



BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

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Comet Highlights from the April 10, 2023 Board Meeting

April 7-11	Spring Break - NO School for students 7-11; Teacher Professional Learning on April 11
April 10	Board of Education Meeting - 6:30 PM
April 12	School resumes for students
April 13	Benchmarking Tour with OPN in Cedar Rapids area - Time TBD
April 13	District Proposal for the Bellevue Education Association - 4:00
April 17	OPN visiting the school district to meet with "benchmarking"
	groups, and then the school board during a work session at 6:30 PM.
April 18	ACT Testing for Juniors (voluntary; encouraged)
April 18	Elementary Folk Dance Concert - West Gym - 5:30-7:30 (a spaghetti dinner is also being offered by the Bellevue Elementary PAC)
April 26	2-Hour Early Dismissal for Students; Teacher Professional Learning
May 8	Board of Education Meeting - 6:30 PM
May 10	2-Hour Early Dismissal for Students; Teacher Professional Learning
May 26	Last Day of School for Students (pending more weather-related days, etc.)
May 27	Graduation
May 30	Teacher Work Day
May 31	Teacher Work Day (Jim Ott - "Framework of Poverty" meeting Bellevue CSD needs)

To view a calendar of events see the following link:

<https://www.rivervalleyconference.org/public/genie/628/school/1/>

Board Notes for the April 10, 2023 Board of Education Meeting

APPROVED - Consent Agenda

Approve Open Enrollment Requests

- Oliver McCutcheon - 8th Grade - Maquoketa to Bellevue - 2022-2023 school year - Oliver has started already, and his brother enrolled in October 2022.
- Tara Hickson - Kindergarten - Maquoketa to Bellevue - 2023-2024 school year

Approve Resignations

- Jimmy Cavanaugh - MS/HS Custodian - Jimmy has been a "face" to many people who have worked in the school system, visited the schools, or simply needed something. His contributions will be missed. He has worked in the system for 46 years.
- Barb Deppe - Bellevue Elementary Associate - Barb has been an associate in the elementary for the last 13 years. During this time, it was evident that she always put the kids first, cared about them at all times, and was a welcoming face and voice each day.

Approve Recommendations to Hire

- Kevin Petesch - Volunteer Assistant for MS Baseball and MS Football in the future. Kevin is also interested in being a paid assistant in these areas, if numbers and/or openings dictate so in the future. Kevin is currently an assistant soccer coach for Bellevue.

Recognize any Visitors

Tony Sprank, Presly Kettmann, Alexandria Caughron (FBLA Students), and Tracy Weber (FBLA Advisor)

Public Hearing - Budget

This was the time for any visitors to ask about the budget for the upcoming school year. Board members spoke during the next agenda item.

No comments

APPROVED - Approve the FY23 Bellevue Community School District Budget

This is the time in the meeting for the Board to share any thoughts they have on the budget, that was set to be published and voted on at this meeting.

The Board made the determination to increase tax rates by 2.92286 (increasing from 10.53640 to 13.45926). This includes increasing the income surtax to 5% (in comparison to the 3-4% that has been typical), therefore taking some burden away from property taxes. Important note: Income surtax is based on tax liability, not earnings/income. The school district will still receive the same funds that are allowed by the state for our district to collect locally from the property tax and income surtax combined.

The district published this information in the Bellevue Herald-Leader (and the public hearing on April 10) according to state requirements.

Tax Rates of Local School Districts - 2022

The following is information in regard to tax rates in our area (nearby schools, conference schools, and those of our general size in a 90-minute drive or so. **Bold school districts** are those that still have a tax rate (based on last year's rates) that is higher than our proposal and are near our district. Reminder: A General Obligation Bond is an increase of \$2.70 on its own.

Alburnett	15.14869	
Anamosa	15.25319	
Andrew	11.46406	
BELLEVUE	10.53640	- Proposed for FY24 = 13.45926
Bettendorf	12.38015	
Cal-Wheat	12.89183	
Camanche	15.82635	
Central DeWitt	13.71500	
Clayton Ridge	11.31122	
Clinton	15.57555	
Delwood	11.99238	
Dubuque	13.91240	
Durant	9.36493	
Easton Valley	14.60831	
Lisbon	17.17836	
Maquoketa	12.99392	
Midland	13.91711	
Monticello	14.03522	
North Cedar	13.50524	
Northeast	14.86117	
Springville	15.13020	
Tipton	12.21212	
West Branch	15.00065	
West Liberty	13.01615	
Western Dubuque	11.20071	
Wilton	14.56481	

On another note...Some may ask why do we get all the money we can, and why not try to not get all the money and lower taxes even more? My response is that we have a need to fund the programs for our students and to upkeep facilities adequately, and without utilizing the most we can we are going against what every public school across the state does...we are already low on funds, why would we not seek all we can and are told to by the state when they give us the funds, responsibility, and right to do so? Ultimately, it is for student learning and we will continue this in the future as well.

Ultimately, a few things to remember with this and why state aid matters as we move forward and approve our budget:

- The less money that the Iowa Legislature approves for schools, the more local property taxes that schools must levy on their community.
- The more money that the Iowa Legislature approves for schools, the less local property taxes that schools must levy on their community.
- Bellevue has traditionally had lower than average property taxes in our area, and as a whole in the state. The budget that is being published for approval at the public hearing is based on the 3.0% State Aid signed by the Governor. Overall, the budget needs to be fair, and serve our students and community well.

Remember...We are limited regardless on what we can tax for. The system does not allow the school to tax more than is legal based on state regulations. In other words, we cannot simply raise our taxes by \$5.00 to

get more money to spend. What we spend on students is still part of our
"Unspent Budget

Meyer recommended that the Board approve this budget.

School Calendar Public Hearing

and

APPROVED - Approve the School Calendar

This part of the agenda is for the public hearing for the public to voice concerns, ask questions, etc. about the 2023-2024 school calendar. The hearing is designed to allow anyone in the public to comment on the proposed calendars. Board members will comment after the hearing during the next agenda item.

The following is the final draft of a proposed calendar for the 2023-2024 school year. Some key points:

- Start Date of August 23 is the 1st date allowed by the State of Iowa
- A scheduled 2-Hour Early Dismissal each month except for January, where there are two scheduled full days for Teacher Professional Learning; In all but two months this is the 2nd Wednesday of the month (3rd Wed in March and April due to shortened weeks the prior week).
- **All** Teacher Professional Learning early dismissals will focus on staff collaboration by grade level/curricular area
- 1st Semester is 82 days and allows the semester to end before Winter Break; 2nd Semester is 96 days
- 5-Days of Professional Learning and Preparation before the school year begins.
- Fall P/T Conferences are one-week later in the 1st Semester than this year, but still, before the end of the quarter to allow for parent communication before the quarter ends.
- This calendar is for 187 teacher days, with ONE required day for staff to use at their determination during the school year from August 2023-May 2024 to meet the contracted 188 days. This day would need to be scheduled with the administration before being used.

2023-2024 School Calendar – (Draft 7) – Public Hearing – April 10

Summary of Calendar (Days/Hrs)

First Semester..... 82/521
 Second Semester 96/612
TOTAL DAYS/HRS178/1133

HOLIDAYS

Labor Day (9/4)
 Thanksgiving Day (11/23)
 New Year's Day (1/1)
 Martin Luther King Jr. Day (1/15)
 President's Day (2/19)
 Easter (3/31)
 Memorial Day (5/27)

Key Aspects

- Start Date of August 23 is the 1st date allowed by the State of Iowa
- A scheduled 2-Hour Early Dismissal each month except for January where there are two scheduled full-days for Teacher Professional Learning; In all but two month this is the 2nd Wednesday of the month (3rd Wed in March and April due to shortened weeks the prior week).
- **All** Teacher Professional Learning early dismissals will focus on staff collaboration by grade level/curricular area
- 1st Semester is 82 days and allows the semester to end before Winter Break; 2nd Semester is 96 days
- 5-Days of Professional Learning and Preparation before the school year begins.
- Fall P/T Conferences are one-week later in the 1st Semester than this year, but still before the end of the quarter to allow for parent communication before the quarter ends.
- This calendar is for 187 teacher days, with ONE required day for staff to use at their determination during the school year from August 2023-May 2024 to meet the contracted 188 days. This day would need to be scheduled with the admin. before being used.

August 2023					Student Days/Hours	
M	T	W	Th	F		
14	15	16	17	18		
21	22	23	24	25	3	19.5
28	29	30	31		7	45.5
September 2023						
				1	8	52
4	5	6	7	8	12	78
11	12	13	14	15	17	108.5
18	19	20	21	22	22	141
25	26	27	28	29	27	173.5
October 2023						
2	3	4	5	6	32	206
9	10	11	12	13	37	236.5
16	17	18	19	20	42	265
23	24	25	26	27	47	297.5
30	31				49	310.5
November 2023						
		1	2	3	52	330
6	7	8	9	10	57	360.5
13	14	15	16	17	62	393
20	21	22	23	24	64	406
27	28	29	30		68	432
December 2023						
				1	69	438.5
4	5	6	7	8	74	471
11	12	13	14	15	79	501.5
18	19	20	21	22	82	521
25	26	27	28	29	82	521
January 2024						
1	2	3	4	5	84	534
8	9	10	11	12	89	566.5
15	16	17	18	19	93	592.5
22	23	24	25	26	98	625
29	30	31			101	644.5
February 2024						
			1	2	103	657.5
5	6	7	8	9	108	690
12	13	14	15	16	113	720.5
19	20	21	22	23	117	746.5
26	27	28	29		121	772.5
March 2024						
				1	122	779
4	5	6	7	8	127	807.5
11	12	13	14	15	132	840
18	19	20	21	22	137	870.5
25	26	27	28	29	141	896.5
April 2024						
1	2	3	4	5	144	916
8	9	10	11	12	149	948.5
15	16	17	18	19	154	979
22	23	24	25	26	159	1011.5
29	30				161	1024.5
May 2024						
		1	2	3	164	1044
6	7	8	9	10	169	1074.5
13	14	15	16	17	174	1107
20	21	22	23	24	178	1133
27	28	29	30	31		
June 2024						
3	4	5	6	7		

August 15	New Teacher Orientation
August 16-22	Teacher Professional Learning
August 23	1 st Day of School
Sept. 4	Labor Day
September 13	2-Hour Early Dismissal – Teacher Professional Learning
October 11	2-Hour Early Dismissal – Teacher Professional Learning
October 18	Parent-Teacher Conferences; 2-Hour Early Dismissal-3:30-8:00
October 19	Parent-Teacher Conferences; 2-Hour Early Dismissal –1:30-6:00
October 20	No School
October 27	End of 1 st Quarter (47 days)
November 8	2-Hour Early Dismissal – Teacher Professional Learning
November 22-24	No School - Thanksgiving
December 13	2-Hour Early Dismissal – Teacher Professional Learning
December 20	End of 2 nd Quarter (35 days) and 1 st Semester (82 days)
Dec. 21-Jan. 3	No School – Winter Break
January 3	Teacher Professional Learning
January 4	School Resumes; Start of 2 nd Semester
January 15	Teacher Professional Learning (Martin Luther King Jr. Day)
February 14	2-Hour Early Dismissal – Teacher Professional Learning
February 19	President's Day (No School)
March 6	Parent-Teacher Conferences; 2-Hour Early Dismissal-3:30-8:00
March 7	Parent-Teacher Conferences; 2-Hour Early Dismissal-1:30-6:00
March 8	No School
March 15	End of 3 rd Quarter (50 Days)
March 20	2-Hour Early Dismissal – Teacher Professional Learning
March 29-April 2	No School – Spring Break
April 2	Teacher Professional Learning
April 17	2-Hour Early Dismissal – Teacher Professional Learning
May 8	2-Hour Early Dismissal – Teacher Professional Learning
May 23	End of 4 th Quarter (46 Days) and 2 nd Semester (96 Days)
May 24	Teacher Professional Learning
May 25	Graduation

Comet Curriculum - FBLA

The Bellevue FBLA (Future Business Leaders of America) recently had state competition. The students indicated earlier in this document attended the meeting to talk about their events and will be attending the National Convention in Atlanta in late June. Those who qualified were the following:

- Presly Kettmann & Tony Sprank - Intro to Business Presentation 2nd Place
- Alex Caughron - Electronic Career Portfolio 3rd Place
- Tate Giesemann - Political Science 3rd Place
- Gabe Manders - Spreadsheet Applications 3rd Place

Some other information about FBLA includes the following:

Future Business Leaders of America Inc. (FBLA) is the oldest and largest national organization for students preparing for careers in business. FBLA prepares students for "real world" professional experiences. Members gain a competitive edge for college and career success. Over a quarter of a million students participate in this dynamic leadership organization. Members have the opportunity to compete for awards and recognition on the local, state, and national levels in more than 70 different event categories!

Our local chapter conducts fundraising, service, and social activities including selling Scentsy to raise money for the March of Dimes, decorating Mill Valley for the holidays, raking leaves with FFA & Student Council, distributing Meals on Wheels for the Senior Center, and offering babysitting services at the elementary school during parent/teacher conferences.

Members may also participate on the district/state/national levels by attending the State Fall Leadership Conference in Des Moines, Iowa, and the State Leadership Conference in Cedar Rapids, Iowa. Members can also qualify to attend the National Leadership Conference which will be held in Atlanta, Georgia in 2023.

APPROVED - Bond Pre-Levy Resolution

As a formality to our bond referendum passing, the Board will need to approve a pre-levy resolution to be used in our FY24 budget although the bonds will not be sold until later this year at a time to be determined. The pre-levy resolution needs to be for the amount of \$881,137 which will consume the \$2.70 debt service levy.

Full documentation is at the end of the notes. Meyer recommended this be approved.

Extracurricular Activities

Music Contests

The music department had individual and small group contests on Saturday at Cascade. A summary of the results is below:

Band

The Following Soloists and Ensembles received a 1 (superior) rating.

- Noah Kilcoyne-Tuba Solo
- Max Freiburger- Tuba Solo
- Tony Sprank- Alto Saxophone Solo
- Erin Sprank/Tony Sprank- Clarinet/Trumpet Duet
- Tony Sprank/Phoebe Murphy- Trumpet/French Horn Duet
- Noah Kilcoyne/Brody Recker- Trombone/Tenor Sax Duet
- Heavy Metal(Low Brass/Sax Ensemble) Ellie Borrenpohl, Jayden Rayman, Caleb Rowan, Brody Recker, Tony Sprank, Lance Borrenpohl, Kaden Burzlaff, Noah Kilcoyne, Haylee Montgomery, and Max Freiburger
- Brass Choir- Breanna Edwards, Ben Meyer, Tony Sprank, Presly Kettmann, Anthony Both, Abby Davies, Caleb Rowan, Macie Harris, Carter Michels, Jorrin Benton, Phoebe Murphy, Lance Borrenpohl, Kaden Burzlaff, Noah Kilcoyne, Haylee Montgomery, and Max Freiburger
- Trumpet Choir- Breanna Edwards, Ben Meyer, Tony Sprank, Presly Kettmann, Anthony Both, Abby Davies, Caleb Rowan, Macie Harris, Carter Michels, Jorrin Benton
- Brass 5- Breanna Edward, Ben Meyer, Phoebe Murphy, Noah Kilcoyne and Max Freiburger

The following Soloists and Ensembles received a 2 (Excellent) rating today

- Tony Sprank-Trumpet Solo
- Erin Sprank- Clarinet Solo
- Brook Davies- Clarinet Solo
- Abby Davies- Trumpet Solo
- Brody Recker- Tenor Saxophone Solo
- Jade Sprout- Clarinet Solo
- Abby Davies, Brook Davies- Trumpet/Clarinet Duet
- Max Freiburger/Noah Kilcoyne- Tuba Duet
- Woodwind Ensemble (WWE)- Ellie Borrenpohl, Jayden Rayman, Caleb, Rowan, Brody Recker, Tony Sprank, Gavin Keane, Jade Sprout, Brook Davies and Erin Sprank
- Saxophone Ensemble- Ellie Borrenpohl, Jayden Rayman, Caleb Rowan, Brody Recker, Tony Sprout

The Following Soloists and Ensembles received a 1 (superior) rating.

- Noah Kilcoyne-Tuba Solo
- Max Freiburger- Tuba Solo
- Tony Sprank- Alto Saxophone Solo
- Erin Sprank/Tony Sprank- Clarinet/Trumpet Duet
- Tony Sprank/Phoebe Murphy- Trumpet/French Horn Duet
- Noah Kilcoyne/Brody Recker- Trombone/Tenor Sax Duet
- Heavy Metal(Low Brass/Sax Ensemble) Ellie Borrenpohl, Jayden Rayman, Caleb Rowan, Brody Recker, Tony Sprank, Lance Borrenpohl, Kaden Burzlaff, Noah Kilcoyne, Haylee Montgomery, and Max Freiburger
- Brass Choir- Breanna Edwards, Ben Meyer, Tony Sprank, Presly Kettmann, Anthony Both, Abby Davies, Caleb Rowan, Macie Harris, Carter Michels, Jorrin Benton, Phoebe Murphy, Lance

Borrenpohl, Kaden Burzlaff, Noah Kilcoyne, Haylee Montgomery, and Max Freiburger

- Trumpet Choir- Breanna Edwards, Ben Meyer, Tony Sprank, Presly Kettmann, Anthony Both, Abby Davies, Caleb Rowan, Macie Harris, Carter Michels, Jorrin Benton
- Brass 5- Breanna Edward, Ben Meyer, Phoebe Murphy, Noah Kilcoyne and Max Freiburger

Vocal

Division 1 "Superior" ratings -

Soloists: Jax Glaser, Brody Recker, Noah Kilcoyne, Brianna Voseberg, Rilynn Riggs

Ensembles: Payton Bellings and Catrina Althaus duet, Treble Chamber Choir, Annabel Lee trio, Inveniam Viam ensemble

Division 2 "Excellent" ratings -

Soloists: Alena Campbell, Payton Bellings, Max Freiburger

Ensembles: Mixed Chamber Choir, Noah Kilcoyne and Brody Recker duet, Tenor/Bass ensemble

Division 3 "Good" rating -

Brook and Abby Davies duet

And the highest honor a student can receive, out of 60 events the judge witnessed in her center, we especially congratulate Brody Recker who was awarded "Best of Center"!! Brody will be invited to participate in the Outstanding Performance Showcase at Iowa State in May.

Elementary Music

Also, the Bellevue Elementary Music Program is having a special event on April 18, and the PAC is also having a dinner that evening with the event.

UPCOMING ELEMENTARY MUSIC EVENT

Family Folk Dance Night

Tuesday, April 18th, 2023

5:30-7:30pm

BHS West Gym

Family and friends are invited to join your student(s) to learn folk dances together!

Baseball

The agreement with Marquette has been submitted to and approved by the Iowa High School Athletic Association. David Namanny contacted me and said he is doing a small article in the "sports" section of the next Bellevue Herald-Leader. Mr. Bonifas met with all parents and player from Bellevue, and there was a meeting at Marquette with their players and coaches on Monday night. An emphasis is on having the teams unite and bring the community of baseball together.

Gym Floor

Brett and Meyer are working with the company that refinished our gym floor in the past - including last summer and then again over winter break. As you likely know, there are issues with the floor. It appears at this time that there is a "blame game" going on between the contractor and the supplier of their chemicals, but it has been worked out that we will not be paying anything for this repair. We made it clear that this is not our problem, and that the floor must be sanded down again, repainted, and then have coats of finish put on it - for no charge to the district.

Additionally, this is tentatively on the schedule for the end of June through about August 1. I envision this gym to be closed for a significant amount of time this summer during this process. But, we would have the west gym available, which will have summer maintenance completed (and the elementary gym - on a rotation of every few years), during most of this time.

Football - Classification

The Bellevue CSD will continue in Class A for football next season based on the last reporting from the Iowa High School Athletic Association. This is based on our current enrollment in grades 9-11, along with the building Free/Reduced Lunch Rate percentage. We were within 0.05 of moving to class 1A (we have been in Class A for the last several years). Scheduling will be released in approximately 1 month or by the end of April at the latest.

Below is an overview of our classifications and some schools close to our enrollment, and you can see the impact of the F/R rates on some schools based on a formula that was used by the state. Schools in our district are the following: Bellevue, Clayton Ridge, East Buchanan, Maquoketa Valley, North Cedar, North Linn, Postville, and Starmont.

180 Beckman Catholic, Dyersville	168.12	1A	176	0.11	168.12					168.12
181 Pocahontas Area	167.99	1A	205	0.54	161.05	Alternative School	9	0.57	6.94	167.99
182 Cardinal, Eldon	166.73	1A	208	0.50	166.73					166.73
183 East Marshall, LeGrand	166.55	1A	191	0.32	166.55					166.55
184 Regina, Iowa City	166.39	1A	175	0.12	166.39					166.39
185 Sioux Central, Sioux Rapids	166.20	1A	192	0.34	166.20					166.20
186 Manson Northwest Webster	166.06	1A	187	0.28	166.06					166.06
187 Grundy Center	165.68	1A	187	0.29	165.68					165.68
188 Cascade, Western Dubuque	163.38	1A	183	0.27	163.38					163.38
189 West Branch	162.86	1A	180	0.24	162.86					162.86
190 Ridge View	162.43	1A	192	0.39	162.43					162.43
191 Grand View Christian School	162.00	1A	162	0.00	162.00					162.00
192 Pleasantville	160.73	1A	185	0.33	160.73					160.73
193 Colfax-Mingo	160.63	1A	188	0.36	160.63					160.63
194 Lawton-Bronson	160.37	1A	176	0.22	160.37					160.37
195 Emmetsburg	158.77	1A	183	0.33	158.77					158.77
196 West Sioux, Hawarden	156.58	1A	197	0.51	156.58					156.58
197 Columbus Catholic, Waterloo	155.88	1A	181	0.35	155.88					155.88
198 Durant	155.64	1A	178	0.31	155.64					155.64
199 South Hardin	155.14	1A	187	0.43	155.14					155.14
200 Missouri Valley	154.30	1A	180	0.36	154.30					154.30
201 South Hamilton, Jewell	153.75	1A	170	0.24	153.75					153.75
202 Central Springs	150.59	1A	178	0.39	150.59					150.59
203 AHSTW, Avoca	148.70	1A	171	0.33	148.70					148.70
204 Nodaway Valley	148.32	1A	155	0.46	126.42	Orient-Macksburg	30	0.68	21.90	148.32
205 Wapsie Valley, Fairbank	148.29	A	160	0.18	148.29					148.29
206 Bellevue	148.27	A	166	0.27	148.27					148.27
207 Lisbon	148.12	A	161	0.20	148.12					148.12
208 Van Buren County	147.94	A	184	0.49	147.94					147.94

209 St. Albert, Council Bluffs	147.23	A	123	0.16	115.23	Heartland Christian	32	0.00	32.00	147.23
210 Westwood, Sloan	146.49	A	167	0.31	146.49					146.49
211 Kingsley-Pierson	145.49	A	100	0.31	87.60	River Valley, Correctionville	72	0.49	57.89	145.49
212 South Central Calhoun	144.49	A	173	0.41	144.49					144.49
213 Louisa-Muscatine	144.41	A	172	0.40	144.41					144.41
214 Tri-Center, Neola	144.32	A	164	0.30	144.32					144.32
215 ACGC	142.45	A	161	0.29	142.45					142.45
216 Lake Mills	142.34	A	160	0.28	142.34					142.34
217 Panorama, Panora	142.10	A	165	0.35	142.10					142.10
218 Madrid	141.70	A	159	0.27	141.70					141.70
219 South Winneshiek, Calmar	141.19	A	159	0.28	141.19					141.19
220 Mount Ayr	140.58	A	143	0.49	115.26	Diagonal	30	0.39	25.32	140.58
221 Sibley-Ocheyedan	139.31	A	168	0.43	139.31					139.31
222 Belmont-Klemme	137.26	A	167	0.49	134.60	Alternative School	3	0.29	2.66	137.26
223 Central Decatur, Leon	137.12	A	185	0.65	137.12					137.12
224 Logan-Magnolia	136.88	A	154	0.28	136.88					136.88
225 Postville	136.34	A	196	0.76	136.34					136.34
226 Southwest Valley	134.90	A	163	0.43	134.90					134.90
227 Maquoketa Valley, Delhi	134.49	A	152	0.29	134.49					134.49
228 North Mahaska, New Sharon	134.22	A	150	0.26	134.22					134.22
229 Earlham	133.75	A	144	0.18	133.75					133.75
230 Akron-Westfield	133.14	A	150	0.28	133.14					133.14
231 MMCRU	133.06	A	154	0.34	133.06					133.06
232 Newman Catholic, Mason City	131.16	A	144	0.22	131.16					131.16
233 Alta-Aurelia	130.23	A	156	0.41	130.23					130.23
234 West Fork, Sheffield	129.79	A	154	0.39	129.79					129.79
235 Martensdale-St Marys	129.11	A	142	0.23	129.11					129.11
236 North Butler, Greene	128.93	A	143	0.25	128.93					128.93
237 West Monona, Onawa	128.00	A	160	0.50	128.00					128.00
238 Pekin	127.56	A	143	0.27	127.56					127.56
239 Danville	124.82	A	144	0.33	124.82					124.82
240 Wapello	122.79	A	145	0.38	122.79					122.79
241 Hartley-Melvin-Sanborn	122.43	A	151	0.47	122.43					122.43
242 Nashua-Plainfield	122.16	A	138	0.29	122.16					122.16
243 BCLUW, Conrad	121.71	A	139	0.31	121.71					121.71
244 Riverside, Oakland	121.65	A	139	0.31	121.65					121.65
245 East Buchanan, Winthrop	121.55	A	142	0.36	121.55					121.55
246 IKM-Manning	121.36	A	144	0.39	121.36					121.36
247 North Cedar, Stanwood	121.15	A	143	0.38	121.15					121.15
248 Saint Ansgar	120.81	A	134	0.25	120.81					120.81
249 North Union	120.81	A	153	0.53	120.81					120.81
250 Woodbury Central, Moville	120.74	A	135	0.26	120.74					120.74
251 Highland, Riverside	120.23	A	133	0.24	120.23					120.23
252 AGWSR, Ackley	120.18	A	140	0.35	120.18					120.18
253 Columbus Community, Columbus Junc	119.19	A	157	0.60	119.19					119.19
254 Clayton Ridge, Guttenberg	116.64	A	141	0.43	116.64					116.64
255 South O'Brien, Paullina	113.42	A	129	0.30	113.42					113.42
256 Starmont	113.00	A	146	0.57	113.00					113.00
257 North Linn, Troy Mills	112.95	A	125	0.24	112.95					112.95

Enrollment - 2023-2024

Two items in regard to this topic.

1. 5th grade is being planned to be two sections for the 2023-2024 school year. The teachers in 4th and 5th grade mentioned the following as possible supports, and while recognizing the decision being made and the path forward:
 - Have a certified teacher offer extra support through team-teaching, specifically in ELA and Math. The team-teaching could be in the room with the teacher, or having the teacher take a smaller group ($\frac{1}{3}$) of students for example to a different room (STEM room that is available in the mornings possibly). This teacher could also offer behavioral and academic support to students throughout the day.
 - Have an associate in each room to assist teachers.
 - The special education department is "tight" with numbers currently, so them being a team-teacher could be challenging (especially if we would get more teachers). As an impact of this, we could look for another teacher with a special education certification (or regular education).

The Board was in favor of having certified teacher(s) assist with each class at different parts of the day. Meyer and Hartung-Schroeder will work on the development of this plan.

2. Kindergarten numbers are lower than they have been for several years, and part of this is the larger number than normal in TK (15 as a maximum, with 13 likely in TK at this time). As a result, the district needs to consider if a grade of 41 students is 2 or 3 sections in the future. A few aspects of this, include the following:
 - We do not know how many students may move into the district for the 2023-2024 school year. We often add some...3-5 would not be unusual (but it could also be zero, or it could be 10 as it was a few years ago).
 - If two sections, we could have some movement to assist the 5th grade in team teaching and would have a room available potentially. At the same time, I do not think this should factor into the decision for these students.
 - Two sections would be 20 and 21; Three sections would be 13-14-14.
 - When we have had similar numbers to this in the past, we have had two sections:
 - 2013-2014 - 43
 - 2015-2016 - 42
 - 2017-2018 - 37
 - Recent numbers have been 48, 54, 57, 64, and 55 over the last five years
 - **Is there a reason to have three sections? It can be justified based on the importance of smaller classes in lower elementary, but this would end after one year (or two years maximum).**
 - **The first official year of school for students is an important time, and small/more personalized learning is important at this**

time (not that it is not in higher grades, but...) for the development of students academically, socially, and beyond.

- Students are at a variety of levels in the early grades, even with preschool attendance. All students learn at different rates and are "different" in their development.
- Having small numbers may be a "selling point" to our parents and give them more confidence in our system as a whole.
- The Board is planning on keeping three sections of kindergarten to provide for individualized learning needs - which they believe is important at all grade levels, but especially at the younger ages.
- Other district's "guidelines" have been based on the following numbers to increase sections
 - Clinton - 24
 - Pleasant Valley - 22
 - Muscatine - 20
 - Maquoketa - <20
 - North Cedar - <20
 - Cal-Wheat - 25
 - West Branch - <25
 - Andrew/EV/Delwood - <20
 - Monticello - 19
 - DeWitt - 22

APPROVED - Preschool - 28E Agreement

I recommend we approve the 28E Agreement to continue the 4-year old Statewide Voluntary Preschool Program. This is a document we must have according to state requirements for a preschool in our district, where we are the fiscal agent as the public school. The document is at the end of the notes.

400 Series Board Policy - Discussion/Review - WILL REVIEW AT MAY'S BOARD MEETING

Substitute Teacher Pay -

A question was raised regarding the pay for substitute teachers in our district. The pay for a random substitute teacher is \$125/day. If the person subs in the same position for 11-90 consecutive days, their pay raises to \$148/day. If the person subs in the same position for more than 90 days, their pay raises to \$192/day. This is in board policy 410.1 and was last reviewed by the Board in July of 2022 when we raised our sub pay from \$110/day to \$125/day (other rates were \$130 and \$169, respectively). This was necessary as we were below the districts around us, and this put us up to par or over some of the districts at that time. For example, Cal-Wheat - \$110, DeWitt - \$125, Easton Valley - \$120, Maquoketa - \$135, Monticello - \$126, Northeast - \$120, North Scott - \$120, West Branch - \$130, West Liberty - \$124, Western Dubuque - 127, and Wilton - \$125.

I am gathering information from other districts on their current daily rates, and some of them are listed below.

- Anamosa \$144 (Grant Wood AEA Consortium)
- Andrew \$120, then \$140, but if exceeds 3 months they move to first

- line of salary schedule
- **BELLEVUE** \$125, then \$148 for 11-90 days, then \$192 for over 90 days
- Bennett \$115, then \$125 after 10 consecutive days in same position
- Bettendorf \$120, then \$150 for up to 30 consecutive days; \$150/day for district retirees
- Cal-Wheat \$110, then \$165 after 5 consecutive days in the district
- Camanche \$125, then \$135 after 10 consecutive days in same position
- Clinton \$125, then \$135 after 10 consecutive days in same position
- DeWitt \$150, then \$182 for 10 days or more consecutive days in same position (base pay step 4)
- Dubuque \$132, then \$167 for long-term subs (not sure what length that entails)
- Durant \$125, then \$171 after 10 consecutive days in same position (likely raise to \$130 next school year)
- Easton Valley \$120, then \$140, but if exceeds 3 months they move to first line of salary schedule
- Maquoketa \$135, then \$160 after 10 consecutive days in same position
- Monticello \$144, then \$181 after 10 consecutive days in the same position (base salary schedule) - Grant Wood Consortium
- Northeast \$120, then \$138 after 10 consecutive days in same position
- North Scott \$120, then \$150 for 45 consecutive days in same position; \$150/day for district retirees
- Pleasant Valley \$120, then \$150 for extended assignment of 9 weeks or more; \$150 for district retirees
- West Branch \$130
- West Liberty \$124, then 146 after 10 consecutive days in same position, then \$171 for long-term sub (assume for a semester, etc.)
- Western Dubuque \$130, then \$199 for over 10 consecutive days in same position
- Wilton \$125, then \$185 after 10 days in same position (likely raising to \$130 next school year)

The current policy is the following - 410.1

The board recognizes the need for substitute teachers. Substitute teachers shall be licensed to teach in Iowa.

It shall be the responsibility of the building principal to maintain a list of substitute teachers who may be called upon to replace regular contract licensed employees. Individuals whose names do not appear on this list will not be employed as a substitute without specific approval of the superintendent. It shall be the responsibility of the building principal to fill absences with substitute teachers immediately.

Substitute teachers will be paid a per diem rate. Substitutes employed for up to 10 days will be paid \$125 per day. Substitutes employed for 11-90 consecutive days in the same position shall be paid \$148 per day. Substitutes employed for more than 90 days in the same position will be paid \$192 per day. Substitute licensed employees are expected to perform the same duties as licensed employees.

We can review this policy at this meeting, and then if we believe changes need to be made we can make them at our May 2023 Board meeting.

APPROVED - Professional Organization Membership

I am recommending the district continue its membership in the Iowa School Finance Information Services (ISFIS), the Iowa Association of School Boards (IASB), and the Consortium of State School Boards Association (COSSBA) for FY2024.

These organizations provide valuable information on school finance, school leadership, school policies, and school issues in general. The approximate costs associated with these are the following:

- ISFIS \$950
- IASB \$2500
- COSSBA \$950

We have been involved with the first two organizations for many years, and have just joined COSSBA last year as a result of controversy with the NSBA, and we do so as they are a resource to contact in times of concern and to keep up-to-date overall about school issues. They typically save the district money in the long run.

Below is a letter from IASB:

Thank you for your district's membership in the Iowa Association of School Boards. As an organization serving 327 public school boards, nine AEA boards and 15 community college boards, we are here to support effective local school board governance and serve as a strong advocate for public education. Please note that your board president was mailed this letter. You are receiving an email copy.

I urge you to continue your membership in the year ahead. IASB brings important services to your board and district. Some examples from this past year include:

- *More than 40 sample policies, regulations and exhibits to support boards in their policy-making role and to assist districts with state and federal legal compliance.*
- *New HR resources for boards and administrators on collective bargaining, superintendent contract terms, and affirmative action.*
- *A steady stream of school finance data and reports that allow comparative analysis and support data-based decisions.*
- *Legislative advocacy based on member priorities to support funding and legislation that provides additional pathways to teacher licensure; and opposing legislation that would reduce public school funding, diminish teacher quality, or create burdensome and costly processes.*
- *A student-centered approach reflected throughout the organization—a new legislative platform on student success; a new event this spring on student learning and achievement; and communication trainings for members to support IASB's legislative and public advocacy efforts.*
- *More than 80 customized local board workshops, on topics such as goal setting; roles and responsibilities; superintendent evaluation; and board self-assessment.*

As we look toward 2023-24, these member services will continue as we focus on your needs. 2023 is an election year so you'll see supports for new board members and building the governance team through resources, regional onboarding workshops and webinars. We are committed to supporting districts in your efforts to be more effective in your role on issues such as community engagement/parental involvement, recruiting school board candidates who are eager to learn and serve in the best interest of students, board unity, and preparing students for the future. With that, I invite you to renew your membership for the 2023-24 year. Your dues invoice will be emailed to your business manager in early April. Thank you for your school board service—and for being part of IASB.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Brennan".

Elizabeth Brennan
President, IASB Board of Directors

Comet Board Reading and Reflection

I found the article below to be something to be aware of when we talk about learning...and what it really means. Is it ACT scores, Iowa Testing scores, demonstrating learning, and/or many other things...While the article is from 2012, it may give us some perspective on what we measure in education, how we measure it, and what is important in the big picture. Numbers are easy to read and "rate", but life and learning is about more than numbers.

Schooling Beyond Measure

By Alfie Kohn

[This is a slightly expanded version of the published article.]

As we tend to value the results of education for their measurableness, so we tend to undervalue and at last ignore those results which are too intrinsically valuable to be measured.

— Edmond G. A. Holmes,
chief inspector of elementary schools
for Great Britain, 1911

The reason that **standardized test** results tend to be so uninformative and misleading is closely related to the reason that these tests are so popular in the first place. That, in turn, is connected to our attraction to — and the trouble with — **grades, rubrics**, and various practices commended to us as “**data-based**.”

The common denominator? Our culture’s worshipful regard for numbers. Roger Jones, a physicist, called it “the heart of our modern idolatry . . . the belief that the quantitative description of things is paramount and even complete in itself.”

Quantification can be entertaining, of course: Readers love top-ten lists, and our favorite parts of the news are those with numerical components — sports, business, and weather. There’s something comforting about the simplicity of specificity. As the educator Selma Wassermann observed, “Numbers help to relieve the frustrations of the unknown, for nothing feels more certain or gives greater security than a number.” If the numbers are getting larger over time, we figure we must be making progress. Anything that resists being reduced to numerical terms, by contrast, seems vaguely suspicious, or at least suspiciously vague.

In his book *Trust in Numbers*, historian Theodore Porter points out that quantification has long exerted a particular attraction for Americans. “The systematic use of IQ tests to classify students, opinion polls to quantify the public mood...[and] even cost-benefit analyses to assess public works — all in the name of impersonal objectivity — are distinctive products of... American culture.”

In calling this sensibility into question, I'm not denying that there's a place for quantification. Rather, I'm pointing out that it doesn't always seem to know its place. If the question is "How tall is he? ", "six-foot-two" is a more useful answer than "pretty damn tall." But what if the question were "Is that a good city to live in?" or "How does she feel about her sister?" or "Would you rather have your child in this teacher's classroom or that one's?"

The habit of looking for numerical answers to just about *any* question can probably be traced back to overlapping academic traditions like behaviorism and scientism (the belief that all true knowledge is scientific), as well as the arrogance of economists or statisticians who think their methods can be applied to everything in life. The resulting overreliance on numbers is, ironically, based more on faith than on reason. And the results can be disturbing.

In education, the question "How do we assess (kids, teachers, schools)?" has morphed over the years into "How do we measure...?" We've forgotten that assessment doesn't require measurement — and, moreover, that the most valuable forms of assessment are often qualitative (say, a narrative account of a child's progress by an observant teacher who knows the child well) rather than quantitative (a standardized test score). Yet the former may well be brushed aside in favor of the latter — by people who don't even bother to ask what was *on* the test. It's a number, so we sit up and pay attention. Over time, the more data we accumulate, the less we really know.

You've heard it said that tests and other measures are, like technology, merely neutral tools, and all that matters is what we do with the information? Baloney. The measure affects that which is measured. Indeed, the fact that we chose to measure in the first place carries causal weight. His speechwriters had President George W. Bush proclaim, "Measurement is the cornerstone of learning." What they should have written was, "Measurement is the cornerstone of the kind of learning that lends itself to being measured."

One example: It's easier to score a student writer's proficiency with sentence structure than her proficiency at evoking excitement in a reader. Thus, the introduction of a scoring device like a rubric will likely lead to more emphasis on teaching mechanics. Either that, or the notion of "evocative" writing will be flattened into something that can be expressed as a numerical rating. Objectivity has a way of objectifying. Pretty soon the question of what our whole education system ought to be doing gives way to the question of which educational goals are easiest to measure. That means, in the words of University of Colorado professor Kenneth Howe, putting "the quest for accurate measurement — and control — above the quest for educationally and morally defensible policies."

A few years ago, a writer in *Education Week* recalled a conversation with the director of testing for a state's education system who "agreed that being able to make a public presentation was likely to be a more important skill for adults than knowing how to factor a polynomial. 'But,' he added, 'I know how to test the ability to factor a polynomial.'" Only the latter, therefore, was going to be assessed — and therefore taught.

I'll say it again: Quantification does have a role to play. We need to be able to count how many kids are in each class if we want to know the effects of class size. But the effects of class size on what? Will we look only at test scores, ignoring outcomes such as students' enthusiasm about learning or their experience of the classroom as a caring community?

Too much is lost to us — or warped — as a result of our love affair with numbers. And there are other casualties as well:

1. *We miss the forest while counting the trees:* Rigorous ratings of how well something is being done tend to distract us from asking whether that activity is sensible or ethical. Dubious cultural values and belief systems are often camouflaged by numerical precision, sometimes out to several decimal places. Stephen Jay Gould, in his book *The Mismeasure of Man*, provided ample evidence that meretricious findings are often produced by impressively meticulous quantifiers.

2. *We become obsessed with winning:* An infatuation with numbers not only emerges from but also exacerbates our cultural addiction to **competition**. It's easier to know how many others we've beaten, and by how much, if achievements have been quantified. But once they're quantified, it's tempting for us to spend our time comparing and ranking — trying to triumph over one another rather than cooperating.

3. *We deny our subjectivity.* Sometimes the exclusion of what's hard to quantify is rationalized on the grounds that it's "merely subjective." But subjectivity isn't purged by relying on numbers; it's just driven underground, yielding the *appearance* of objectivity. An "86" at the top of a paper is steeped in the teacher's subjective criteria just as much as his comments about that paper. Even a score on a math quiz isn't "objective": It reflects the teacher's choices about how many and what type of questions to include, how difficult they should be, how much each answer will count, and so on. Ditto for standardized tests — except the people making those choices are distant and invisible.

Subjectivity isn't a bad thing; it's about judgment, which is a marvelous human capacity that, in the plural, supplies the lifeblood of a democratic society. What's bad is the use of numbers to pretend that we've eliminated it.

Skepticism about — and denial of — judgment in general is compounded these days by an institutionalized distrust of *teachers'* judgments. Hence the tidal wave of standardized testing in the name of "accountability." Part of the point is to bypass the teachers, and indeed to evaluate them, too. The exalted status of numerical data also helps to explain why teachers are increasingly being trained rather than educated.

Interestingly, some thinkers in the business world understand all of this. The late W. Edwards Deming, guru of Quality management, once declared, "The most important things we need to manage can't be measured." If that's true of what we need to manage, it should be even more obvious that it's true of what we need to teach.

It should be, but it isn't. As a result, we're left vulnerable to the misuse of numbers, a timely example being the pseudoscience of "value-added modeling" of test data — debunked by experts but continuing to sucker the credulous. The trouble, however, isn't limited to lying with statistics. Quantification can be a problem even when it's done honestly and competently. Better tests — or tests that are formative rather than summative — won't solve the problem. Neither will rating based on more ambitious or humanistic criteria.

At the surface, yes, we're obliged to do something about bad tests and poorly designed rubrics and meaningless data. But what lies underneath is an irrational attachment to tests, rubrics, and data, per se — or, more precisely, our penchant for reducing to numbers what is distorted by that very act.

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Information Items

Family Week

In order to provide "family time" (and time away from school for students during the summer), The Unified Activity Federation (Iowa High School Athletic Association, Iowa Girls High School Athletic Union, Iowa High School Music Association, and Iowa High School Speech Association) Non-Contact Period for the summer of 2022 will be Sunday, July 23, 2023, through Sunday, July 30, 2023. This is the third year of an annual break in activities across Iowa each summer.

Looking ahead, future years Non-Contact Period will fall between the following dates: July 28 - August 4, 2024, and July 27 - August 3, 2025.

During this time, there will be no Activities in the Bellevue Community School District to include camps, clinics, workouts, strength and conditioning, lessons, meetings, etc. This also includes travel to camps, etc., outside of the Bellevue CSD by students sponsored by the school district.

Events Update

I will provide some updates on upcoming events, including current participation numbers below:

- Girls Soccer 19 (plus 1 manager)
- Boys Soccer 17 (plus 2 managers)
- Girls Track 16
- Boys Track 28
- Girls Golf 6
- Boys Golf 11
- MS Girls Track 16 (plus 2 managers)
- MS Boys Track 26

Graduation Rates and At-Risk

The Iowa Department of Education recently released graduation rates for Iowa High Schools based on data (parochial schools are not required to report to the state). As you will see, our graduation rate has remained relatively the same for the last few years - but down some from the years prior to that. Some of the recent decrease may be related to COVID, but also has some aspects that need to be noted as well. They include some students are listed as non-graduates or dropouts based on returning to school after their four years since they are on an IEP, family situations and circumstances, and many other potential factors. At the same time, I also believe that our at-risk program at the high school level (along with middle school level) has improved significantly in the last year with more coordination, meeting with teachers of students who are at-risk, and better identification and services overall. Mr. Recker, Mrs. Hingtgen, and Mr. Ernst have seen some significant success already this year in keeping some students in school, getting/keeping students on track to graduate, and more closely monitoring students.

Some data is the following:

Graduation Rates

	<u>Bellevue</u>	<u>State</u>
2005	93.44%	90.7%
2006	89.06	90.8%
2007	94.9%	90.5%
2008	100%	88.7%
2009	93.5%	87.2%
2010	100%	88.8%
2011	95.8%	88.3%
2012	100%	92.1%
2013	96.0%	89.7%
2014	98.2%	90.5%
2015	96.5%	90.8%
2016	98.04%	91.3%
2017	93.75%	91.0%
2018	97.78%	91.4%
2019	98.33%	91.6%
2020	92.3%	91.8%
2021	92.31%	90.2%
2022	92.3%	89.9%

Bellevue CSD Average over the last 5 years: 94.60%; State Average: 90.98%

Bellevue CSD Average over the last 18 years: 95.68%; State Average: 90.29%

Dropout Rate

	<u>Bellevue</u>	<u>State</u>
2005	0.88%	2.14%
2006	2.28%	2.14%
2007	0.94%	2.31%
2008	0.48%	2.85%
2009	0.33%	2.16%
2010	0.31%	2.34%
2011	0.63%	2.32%
2012	0.31%	2.18%
2013	0.90%	2.83%
2014	0.31%	2.70%
2015	1.20%	2.48%
2016	0.32%	2.8%
2017	0.31%	2.8%
2018	0.90%	2.67%
2019	0.57%	2.7% (est.)
2020	0.6%	2.2%
2021	0.64%	2.9%
2022	1.25%	2.12%

Some area school graduation rates:

	Graduation Rates 2022	Dropout Rates 2022
Bellevue	92.3	1.25
Bettendorf	91.5	2.00
Cal-Wheat	86.7	1.94
Camanche	96.6	1.55
DeWitt	93.6	1.04
Clinton	75.8	4.14
Dubuque	82.4	2.63
Durant	87.5	1.82
Easton Valley	92.5	1.75
Lisbon	93.9	0.69
Maquoketa	88.7	3.28
Midland	93.9	1.54
Mid-Prairie	93.6	0.66
Monticello	93.2	1.17
Northeast	93.9	0.47
North Cedar	93.8	1.34
Tipton	90.8	2.31
West Branch	91.1	2.14
Western Dubuque	99.6	0.72
West Liberty	89.9	1.89
Wilton	96.2	0.74
State Average	89.9	2.12

It is also important to recognize that 1-2% or less is likely a difference based on the total number of students, and not necessarily on the number of students (but it is still a percentage difference for obvious reasons).

We have work to do to get to 100%, but I believe the work with Work-Based Learning of Mrs. Weber and others in school - and local businesses, farms, etc.- is making a difference as well in the success of students staying in school and graduating.

City of Bellevue

The city has reached out to the school in regard to the alley by the 5th-grade playground. The alley, not just in our area, but in other areas as well, needs repair. As a neighboring property, we are being asked to pay for its repair. Abbey Skrivseth at the city has expressed an interest in making this a joint effort with the school and city doing this together (with student help ideally). Our cost is unknown yet, but likely around \$1500-2000.

Legislative Update

Meyer provided some updates at the meeting - attached at the end of the notes.

Comments from Building Principals, Superintendent, and Board Members

Meyer shared some information on upcoming dates (shared at the start of the document), along with an upcoming intruder drill/lockdown drill with law enforcement during the school day in May. This information will be shared with parents, staff members, and students in the upcoming weeks.

Adjourn

Next meeting will be on May 8, 2023 at 6:30 PM.

Exempt Session - Negotiations

The Bellevue Education Association proposal for teaching staff is shown at the end of this section. Some basics include the following:

1. 6.07% Total Package: \$2000 on the base
2. Extend the duration of the contract through June 30, 2028 (it currently ends after the 2024-2025 school year)
3. Allow the BEA and the BCSD to "open" two language items each year (currently this is one item only for each group) - These are discussed and "resolved" in the Labor Management Committee prior to negotiations taking place (this was the first year of this, and it worked well).
 - a. One change utilizing this process this school year was some changes to the Extracurricular Schedule for clarification. While it was more than one change, they were all interconnected and both sides agree that this was an exception to the "one item" language (but needed).

Total Package Trend in the Bellevue CSD

Below is some information over the last several years in regard to "total package" compensation for staff members, including contribution to family health insurance.

<u>Year</u>	<u>% Total Package Increase</u>	<u>Employee Insurance Contribution (Sing/Fam)</u>
2022-2023	3.40%	\$300
2021-2022	2.60%	\$250
2020-2021	2.60%	\$180
2019-2020	3.00%	\$150
2018-2019	2.00%	\$100
2017-2018	2.19%	\$95
2016-2017	3.40%	\$80
2015-2016	4.00%	\$70
2014-2015	3.95%	\$70
2013-2014	3.9%	\$60
2012-2013	3.62%	\$40
2011-2012	3.10%	\$25
2010-2011	2.09%	No contribution
2009-2010	4.55%	No Contribution
2008-2009	4.94%	No Contribution
2007-2008	5.19%	No Contribution
2006-2007	2.54%	No Contribution
2005-2006	4.00%	No Contribution
2004-2005	3.60%	No Contribution
2003-2004	4.06%	No Contribution

New Money

It is important to recognize that the "new money" from the state for the school district is \$204,178. We utilize this for all staff (teachers and others - all employees). The 6.09% "overspends" these funds by over \$229,311 (total expenditures would be \$433,489). Once again, the funds from the state are for our entire district.

The Board met in exempt session to develop ideas for a proposal and budgetary limitations for Meyer to negotiate with the BEA in future meetings.

**Initial Proposal from the Bellevue Education Association
to the Bellevue Community School District
April 4, 2023**

The Association proposes current contract language for all articles with the following exceptions.

Ch. IV: Salary and Benefits: Article XVI: Salary: A: Base Salary and Salary Schedule

The Association proposes 6.07% Total Package: \$2,000 on base.

Ch. IV: Salary and Benefits: Article XIII Extra-Curricular Salary

1. A unit is equivalent to one person.
2. Any staff currently in a coaching position shall not regress from their pay. This will only affect new positions filled.
3. When a single individual assumes responsibility for the head coach of two similar activities (boy/girl), the percentage for pay for the second position shall be reduced by 2%.
4. Determination of the need for assistant positions shall be made at the beginning of the season, with contract consideration given to the person last holding the position. Should this person decline, the opening shall be posted.
 - a. When the number of student participants justifies the hiring of a 2nd coach, and a 2nd coach is not available, the percentage of pay for the second position shall be reduced by 2%.
 - b. When the numbers require combining Assistant High School Wrestling and Middle School Wrestling positions, the Assistant High School Wrestling rate plus 2% will be contracted.
 - c. When the numbers in a Middle School activity necessitate an assistant, the rate shall be set at 50% of the head coach's percentage.
5. Baseball and Softball coaches will be paid \$25 for performing maintenance and administrative duties for each home game.

Ch. V: Effect of Agreement: Article XV: Compliance and Duration: E. Duration

1. This agreement would begin on July 1, 2023 and would be in effect through June 30, 2028 (five years). The parties agree Article XVI Base Wages and Salaries including Appendix A and Appendix B shall be open to negotiate base wages. Each party (Bellevue Education Association and the Bellevue Community School District) may open two language items each year provided the items have gone through the Labor Management Committee (Article VI D) process.

Insurance Although not negotiable, employee insurance contribution will be:

Family: Select 2000 \$300 Select 1250 \$393.59

Single: Select 2000 \$0 Select 1250 \$336.69

Pre-Levy Resolution Materials

ITEMS TO INCLUDE ON AGENDA

BELLEVUE COMMUNITY SCHOOL DISTRICT

Not to Exceed \$10,000,000 General Obligation School Bonds, Series 2023

- Resolution Authorizing the Issuance of Not to Exceed \$10,000,000 General Obligation School Bonds, Series 2023, and Levying a Tax for the Payment Thereof.

**NOTICE MUST BE GIVEN PURSUANT TO IOWA CODE CHAPTER 21
AND THE LOCAL RULES OF THE SCHOOL DISTRICT**

April 10, 2023

The Board of Directors of the Bellevue Community School District, in the County of Jackson, State of Iowa, met in [REDACTED] session, in the School Board Conference Room, 1601 State Street, Bellevue, Iowa 52031, at 6:30 P.M., on the above date. There were present President [REDACTED], in the chair, and the following named Board Members:

[REDACTED]

Absent: [REDACTED]

Vacant: [REDACTED]

* * * * *

Director [redacted] introduced the following Resolution and moved its adoption. Director [redacted] seconded the motion to adopt. The roll was called, and the vote was:

AYES: [redacted]

[redacted]

NAYS: [redacted]

The President declared the Resolution adopted as follows:

RESOLUTION AUTHORIZING THE ISSUANCE OF NOT TO EXCEED \$10,000,000 GENERAL OBLIGATION SCHOOL BONDS, SERIES 2023, AND LEVYING A TAX FOR THE PAYMENT THEREOF

WHEREAS, the Bellevue Community School District in the County of Jackson, State of Iowa, is a public school corporation, organized and existing under the Constitution and laws of the State of Iowa, and is not affected by any special legislation; and

WHEREAS, the Board of Directors of the School District in accordance with Iowa Code chapter 296 received a petition, which was signed by qualified electors numbering at least 25% the voters voting at the last regular school election, asking that an election be called, and at a meeting called by the President of the Board of Directors, within ten days after receipt of the petition, called an election and submitted on March 7, 2023, the following proposition:

Shall the Board of Directors of the Bellevue Community School District in the County of Jackson, State of Iowa, be authorized to contract indebtedness and issue General Obligation Bonds in an amount not to exceed \$13,100,000 to provide funds to build, furnish, and equip a new elementary building and improve the site?

and gave notice of the election and of the proposition; and

WHEREAS, the election was conducted on the date and the proposition was legally submitted, approved, and no contest was made; and

WHEREAS, none of the Bonds authorized at the election have been issued, and it is now necessary to issue not to exceed \$10,000,000 General Obligation School Bonds, and to levy a tax for the payment:

NOW, THEREFORE, IT IS RESOLVED BY THE BOARD OF DIRECTORS OF THE BELLEVUE COMMUNITY SCHOOL DISTRICT, IN THE COUNTY OF JACKSON, STATE OF IOWA:

Section 1. Authorization of the Issuance of General Obligation School Bonds. General Obligation School Bonds in the amount of not to exceed \$10,000,000 (the "Bonds") shall be issued pursuant to the provisions of Iowa Code chapter 296 for the purposes approved at the election of March 7, 2023. Additional action shall be taken by the Board of Directors to provide for the issuance of the Bonds upon the sale of the Bonds.

Section 2. Levy of Annual. For the purpose of providing funds to pay the principal and interest of the Bonds authorized to be issued, there is levied for each fiscal year the following direct annual tax on all the taxable property in the Bellevue Community School District in the County of Jackson, State of Iowa:

<u>Amount</u>	<u>Fiscal Year Ending June 30</u>
\$881,137	2024
\$707,800*	2025
\$709,400*	2026
\$710,400*	2027
\$710,800*	2028
\$710,600*	2029
\$709,800*	2030
\$708,400*	2031
\$711,400*	2032
\$708,600*	2033
\$710,200*	2034
\$711,000*	2035
\$711,000*	2036
\$710,200*	2037
\$708,600*	2038
\$711,200*	2039
\$707,800*	2040
\$708,600*	2041
\$708,400*	2042
\$707,200*	2043

*Based upon the terms of sale of the Bonds to be issued, this Board will take final action upon the sale of the Bonds to issue the Bonds by amendment to this Resolution ("Amended Resolution"). The Amended Resolution will provide for the assessment of an annual levy upon all the taxable property in the School District sufficient to pay the interest and principal of the Bonds within a period not exceeding twenty (20) years and will be filed with the County Auditor of each County in which the School District is located. The filing provides that the Auditor annually levy for collection from the taxable property of the School District until funds are realized to pay the bonds in full.

A certified copy of this Resolution shall be filed with the County Auditor of the County of Jackson, State of Iowa, who is instructed in and for each of the years, to levy, assess, and collect the tax in the same manner as other taxes of the School District and, when collected, these taxes shall be used only for the purpose of paying principal and interest on the Bonds.

Principal and interest coming due at any time when the proceeds of the tax on hand are insufficient to pay the amount due shall be promptly paid when due from current funds of the District available for that purpose and reimbursement must be made.

PASSED AND APPROVED this 10th day of April, 2023.

President of the Board of Directors

ATTEST:

Secretary of the Board of Directors

CERTIFICATE

STATE OF IOWA)
) SS
COUNTY OF JACKSON)

I, the undersigned Secretary of the Board of Directors of the Bellevue Community School District, in the County of Jackson, State of Iowa, do hereby certify that attached is a true and complete copy of the portion of the corporate records of the School District showing proceedings of the Board, and the same is a true and complete copy of the action taken by the Board with respect to the matter at the meeting held on the date indicated in the attachment, which proceedings remain in full force and effect, and have not been amended or rescinded in any way; that the meeting and all action was duly and publicly held in accordance with a notice of meeting and a tentative agenda, a copy of which was timely served on each member of the Board and posted on a bulletin board or other prominent place easily accessible to the public and clearly designated for that purpose at the principal office of the Board pursuant to the local rules of the Board and the provisions of Chapter 21, Code of Iowa, upon reasonable advance notice to the public and media at least twenty-four hours prior to the commencement of the meeting as required by law and with members of the public present in attendance; I further certify that the individuals named therein were on the date thereof duly and lawfully possessed of their respective offices as indicated therein, that no board vacancy existed except as may be stated in the proceedings, and that no controversy or litigation is pending, prayed or threatened involving the incorporation, organization, existence or boundaries of the School District or the right of the individuals named therein as officers to their respective positions.

WITNESS my hand this [redacted] day of [redacted], 2023.

Secretary of the Board of Directors of the
Bellevue Community School District

COUNTY AUDITOR'S CERTIFICATE

I, _____, County Auditor of Jackson County, Iowa, certify that on the _____ day of _____, 2023, there was filed in my office the Resolution of the Board of Directors of the Bellevue Community School District, in the County of Jackson, State of Iowa, adopted on the 10th day of April, 2023. The Resolution provides for a tax levy for the purpose of paying principal and interest on not to exceed \$10,000,000 General Obligation School Bonds, Series 2023, to be dated the date of delivery, and authorizes the issuance of Bonds.

I further certify that no petition or proceeding has been filed or commenced to contest the officially certified result of the election held March 7, 2023 for the authorization of Bonds.

County Auditor of Jackson County, Iowa

(SEAL)

