



**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

**SUPERINTENDENT**

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**OFFICERS**

Mike Reed  
President  
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**DIRECTORS**

Janet Sieverding Vice President  
Allysen Bonifas Member  
Marty Ploessl Member  
Matt Wedeking Member

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**Comet Highlights from the December 13, 2021 Board Meeting**

December 13	Board Meeting - 6:30
December 14	Elementary Winter Concert - PK at 6:30 (time change); K-5 starting at 7:00
December 15	Two-Hour Early Dismissal - Teacher Professional Learning
December 16	MS Music Winter Concert - 6:30
December 20	HS Music Winter Concert - 6:30
December 22	End of 1st Semester
December 23-Jan. 3	No School Winter Break for Students (school resumes for students on January 4, and teachers return on January 3)

To have a calendar of events see the following link:

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

**Beginning of the Meeting - New Board**

Penny Medinger shared the abstract of the election indicating election results and write-in candidates.

The new Bellevue CSD Board will be sworn in (same members as before - Mike Reed and Allysen Bonifas). Mike Reed was selected to continue as President and Janet Sieverding was elected as Vice-President again.

The Board decided to keep the same regular meeting date; The second Monday of each month.

**Consent Agenda**

**APPROVED - Open Enrollments**

- Carter Haxmeier - 10th grade - Western Dubuque to Bellevue - This is for this school year, with the approval from the WDCSD.
- Wesley Mortenson - K - Andrew to Bellevue - This is based on a recent move from our district to Andrew, but wishing to stay in our school system.
- Willy Mortenson, Jr. - PK - Andrew to Bellevue - This is based on a recent move from our district to Andrew, but wishing to stay in our school system.

### APPROVED - Resignations

- Carli LaCoursiere - Assistant Softball - Carli has assisted with the program over the last two seasons, but needs to step away based on other commitments.
- Judy Michels - MS Volleyball - Judy is stepping away from volleyball at this time, wishing to have more time for herself and her family. She was planning on not coaching this year, but based on need she agreed to do one more year.

### Recommendations to Hire:

- Jackie Flickinger - Elementary Associate for a Special Education student; Jackie has been a sub over the last several months, and has done a very nice job working with a variety of students.
- Dave Wright - 8th Grade Girls Basketball Coach - At the start of the season we did not have enough/any girls interested in participating, but this changed in mid-November. Dave had coached last year, but had not officially signed his contract. Therefore, he is coaching them this season (which is ending).

### Recognize any Visitors

No one was in attendance outside of the board members and administration.

### "Comet Curriculum"

Mrs. Hartung-Schroeder provided an overview/update of the CAPS (after-school program) for the Bellevue CSD. She included a presentation that also had a video excerpt from Master Springer (martial arts), who provides one of the programs on a regular basis. Programs highlighted that have been offered earlier this year and taking place now included the following:

- Bowling
- Fall Harvest Fun
- Reading
- "Having a Ball"
- STEM/STEAM
- Environmental Exploration
- Cheerleading
- Crafts, Legos, and Library
- Martial Arts

### APPROVED - Early Graduates

At this point, the students below are scheduled to have completed their requirements for graduation and wish to graduate early and not attend school the second semester. This still allows them to participate in graduation and prom, but they cannot participate in any extracurricular activities from athletics to music to clubs and beyond based on state requirements. The

students still have the option to change their mind if they wish, and obviously return if they do not pass all needed courses or attain the needed credits.

- Laurel Birch - Continuing the job she has, but working more hours - Spencer Gifts
- Adam Genthe - Moving to Dubuque with his family - Finding a job in Dubuque
- Nick Lange - TBD
- James Carr - possible early graduate

**APPROVED - Special Education Contracts with Andrew and Dubuque**

The Bellevue CSD serves students who are identified with IEP's annually, along with having some students open-enrolled out of the district who have IEP's. The board needs to approve these services for funding. At this time we have four students from the Andrew CSD served in the Bellevue CSD, three from the Dubuque CSD that are served in Bellevue, plus one from Bellevue that is served in the Andrew district. Ultimately, funding for these students follows to where they are receiving services.

**APPROVED - Modified Allowable Growth - School Budget Review Committee**

Each year the district is eligible to apply to the School Budget Review Committee (SBRC) for "spending authority" for new students into our district who continue school in their previous district or choose to go to another public school district. We are eligible to receive \$235,029.60 for an increase in certified enrollment from the prior year, along with \$1,523.34 for LEP instruction beyond the five years funded by the school aid formula (for English-Language Learners).

Meyer recommended the Board to approve this for the district's benefit...it is not giving us more money now, but the increase in authority that each student brings our district financially.

# Resolution for Class Action MSA Request

- Whereas Iowa Code allows school districts to request modified supplemental amount for an increase of certified enrollment from the prior year, for open enrollment out students not on prior year's certified enrollment count, and for the excess costs of providing limited English proficient instruction beyond the 5 years funded in the formula, and
- Whereas these costs of educating students are a responsibility of our school district,

Be it therefore resolved. . .

- The Board of Directors of the Bellevue CSD directs our district to submit this request to the school budget review committee for all modified supplemental amount to which the district is entitled, estimated to be
  - \$ 235,029.60 for increase of certified enrollment from the prior year,
  - \$ 0.00 for open enrollment out student's not on the prior year's certified count, and
  - \$ 1,523.34 for LEP instruction beyond the 5 years funded by the formula,for a total of \$ 236,552.94.
- The Board of Directors further directs our school board secretary to submit a copy of this resolution and the board minutes of this action to the SBRC with the application.

Board President \_\_\_\_\_

Date \_\_\_\_\_

## APPROVED - Supplemental Amount for Dropout Prevention for 2022-2023 School Year

Each year the district asks for spending authority/funding to assist in programming for our students, and it is used for teacher compensation and resources for students. This year we qualify for **\$167,239** (it was \$154,849 last year). This is a part of our annual budget that will be approved in the spring, but we have to submit a request with Board approval by no later than January 15 each year. These funds help to fund both staffing and programs overall in our district.

Below is the typical declaration that needs to be approved. Meyer strongly recommended this, based on the following reasons:

- Modified Supplemental Amount (MSA) is spending authority only (no cash)
- Doesn't bind your district to tax for the authority
  - Could use cash reserves already on hand
  - Could choose to just not tax for it.
- Might need it in the future - once you've given up the opportunity and not applied, there's no way to ever get it back.
- Spending authority never goes bad

*Whereas Iowa Code allows school districts to request modified supplemental amounts for services provided to dropout prevention and at-risk eligible students, and*

*Whereas the goal of the Bellevue CSD is to graduate students prepared for career*

or postsecondary experience, and  
Whereas failure to adequately prepare students at risk of not finishing high school is a burdensome cost, not only to the student's future opportunity but to our community and state,

Be it therefore resolved. . .

The Board of Directors of the Bellevue CSD directs our district to submit this request to the school budget review committee for all modified supplemental amount to which the district has demonstrated need, estimated to be \$154,849 for dropout prevention and at-risk program services for students.

The Board of Directors further directs our school board secretary to submit a copy of this resolution and the board minutes of this action to the SBRC with the application or as soon after as is possible.

The Board of Directors further directs our superintendent to notify the board if the maximum modified supplemental amount granted through the application process differs from this estimated amount in order to keep the board, our taxpayers and stakeholders apprised of any changes.

The amount is determined by the following formula from the Iowa Department of Education...

District Cost Per Pupil = \$7,254/student

Certified Enrollment of students in K-12 = 623.1

Maximum modified supplemental amount possible = \$167,239 (0.037 X 7085 X 590.7)

**APPROVED - Funds for Marquette**

As I mentioned a few months ago, Bellevue Marquette is utilizing their Title Funds with a contracted employment organization (FACTS - Educational Solutions). Based on state/federal funding formulas, the private school in Bellevue is able to utilize the public funds to assist in the education of its students. The amount, as indicated from FACTS is \$7,784 for a total of 173 hours. Although the document indicates 20 students, the actual number of students supplied to our district is 13 students in grades K-5. Districts are required to provide these public funds and need to approve this item from Title I funds from our district.

## Proposal for 2021-2022 Title I Instructional Services Marquette Catholic Schools, Bellevue, IA Proposal Date: 4/5/2021

### Services Description

FACTS Education Solutions, LLC, (FACTS Ed) will provide a customized ESSA Title I supplemental instruction program to Title I students based on the consultation with Bellevue Community School District and Marquette Catholic Schools officials. Services will be coordinated with the Marquette Catholic Schools principal to supplement classroom instruction to ensure student academic improvement in reading, language arts and/or math.

Title I instructional services will include:

- Instructional Services, provided for 20 K- 8 Title I eligible students as pullout during the school day and/or before/after school
- One (1) Title IA instructor
- Dates of delivery: August 23, 2021 – May 27, 2022 (may be revised based on final calendar with the district)
- Blended learning/Exact Path instructional training
- Edmentum's Exact Path blended-learning software
- Evaluation of independent formative assessment results for Title I student identification

### Teacher Staffing

FACTS Ed will provide the following teachers:

- 1 part-time teacher not to exceed the total instructional hours listed below

### Invoicing

FACTS Ed will invoice Bellevue Community School District within 30 days of the service. Payment is due 30 days from receipt of the invoice.

### Compliance Documents

- Teaching Schedule
- Student Attendance Report



### LEA Contact Information

BELLEVUE COMMUNITY SCHOOL DISTRICT  
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### Instructional Program Accountability Documentation

FACTS Ed consults with the classroom teacher(s) and principal(s) of identified students to construct the instructional plan and schedule. FACTS Ed will maintain student confidentiality while managing all documentation, including:

- Student participation roster
- Parent approval forms (managed by the school)
- Student attendance for each instructional session
- Academic assessment data and reports
- Instructional plans
- Teacher referrals
- Calendars and schedules
- Parent engagement plans, sign-in and evaluation forms
- Parent resource materials (if applicable)
- Other required and/or requested reports and documents

### Cost of Services/2021-2022 Estimated Allocation Amounts

#### Estimated Allocation:

Title IA ~~\$9,904~~ **\$7,784**

#### Instructional Services

Total Instructional Hours: ~~195 hours~~ **173 hours**

#### Proposed Agreement

FACTS Education Solutions, LLC, (FACTS Ed) will provide ESSA Title instructional services under the guidance of Bellevue Community School District. FACTS Ed will uphold the standards set by Bellevue Community School District, and services will be provided with fidelity and integrity. FACTS Ed will provide the ESSA Title I third-party provider services described in this proposal to Marquette Catholic Schools based on the estimated 2021-22 ESSA allocation for the school, as stated above. In order to complete a final services

## Facilities Update

### Assessment of Building

I will be receiving an official report on the assessment of the Bellevue Elementary building in the next week or so. I will plan on having it presented at our January meeting.

### Sections in 2022-2023

I have been examining some aspects of grade-level sections at Bellevue Elementary over the last few weeks, along with information on modulars/portables. While I do not much new information on prices for portable buildings, Jeanette and I met this week again to discuss sections, and we will be meeting with teachers of various levels and areas (classroom teachers and other staff) later this week...but I wanted to let you know of some things that appear at this time.

### 2022-2023 Anticipated Grade Level Numbers

K	Still unknown, but somewhere between 43-51
1st	64
2nd	59
3rd	55
4th	53
5th	42

### Classroom Student Needs

Additionally, the needs of classrooms also vary. One of these areas of difference is the number of students with identified special needs. The following is an overview of this (these students are included in the prior numbers), with their "weighting" numbers included to the farthest right.

K	3 students	43 = 46.63; 46 = 49.63; 51 = 54.63
1st	3 students	67.63
2nd	3 students	62.14
3rd	5 students	60.07
4th	2 students	54.44
5th	2 students	43.44

These students are also at various levels of need as the weighted numbers indicate, but do need extra support and some have an associate with them in the classroom for a portion (or all of the day), or may also be out of the room for a portion of the day in the special education classroom.

This does not take into account the regular education students who also have needs that are varied that our teachers work within the classrooms.



## Section Recommendations, Thoughts, and Future Discussions

At this time, I recommend that we have three sections in Kindergarten, and continue this through 3rd grade. Additionally, I also believe we will likely need 3 sections at the 4th-grade level, based on academic needs (but not 100% definitive of this at this time). We do have Reading results from FAST, but will have more of them in January as well. In addition, we will have state testing in March, but will not get results for these until later in the Spring or Summer (or after school starts). We will also examine other historical data about this class and their learning, along with the important information from their current teachers.

There is also a chance of families moving into our district in any of these grades (or moving out of the district)...that is unknown obviously. Although, we have had several move-ins the last few years at the start of the school year.

Two sections of 4th grade would be 26 and 27 respectively as it stands right now.

### Extra Room and Space

Where do we put an extra room for students if not a portable? One idea is to place it in the STEM/Makerspace Room and move this important educational room to the Teacher Workroom and move the workroom to another area (not sure where this could be though). I will also discuss this with some teachers at the elementary.

One thing to remember is that we already have the "library" as a 3rd-grade classroom, and the library is located in the Teacher Workroom, in the open area by lockers by the 5th grade rooms, and in the walkway coming in the old main entrance in cabinets. This is far from ideal, or in many ways acceptable in most schools.

### Use of Portable?

If we would have a portable, what would go in the portable with two rooms? Makerspace? Music? Library? Two grade-level classrooms? In our current set-up when do we move forward and simply move forward with a portable building? Would we be better off to building a "Wick-type" building to use, and then use it for storage at another time or be able to move it somewhere else?

Could we use the building for an Ag-Room and STEM building in the future, and possibly place it somewhere on the MS/HS campus area? The question is where would it be best for future use, and/or do we put it up and then move it at some other point to use in the future.

Another approach is to "make it work" again. Using the teacher workroom as a classroom for one year until we can get another school bond vote for improvements and wait on its results. If the vote fails by a significant margin, then maybe we would need to look into putting something more permanent

up at the grade school in some manner. This is far from ideal, but...it would save money temporarily for one year.

### Expense(s)

By adding another section it also means an additional cost of a teacher, and with benefits that can be an expense of up to \$70,000+ depending on the situation (Salary and benefits). A portable can be up to \$200,000 also (out of a PPEL likely, and not general fund as the teacher would be).

Additionally, a few other factors with portables would also be losing playground space/snow pile location with a portable on the 5th-grade playground. If located on the teacher's parking lot we would lose valuable parking space and another spot for snow. As a result, in the winter with snow, the district would likely need to hire someone to haul away snow if we have a portable anywhere at the elementary (or buy sufficient equipment to load and haul the snow to another location).

I have been contacting groups about portable/modular buildings. Some of the cost will be the building, but another part will include the following (these are some, but not all):

- Delivery
- Installation
- Foundation Work (on ground or cement it will be sitting on) - Excavation work
- Steps/Ramps/Decks
- Plumbing - Sewer and water connections
- Electrical
- Fire Alarm system
- Zoning Ordinances - State and City
- Internet and other technological connections (telephone, intercom, etc.)

A used two-room building would be approximately \$150,000-\$200,000 to buy, and a varied amount to lease (based on the term of the lease). Some estimates for that would be \$8000 a month for 12 months; \$4000 a month for a 3-year lease (36 months).

Some of the work we may be able to do, but most of it would need to be completed by others based on the manpower of our staff and time in the summer and other requirements. The company looks to hire local contractors as well as needed.

### **Board Policy Updates**

As Meyer mentioned at the last meeting, he is going to present board policy updates during the year to assist with the process in the summer in being so conglomerated with multiple policies. Attached are several policies for review in December, that would then ideally be approved in January. A synopsis is the following:

#### IASB Sample Policy Updates

107 - Assistance Animals (Question as to Service Animals)

The Iowa Civil Rights Act (ICRA) was updated in order to better align with the federal Americans with Disabilities Act. The ICRA now uses the same terminology of service animals and limits service animals to dogs and in qualifying instances, miniature horses. This policy language has been updated to reflect this alignment and to clarify the species of acceptable service animals to those permitted by law.

#### 200.2 - Organization of the Board of Directors

Following changes made to the law during the 2021 legislative session boards now have flexibility to hold their organizational meeting either at or before the first regular meeting following the canvass of votes. This additional flexibility has been updated in the policy language.

#### 213 - Closed Sessions

This policy has been updated to clarify language on when to utilize closed sessions. Language related to exempt meetings has also been removed from this policy. Exempt meetings are separate from open meetings, and the topic should be separated into a distinct board policy.

#### *New* 213.1 - Exempt Meetings

Exempt meeting language from policy 212 has been moved to create this distinct policy. Language has been updated to clarify the use of exempt meetings.

#### 214.1 - Board Meeting Agenda

The language update to this policy is not a legal requirement. This update is recommended as a best practice for districts to facilitate the voice of the board to be heard during meetings. This updated language provides an opportunity for the majority of the board to place an item on the meeting agenda. Boards still maintain the ability to call a special meeting if a majority of the board wishes to have one.

#### *Rescinded* 309—Communication Channels

This policy has been rescinded because it overlaps board policies on Public Complaints, Employee Complaints, and Student Complaints and Grievances. It is important for board policies to be written in clear language, so they are accessible and understandable to the entire school district community. Because board policy has the force and effect of law for the school district it is important to remove overlapping policy language wherever possible. This way there is less chance that a slight difference between two similar statements creates ambiguity among policies.

#### 401.5 - Employee Complaints

This policy has been updated to utilize the same process for handling employee complaints as is used for student complaints. By utilizing the same procedures this builds clarity for the district and for employees.

## 502.6 - Student Complaints and Grievances

*This policy language has been updated to build clarity of purpose and to clarify the process for handling student complaints.*

## 606.9 - Insufficient Classroom Space

*This policy language has been updated to provide additional information on the purpose of the policy and the parameters for assessing when insufficient classroom space exists for districts.*

### **Comet Reading and Reflection**

Below is an article/survey results on the impact of the pandemic I received recently. I found it interesting enough to share...

#### *New poll shows how pandemic stress is weighing heavily on Gen Z*

*By COLLIN BINKLEY and HANNAH FINGERHUT, Associated Press Dec 6, 2021*

*Locks cover the fence on the Love Bridge in the Oakland neighborhood of Pittsburgh as a person walks by Nov. 3, 2021. A poll from MTV Entertainment Group and The Associated Press-NORC Center for Public Affairs Research finds that Americans ages 13 through 56 think the pandemic made parts of their lives harder, but Gen Z reported higher levels of disruption to their education and dating lives.*

*Isolation. Anxiety. Uncertainty. The stresses of the coronavirus pandemic have taken a toll on Americans of all ages, but a new poll finds that teens and young adults have faced some of the heaviest struggles as they come of age during a time of extreme turmoil.*

*Overall, more than a third of Americans ages 13 to 56 cite the pandemic as a major source of stress, and many say it has made certain parts of their lives harder. But when it comes to education, friendships and dating, the disruption has had a pronounced impact among Generation Z, according to a new survey from MTV Entertainment Group and The Associated Press-NORC Center for Public Affairs Research.*

*Among Americans in Gen Z – the survey included ages 13 to 24 – 46% said the pandemic has made it harder to pursue their education or career goals, compared with 36% of Millennials and 31% in Generation X. There was a similar gap when it came to dating and romantic relationships, with 40% of Gen Z saying it became harder.*

*Forty-five percent of Gen Z also reported greater difficulty maintaining good relationships with friends, compared with 39% of Gen X Americans. While many Millennials also said friendships were harder, Gen Z was less likely than Millennials to say the pandemic actually made that easier, 18% vs. 24%.*

*Roughly half of Americans across generations, including Gen Z, said the pandemic led to struggles having fun and maintaining mental health.*

The findings are consistent with what health and education experts are seeing. After months of remote schooling and limited social interaction, teens and young adults are reporting higher rates of depression and anxiety. Many are also coping with academic setbacks suffered during online schooling.

The outsized impact on children and adolescents is partly linked to where they are in their brain development, said Dr. Cora Breuner, a pediatrician at Seattle Children's Hospital. Those periods are when humans see the most growth in executive function – the complex mental skills needed to navigate daily life.

Researchers say the average daily screen time among adolescents has more than doubled amid the COVID-19 pandemic.

"It's this perfect storm where you have isolated learning, decreased social interaction with peers, and parents who also are struggling with similar issues," Breuner said. It means that, while young people are falling behind in school, they're also behind on the skills needed to cope with stress and make decisions, she added.

For 16-year-old Ivy Enyenihi, just thinking about last school year is hard. While her parents continued working in person, she spent day after day alone at their home in Knoxville, Tennessee. Her high school's online classes included live interaction with a teacher just two days a week, leaving her totally isolated most days.

"I'm a very social person, and so not having people around was probably what made it the hardest," Enyenihi said. "It just made normal things hard to do. And it definitely made me depressed."

By the spring semester, she was skipping assignments and doing the bare minimum to get by. She felt cut off from the classmates and teachers at her school.

Things have improved since she returned to in-person classes this year, but she's still catching up on math lessons she missed last year, and she wonders if she's done enough to stand out on college applications. Overall, the sense of isolation has faded, but its memory lingers.

"It's still a part of me," she said. "If I think of it, it comes back up."

Uncertainty around the pandemic this fall was a top concern across generations, with 35% citing it as a major source of stress. Another 29% said the fear of getting COVID-19 was a serious stressor.

Tanner Boggs, 21, says the pandemic has shaken up nearly every aspect of his life. The senior at the University of South Carolina says his academics, his mental health and his physical health all took hits.

He spent most of last school year in the bedroom of his apartment, with waning motivation to keep up with online classes. Some days he would wake up only to log into a Zoom lecture and then crawl back into bed. His anxieties worsened until tasks like going to the grocery store became unbearable.

He rarely went out but still ended up getting COVID-19 from a roommate, leaving him with symptoms that he still suffers from, he said.

After getting vaccinated and returning to in-person classes, his academics and mental health have improved. But some friendships seem to have faded, he said, and parts of his life are changed forever.

"The best I can describe it is tragic," Boggs said. "It has affected every aspect of my life from relationships with friends and peers to the way I get groceries. Just everything."

Compared with other generations, Gen Z is most likely to see education as a core part of their identity, according to the survey. About two-thirds in Gen Z said it was very or extremely important to their identity, compared to half of Millennials and about 4 in 10 in Gen X.

It's no surprise that young people see education as a potential obstacle, said Vilmaris González, who manages youth programs for the nonprofit Education Trust in Tennessee. As many confront learning setbacks, they're also emerging into a world where the future of work and higher education are as uncertain as ever, she said.

"I'm sure we won't understand the gravity of those impacts for years to come," she said. "This is going to mark their generation forever."

For some, the pandemic has been a time to rethink future plans. Before, Gabi Hartinger, 21, was studying to become a teacher. But the last year brought life-changing turmoil – her father spent more than 40 days hospitalized with COVID-19, and her own isolation and anxiety led her to seek mental health counseling.

Now, Hartinger, a senior at the College of the Ozarks in Point Lookout, Missouri, hopes to become a school counselor to help younger students coping with their own challenges.

"For a lot of high schoolers I knew, school during the pandemic was a big struggle," she said. "I think that that kind of changed my view on what I want to do when I get out of here."

The AP-NORC poll of 3,764 teens ages 13-17 and adults ages 18-56 was conducted Sept. 1-19 using a combined sample of interviews from NORC's probability-based AmeriSpeak Panel, which is designed to be representative of the U.S. population, and interviews from opt-in online panels. The margin of sampling error for all respondents is plus or minus 3.3 percentage points. The AmeriSpeak panel is recruited randomly using address-based sampling methods, and respondents later were interviewed online or by phone.

## Information Items

### COVID Report from Bellevue CSD and Jackson County

Numbers in Bellevue CSD system have increased over the last few weeks. See information below, including a report from Monday, December 13 directly below:



**Public Health**  
Prevent. Promote. Protect.

### Jackson County- Public Health Report

**12/13/2021**

09/28/21The state of Iowa will now be updating their data information on Monday, Wednesday, and Friday at

<https://coronavirus.iowa.gov/>

**Jackson County: 308** new cases in last 14 days, **106** new cases in the last 7 days, **26** new cases in the last 3 days.

**Hospitalizations:** Regional 5 -**191** hospitalized, Regional 6- **220** Hospitalized, Genesis **48**, Mercy Clinton **7**

**Positivity rate:** 14-day rate-**21.1%**, 7-day rate is **17.9%**

**Vaccine update 51.71%** of Jackson Co residents have started or completed their vaccine series.

191	JC#	Hospitalized- Jackson CO	Hospitalized- Region 5	State hospital not vaccine -%
09/22/21	2,536	1	132	76%
09/30/21	2,726	2	138	79%
10/13/21	1646	1	115	
10/26/21	2214	1	86	70%
11/2/21	2809	0	42	72%
11/9/21	2880	2	86	72%
11/16/21	2951	1	101	72%
11/23/21	3067	1	122	79%
11/30/21	3229	4	248	75%
12/07/21	3412	1	186	72%
12/13/21	3506	2	191	75%



## Jackson County- Public Health Report

**12/07/2021**

09/28/21The state of Iowa will now be updating their data information on Monday, Wednesday, and Friday at

<https://coronavirus.iowa.gov/>

**Jackson County: 322** new cases in last 14 days, **164** new cases in the last 7 days, **30** new cases in the last 3 days.

**Hospitalizations:** Regional 5 -**186** hospitalized, Regional 6- **174** Hospitalized, Genesis **50**, Mercy Clinton **7**

**Positivity rate:** 14-day rate-**23.3%**, 7-day rate is **23.2%**

**Vaccine update 51.40%** of Jackson Co residents have started or completed their vaccine series.

Date	JC#	Hospitalized -Jackson CO	Hospitalized -Region 5	State hospital not vaccine -%
9/8/21	6057	7	132	79%
09/22/21	2,536	1	132	76%
09/30/21	2,726	2	138	79%
10/13/21	1646	1	115	
10/26/21	2214	1	86	70%
11/2/21	2809	0	42	72%
11/9/21	2880	2	86	72%
11/16/21	2951	1	101	72%
11/23/21	3067	1	122	79%
11/30/21	3229	4	248	75%
12/07/21	3412	1	186	72%

### Winter Concert Updates

The times for concerts are listed at the start of the notes.

## Legislative Update

See the information below in regard to the upcoming legislative session from the Rural Schools Advocates of Iowa (RSAI)



Nov. 10, 2021

### **Iowa State General Fund Surplus & FY 2023 SSA/Education Funding**

- **FY 2021 Surplus of \$1.24 Billion:** \$751 million higher than the REC estimate\*. LSA general fund balance sheet estimates \$1.048 Billion surplus for FY 2022 and for FY 2023, \$984.3 million surplus\*\*.
- **Where surplus goes:** The state's Cash Reserve and Economic Emergency Fund balances are full (7.5% and 2.5% respectively). \$963.1 million is transferred to the Taxpayer Relief Fund which is required to be spent on tax relief (Taxpayer Relief Fund balance is now \$1.05 Billion.) A remainder of \$233.3 million of the surplus is sent to the state's General Fund and is available for expenditure\*
- **Pandemic Impact on SSA:** FY 2022 SSA of 2.4% plus the \$10 per pupil of formula equity took \$22.3 million in state dollars to fund, of which \$11.6 million was for the property tax replacement payment (offset what would otherwise have been a property tax dollar to fund the 2.4% per pupil increase.) This 2.4% left 137 districts on Budget Guarantee for FY 2022. Declining enrollment was a driver for both budget guarantee and the very small state aid dollar increase; almost 6,000 fewer students were counted on Oct. 1, 2020 compared to the prior Oct. 1, at least somewhat due to the pandemic. See SF 269 [fiscal note](#) for details.
- **SSA for FY 2023:** the costs to the state of SSA for FY 2023 will also be driven by enrollment. If a significant number of those nearly 6,000 students return, the state cost to pay for SSA will reflect that increase. LSA built-in expenditures estimates \$98 million for zero SSA per pupil increase but we have not yet confirmed what enrollment that estimate assumes.
- **Costs of Mental Health Reform:** [SF 619](#) offset the elimination of commercial and Industrial property tax replacement funding by raising the foundation level to 88.4%. This change alone, without any increase in enrollment, is estimated to cost \$60 million state dollars in FY 2023.
- **Salary Increases and arbitration:** Changes to collective bargaining in 2017 limit arbitrator awards to the lower of 3% or the CPI Midwest index ([PERB](#) reports 5.6% and 5.8% for November and December 2021 respectively.) Districts will be hard pressed to offer at least 3% base salary increases to avoid arbitration for FY 2023. Districts that don't offer sufficient salary increases for all staff will lose them to the private sector which is clamoring for employees.
- **Federal Funds:** Although significant federal pandemic funding is available to Iowa school districts, it is distributed based on the Title I formula, so not all districts received significant funds. Those districts receiving significant federal funding have high poverty populations with exacerbated learning gaps due to the pandemic.
- **Education Workforce Shortage.** Although specific content areas such as science, math, special education, computer science, Spanish and CTE teachers are in short supply, school districts have unfilled positions of all kinds. Districts are struggling to find paraprofessionals for special education and other specific student needs and most districts lack enough substitutes to fill classrooms with teacher absences. Bus drivers are particularly scarce. The pandemic has worsened this situation, but many states have seen drops in numbers of teachers graduating from teacher preparation programs over the last decade. See ECS [50-State Comparison Teacher Recruitment and Retention](#) for pre-pandemic shortages and policies.
- Adequate SSA (at least a 3% increase) and state policy and programs to help with recruitment and retention are both necessary to provide Iowa students with everything they need for success. The quality of our future workforce and our state economy depend on it.



<http://www.rsaia.org/legislative.html>

## 2022 RSAI Legislative Priorities

**Adequate School Resources:** the increase in SSA should be no lower than 3.75% in FY 2023 due to abundant state surplus, maintain balanced state and local resources, be predictable, and assure adequate time for budget planning and staffing.

**Educator Shortage and Quality Instruction:** maximum flexibility to hire staff to provide great instruction, including several strategies to attract and retain quality staff; flexibility to meet offer and teach requirements, loan forgiveness programs, a special education generalist credential, creation of a Public Service CTE strand, hire retirees without IPERS impact, and elimination of barriers to licensure.

**Local School Board Authority:** locally elected leaders closest to the community are in the best position to determine the interest of students, staff and stakeholders. District leaders need maximum flexibility to provide a great education to all students. The Legislature, the Executive Branch and the courts should follow Iowa Code 274.3 and liberally construe statute to effectuate local control.

**Quality Preschool:** funding of quality PK at the 1.0 per pupil cost for full time or prorated proportionally and formula protections against budget and program impacts of PK enrollment swings (budget guarantee/on-time spending authority).

**Opportunity Equity:** resources based on at-risk need, in addition to enrollment. All school boards should have 5% dropout prevention funding. School districts should be granted spending authority for FRPL waived fees and Iowa should study the impact of poverty on educational outcomes.

**Sharing Incentives/Efficiencies:** extension of Whole Grade Sharing, Reorganization and Operational Sharing Incentives. The 21-student cap should expand to allow access to any new flexibility. Weightings should be sufficient to encourage and support sharing opportunities.

**Assessing and Addressing Staff/Student Social, Emotional and Behavioral Health:** access to funded mental health services for children and supports for staff. Address the shortage of mental health professionals and provide resources over the next two years for local districts to train school staff based on a local needs and community capacity to collaborate for a collective solution.

**Formula and Transportation Equity:** formula equity, closing the state and district per pupil gap within ten years and continued transportation equity support without burdensome reporting requirements.

**Internet Connectivity and Access:** expanded access to high-speed Internet for all Iowans including incentives, investments, and creative solutions to close the technology gap for students, businesses and community members in rural Iowa. Low income should not be a barrier to internet access.

(As approved by RSAI membership at the Annual Meeting on Oct. 26, 2021 and the Leadership Group on Nov, 19, 2021)

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### Cost Savings

As you know, the district is looking to save money in multiple ways. Our decisions must make sense in that regard. How can we do that effectively, especially when we have been adding staff based on enrollment and needs for student learning? We try to do whatever is necessary in a multitude of ways (shopping for better deals on products we need, using a variety of funds that do not impact our general fund budget, recognizing what we need and do not need, and other things).

### Whole Grade Sharing

Mike Reed and Janet Sieverding (President and Vice-President of the board respectively) attended a meeting with me in Andrew last Tuesday night about Andrew potentially whole-grade sharing grades 7 & 8 in addition to the current 9-12 agreement. This would need to be an amendment to our sharing agreement, with a public hearing and meeting taking place at our January meeting depending on if the Andrew CSD Board approves this at their meeting on Monday night (last night).

Enrollment Trends at Andrew are below

Year	Grade	6	7	8
o 2000-01		30	21	31
o 2010-11		16	19	16
o Current		5	10	7

Andrew also has 21 students in MS open-enrolled "out" of Andrew at this time (10 students are in Bellevue); We also have a total of 48 students PK-12 open-enrolled to our district from Andrew. This does impact their enrollment numbers obviously.

### Comments from Building Principals, Superintendent, and Board Members

### Adjourn

The next meeting is on Monday, January 10 at 6:30 PM

### Other Notes: Student Project

Below are tentative plans for the Fundraiser that was highlighted in the Telegraph Herald last week:

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## Colton's Cancer Crushing Crue (Fundraiser for LLS – Leukemia & Lymphoma Society & Bellevue BIG project)

### Bellevue vs. Marquette Basketball Games 1-29-22 @ BHS

\*Cancer Night: Recognize ALL cancer victims, but specifically those people who have / had been diagnosed with a blood cancer. The proceeds go to Leukemia and Lymphoma Society – LLS)

\*Honorary Team Captains: (sit on the bench with the players & coaches) Kyden Decker and Leighton Meier – are there any students/children from Marquette that would like to be "honorary captain" for Marquette teams?

\* Theme: "White Out Night" for both schools. The entire gym will be wearing white, coming together for the fight against cancer. Both schools will have the opportunity to purchase apparel from Mighty Miss webstore with the saying / design on the clothing being:

Neither BLUE,  
Nor RED,  
We all wear **WHITE**  
For the FIGHT against cancer!

OR

It's not RED  
OR BLUE.  
We're ALL part of the same "Crue"

(Will try to have it ready so people can order as Christmas gifts in Dec. . . . and again in January...ALL proceeds go to LLS – Leukemia and Lymphoma Society)

\* 50/50 Raffle – drawn at boys half time. Must be present to win.

\* Kookies for Kyden / Lollies (or Licorice) for Leighton

\* Basket Raffles