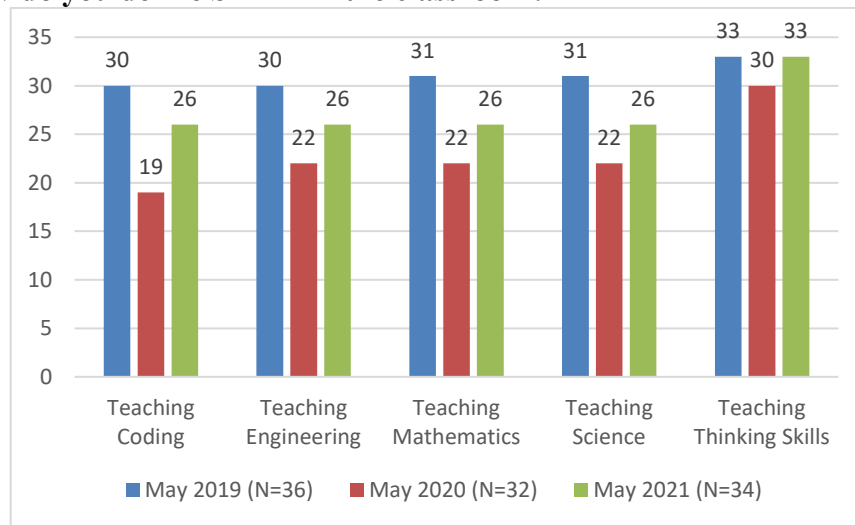
FINDINGS FOR FIXED-CHOICE QUESTIONS

Results of the three surveys are reported for those individuals indicating they were members of the STEM Leader Corp.

The following figures describe how individuals responded to the forced-choice questions. Each question is indicated in the title of the figures and the possible response choices are indicated along the X-axis of the figures. 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.

¹ Suggested citation. Lovin, P. & Carruthers, W. (2021, September). *Analysis of STEM Leader Corp Survey: 2019-2021: Report 3.02*. Garner, NC: GrantProse Inc.

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



The question of how teachers defined STEM in the classroom allowed for an ‘Other’ response to which individuals could enter their own comments which are bulleted here.

- *Collaboration, Critical Thinking, and Creativity*
- *Teaching and letting the students experience the 4 Cs*
- *Teaching and using the 4 C's*
- *Teaching 21st Century Skills and the 4Cs*
- *Incorporating the 4 Cs*
- *Best teaching practices with engagement*
- *Collaborating, communicating, critical thinking, creativity, etc.*
- *Engagement Strategies*
- *All of these things rolled into one. STEM goes into all curricular areas. It is about thinking and problem solving*
- *Teaching collaboration, communication, critical thinking, & creativity*
- *It is all of these things*

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

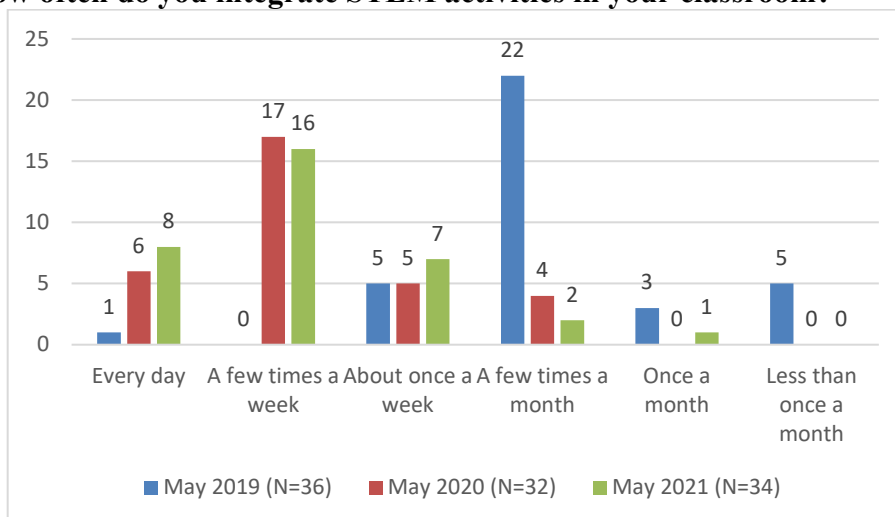
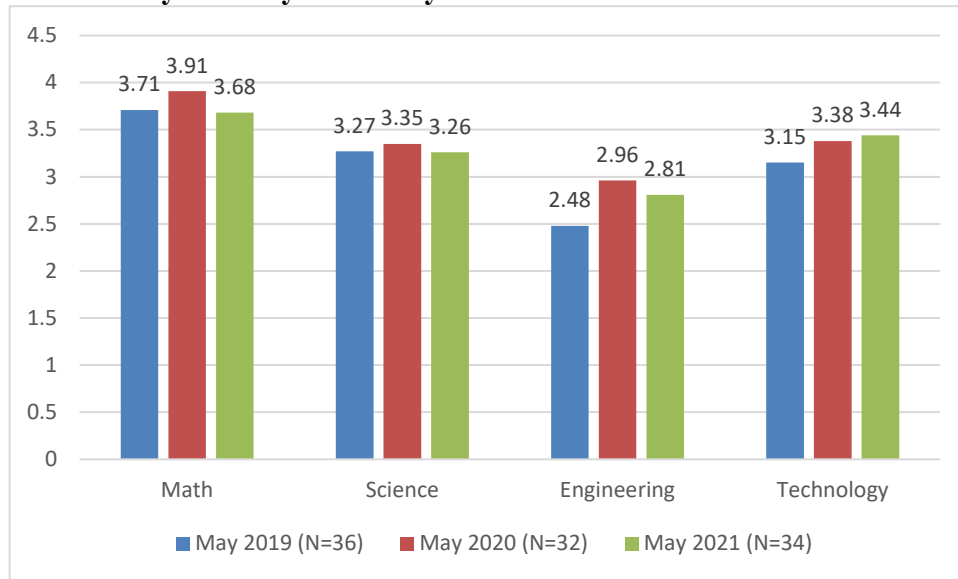
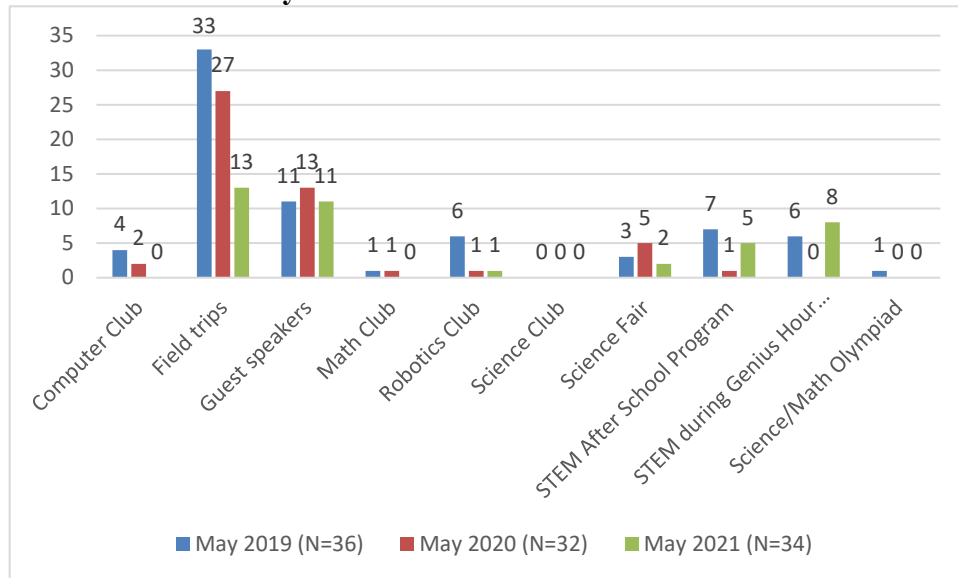


Figure 3. How would you rate your ability to teach...



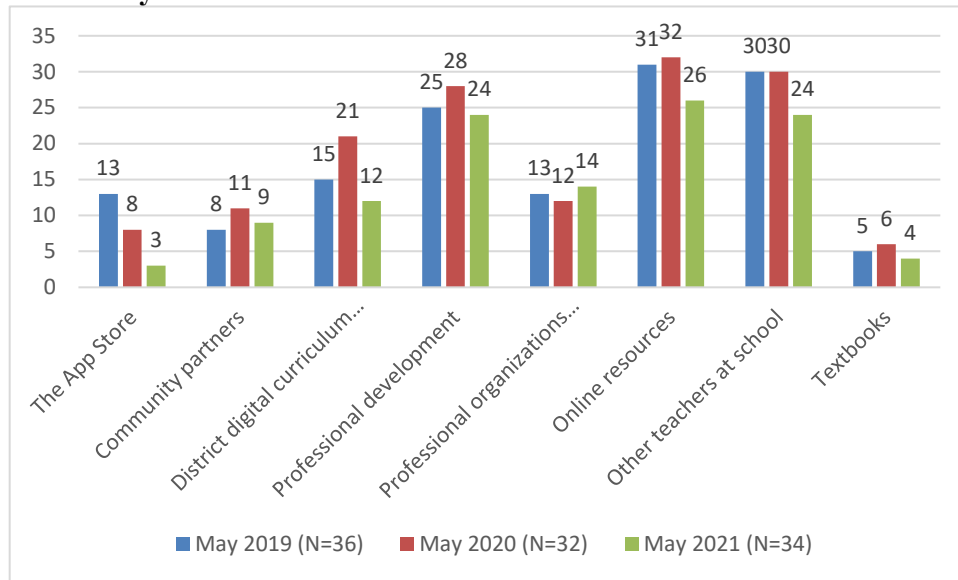
Note: Response choices were weighted as follow: Strong (4), Adequate (3), Weak (2) and Poor (1).

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



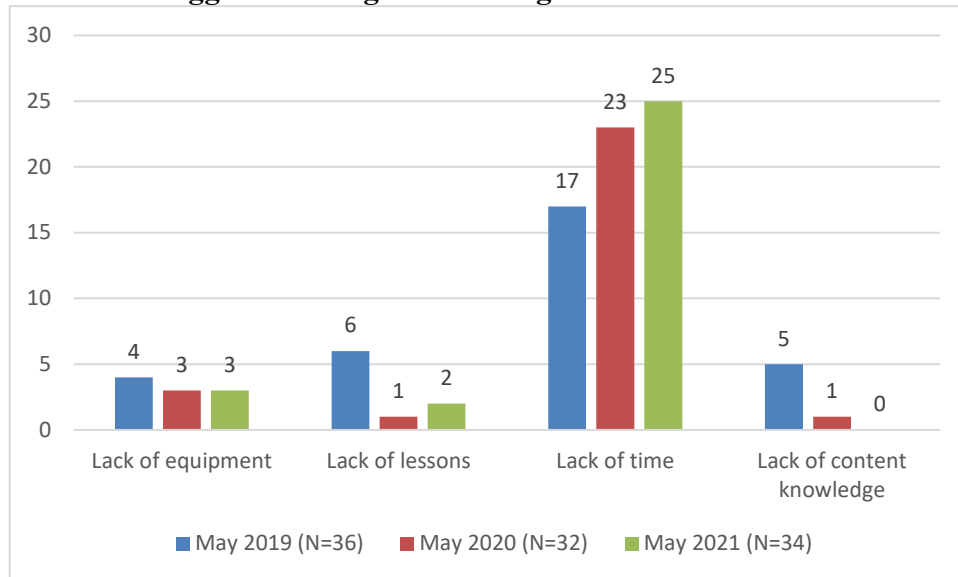
Note: Two individuals who selected the 'Other' choice indicated: STEM Family Night and Social Skills Club.

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

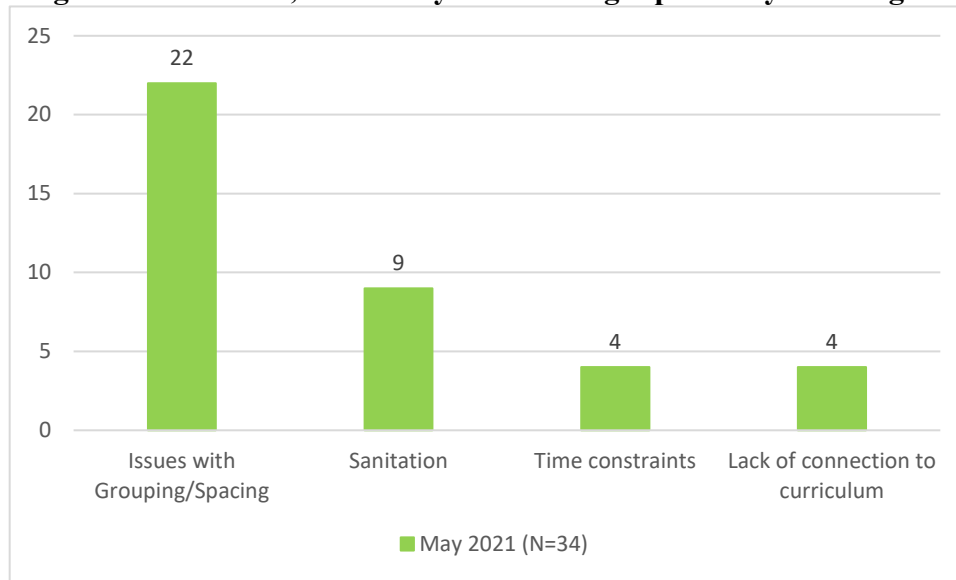


Note: Eight individuals who selected the ‘Other’ choice indicated: Discovery Ed STEM Connect / Creating my own / Pinterest / Teachers Pay Teachers / my colleagues on Twitter.

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



Note: One person indicated there was ‘No challenge’ and two individuals gave ‘Other’ responses as noted here: Time to collaborate and plan with other teachers / Lack of time to plan out the activities and cross them through all curricular areas

Figure 7. In light of COVID-19, what are your challenges presently teaching STEM?

FINDINGS FOR ATTITUDINAL SCALES

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 Corp.^{2, 3} This single survey consisted of nine scales, as indicated in **Table 1**. Average scales scores on all of the scales for the three surveys are presented in **Table 2**.

² Friday Institute for Educational Innovation (2012). *Teacher Efficacy and Attitudes Toward STEM Survey-Mathematics Teachers*, Raleigh, NC: Author.

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

Table 1. Characteristics of Attitude Scales Used with the STEM Leaders Team

Construct	Number of Scales	Number of Items per Scale	Measurement Application
Personal Teaching Efficacy and Beliefs	2 Math & Science	11	Self-efficacy and confidence related to teaching the specific STEM subject
Teaching Outcome Expectancy Beliefs	2 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
Student Technology Use	1	8	How often students use technology in the respondent's classes
STEM Instruction	1	14	How often the respondent uses certain STEM instructional practices
21st Century Learning Attitudes	1	11	Attitudes toward 21st century learning
Teacher Leadership Attitudes	1	6	Attitudes toward teacher leadership activities
STEM Career Awareness	1	4	Awareness of STEM careers and where to find resources for further information

Table 2. Average Scale Scores on Three Surveys

Survey	N	Math Efficacy	Science Efficacy	Math Expectancy	Science Expectancy	Technology Use	STEM Instruction	21 st Century Skills	Teacher Leadership Attitudes	STEM Career Awareness
May 2019	N=36	3.85	3.51	3.44	3.43	2.68	2.66	4.56	4.66	2.92
May 2020	N=32	4.41	4.03	3.59	3.58	*	*	*	*	3.98
May 2021	N=31	4.30	3.93	3.57	3.57	3.39	3.37**	4.60**	4.59**	4.12**

Note: * Due to the COVID-19 pandemic, these sections were not included in the May 2020 survey.

** N=30 for these sections of May 2021 Survey.

Personal Teaching Efficacy and Beliefs

Two sets of 11 statements each addressed teachers' self-efficacy and confidence in their ability to teach mathematics (one set) and science (another set). The statements were identical in each set except for the word mathematics or science. The statements were written as Likert items with response choices being Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. Converting these anchors to numerical values, with 1 representing Strongly Disagree and 5 representing Strongly Agree, it is possible to derive average 'scale' scores for each respondent, ranging from 1.0 to 5.0⁴. Higher averages represent greater confidence. Of the 34 individuals responding to the most recent 2021 survey, 31 completed the items for both the Math and Science Efficacy scales. The average score of all teachers to the math Efficacy scale was 4.30 and the average to the science Efficacy scale was 3.93, which are both slightly higher than the 2019 survey but not as high as the 2020 survey.

⁴ Items I and J in "Please respond to these questions regarding your feelings about your own teaching" are negatively worded and thus coded oppositely.

Teaching Outcome Expectancy Beliefs

Two sets of 9 statements each addressed the degree to which teachers believed, in general, student learning in math or science can be impacted by actions of the teachers. Again, the statements were identical in each set except for the word mathematics or science. Teacher responses to these items were also arranged along a 5-point continuum of Strongly Disagree to Strongly Agree. There were 31 teachers who completed these items on both the math and science 2021 Expectancy scales. The average score of all teachers was 3.57 on both scales which is a slight increase from the 2019 survey and almost the same as the 2020 survey.

Student Technology Use

A single set of 8 statements, written as Likert items, addressed how often students use technology in their classes. The introductory phrase for each statement read, “*During mathematics/science instructional meetings (e.g. class periods, after school activities, days of summer camp, etc.), how often do your students...*” followed by the Likert statement describing different uses of technology. Response anchors for these items were Never, Occasionally, About half the time, Usually, Every time, and Not Applicable. Giving scores of 1-5 to the first five of these choices permits deriving an average scale score for each respondent. Thirty-one (31) individuals responded to items on this scale; however, one individual used the Not Applicable choice for multiple items. The average scale score for the remaining 30 individuals was 3.39, falling between ‘About half the time’ and ‘Usually’ response choices. This is a noticeable 0.71 increase from the initial survey in May 2019.

STEM Instructional Practices

A single set of 14 Likert statements addressed how often teachers used varied STEM instructional practices in their classrooms (e.g., work in small groups, make careful observations, use tools to gather data, reason quantitatively). Response anchors for these items were Never, Occasionally, About half the time, Usually, Every time, and Not Applicable. Giving scores of 1-5 to the first five of these choices permits deriving an average scale score for each respondent. Thirty-one (31) individuals responded to items on this scale; however, one individual used the Not Applicable choice for multiple items. The average scale score for the remaining 30 individuals was 3.37, falling between ‘About half the time’ and ‘Usually’ response choices. This is a noticeable 0.71 increase from the initial survey from the initial survey in May 2019.

21st Century Learning Attitudes

A single set of 11 Likert statements addressed teacher attitudes toward 21st Century instructional practices. The introductory phrase for each item read, “*I think it is important that students have opportunities to...*” followed by the Likert statement describing different student behaviors (e.g. help their peers, set their own learning goals, lead others to accomplish a goal). Response anchors for these items were Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree). Scored along a 1-5 continuum, with 5 representing Strongly Agree, the average scale score for the 39 individuals responding to these items was 4.60 which is slightly higher than the initial survey.

Teacher Leadership Attitudes

A single set of 6 Likert statements addressed teacher attitudes towards leadership activities (e.g., communicate vision to students, use a variety of assessment data, establish a safe and orderly

environment). Response anchors for these items were Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree). Scored along a 1-5 continuum, with 5 representing Strongly Agree, the average scale score for the 30 individuals responding to these items was 4.59 which is slightly lower than the initial survey.

STEM Career Awareness

A final set of 4 Likert statements addressed teacher awareness of STEM careers and where to find resources for further information. The introductory phrase read, “*I know...*” followed by the Likert statement (e.g., About current STEM careers, Where to go to learn more about STEM careers). Response anchors for these items were Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree). Scored along a 1-5 continuum, with 5 representing Strongly Agree, the average scale score for the 39 individuals responding to these items was 4.12, an increase of 1.20 from the 2019 survey and slightly stronger than the 2020 survey. This is the greatest increase of all the categories.

RESULTS OF THE 2021 SURVEY

As a group, members of the STEM Leader Corp generally agree that teaching STEM principles and practices is foremost about teaching thinking skills as suggested in **Figure 1**, and the mode for how often they integrate STEM activities in the classroom is a few times a week as indicated in **Figure 2**. **Figure 3** suggests members of the Leader Corp are somewhat more comfortable instructing math than science and this is supported by the average math and science scale scores demonstrated on the Personal Teaching Efficacy and Beliefs scales.

Figure 4 indicates field trips and guest speakers are the two most often cited STEM activities teachers have assisted with at school, and **Figure 5** indicates professional development, online resources and other teachers are the three most often cited resources teachers identify when seeking STEM resources. **Figure 6** suggests ‘lack of time’ as the biggest challenge teachers face when instructing STEM. This response is likely related to the open-ended comments that some teachers made about being tied to a curriculum and the challenges of grouping and sanitation issues in light of COVID-19.

While results from the attitude scales suggest teachers are somewhat more comfortable teaching math than science (Personal Teaching Efficacy and Beliefs), they see themselves being equally responsible for student outcomes in math and science (Teaching Outcome Expectancy Beliefs). Their most positive attitudes are expressed for beliefs associated with implementing 21st Century learning practices (21st Century Learning Attitudes), taking responsibility for all students’ learning (Teacher Leadership Attitudes), and their awareness of STEM careers (STEM Career Awareness). Their least positive attitudes and beliefs are expressed for the extent to which they make use of technology in the classroom (Student Technology Use) and implement STEM instructional practices (STEM Instructional Practices).

SUMMARY

As a measure of attitudes and beliefs reflected among members of the STEM Leader Corp, the information collected from the most recent May 2021 survey suggests teachers are maintaining attitudes similar to the gain that was seen between the 2019 and 2020 surveys. Average scores demonstrated on the various attitude scales indicate there has been growth since the baseline

survey. Relative to the 2019 survey, STEM Leader Corp members indicate they are implementing STEM activities more often in the classroom despite the complication added by COVID-19. Teachers have also become more comfortable teaching engineering and technology and have become more aware of STEM careers.

APPENDIX

Appendix A: Project STEM Leader Corp Survey.....11

Project S.T.E.M. Survey 2021

Introduction

Thank you for taking the time to participate in the Project S.T.E.M. Pre-Survey. The questions that follow in this survey are designed to measure changes in teachers' confidence and self-efficacy in STEM subject content and teaching, use of technology in the classroom, 21st century learning skills, leadership attitudes, and STEM career awareness. This survey does not ask you to rate Project S.T.E.M. Instead, your responses will provide a snapshot of your confidence and self-efficacy before participating in Project S.T.E.M.

Your participation in the Project S.T.E.M.* survey is voluntary and you may elect to not participate or to stop at any point in the survey. Of course, we hope that you will give the survey your full attention. The information you provide will be useful to help improve Project S.T.E.M.

While the survey asks for your name, this is so that your response can be matched to later surveys. An independent firm, Grant Prose, Inc, is the agency conducting this survey and your name will be kept confidential by GrantProse. Representatives with the Project S.T.E.M. will not know how individual teachers answered the survey. Data from the survey will be analyzed for groups of teachers and GrantProse will not reveal individual names.

Please take a few minutes to provide information about your current attitudes and beliefs about STEM. The survey should take approximately 15 minutes to complete.

* 1. Please tell us if you consent to participate in this survey:

- Yes, I consent to participate in this survey (Please proceed to the next page.)
- No, I do not consent to participate in this survey (You may stop now.)

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

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

The development of this survey was partially supported by the National Science Foundation under Grant No. 1038154 and by The Golden LEAF Foundation.

The framework for part of this survey was developed from the following sources: Riggs, I. M., & Enochs, L. G. (1990). Toward the development of an elementary teachers science teaching efficacy belief instrument. *Science Education*, 74(6), 625-637. doi: 10.1002/sce.3730740605



Project S.T.E.M. Survey 2021

Demographic Information

* 2. Where are you currently employed?

3. Are you a member of the STEM Leader Corp?

4. How do you define STEM in the classroom? (Choose all that apply)

- Teaching coding
- Teaching engineering
- Teaching mathematics
- Teaching science
- Teaching thinking skills
- Other (please specify)

5. How often do you integrate STEM activities in your classroom?

- Every day
- A few times a week
- About once a week
- A few times a month
- Once a month
- Less than once a month

6. How would you rate your ability to teach...

	Strong	Adequate	Weak	Poor	Not teaching this subject
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What activities have you led or assisted with at school? (Choose all that apply)

- Computer Club
- Field trips
- Guest speakers
- Math Club
- Robotics Club
- Other (please specify)
- Science Club
- Science Fair
- STEM After School Program
- STEM during Genius Hour Projects
- Science/Math Olympiad

8. Where do you find resources for STEM activities? (Choose all that apply)

- The App Store
- Community partners
- District digital curriculum resources (e.g. Pearson Math)
- Professional development
- Professional organizations (e.g. NSTA, NCTM, or ISTE)
- Other (please specify)
- Online resources (Lessonopoly, Curriki, Internet searches, etc)
- Other teachers at school
- Textbooks
- None of the Above

9. What is the biggest challenge to teaching STEM?

- Lack of content knowledge
- Lack of lessons
- Lack of equipment
- Lack of time
- Lack of student interest
- No challenges
- Other (please specify)

10. In light of COVID-19, what are your challenges presently teaching STEM?

Project S.T.E.M. Survey 2021

Mathematics and Science Teaching Efficacy and Beliefs

DIRECTIONS:

For each of the following statements, please indicate the degree to which you agree or disagree.

Even though some statements are very similar, please answer each statement. There are no "right" or "wrong" answers. The only correct responses are those that are true for you. Whenever possible, let the things that have happened to you help make your choice.

Mathematics and Science Teaching Efficacy and Beliefs

11. **Directions:** Please respond to these questions regarding your feelings about your own teaching.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A) I am continually improving my mathematics teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) I am continually improving my science teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) I know the steps necessary to teach mathematics effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) I know the steps necessary to teach science effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) I am confident that I can explain to students why mathematics experiments work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) I am confident that I can explain to students why science experiments work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) I am confident that I can teach mathematics effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) I am confident that I can teach science effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) I wonder if I have the necessary skills to teach mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) I wonder if I have the necessary skills to teach science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K) I understand mathematics concepts well enough to be effective in teaching mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L) I understand mathematics concepts well enough to be effective in teaching science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
M) Given a choice, I would invite a colleague to evaluate my mathematics teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N) Given a choice, I would invite a colleague to evaluate my science teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O) I am confident that I can answer students' mathematics questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P) I am confident that I can answer students' science questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q) When a student has difficulty understanding a mathematics concept, I am confident that I know how to help the student understand it better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R) When a student has difficulty understanding a science concept, I am confident that I know how to help the student understand it better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S) When teaching mathematics, I am confident enough to welcome student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T) When teaching science, I am confident enough to welcome student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
U) I know what to do to increase student interest in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V) I know what to do to increase student interest in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mathematics and Science Teaching Outcome Expectancy

Mathematics and Science Teaching Outcome Expectancy

12. **Directions:** The following questions ask about your feelings about teaching *in general*. Please respond accordingly.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A) When a student does better than usual in mathematics, it is often because the teacher exerted a little extra effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) When a student does better than usual in science, it is often because the teacher exerted a little extra effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) The inadequacy of a student's mathematics background can be overcome by good teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) The inadequacy of a student's science background can be overcome by good teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) When a student's learning in mathematics is greater than expected, it is most often due to their teacher having found a more effective teaching approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) When a student's learning in science is greater than expected, it is most often due to their teacher having found a more effective teaching approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) The teacher is generally responsible for students' learning in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
H) The teacher is generally responsible for students' learning in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) If students' learning in mathematics is less than expected, it is most likely due to ineffective mathematics teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) If students' learning in science is less than expected, it is most likely due to ineffective science teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K) Students' learning in mathematics is directly related to their teacher's effectiveness in mathematics teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L) Students' learning in science is directly related to their teacher's effectiveness in science teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M) When a low achieving child progresses more than expected in mathematics, it is usually due to extra attention given by the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N) When a low achieving child progresses more than expected in science, it is usually due to extra attention given by the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O) If parents comment that their child is showing more interest in mathematics at school, it is probably due to the performance of the child's teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
P) If parents comment that their child is showing more interest in science at school, it is probably due to the performance of the child's teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q) Minimal student learning in mathematics can generally be attributed to their teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R) Minimal student learning in science can generally be attributed to their teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Project S.T.E.M. Survey 2021

Student Technology Use

Student Technology Use

Directions: Please answer the following questions about how often students use technology in settings where you instruct students. If the question is not applicable to your situation, please select "Not Applicable."

13. During mathematics/science instructional meetings (e.g. class periods, after school activities, days of summer camp, etc.), how often do your students...

	Never	Occasionally	About half the time	Usually	Every time	Not Applicable
A) Use a variety of technologies, e.g. productivity, data visualization, research, and communication tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Use technology to communicate and collaborate with others, beyond the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Use technology to access online resources and information as a part of activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Use the same kinds of tools that professional researchers use, e.g. simulations, databases, satellite imagery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Work on technology-enhanced projects that approach real-world applications of technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Use technology to help solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Use technology to support higher-order thinking, e.g. analysis, synthesis and evaluation of ideas and information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Use technology to create new ideas and representations of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mathematics and Science Instruction

Directions: Please answer the following questions about how often students engage in the following tasks during your instructional time.

14. During mathematics/science instructional meetings (e.g. class periods, after school activities, days of summer camp, etc.), how often do your students...

	Never	Occasionally	About half the time	Usually	Every time	Not Applicable
A) Develop problem-solving skills through investigations (e.g. scientific, design or theoretical investigations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Work in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Make predictions that can be tested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Make careful observations or measurements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Use tools to gather data (e.g. calculators, computers, computer programs, scales, rulers, compasses, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Recognize patterns in data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Create reasonable explanations of results of an experiment or investigation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Choose the most appropriate methods to express results (e.g. drawings, models, charts, graphs, technical language, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Complete activities with a real-world context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Engage in content-driven dialogue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K) Reason abstractly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	About half the time	Usually	Every time	Not Applicable
L) Reason quantitatively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M) Critique the reasoning of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N) Learn about careers related to the instructional content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Project S.T.E.M. Survey 2021

21st Century Learning Attitudes

21st Century Learning Attitudes

Directions: Please respond to the following questions regarding your feelings about learning *in general*.

15. "I think it is important that students have learning opportunities to..."

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A) Lead others to accomplish a goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Encourage others to do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Produce high quality work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Respect the differences of their peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Help their peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Include others' perspectives when making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Make changes when things do not go as planned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Set their own learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Manage their time wisely when working on their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Choose which assignment out of many needs to be done first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K) Work well with students from different backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Project S.T.E.M. Survey 2021

Teacher Leadership Attitudes

Teacher Leadership Attitudes

Directions: Please respond to the following questions regarding your feelings about teacher leadership *in general*.

16. "I think it is important that teachers ..."

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A) Take responsibility for all students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Communicate vision to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Use a variety of assessment data throughout the year to evaluate progress. D)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Use a variety of data to organize, plan and set goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Establish a safe and orderly environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Empower students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Project S.T.E.M. Survey 2021

STEM Career Awareness

STEM Career Awareness

Directions: Please respond to the following questions based upon how much you disagree or agree with the statements.

17. "I know ..."

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A) About current STEM careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Where to go to learn more about STEM careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Where to find resources for teaching students about STEM careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Where to direct students or parents to find information about STEM careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>