



**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

**SUPERINTENDENT**

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**Comet Highlights - February 17, 2022**

*Information from the Board Meeting on February 16, 2022*

February 21	No School - President's Day
February 23	Teacher/Farmer Appreciation Breakfast - FFA - 6:30-8:00 AM
February 25	Donkey Basketball - Bellevue FFA (in main gym) - 7:00
March 2 & 3	Parent-Teacher Conferences - 2-Hour Early Dismissal
March 4	No School
March 12	Athletic Booster Chicken Supper and Auction Fundraiser - Dinner from 4:30-7:00

To view a calendar of events see the following link:

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

**Board Notes for School Board Meeting on Wednesday, February 16**

**APPROVED - Consent Agenda**

Approve Resignations

- Assistant Volleyball - Kelley Humphrey; Kelley stepped in to assist us with the volleyball season this year on short notice, and her assistance is greatly appreciated.
- 1st Grade - Olivia Witte - Olivia has been an outstanding teacher in our district, but is stepping away to spend more time with family.

Approve Recommendations to Hire

- Assistant Softball - Blair Gerlach who also serves as our Ag teacher (among other related duties). Her rapport with kids and dedication to our students indicate she will be a great addition to the team. This fills one of the position, but we still have one other position open at this time.

**Recognize any Visitor**

Several FFA students (including teacher Blair Gerlach), along with Roger Michels (Mayor of Bellevue), Tim Roth (Transportation Director and City Council Member), Brett Ernst (Maintenance Director), and Duane Van Hemert (Bellevue Resident and former Facilities Manager in the Iowa City and Des Moines school districts).

### Comet Curriculum

Bellevue FFA, with Blair Gerlach and some of her students, shared a few leadership presentations that they are competing in officially on Monday at a Regional FFA Competition.



### Review the Financial Audit of FY21

Penny reviewed some of the major findings of the audit...nothing of significant note once again, with the "Segregation of Duties" once again mentioned based on having limited office staff in the district office. This is typical, and we have procedures in place to assist with this (as the document states) that is accepted by the auditors. Additionally,

- No instances of non-compliance were found.
- Expenditures for the year did not exceed the certified budget.
- No questionable travel expenses, specifically non-school employees families.
- No instances of misuse of statewide sales, services and use tax, or issues with any financial information with the state of Iowa.

- The district received conflicting information on the correct way to refinance our bonds on paper. The refinancing has went well, but some procedures may have improvements made for the future.
- The student activity fund had some negative balances, but this was due in part to the early unprecedented school closure in March 2020 and the unwillingness of the district to send students and others out in the community and beyond to "sell" items and "fundraise" in general in a broader community due to the pandemic. We are working to eliminate these negative balances, and some have already been improved.

### Discussion of Facilities and Capital Improvement Projects

President Reed and Meyer led a discussion on facilities in Bellevue, that included the following three areas:

- Elementary Building
  - Sections and Space for Next School Year
  - "Summer" Facility Projects, Transportation, Technology, etc.

#### Elementary Building

1. Meyer shared information about posting the "assessment report" of the Bellevue Elementary building online, along with a short summary (on the District's link, under the Superintendent's Page). Additionally, it was discussed as to how to effectively reach out to the community in regard to this report. A "**Community Meeting**" is the likely pathway, and meetings will be scheduled in the near future.
2. Tim Roth shared his thoughts on the "Future of Education" in Bellevue and education as a whole. The connection between the following three areas was emphasized:
  - a. Community
  - b. Students (Learning)
  - c. Schools
3. Roger Michels, Duane Van Hermert, Brett Ernst, and the Board discussed the various connections among the areas, and what is needed in the city of Bellevue overall (beyond school, but also recognizing the impact that both schools in our district have on the community). It was discussed how the school district and city need to work collaboratively in order to assist in developing a clear pathway for meeting the needs of the community as a whole, along with the connection to student learning.
4. After discussion, it was agreed that Meyer would reach out to some specific individuals to discuss a future meeting. Additionally, it is likely that some community meetings will take place in the near future about these areas.

Meyer also shared that he believes some long-term planning needs to take place in regard to facilities and campus areas overall for the district. He will follow up more with this in the future.

Meyer also shared the tax rates for 2021 of "local" districts (nearby schools, conference schools, and those of our general size in a 90-minute drive or so).

Bold school districts are those that neighbor our district directly (Remember a General Obligation Bond is an increase of \$2.70).

Alburnett	15.17224
Anamosa	15.78226
<b>Andrew</b>	11.61124
<b>BELLEVUE</b>	10.88406
Bettendorf	12.87278
Cal-Wheat	11.99043
Camanche	12.61466
Central DeWitt	14.09356
Clayton Ridge	11.88490
Clinton	16.73437
Delwood	11.87320
<b>Dubuque</b>	14.66255
Durant	11.49470
<b>Easton Valley</b>	14.72135
Lisbon	18.24483
<b>Maquoketa</b>	13.13110
Midland	14.00866
Monticello	14.16469
North Cedar	13.38614
Northeast	14.86920
Springville	15.47625
Tipton	11.60354
West Branch	15.35028
West Liberty	14.28197
Western Dubuque	11.23215
Wilton	14.78094

#### Sections and Space for Next Year - Priority to Discuss

Jeanette Hartung-Schroeder and Meyer met with 3rd through 5th-grade teachers last week. This was in regard to sections for the next school year and providing the appropriate learning settings for students. Does this mean we have to have three sections in 4th grade? Absolutely not, although that may be the best alternative. We need to do what will serve them the most appropriate. Could this be an extra associate in each room? Yes. Specifically, if it is the right fit in the classroom.

The group has made growth in reading according to the state FAST test. This is only one measure, but it has seen a positive trend for the students. We take the state tests (ISASP) in mid-March. We may have some initial results by mid-April.

Discussion was held by board members and others in regard to adding another section for next school year, and the alternative of "making things work" with our current space...as difficult as that may be.



Some things to consider:

- Do we make our current situation work for another year and move the Makerspace room to the teacher's workroom (that also is the Art Room, partially the library, and a general meeting room)?
- Do we look to move a classroom into the lunchroom area and eat in the gym? There are issues with this also.
- What do we do with snow removal and parking if we place any type of building on the two lots we are discussing?
- Do we want/need to invest in this to make space? How "short-term" or "long-term" is a building?
- What is best for the students and their learning and the learning environments within the current building? In our current set-up when do we move forward and simply move forward with another building to accommodate for needs?
- What about the need for an Ag building in the future? STEM building? Other updates?

Below is some information historically in our district, and guidelines in other districts that I recently compiled and will share with teachers next week.

**Grade Level Sections Summary**

<u>School Year</u>	<u>Kind</u>	<u>1st</u>	<u>4th</u>	<u>5th</u>
2010-2011	34	35	50	39
2011-2012	46	34	53	52
2012-2013	34	49	36	55
2013-2014	43	38	35	41
2014-2015	36	39	37	43
2015-2016	42	35	49	39
2016-2017	37	44	38	53
2017-2018	37	38	49	40
2018-2019	48	41	42	48
2019-2020	54*	52*	44	44
2020-2021	57*	54*	41	44
2021-2022	64*	59*	42	41

\*Indicates three sections

### Other Districts Guidelines

<u>Clinton</u>	<u>Pleasant Valley</u>	<u>Muscatine</u>	<u>Maquoketa</u>	<u>North Cedar</u>
K-2 24	K 22	K-1 20	K <20	K <20
3-5 27	1-3 24	2-3 22	1-2 <25	1-2 <25
	4-6 25	4-6 24	3-5 <28	3-5 <28
				*Look at Sp.Ed. #s also
<u>Cal-Wheat</u>	<u>West Branch</u>	<u>Durant &amp; Wilton</u>	<u>Northeast</u>	
K-2 25	K-2 <25	Try to keep	Currently	
3-5 TBD	3-5 25? (TBD)	at 22-24, but	sections of 51	
		do go around	and 53 that	
		25-30	are 3 sections	
<u>Andrew/EV/ Delwood</u>	<u>Monticello</u>	<u>DeWitt Central</u>		
K-2 20	K 19	K 22		
3-5 <25	1-2 low 20's	1-3 24		
	3-6 upper 20's	4-6 25		

#### Keys:

- All classes are different
- Recognize the needs of students for section sizes

### "Summer" Facility Projects, Transportation, Technology, etc.

#### Capital Improvements and More for 22-23

Below is information in regard to "needs/wants" for this upcoming summer and beyond. This is a "working list" that Meyer presents every year with projects and projected expenditures. This was informational for this month's meeting, but detailed conversations about this will be needed at the March Board meeting.

#### 2022 Projects and Purchases:

##### "Working List" from this year and previous years

- **Gym Floors (normal scheduled maintenance) - \$6000 (estimate)**

*This would be our annual refinishing for the MS/HS floors. We will not do the elementary gym floor this year as it is on a rotational "as needed" schedule and it was completed last summer.*

- **Vinyl Tiles in Elementary Classroom Restrooms Estimated Total: \$2000 (estimate)**

*The tile needs to be replaced in the restrooms between some elementary classrooms. We would replace this on our own. We will do this on our own, and cost is minimal overall.*

- **Paint Classrooms (as time permits and needed) Estimated Total: \$150/room**

*If we are moving classrooms this year in the summer it would make sense to paint the classrooms as well.*

- **Commons Area Carpet Estimated Total: TBD**

*This is a relatively small area overall, so I would not expect the price to be significant. But, it is needed. This area has been used for about 12 years now every day during the school year, plus during extracurricular activities.*

- **Locker Room Duct Work**

**Estimated Total: TBD**

*The locker room "duct coverings" are becoming very tattered in the boys high school locker room. This is partly (if not solely) due to student abuse toward it. We are investigating a more durable covering on the duct work.*

### **Athletic Areas**

- **Football Field/Track Area**

**Estimated Price: Our own labor and rental of equipment**

*Basic annual care; Fertilizer, etc.*

- **North Shed**

**Estimated Price: \$500-1000**

*This area is being cleaned out of old items (chairs, etc.) that are not needed. It would be used for a halftime area for visiting teams.*

- **Press Box**

**Estimated Price:TBD**

*The building is aging (1st and 2nd floor are from 1972 approximately, and the top floor is from an addition built on to it in the mid-1980s). We are going to be examining the flooring on the upper levels to make sure it is still solid and able to hold the appropriate weight of the number of people in the area (we have also done this in the past). Additionally, we will be looking at the stability of the building overall. This will be a future project, to build a new press box, the question if it is this year or a later year. Also, is the current location the right location for a future parking lot by a new elementary potentially in the future.*

- **Football Scoreboard**

**Estimated Price: \$20,000-\$100,000**

- *New Scoreboard: This could include a fundraising drive in some manner with the community, especially if we would want to do a larger board or have athletics pay for this solely. This may also be connected with upgrading further in the future after a referendum, etc.*

- **Play Clock for Football (included with new scoreboard systems)**

Facilities/Vehicles (February 2022)

(this may not be all-inclusive)

- **Bus (2022-2023 purchase)**

**Estimated Total: \$110,000  
(diesel)**  
**Estimate Total: \$275,000  
(electric)\***  
*\*Something to think about for  
the future.*
  
- **Suburban (2022-2023 or 2023-2024 purchase)**

**Estimated Total: ~~\$65,000~~  
\$43,336 (special school rate)**

  - Currently
    - 2001 - 175,000 miles; OK mechanically, but rust holes (student trips)
    - 2001 - 195,000 miles; OK mechanically and body (student trips)
    - 2007 - 163,000 miles; OK mechanically, but starting to rust (PK/SE)
    - 2007 - 191,000 miles; OK mechanically, but a little rust (Student trips)
    - 2008 - 98,000 miles; OK condition mechanically and body (PK/SE)
    - 2009 - 203,000 miles; OK condition mechanically and body (Student Trips)
    - 2015 - 106,000 miles in good condition (Student Trips)
  
- **Cars/Etc.**
  - 1992 Snow Truck - Fair condition at best (not used much)
  - 1994 Truck - 80,000 miles; OK...at best; Maintenance Truck
    - 1-Ton Pickup set up for a snow plow- **\$36,509 (special school rate)**
    - Combining these two vehicles above into one vehicle will be a future endeavor; Additionally a trailer to transport equipment (lifts, etc.) would be useful (Trailer estimate \$7000)
    - The truck is 28 years old...usual rotation at the time of purchase was every 20 years)
  - 2000 Buick - 138,000 miles; OK mechanically and some rust (lunch)
  - 2002 Buick - 185,000 miles; OK mechanically, and rust-gravel (PK/SE)
  - 2005 Van - 110,000 miles; OK mechanically, some rust starting (lunch)
  - 2006 Impala - 181,000 miles; OK mechanically and body (Staff/Students)
  - 2015 Impala - 93,000 miles; OK mechanically and body (Staff/Students)

## Future Potential Projects

- **Windows in MS/HS Building**

**Estimated Total: TBD (few are giving "hard" estimates at this time)**

*This would entail making the windows larger and more operable to allow for improved air flow and natural ventilation. It would be a purchase of a window, plus expanding the size where the window is located. The windows in the original rooms are small to say the least in the MS Hallway area.*

- **Flooring in MS/HS Hallways**

**Estimated Total: From January 2020**

"Trowel stained" floor like Hall of Pride is likely around \$12,000;

"Stained" cement (if possible), would likely be around \$10,000;

A tile floor is about \$9500;

An epoxy floor is around \$9000.

*Benefits to any over other? The floor that takes the most work and chemicals to clean, etc is the tile floor; The floor that is most long-lasting and less labor and no chemicals (besides basic soap) is the stained or "troweled" floor; The epoxy floor is also less chemicals, but will show scratches and scrapes more often*

- **HS Restroom Renovation**

**Estimated Total: \$5,000**

*These are our main restrooms during activities, and the appearance and usefulness need some potential updating. Possibly putting some type of partition up between new urinals would be a benefit for privacy; This is the low number and would need some more exploration on costs overall but it is in this range overall*

- **Transportation: Bus Barn Hoist (used?)**

**Estimated Total: \$2500-\$7500**

*Ease/capability of doing repairs*

- **Future Roof Needs**

- *MS/HS Main Gym Roof - We had some repairs completed on this last summer, and believe it is going to last for 4-5 more years ideally. evaluated by someone who specializes in roofs and works with the district when some of the snow leaves (hopefully sooner than later).*
- *Aluminium Buildings - Some work will eventually need to be done in these areas.*
- *HS Hallway/Classroom Areas - No issues at this time, but this will be something to address in the next 5-10 years likely.*

## Other (Buildings/Facilities)

- **PK-12 Innovation Center (AG, Industrial Tech, and STEM)**

**Estimated Total:**

**\$250,000-\$400,000 (?)**

*Ideally this would be utilized by students in all grade levels to replace the current Voc. Ag building which is not used by students at this time due to safety and learning concerns. Additionally, the Industrial Tech building is working okay at this time, but an investment may be good to combine the Ag and Industrial Tech/Manufacturing in one building*

(thereby also saving space as well). If an elementary school is built close the MS/HS it would also be utilized for elementary students. This may be a potential "Wick-type" building in the future. This is a future aspect to seriously consider, as the ages of the building are starting to show.

Some specifics on ages include the following:

- Ag Building 1980
- Industrial Tech Building 1978
- Fine Arts Building 1978
- Bus Barn 1972

Does this project fit in with a long-term plan for facilities in the district? Locating the elementary school for the future on the MS/HS campus, so that we can plan where other buildings will be?

- **Bellevue Elementary School - Renovation/New or Combination - TBD**

This would impact work on an Ag/Stem/Industrial Tech Building, Music Room, Art Room, Athletic/Recreation Fields, and many other things depending on its location potentially on the campus of the Bellevue MS/HS Campus or if a renovation/addition is decided.

**Technology & Instructional Items**

Instructional Items

- **\*Chromebooks:** **Estimated Total: \$300 X 100 = \$30,000**
  - This includes the computer, plus an "Education" upgrade/management for the devices.

Buying annually for 3rd grade & 6th Grade at this time. Likely look for approval on this in March of 2022 to order and get ready for the next school year.

**Elementary Needs**

**(Likely wait on these until decisions about building made)**

- Elementary Cafeteria Updates \$50,000-\$75,000  
(Windows/Tables) Depends on future of building
- Elementary Playground Equipment
- Green Space
- Windows
- Boiler?

**Summer Projects and Purchases for 21-22 School Year**

From the Previous Year

- |   |                  |
|---|------------------|
| ● Ceiling Tile and Lights                     | \$33,000         |
| ● Walk-off Mats                               | 8,200            |
| ● Elementary Classroom Restroom Tile          | 2,000            |
| ● Elementary Internet Upgrades                | 20,000           |
| ● Special Ed Therapeutic Rooms                | 6,500            |
| ● Gym Floors (3)                              | 6,200            |
| ● Promethean Panels (Interactive Boards) - PK | 13,500           |
| ● Chromebooks                                 | <u>27,000</u>    |
|   | <b>\$116,400</b> |

## Legislative Update and School Finance Information

Meyer shared some general overviews of legislation at the meeting from the different school organizations. Also, see some articles (editorials, etc.) from the recent week at the end of the notes, along with other information from ISFIS. A message from the Rural School Advocates of Iowa (RSAI) is toward the end of the notes as well.

### Survey Information

At last month's meeting, Meyer shared information from surveys in regard to students, staff, and parents' perceptions on a wide-range of topics. Recognize that the questions on the Conditions of Learning Survey last Spring were a "Yes" or "No" and not another choice

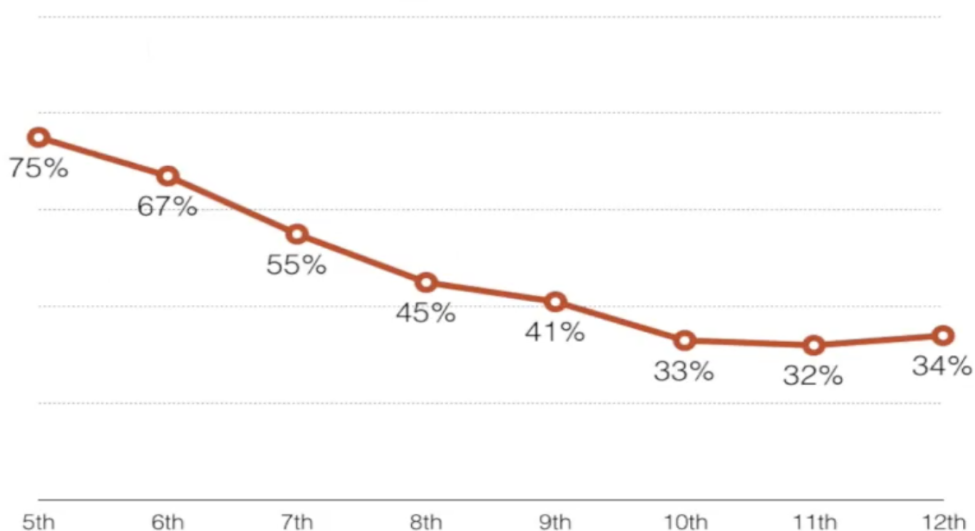
Additionally, Meyer shared input from staff (both buildings independently) and parents in regard to the calendar.

A collaborative discussion was held at the meeting in regard to perceptions and thoughts.

Below was some information shared from a national perspective on some things as well.

Below is information on student engagement nationwide...somewhat "disturbing" and shows that we must do something different to adjust to the "needs" of students for their learning.

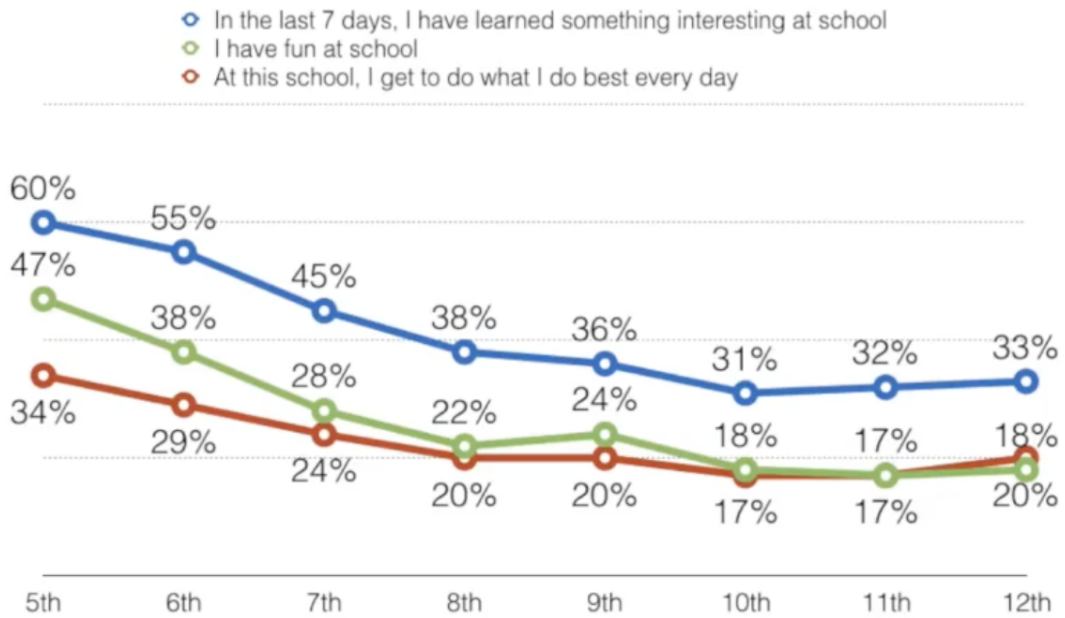
**Percentage of Students Engaged  
in School, By Grade  
(n = 928,888)**



Gallup. (2016). Gallup student poll. Engaged today - Ready for tomorrow. Fall 2015 survey results. Washington, DC: Author.

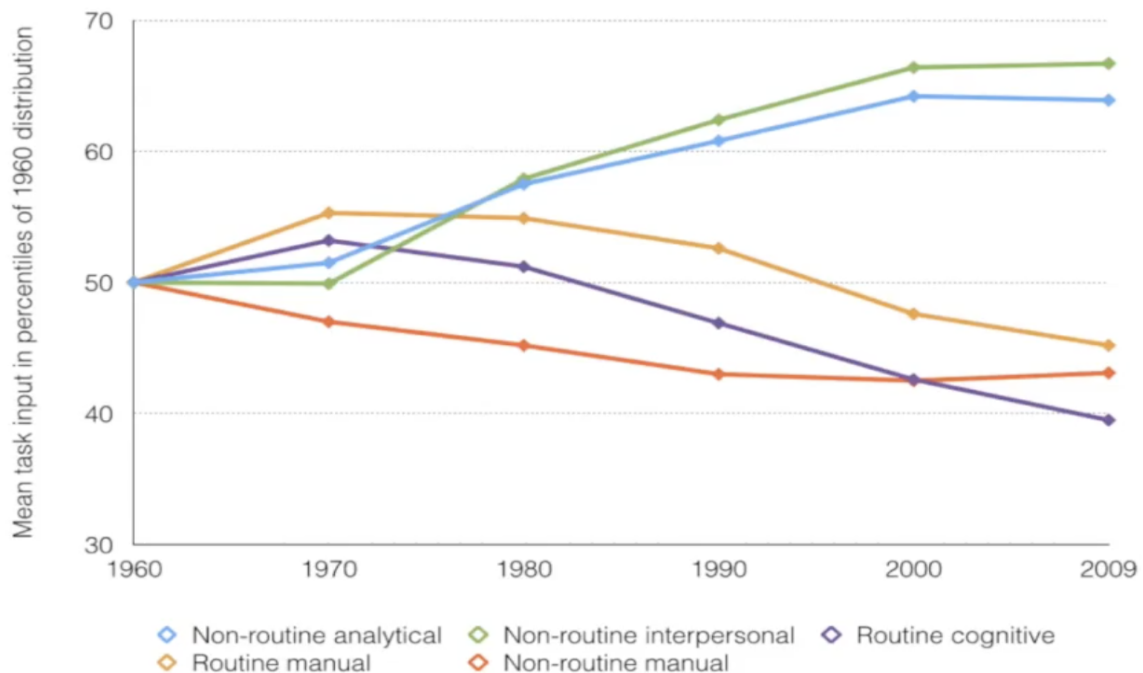


### Percentage of Students Who Strongly Agree, By Grade (n = 928,888)



Gallup. (2016). *Gallup student poll. Engaged today - Ready for tomorrow. Fall 2015 survey results*. Washington, DC: Author.

### Worker Tasks in the U.S. Economy, 1960-2009 [all education groups]



Autor, D. H., & Price, B. (2013, June). *The changing task composition of the U.S. labor market: An update of Autor, Levy, & Murnane (2003)*. Available at <http://economics.mit.edu/files/9758>

clanorous@irelevant

### Weather-Related Information

Below are days we have had "no-school" and partial days:

Date	Action	Amount of Hours Missed
January 5	No School	6.5 hours
January 7	2-Hour Late Start	2 hours
January 14	2-Hour Early Dismissal	2 hours
January 25	2-Hour Late Start	2 hours
January 26	2-Hour Late Start	<u>2 hours</u> 14.5 hours

Remember a few things in regard to requirements:

1. **Hours** - We must attend with students for a total of 1080 hours. At the start of the year, we were scheduled for 1146 hours. As of now, we have 1131.5 hours.
2. **Ending the School Year** - In the last few years, if my memory and notes serve me correctly, we have looked to end school with students if needed in the same week that we were scheduled to end it. For example, this year we were to end it on Wednesday, May 25. This would mean that we would now end it on May 26 with one make-up day for both teachers and students. If we would have one more day of no-school we would make it up on Friday, May 27, but if we would have more days we would not make them up with students. Teachers would still make these contracted days up to meet requirements.
3. **Teacher Contracts** - Teachers are on a 188-day contract. When we have ended the year for students and teachers have left-over days on their contract we have used it for some type of professional learning (personalized, small groups, or large groups). At this time we are not at that point, but I would also recommend that we do not go beyond Friday, May 27 for students either (as I mentioned earlier). It is better overall for our students in my opinion when summer is approaching and weather is getting warmer. This also provides some time for custodial staff to clean rooms/move rooms, do projects around the buildings, etc.

Meyer recommended we make up two days for students if needed, but not extend the school year beyond May 27 for students. The Board agreed with this. Teachers will need to make up all contractual days, which is not a concern at this time based on the number of school days canceled.

### 2022-2023 School Calendar

Below are two drafts of 2022-2023 calendars. Some specifics:

1. The 1st semester ends before Winter Break.
2. Winter Break is slightly longer next year than this year. Teachers return on their 14th day, and students return on their 15th day. This year, teachers returned on their 12th day, and students on their 13th day.
3. Spring Break - Spring Break would be connected to Easter, and would be a day shorter than this year (we would go to school on Thursday next year, which we are not this year).

4. Professional Learning Days - Teachers as a whole were split between every-other-week early dismissals (bi-weekly) and keeping it about the way it is currently, while some also believed we needed to have weekly early dismissals for student to allow further work time and professional learning time for teachers. Parents were in favor of keeping it similar to the way it is, while also recognizing the need for daycare when school is dismissed early (and the potential cost to parents financially).

Other districts in our area are predominantly having early dismissals for teacher professional learning every week. I have not been in favor of this in the past, but am open to bi-weekly early dismissals in a consistent format...specifically the 2nd and 4th Wednesday of the month. This time would be designed with a minimum of one of the two days each month for grade level/curricular area work (other time may also be utilized for that, but could also be used for building or district professional learning activities. It is believed a consistent schedule would be beneficial for parents as well...while also recognizing the hardship at times it puts on parents for daycare, etc.

- Note that this does have an impact on afternoon preschool (similar to late starts during the year for those in morning preschool).
- Additionally, what impact this has on daycare for parents (and the providers) is also a concern.

This was not an action item this month, as we need to have a public hearing for a calendar. A hear was approved to be held in March, and the approval then as well. The DLT is recommending Draft #9, although I wanted to share one other draft with the Board as well for discussion (I think we could make this work as well, but it does not give as much time for teachers). Andrew and Maquoketa are planning on every Wednesday early dismissals, and Andrew has a calendar that is very similar to our calendar proposals for other dates as a whole.

The Board showed some favor toward Draft 10, but a final decision will be made in March.

# Bellevue Community School District 2022–2023 (Draft #9)

## CALENDAR LEGEND

Quarter/Semester End	<span style="display: inline-block; width: 15px; height: 10px; background-color: #ADD8E6; border: 1px solid black;"></span>
Vacation Day	<span style="display: inline-block; width: 15px; height: 10px; background-color: #90EE90; border: 1px solid black;"></span>
Professional Learning Day	<span style="display: inline-block; width: 15px; height: 10px; background-color: #FFFF00; border: 1px solid black;"></span>
New Teacher Day	<span style="display: inline-block; width: 15px; height: 10px; background-color: #FF0000; border: 1px solid black;"></span>
Early Dismissal	<span style="display: inline-block; width: 15px; height: 10px; background-color: #FFA500; border: 1px solid black;"></span>

### Summary of Calendar

First Semester	519.0
Second Semester	<u>606.0</u>
Total Student Hours	1125.0

Labor Day: Sept. 5  
 Thanksgiving Day: Nov. 24  
 New Year's Day: Jan. 1  
 Presidents Day: Feb. 20  
 Memorial Day: May 29

- Recognize this is still far from a final draft.
- **This calendar ends the semester before Winter Break.**
- This has early dismissal dates that align with a proposed calendar from Maquoketa (which Andrew and EV will likely emulate).
  - Yet, the other districts are looking at having every Wednesday be an early-dismissal.
- This calendar has early dismissals scheduled for every 2<sup>nd</sup> and 4<sup>th</sup> Wednesday in most cases.
- 2021-2022 had 5 early dismissals for Teacher Professional Learning during the school year; This calendar has 12 during the 2022-2023 school year. Full-Day Professional Learning Days for 2022-2023 are equivalent to the 2021-2022 school year.
  - Parent-Teacher Conference Early Dismissals are not Professional Learning Days.
- What impact does our schedule have on Teachers? Families? Student Learning?

August					Student Days	Student Hours
M	T	W	R	F		
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26	4	26
29	30	31			7	45.5
<b>September</b>						
			1	2	9	58.5
5	6	7	8	9	13	84.5
12	13	14	15	16	18	115
19	20	21	22	23	23	147.5
26	27	28	29	30	28	178
<b>October</b>						
3	4	5	6	7	33	210.5
10	11	12	13	14	38	239
17	18	19	20	21	43	271.5
24	25	26	27	28	48	302
31					48	302
<b>November</b>						
	1	2	3	4	52	328
7	8	9	10	11	57	358.5
14	15	16	17	18	62	391
21	22	23	24	25	64	404
28	29	30			67	423.5
<b>December</b>						
			1	2	69	436.5
5	6	7	8	9	74	469
12	13	14	15	16	79	499.5
19	20	21	22	23	82	519
26	27	28	29	30		519
<b>January</b>						
2	3	4	5	6	84	532
9	10	11	12	13	89	562.5
16	17	18	19	20	93	588.5
23	24	25	26	27	98	619
30	31				100	632
<b>February</b>						
		1	2	3	103	651.5
6	7	8	9	10	108	682
13	14	15	16	17	113	714.5
20	21	22	23	24	117	738.5
27	28				119	751.5
<b>March</b>						
		1	2	3	122	771
6	7	8	9	10	127	799.5
13	14	15	16	17	132	832
20	21	22	23	24	137	862.5
27	28	29	30	31	142	895
<b>April</b>						
3	4	5	6	7	146	921
10	11	12	13	14	149	940.5
17	18	19	20	21	154	973
24	25	26	27	28	159	1003.5
<b>May</b>						
1	2	3	4	5	164	1036
8	9	10	11	12	169	1066.5
15	16	17	18	19	174	1099
22	23	24	25	26	178	1125
29	30	31				
<b>June</b>						
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

Date	Event
Aug. 15	New Teacher Professional Learning
Aug. 16-19	Professional Learning
Aug. 22	Teacher Work Day
Aug. 23	Student First Day – 1 <sup>st</sup> Semester Starts
Sept. 5	No School: Labor Day
Sept. 14	2-Hour Early Dismissal – Teacher Professional Learning
Sept. 28	2-Hour Early Dismissal – Teacher Professional Learning
Oct. 12	2-Hour Early Dismissal – Parent-Teacher Conferences
Oct. 13	2-Hour Early Dismissal – Parent-Teacher Conferences
Oct. 14	No School
Oct. 21	End of 1 <sup>st</sup> Quarter (43 days)
Oct. 26	2-Hour Early Dismissal – Teacher Professional Learning
Oct. 31	No School – Teacher Professional Learning
Nov. 9	2-Hour Early Dismissal – Teacher Professional Learning
Nov. 23-25	No School: Thanksgiving Vacation
Dec. 14	2-Hour Early Dismissal – Teacher Professional Learning
Dec. 21	End of 2 <sup>nd</sup> Quarter/1 <sup>st</sup> Semester (39 days/82 days)
Dec. 22-30	No School – Winter Break
Jan. 2-3	No School – Winter Break
Jan. 4	Teacher Professional Learning
Jan. 5	2 <sup>nd</sup> Semester Starts
Jan. 11	2-Hour Early Dismissal – Teacher Professional Learning
Jan. 16	No School- MLK Day – Teacher Professional Learning
Jan. 25	2-Hour Early Dismissal – Teacher Professional Learning
Feb. 8	2-Hour Early Dismissal – Teacher Professional Learning
Feb. 20	No School- President's Day
Feb. 22	2-Hour Early Dismissal – Teacher Professional Learning
Mar. 8	2-Hour Early Dismissal – Parent-Teacher Conferences
Mar. 9	2-Hour Early Dismissal – Parent-Teacher Conferences
Mar. 10	No School
Mar. 17	End of 3 <sup>rd</sup> Quarter (50days)
Mar. 22	2-Hour Early Dismissal – Teacher Professional Learning
Apr. 7-11	No School – Spring Break
Apr. 11	Teacher Professional Learning
Apr. 26	2-Hour Early Dismissal – Teacher Professional Learning
May 10	2-Hour Early Dismissal – Teacher Professional Learning
May 25	End of 4 <sup>th</sup> Quarter/2 <sup>nd</sup> Semester (46/96 days)
May 27	High School Graduation
May 29	Memorial Day
May 30	Teacher Professional Learning

# Bellevue Community School District 2022–2023 (Draft #10)

## CALENDAR LEGEND

Quarter/Semester End	<span style="display: inline-block; width: 15px; height: 10px; background-color: #ADD8E6; border: 1px solid black;"></span>
Vacation Day	<span style="display: inline-block; width: 15px; height: 10px; background-color: #90EE90; border: 1px solid black;"></span>
Professional Learning Day	<span style="display: inline-block; width: 15px; height: 10px; background-color: #FFFF00; border: 1px solid black;"></span>
New Teacher Day	<span style="display: inline-block; width: 15px; height: 10px; background-color: #FF4500; border: 1px solid black;"></span>
Early Dismissal	<span style="display: inline-block; width: 15px; height: 10px; background-color: #FF8C00; border: 1px solid black;"></span>

### Summary of Calendar

First Semester	523.0
Second Semester	<u>610.0</u>
<b>Total Student Hours</b>	<b>1133.0</b>

### HOLIDAYS:

Labor Day: Sept. 5  
 Thanksgiving Day: Nov. 24  
 New Year's Day: Jan. 1  
 Presidents Day: Feb. 20  
 Memorial Day: May 29

- Recognize this is still far from a final draft.
- **This calendar ends the semester before Winter Break.**
- This has early dismissal dates that align with a proposed calendar from Maquoketa (which Andrew and EV will likely emulate).
  - Yet, the other districts are looking at having every Wednesday be an early-dismissal.
- This calendar has early dismissals scheduled for a variety of times on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday (recognizing when the week or nearby weeks have an altered schedule in some manner).
- 2021-2022 had 5 early dismissals for Teacher Professional Learning during the school year; This calendar has 8 during the 2022-2023 school year. Full-Day Professional Learning Days for 2022-2023 are equivalent to the 2021-2022 school year.
  - Parent-Teacher Conference Early Dismissals are not Professional Learning Days.
- What impact does our schedule have on Teachers? Families? Student Learning?

August					Student Days	Student Hours
M	T	W	R	F		
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26	4	26
29	30	31			7	45.5
<b>September</b>						
		1	2		9	58.5
5	6	7	8	9	13	84.5
12	13	14	15	16	18	115
19	20	21	22	23	23	147.5
26	27	28	29	30	28	180
<b>October</b>						
3	4	5	6	7	33	212.5
10	11	12	13	14	38	241
17	18	19	20	21	43	273.5
24	25	26	27	28	48	306
31					48	306
<b>November</b>						
	1	2	3	4	52	332
7	8	9	10	11	57	362.5
14	15	16	17	18	62	395
21	22	23	24	25	64	408
28	29	30			67	427.5
<b>December</b>						
		1	2		69	440.5
5	6	7	8	9	74	473
12	13	14	15	16	79	503.5
19	20	21	22	23	82	523
26	27	28	29	30		
<b>January</b>						
2	3	4	5	6	84	536
9	10	11	12	13	89	568.5
16	17	18	19	20	93	594.5
23	24	25	26	27	98	625
30	31				100	638
<b>February</b>						
		1	2	3	103	657.5
6	7	8	9	10	108	688
13	14	15	16	17	113	720.5
20	21	22	23	24	117	746.5
27	28				119	759.5
<b>March</b>						
		1	2	3	122	779
6	7	8	9	10	127	807.5
13	14	15	16	17	132	840
20	21	22	23	24	137	870.5
27	28	29	30	31	142	903
<b>April</b>						
3	4	5	6	7	146	929
10	11	12	13	14	149	948.5
17	18	19	20	21	154	981
24	25	26	27	28	159	1011.5
<b>May</b>						
1	2	3	4	5	164	1044
8	9	10	11	12	169	1074.5
15	16	17	18	19	174	1107
22	23	24	25	26	178	1133
29	30	31				
<b>June</b>						
		1	2			
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

Date	Event
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## Comet Reading and Reflection

The following is an excerpt from a book by Jim Craig from the 1980 USA Gold Medal Hockey Team...it is Olympic time now. Ultimately, the point of the excerpt is about the importance of meeting face-to-face. This has a connection in my opinion to school days with students in attendance and their daily activities, but also for us as adults and as we plan meetings to discuss our facilities. We must "hear" from people verbally and beyond while being with them in a room.

Gold Medal Strategies: Business  
Lessons from America's Miracle Team  
Jim Craig + Dan Yaeger (2011)  
pages 45-46

Getting everyone on board and committed to a common goal—just like everything else in effective teamwork building—requires a lot of smart and hard work. I know, I know, I use that phrase over and over—and I do it for a reason.

Meetings, "off-sites," and retreats are helpful in building and assembling a team of people sharing a dream. Even in the day of the Internet and a variety of instantaneous digital communication—and let's not forget the phone, still the most effective interactive technology—people still need to get together in the same room. Again, team sports are valuable in teaching traits and qualities that can help companies win. In order to be successful, you have to get on the ice, the field, or the court, and you need to work hard and hurt together, communicate, get in synch, and support one another.

When players on a team are preparing to take to the field or ice or court, they get into the locker room and they take off their individual clothes—their "street" clothes—and they don the same uniform. They leave their iPods and cell phones in their lockers. The video games, computers, and flat screen TVs are at home.

When the ball goes up and the puck is dropped, you communicate the old fashioned way—by talking, hand gestures, a nod of the head, and a zillion other methods that were in vogue a couple hundred years ago and still are today.

True teamwork is not created with a text message or an e-mail. Videoconferencing and web conferencing allow organizations to get people together in one space virtually—and I have delivered speeches and coaching through both mediums and platforms—but it is still

not an optimum experience. As I've already described, fundamental to the success of the 1980 U.S. Olympic hockey team was the length of time we spent together. The value of that time together was not just practice, conditioning, and game time, but also socializing, getting to know one another better, and learning to trust one another.

When the Boston and Minnesota guys sat down for a beer and pizza and got talking and built camaraderie off the ice, it all helped our efficiency on the ice. Victory at Lake Placid had a whole lot to do with the fact that we were a family.

Victory at Lake Placid was prepared for and earned during break-out drills, up-and-backs, team runs, watching film, and playing against tough competition. It was also prepared for and earned during the long train and bus rides we took together, and lugging our equipment, suitcases, and hockey bags together. As we shared stories about things other than hockey, as we grew to understand that we were all now one team, and not a collection of guys who played for different universities and who came from different places, we were making possible the magic and improbability that played out in February 1980 in the Adirondacks.

As you build, coach, and mentor your team, remember that their ability to win sales or produce the highest quality product can be greatly enhanced outside of the office or any conference or boardroom. Cultivating camaraderie, forging strong teamwork and strong teams, can be done in many different ways and can take many different forms.

Your employees need to know each other as people—as fathers and mothers, sisters and brothers, as those with hopes for their families and for themselves, as those with fears and dislikes, those with hobbies and loves, those with triumphs and losses, those with anguish and great joys, those with strengths and weaknesses. You learn and grow in this understanding when you get together for business and for socializing and friendship. All of it wins games and brings victories.



## Information Items

### Spring Events and Seasons

Basketball is nearing completion; But, the spring and summer seasons are right around the corner. Some initial numbers for these events are the following:

- Spring Play - 20-25
- Boys Track - 35+
- Girls Track - 22-25
- Soccer (at Marquette) - TBD
- Softball - 22-25
- Baseball - 17
- Boys Golf - 12-15
- Girls Golf - 6-8
- Soccer - 12-15 students will be participating at Marquette for soccer.

### Athletic Boosters

The Athletic Boosters are having their Chicken Supper and Fundraiser on Saturday, March 12 at Horizon Hall. They have a goal of raising \$20,000. I believe having a goal to share with others is a good pathway.



**Believe in The Blue**

**March 12, 2022**

**Dinner Served  
4:30 pm-7:00 pm**

**Catering By Jeronimo's  
Fried Chicken, Mashed Potatoes,  
Gravy, Corn, Salad, Roll, Drink.**

**\$12 PER PERSON**

**Horizontal Lanes  
Bellevue, IA**

**Take Out Available  
Silent and Live Auction  
Live Auction Starts @ 6:30**

**Sponsored by the  
Bellevue Athletic Booster Club**

Designed by Anita Borrenpohl & Payton Kettmann

The Boosters have been busy with a variety of activities for the concession stand, plus the Trivia Night last month that went very well.

The boosters requested a list of "wants" from coaches at this time. Below is a tentative list.

Wants for Athletic Department/Coaches/Students

January 2022

Desire...

Cost...

Why...

1. Automatic Electronic Timer for Track and Cross Country - \$8000
  - a. The norm at meets at this time.
  - b. We hire someone to do this and it costs us about \$1000 for each event that utilize it - 1 Track Meet each year, plus possibly using at the XC meet
2. Football Scoreboard and Playclocks - \$20,000-\$100,000
  - a. Planning a fundraising activity for this, extending into next school year
  - b. Involvement from past football players, and retired coach Rick Pogemiller
  - c. Chet Knake has been laying some groundwork for this action. Dave Wright, Jerr Recker, and I have a meeting next week to lay out some further plans and make additional plans.
  - d. Meyer will discuss with the school board at the next meeting.
3. Banners for the gym - \$2500-\$5000?
  - a. We are running out of room to hang playoff, and state qualifying banners in the gym which is a good problem. Would like to explore getting banners made so that we can consolidate our current banners by putting the years we qualified on them which would create space. Do not have a cost at this point.
4. Track/Football Press Box - Cost Dependent on Size/Location/etc.
  - a. Location may depend on the use of the land to the east of the football field
5. Hurdles - \$150/Hurdle (\$750-\$1500 for 1st rotation of replacements)
  - a. There is a need to start replacing some hurdles due to age and some breaking. We would not replace all at once, just start by buying 5-10 as replacements and get rid of the broken ones.
6. Filming Equipment to replace current filming situation - Unknown
  - a. Update the filming of games for individuals with different equipment
7. Hack Attack Pitching Machine - \$4500
  - a. Can also throw groundballs and fly balls.
8. Nine-Hole Pitching Net -  $\$365 \times 2 = \$730$ 
  - a. Can be used by pitchers to throw without a catcher and hitting spots in the zone.
9. Likely need to recondition a wrestling mat reconditioned -
  - a. This is a normal practice to do as mats age.
  - b. This mat was an original purchased when the program was reinstated in 2013.
10. Clinics for Athletes - Prices may vary

- a. Looking to bring in outside professionals to work with our student-athletes

One item on here, the scoreboard for the football field/track is up for a significant upgrade in some manner. This is a large investment that will take some additional fundraising likely, in addition to the Boosters. Mr. Knake, Mr. Jaeger, Mr. Recker, and Mr. Wright have been discussing this with me, and we had a meeting this week.

The football team and the Football Club are looking to bring back the first Comet football team from 50 years ago in August for the first football game. This will be when they look to expand their fundraising beyond a golf tournament in June. But, I do want to the Board to be in support of this.

Mr. Pogemiller is also involved in the organization of this event, and will likely also assist in the fundraising program.

A few specifics with this are the following:

- Should this be used and placed as a track timer as well for athletes as they are running (and for our spectators) in addition to the other timing systems?
- Will this be place in the same location or on the other side? If we are using it for athletes as they are running, placing it on the south side may be better...but this impacts some fans on the concession stand side of seeing it during the game/event.
- It will also likely need to include a play clock, which more schools have moved to. It is also likely the state will require this soon of schools (we have shot clocks for basketball as a requirement for next season).
- What impact does a new elementary building have on a location of the scoreboard if any? Some people may park in the "elementary parking lot" to enter games if it is located to the east of the current football field.
- What type of scoreboard do we want? Basic like our current board? A video board on it? How big? This all impacts the pricing, and to a point, a goal for fundraising. Also, the more extensive the board may also mean an additional person to operate it at events (not sure on this, but it would take some other programming if nothing else).

I will plan to have the group involved in this present at our March Board meeting. They will have some graphics of different types of scoreboards, along with an estimate of costs.

#### CTE Month

The district is doing a variety of things with CTE programs (Career and Technical Education - Industrial Tech, Family and Consumer Science, Business, and Agriculture). Jeff Recker spoke more about this at the meeting, but to start the month the Future Business Leaders of America had an assembly for students with a CTE Panel:

*The purpose of the CTE (Career and Technical Education) event was to showcase to our students all of the great career opportunities available in the CTE field. We*

*believe this can assist students in understanding the backgrounds and the hard work involved in achieving success. This can also lead to potential networking opportunities available to our students and staff.*



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

Mrs. Hartung-Schroeder shared information about the Principal's Advisory Council that has been established this school year, and the "Movie Night" and the "Kindergarten Formal" that have both been held in the last month.

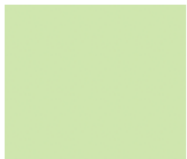
Mr. Recker shared information about an act by our 7th grade boys basketball team at Monticello this week where they worked to allow a special needs student from a competing school to score a basket against them in a game. This was led by a student from our team who mentioned this to our coach (Mr. Casel), who then worked with the other coach to have this happen.

### **Adjourn**

Next meeting is Monday, March 14 @ 6:30.







## CALL TO ACTION

### Education Savings Accounts (Vouchers) Are Not for Iowa

February 16, 2022

**Big Picture:** RSAI is encouraging the legislature to take a balanced approach, position public schools for success, and consider measured tax relief that does not dampen the State's future ability to adequately fund schools. We encourage our members to engage in thoughtful discussion and advocacy, respecting our state leaders who are wrestling with these big issues and encouraging advocates to build positive relationships going forward. This Call to Action concerns the Governor's Omnibus School Choice and Parents' Rights bill. RSAI is registered in opposition to the this bill.

**The Governor's Parent Choice Bill, [SSB 3080](#), has been approved by a subcommittee and is on the Feb. 17 Senate Education Committee agenda, where it must get approval to survive the Feb. 18 funnel deadline.** If it is approved by the Committee on Feb. 17, contact all Senators through the weekend and into next week. Although the action is in the Senate, it is important to keep up ongoing conversations with House members, too.

**Gov. Reynolds held a press conference on Feb. 15 supporting her proposal.** See her press statement [here](#).

#### Bill Provisions and RSAI Rationale and Position:

**[SSB 3080](#) Governor's School Choice and Parent Transparency:** this bill has many provisions that RSAI opposes that are overbearing and difficult to administer at the school level, others not for Iowa and some provisions that we would likely work to improve if introduced in separate bills. The bill was approved 2:1 by the subcommittee and will have to get through the Senate Education Committee this week to avoid the funnel deadline on Friday. This is referred to as an "omnibus bill", which includes several big policies at once. We apologize for the length of this Call to Action, but there are a large number of actions included in the bill. Comments below are made to each of the six divisions:

**Division I Transparency and State Standards and Removing Library Books:** this part of the bill requires public schools to post a course syllabus or written summary of materials to be taught in each class in the school district, sortable by subject area, grade level and teacher. The district is also required to post how each class in the district meets or exceeds Iowa Code 256.11 education standards, sortable by subject area, grade level, and teacher. (*The "sortable" requirement will likely mean a cost to develop and maintain software for school districts.*) Titles of all education materials for each class, procedures and policies to select materials at all levels of the school, list of all library books, too. DE is required to develop a flowchart of procedures and policies to request removal of a book from the library and districts must post it. This division also requires the annual audit to determine compliance with this section and requires the DE to withhold state foundation aid for every day the district is not in



compliance. The bill also identifies timelines for district review of a parent request and allows the parent to appeal the district determination to the school board, and then to the State BOE.

***RSAI Rationale for Opposition to this division:*** *this is an unfunded mandate and overly prescriptive. School boards already have policies regarding parent requests to remove books or review curriculum materials. The appeal to the state board does not specify the grounds by which the state board would overturn a local decision. RSAI districts do not have the technology resources to create the searchable software necessary to comply and would likely have to contract with technology service providers in order to post this level of sortable detail. We are also concerned that the requirement to post on Aug. 23 and Jan. 15 would hamstring teachers who need to be fluid and adjust instruction based on what each group of students in their classroom know and are able to do. RSAI opposes this division.*

**Division II Education Savings Accounts (Vouchers):** this part of the bill allows students attending an accredited nonpublic school (defined in IC 285.16) as eligible, including: 1) household income below 400% of FPL (up to 5,000 scholarships), 2) student with an IEP (up to 5,000 scholarships), 3) students who received one in the prior year. If not all 5,000 slots are claimed in either category, additional scholarships may be given in the other. Application must include proof of enrollment into the private school. This version is much bigger than last year's policy which would have only impacted students attending school in an attendance center identified as a school in need of assistance or comprehensive improvement by Iowa's compliance with the federal ESSA requirements (our bottom 5%).

Parents apply by Jan. 1, DE notifies parents by Feb.1. The scholarship amount is equal to the weighted enrollment the student would generate if enrolled in the public school without the property tax component (average state aid in the state). The funds can be used by the parents or student for tuition and other specifically mentioned expenses. Unlike last year's policy, any balance of funds at HS graduation goes back to the state coffers (*parents can NOT use funds for college after HS graduation.*) If a student is expelled from the private school, the parent must pay the funds back. If the student withdraws due to change of residence and does not re-enroll in a private school, any prorated funds must be paid back. The bill specifically states that private schools do not have to change their enrollment or educational standards as a result of receiving funds from an ESA (example of uneven playing field as public schools take all students). There is an expedited timeline for fall of 2022, with parents applying by May 1 and DE notifying parents by June 1.

***RSAI Rationale for Opposition:*** *Although we don't know how many students will leave public school to take advantage of this voucher program, we assume most income-eligible kindergarten students will apply. Although this starts small, it will build as vouchers have in other states, until its price tag is likely more than half a billion. Additionally, loss of public-school students without notice until June 1 would impact staffing and budget decisions after those had already been determined for public schools. See talking points below on why vouchers are not for Iowa, including lack of transparency, lack of accountability, and most importantly, public funds should not be spent for private purposes. If the theory is correct that competition improves public school outcomes, we have already done that with one of the broadest open*

*enrollment laws in the nation, \$20 million in school tuition organization tax credits and other tax credit supports for private school parents. RSAI opposes this provision.*

**School Enrollment Supplement:** this part of the bill appropriates the equivalent of about 30% of the SCPP multiplied by the number of voucher recipients beginning in FY 2024 into a fund for school districts with a budget enrollment of 500 or less.

***RSAI Rationale for Opposition:** The Governor's budget documents explained that small changes in enrollment can be very hard on small districts. We are grateful that the Governor recognizes this challenge for small schools. RSAI supports adequate state funding through at least 3.75 SSA for FY 2023. We do not know how significant this grant funding would be, but believe that there are sufficient funds in the state coffers to provide a direct appropriation for small schools without commingling this concept with a voucher policy. It is also possible that a district below 500 students close to a private school could lose more funds from students attending the private school than this grant would provide. If this is a priority of the Governor, we would prefer that the School Finance Interim Committee consider funding formulas in other states, the needs of Iowa students and address those inequalities rather than creating another one. Iowa is one of only 16 states that does not have an isolated school or essential small school factor in our formula. RSAI appreciates the consideration for small schools, but would support another funding method that did not leave small schools dependent on the decisions of private school parents. RSAI opposes this provision.*

**Division III Social Studies Instruction:** this part of the bill requires high school students to pass the immigration and naturalization services test for citizenship with a score of 70% of the questions answered correctly in order to graduate. Students are allowed to take the test multiple times. Districts and private schools are allowed to adjust the test to meet a student's IEP.

***RSAI Rationale for Opposition:** Many high schools use the questions of this test in their instructional materials. However, requiring this mandate will result in some students not graduating, perhaps carrying over to the next school year in order to complete the requirement. The test may be unmanageable for students for whom English is not their primary language or for students who struggle with multiple-choice tests or suffer test anxiety. RSAI believes in local control, that it is the role of the school board and community to determine how performance for graduation is assessed. RSAI opposes this provision.*

**Division IV Private Instruction – Special Education:** this part of the bill eliminates the requirement that the AEA director approve a child with an IEP to receive competent private instruction (home school), allows a parent of a child with an IEP to request dual enrollment, and requires services to be determined and provided based on Iowa Code 256B and administrative rules.

***RSAI Rationale is undecided on this provision pending more information:** we have questions about the workability of this provision. It is unknown if the student would come to the public*



*school to receive the services required in their IEP or if school employees would have to deliver those services at the student's home. If it's the latter, we will be opposed to this section. That would be an expensive use of school district staff time that is already scarce with a shortage of special education teachers and paras. Any additional costs would be shifted to special education deficits which are paid with property taxes. RSAI is currently undecided on this provision until we find out more.*

**Division V Open Enrollment:** this part of the bill allows the denial of an open enrollment request by either the sending or receiving district for a sibling or step-sibling of a student who open enrolls for good cause due to repeated acts of harassment of the student that the district cannot adequately address, the consistent failure of the school district meet the basic academic standards or serious health condition to also be appealed to the state BOE under section 290.1. It also allows that sibling to participate in varsity athletics without a waiting period (282.18 subsection 11). **RSAI is undecided on this provision.**

**Division VI Teacher Librarians:** this part of the bill specifies that a teacher librarian license shall not require a master's degree.

***RSAI Rationale for Support:** rural schools struggle to find teacher librarians to comply with the state mandated program. Elimination of the master's degree requirement should broaden the pool of qualified applicants. RSAI supports this provision.*

#### **Talking Points: Oppose Vouchers**

- **Public money should be for public schools. Period.** The public's investment should be used to support public community schools which are open to all students regardless of race, religion, gender, socio-economic status and disability, not for a new entitlement program for parents who choose private education.
- **Public funds require public accountability and transparency.** Public schools are overseen by a publicly elected citizen governing board, are required to report academic results to the general public, have an annual public financial audit, and be transparent with all expenditures and decision-making. Private and religious schools are not held to that same public standard. Taxpayers have a right to know how their funds are being used, but are left in the dark about the use and impact of voucher funds.
- **This bill is a slippery slope toward a costly and expansive voucher program:** This voucher program may start small, but as we've seen in other states, once a program is established, it is easy to expand. This will pull more resources away from public schools.
- **Uneven playing field:** Private schools do not have to accept all students, do not participate in state testing or reporting, do not have to follow all of the same rules and regulations as public schools.
- **Iowa already has significant parent choice:** Open enrollment within district, virtual program within district, open enrollment to another public school district, good nonpublic schools (with significant tuition assistance for low-income families provided by school tuition

organizations and expanded tuition and textbook tax credits last session), competent private instruction (home school with support) or independent private instruction (home school without support). New charter school legislation and expansion of open enrollment good cause exemptions from last year haven't been given a chance to be implemented yet. The additional benefit of one more choice for a few parents has larger negative consequences for students who remain in the school, for taxpayers and for the rest of the community.

### Senate Education Committee Members: Next step after the subcommittee meeting

The following links will take you to each committee member's legislative page, with email address and often home or cell phone number so you can easily connect with them. Remember to be respectful and explain the impact these bills would have on your school and education for your students. *Also be sensitive to using school email when contacting legislators who may prefer you use your personal email rather than school property for advocacy purposes.*

Senate Education Committee Members: <ul style="list-style-type: none"><li>• <a href="#">Amy Sinclair</a> (R, District <a href="#">14</a>), Chair</li><li>• <a href="#">Jeff Taylor</a> (R, District <a href="#">2</a>), Vice Chair</li><li>• <a href="#">Herman C. Quirnbach</a> (D, District <a href="#">23</a>), Ranking Member</li><li>• <a href="#">Jim Carlin</a> (R, District <a href="#">3</a>)</li><li>• <a href="#">Claire Celsi</a> (D, District <a href="#">21</a>)</li><li>• <a href="#">Chris Cournoyer</a> (R, District <a href="#">49</a>)</li><li>• <a href="#">Eric Giddens</a> (D, District <a href="#">30</a>)</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Tim Goodwin</a> (R, District <a href="#">44</a>)</li><li>• <a href="#">Craig Johnson</a> (R, District <a href="#">32</a>)</li><li>• <a href="#">Tim Kraayenbrink</a> (R, District <a href="#">5</a>)</li><li>• <a href="#">Ken Rozenboom</a> (R, District <a href="#">40</a>)</li><li>• <a href="#">Jackie Smith</a> (D, District <a href="#">7</a>)</li><li>• <a href="#">Annette Sweeney</a> (R, District <a href="#">25</a>)</li><li>• <a href="#">Sarah Trone Garriott</a> (D, District <a href="#">22</a>)</li><li>• <a href="#">Brad Zaun</a> (R, District <a href="#">20</a>)</li></ul>
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Find other Senators here: <https://www.legis.iowa.gov/legislators/senate>

To call and leave a message at the Statehouse, the Senate switchboard operator number is 515.281.3371 and the House switchboard operator number is 515.281-3221. You can ask if they are available, leave a message for them to call you back, or just leave a short message such as **“Oppose SSB 3080 Governor’s School Choice Bill.”** (Legislators are typically back home over the weekend).

### General Contact Information:

The following links will help you find contact information such as email address and often home or cell phone numbers, so you can easily connect with your legislators.

Find your Senator's contact information here: <https://www.legis.iowa.gov/legislators/senate>

Find your Representative's contact information here: <https://www.legis.iowa.gov/legislators/house>

If you don't know who your Legislators are, find out by selecting your school district, through the interactive map, or by entering an address here: <https://www.legis.iowa.gov/legislators/find>

**Iowa schools' systems for parents to challenge books isn't enough, say Republicans pushing bill** - Ian Richardson, Des Moines Register

Republican lawmakers pushed forward legislation Thursday that would allow parents to sue districts over books they believe are obscene. In doing so, they said certain literature in schools could be used by teachers as "grooming materials" to prey on students and that a trove of books for young adults by mostly Black, Hispanic and LGBTQ authors are the result of a "toxic, cancerous ideology that makes cultures decline." But Democrats and public school advocates said the bill and some of Republicans' comments on the issue are an attack on teachers and students, and that schools already have systems in place to address book challenges and parental concerns. The bill would allow parents to sue schools over 'obscene' books

Senate President Jake Chapman, R-Adel, has proposed the measure to allow parents to sue schools for distributing obscene material or "hardcore pornography" to students. It would also specify that penalties for the distribution of those materials apply to teachers and school administrators, although it wouldn't change the definition of such materials in Iowa law. Chapman introduced the proposal, Senate File 2198, as parents have approached school boards across the state and country with concerns about the content of certain books available in school libraries and classrooms. Some parents don't believe the process is working, he said, and he wants to give them an additional avenue to challenge books.

"Parents are cut completely out of this process, and so this bill allows parents to go to a court to have that determination made," Chapman said. Despite the challenges, several Iowa school districts have decided to keep some of those books in their libraries after review. Many librarians say that students can be trusted to make decisions for themselves and that, in some cases, the material has proved critical to students' understanding of who they are.

Sen. Janet Petersen, D-Des Moines, condemned the bill and the comments of some Republicans on the issue, calling the bill "an attack on our kids." "This bill is part of an orchestrated attack on Iowa's public education system," she added.

Where is the bill in the Iowa Legislature? The proposal advanced through a Senate subcommittee Thursday morning with a 2-1 vote, with Republican Sens. Brad Zaun of Urbandale and Jason Schultz of Schleswig voting in favor and Petersen voting against. Chapman did not serve on the panel but spoke as the bill's sponsor. Further changes could be coming to the bill, Chapman said. He said he plans to introduce an amendment that would raise the penalties teachers could face in the bill to an aggravated misdemeanor on the first offense and a class D felony on the second offense, aligning the penalties with those in Iowa code for the rental or sale of hardcore pornography.

What are parents' concerns around books in schools? Several parents attended Thursday's subcommittee, and some said they had challenged books at their school level but felt that the process wasn't working properly. "We have educators that want to remove Dr. Seuss from our schools because that's inappropriate," Johnston parent Mandy Gilbert said. "The scenes of a young boy having his penis touched by an adult – this is not obscene? Where did we lose common sense?" Testimony also included accusations of inappropriate sexual behavior in school settings, which some commenters connected to the literature.

Opponents say some books are taken out of context. But opponents of the bill disputed the idea that the books are obscene. Taken as a whole, they said, the books have literary value and those scenes handle matters that affect youth in the age group that reads them. Keenan Crow, director of policy and advocacy for One Iowa, an LGBTQ rights group, also read a passage from the book of Genesis in the Bible that depicts sexual relations between a man and his daughters to illustrate their point about context. "I don't think that just because this story is in the Bible that the Bible is about rape, incest or any of those other things," Crow said. "That's why we have the test to take the work as a whole and examine it for literary, scientific or other types of value. So I don't believe that there is pornography in our schools today."

President of the Iowa Senate Jake Chapman, R-Adel, speaks before Gov. Kim Reynolds' Condition of the State address, inside the House Chamber, on Tuesday evening, Jan. 11, 2022, at the Capitol in Des Moines. Melissa Peterson, a lobbyist with the Iowa State Education Association, said there appear to be "conflicting definitions" of what constitutes obscenity in the debate, and she and other public school advocates said schools already have a process in place to weigh challenges.

The legislation could face an uphill battle. Senate Majority Leader Jack Whitver, R-Ankeny, said last month that he doesn't agree with the idea of charging teachers with felonies. House Republican leaders have indicated they favor measures that would increase transparency in schools but are reluctant to impose penalties on school staff.

The Register's Stephen Gruber-Miller contributed to this report. Ian Richardson covers the Iowa Statehouse for the Des Moines Register. Reach him at [irichardson@registermedia.com](mailto:irichardson@registermedia.com), at 515-284-8254, or on Twitter at @DMRIanR.

**Our opinion: Iowa must improve schools for all students, not further diminish public districts** - Quad City Times February 6, 2022

When Iowa Gov. Kim Reynolds last year proposed her Student First Scholarship fund, which would siphon off public dollars for use in private schools, it felt like a bad idea at the worst possible time.

Schools still were reeling from the pandemic, the learning loss it brought about and a decline in enrollment, which is how state aid is calculated. The idea stalled in the Legislature in 2021.

Now, it's back, albeit slightly restructured, and it still feels like a bad idea.

During the past week, Reynolds' Student First plan was rolled out as Senate Study Bill 3080, which could provide \$5,300 for as many as 10,000 students per year in the name of school choice.

It's a bad idea – with far-reaching implications. Not only would such a voucher program not solve the problem it is intended to fix, but it would create new ones.

The proposal would allow certain students in public schools to use taxpayer money to shift to a private school. Eligible students would include kids from households with an annual income of up to 400% of the federal poverty guidelines – which is \$111,000 for a family of four – and students on an individualized education program, or IEP.

Last year's proposal would have restricted qualification to students in schools designated as struggling.

The scholarships this year would pull 70% of the per-pupil funding that the student's public school typically would receive, or about \$5,360 per student. The remaining 30% would be funneled into a different fund and redistributed to school districts with an enrollment of less than 500 students.

So for bigger districts – like the Dubuque and Western Dubuque community school districts – students who opt to switch to a private school would take their per-pupil allotment with them, diverting money away from already-underfunded public schools.

Meanwhile, research shows that this sort of choice option (read "voucher") does little to lift up low-income students. Extensive research on school choice programs in Milwaukee and Washington, D.C., show no statistically significant difference in the performance of students in targeted groups.

As state officials engage in debating the precise amount of supplemental state aid to provide districts, they should commit to one of the founding principles of democracy: taxpayer dollars support public, not private, schools.

Iowa lawmakers should consider an approach other than Reynolds' "student first" scholarship fund. Providing earmarked funding to strengthen the ability of the state's struggling schools to retain

*teachers and reduce class sizes could help all the students who attend there, not just a handful who opt to leave.*

*Editorials reflect the consensus of the Telegraph Herald Editorial Board.*

*Editorial - Stand Up for Our Schools*

*Quad City Times*

*February 6, 2022*

GARY L. KRAMBECK

Back in the day, when Iowa had a national reputation for being devoted to education, state lawmakers made sure teachers and local school districts were well supported.

In the first 38 years of the state's current education funding formula, annual increases for K-12 schools averaged 5%. That changed about decade ago, when Terry Branstad and Kim Reynolds were elected. Since then, yearly increases have averaged 1.9%.

We've seen the result: Iowa has shrunk in comparison with other states. Our statewide reputation as a place of educational excellence has suffered.

This year isn't much different. Reynolds has proposed a 2.5% increase in basic state funding. And believe it or not, some Republicans are arguing this is a robust commitment to K-12 education.

Not hardly. Not at a time when inflation is running at 7%. One school board member from Bettendorf told us the other day that, in today's atmosphere, a 5% increase should be the target.

Of course, that won't happen. It's even possible the Republican-controlled Legislature won't grant Reynolds' paltry 2.5% request.

Defenders of this new stinginess love to brag that 56% of Iowa's budget goes to education. But what they don't tell you is that also includes funding for universities, community colleges, private tuition grants and other programs.

What they also don't tell you is that 56% figure only relates to part of the money the state spends, not just the general fund. When the National Association of State Budget Officers issued its latest report and included other state funds, bonds and federal money, spending on Iowa's elementary and secondary schools came in at 16.6% of the entire budget for fiscal year 2021.

That's quite a difference. What's more: Iowa doesn't even reach the national average.

Is it any wonder we have problems attracting people?



We bring up this sorry history amid a new effort to drain even more money from public education.

The governor and Republicans in the legislature are proposing a plan to create publicly-funded scholarships for people to go to private schools. These vouchers are available to those whose household incomes don't exceed 400% of poverty, or \$106,000 a year for a family of four, as well as disabled students and certain others.

We fully support families going to the school of their choice, but this plan would take tax dollars with them; removing that money from public schools and funneling it to private institutions, which don't operate under the same rules.

This is different than last year's plan. Instead of targeting a select number of public schools, the governor's proposal threatens schools across the state. But get this: Some schools in Iowa would be less threatened than others. Reynolds' plan sets aside a chunk of money for a select number of public school districts to soften the financial blow.

Where are these select schools?

They're not in the Quad-Cities. The list doesn't include Davenport or Bettendorf. It doesn't include North Scott or Pleasant Valley.

No, this pot of money is set aside for schools with fewer than 500 students. Which means about a third of the districts in the state. Mostly, these districts are in rural areas.

Some people in rural Iowa say they are worried their schools and communities will be hurt by this plan. (The advocacy group for rural public schools is still against it.)

They're right to worry. Rural and urban school districts have all been hurt by the state's chronic underfunding of K-12 education, and siphoning off even more money won't help any of them. But we have to ask: Why should the harm to rural schools be softened and not urban schools? It's not as if urban districts don't have their challenges, too. In Davenport, student enrollment has declined for years. Bettendorf's enrollment is largely flat.

We can understand why rural lawmakers might like the extra help, even if it's limited and will erode over time. But why would an urban legislator go along with this plan? Why wouldn't they demand that their school districts get equal protection?

Democrats in the legislature have already said they'll oppose this plan. But since Republicans control state government, it's really up to them to demand fairness.

We hope our representatives in the legislature will stick up for the school districts in this area - and for the majority of families who will rely on those schools even if this proposal passes. We also believe voters should remind their representatives of that obligation.

We don't begrudge Iowa's rural areas help. The state's outward flow of people has hurt these parts of Iowa. But when it comes to stingy K-12 school funding, every district in Iowa, rural and urban, has suffered. The governor's plan would make it even worse.

Legislators from the Quad-Cities ought to remember who they're representing in Des Moines. They ought to fight for the public schools in this area and make sure that they're treated fairly. The families who send their kids there deserve it.

# SSA Talking Points

- 2.5% is too low for schools to offer competitive wage and benefits to employees (will likely have to meet 3% for base salary)
- 2.5% is too low for schools to provide needed opportunities for students (would be internships, concurrent enrollment, lower early elementary class sizes – each district is different, but relate it to students.)
- 2.5% leaves 82 districts on budget guarantee, \$9.2 million in property taxes that only postpones the significant drop for a year.
- 2.5% will not restore Iowa's investment in education anywhere near the national average: \$1,280 per pupil lower than the USA average (2019 census data), ranking 30<sup>th</sup> in the nation, and 40<sup>th</sup> in the nation in the increase in per pupil spending from 2014 – 2019.
- A big chunk of the state cost (\$154 million) is \$59 million for C&I Property tax hold harmless and \$12 million for PTRP. If they would pay those out of the Taxpayer Relief fund or surplus, they could plow that \$72 million into a higher SSA rate (revenue neutral for the state General Fund.)
- Inflation: CPI-U set by PERB for June arbitrations is 7.5%. Natural gas costs are spiking, bus fuel, shipping costs of curriculum or other supplies, benefits costs, etc.
- Ask for your preferred percentage: RSAI is at 3.75%. UEN at 5%. Connect with your preferred advocacy organization and tailor their messages to your district and legislators.
- If a legislator says they are worried about it being sustainable, ask them to peel back on their commitment to tax cuts, do something reasonable, and they've got nothing to worry about.
- Until agreement is announced, keep at it.

## Transparency

- Penalty for noncompliance is withholding state aid
- Requires school boards to prominently publish on the district website:
  - **Course Syllabus or written summary** of material to be taught in each class in the school district, sortable by subject area, grade level and teacher.
  - **How each class meets or exceeds** Iowa Code 256.11 education **standards, sortable** by subject area, grade level, and teacher.
  - **Titles** of all textbooks, books, articles, videos, & other educational materials used for student instruction in each class or links to internet sites containing them.
  - **Procedures/policies in effect for the documentation, review and approval** of all textbooks, books, articles, outlines, handouts, presentations, videos, and other educational materials used for student instruction. (Procedures/policies of the school board, principals, administrators, teachers and any committee created by any of them.)
  - Comprehensive list of all library books available to students.
  - Flowchart developed by DE showing procedures or policies for parents to request removal of a book in the library

# Transparency

- Requires the above updated on or before Aug. 23 and Jan. 15 annually and requires the school board to notify parents of the update (notice on website and in a newsletter or other written communication to parents.)
- Requires the information to be maintained on the website and accessible to the public for at least 5 years.
- Specifies that this section shall not be construed to require the school board to 1) reproduce materials not created by a teacher employed by the district, 2) distribute any educational materials in a way that infringes on intellectual property rights.
- Defines “used for student instruction” to mean a textbook, book, article, syllabus, outline, handout, presentation, video, or other education material that is or will be assigned, distributed or presented to students in a class required by 256.11 (educational standards), or as required by the school board, or is or will be created by the school board or a teacher employed by the board. (*General consensus is that this includes lesson plans*)

# Impacts

- Fiscal: Staff time to gather information, post information, monitor compliance (under threat of withholding state aid for noncompliance). Update twice a year. Written notice to all parents that the site has been updated
- Software: cost of development and ongoing licenses for sortable database of materials and standards (sortable by subject area, grade level and teacher)

# Parents' Rights

Right to know, access and review:

- What school is teaching (including educational materials)
- Who is teaching (including guest lecturers)
- Info related to persons who contract with or are paid by the district
- Access to their minor child while in school that a reasonable person would think necessary for health and safety of the child
- All school records relating to the minor child unless child abuse reporting statute prohibits it
- Info related to collection and transmission of information related to the child, including assessment info, documents created by the child, teach evaluations of the child
- Subject to Open Records 22.7, info necessary to ensure accountability and transparency of the school board
- Info related to the students safety at school, unless protected

# Bad Bills Status

- **HF 2177 Live Video Feed** in Classrooms: failed to advance out of subcommittee yesterday
- **SF 2189 Obscene Materials** in Schools moved forward from subcommittee 2:1 to Senate Judiciary Committee
- **HF 2263 Graduation Requirements:** both civics and financial literacy high stakes tests for graduation beginning in the 2022-23 school year. No subcommittee yet assigned. Other bills, including Governor's school choice, have testing requirements.

What's on the table?

**SF 2004**

**HF 2316  
HF 2315**

	Senate	House
	2.25%	2.50%
Prior Year Per Pupil	\$ 7,227	\$ 7,227
Per Pupil Growth	\$ 163	\$ 181
Additional Per Pupil	\$ 10	\$ 5
One Time Supplement	\$ -	\$ 40
Per Pupil Incl Fixed Dollars	\$ 173	\$ 226
Effective SSA Rate	2.39%	3.12%