

**SUPERINTENDENT**

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Comet Highlights March 9, 2021
From the March 8, 2021 Board Meeting

"Face Coverings, Social Distancing, Hand Washing and Hand Sanitizing"

March 24	2-Hour Early Dismissal for Teacher Professional Learning
March 29	Board Meeting - Review Proposals for Refinancing of Bonds
-	
	6:30
April 2-6	No School for students and staff
April 6	Teacher Professional Learning Day
April 24	Athletic Boosters ATV Ride
May 28	"Beyond the Blue" Recognition Evening (tentative)
May 29	Graduation - 4:00 PM (Saturday)
June 6-9	Tractorcade - WMT Radio Sponsor (more information to come)

Board Notes for the March 8, 2021 Board of Education Meeting

APPROVED - Consent Agenda

Open Enrollment Requests (2021-2022 School Year)

- Cameron Casel - 8th Grade - Andrew to Bellevue
- Jaxton Leach - 7th Grade - Andrew to Bellevue
- Devyn Dunne - 6th Grade - Andrew to Bellevue
- Kaden Miller - 8th Grade - Andrew to Bellevue
- Ariya Smith - 9th Grade - Bellevue to Dubuque
- Lilah Dierksen - K - Maquoketa to Bellevue
- Liam Huizenga - 4th Grade - Andrew to Bellevue

Resignations

- Rick Reeg - HS Girls Basketball Head Coach
- Trisha Pickett - 9th Grade Softball Coach

Recommendations to Hire

- Blair Bodkins - Secondary Agriculture - A group of people interviewed four Agriculture teachers a few weeks ago. We made an offer to an individual, and it was accepted. The chosen candidate is Blair Bodkins who is actually living in the Springbrook area, and she is in her 2nd year of teaching at Calamus-Wheatland High School. She brings some very strong attributes to

our district, including an emphasis on hands-on learning, student engagement/involvement, and preparing our students for life after high school.

- Craig Reuter - Secondary Science - A group of people interviewed Science teacher candidates two weeks ago. We had three interviews on Thursday, and offered the position to Craig Reuter who has been in the DeWitt Central district for about the last 10 years, and also was at the Andrew CSD prior to their closing the high school. We believe he will offer valuable hands-on learning experiences for students in his high school science courses, and be a positive addition for our students and their learning.

Blair Bodkins

Address:
104 S. 1st St.
Springbrook, IA 52075

Email: bbodkins96@gmail.com
(641)-208-7350

Educational Background and Certifications:

Bachelor of Science: Agriculture Life Science and Education, Teacher Certification, Endorsement: Biology

Iowa State University

Graduation: May 2019

GPA: 3.67

Associates of Arts

Kirkwood Community College

Graduated May 2017

GPA: 3.751/4.0

Work Experience:

Agriculture Educator/ FFA Advisor, Calamus-Wheatland High School, Wheatland, IA, July 2019- Present

Student Teacher, Lone Tree High School, Lone Tree, IA, January 2019-May 2019

Office Assistant, Iowa State College of Agriculture and Life Sciences Student Services Office, August 2018- December 2018

- Organized and arranged appointments for Prospective Iowa State Students
- Collaborated on various team- based projects

Summer Youth Program Coordinator, Jackson County Extension Office, Maquoketa, IA, May 2018- August 2018

- Designed curriculum and hosted summer camp programs for over 100 campers.
- Performed as directed in assisting management in all aspects of the County Fair

Teacher Assistant, Kirkwood Community College, Dave Harper, Cedar Rapids IA, 2016- 2017

- Graded Papers for 3 sections of Farm Records; recorded grades for professor

Winter Intern, Albia NRCS Office, Albia, IA, December 2015- January 2016

- Catalogued client folders and organized in alphabetical order
- Made professional maps using ArcGIS

Farm Hand, Bodkins Family Farm, Bloomfield IA, 2012- Present

- Raised on diversified family farm operation
 - Assisted in everyday procedures on the family farm
-

Activities and Honors:

CASE ABF Certified Teacher- June 2019-Present

CASE AFNR Certified Teacher- June 2019-Present

Iowa Association of Agriculture Educator- Membership Committee – 2019-Present

Iowa Association of Agriculture Educator- Member 2018- Present

Agricultural Education and Studies Peer Mentor, Iowa State University, December 2017-December 2018

College of Agriculture and Life Sciences Ambassador, Iowa State University, October 2017- December 2018

Transfer Committee Chair, May 2018- Present

Agricultural Education and Collegiate FFA Chapter, Iowa State University, August 2017- Present

Collegiate Leadership Team, Iowa State University, January 2018- May 2018

Phi Theta Kappa Honor Society, Kirkwood Community College, Inducted March 2016-May 2017

ACT Endowed Scholarship, Kirkwood Community College; Awarded 2015-2016, 2016- 2017

Requirements: Participate in one ACT volunteer activity and maintain a 3.8 GPA

Iowa FFA Degree, Received April 2014

Craig L. Reuter

45062 17th Street
Preston, Iowa 52069
(563) – 219 – 3177

Objective :

To acquire a full-time position as a high school science teacher.

Education :

All-Sciences Degree, 2020

Completed through BYU Independent Study, Iowa Online Consortium

Driver's Education Certification, 2017

Completed through the University of Northern Iowa

Bachelor's of Science, 2001

St. Ambrose University, Davenport, Iowa 52803

Major : *Biology*

Minor : *Psychology*

G.P.A. : 3.92

Graduated : *Summa cum laude*

Associates of Arts & Sciences, 1997

Clinton Community College, Clinton, Iowa 52732

Major : *Biology*

G.P.A. : 3.76

Graduated : *With Honors*

Teaching

Experience :

Central DeWitt High School (2011 – 2021)

- Taught Biology (10th), Environmental Science (9th), General Science (9th), Earth Science (9th), Field Science (11th / 12th), Astronomy (11th / 12th)
- Developed a complete virtual curriculum that supplements in-person learning
- Helped develop a strong hands-on science program
- Maintained a strong discipline strategy
- Mentored multiple new science teachers
- Incorporated Canvas, Weebly Web Page, iMovie, Power Point, Online Book Usage & Online Labs
- Maintained student-led biomes aquarium / terrarium apparatuses
- Grants written to fund biomes project
(LincolnWay, Alliant Energy, Farmer's Insurance, Central DeWitt Ed Foundation)
- Taught inclusion students regularly
- Sponsored field trips to the Maquoketa Caves State Park, Bellevue State Park, Wendling Quarries, Fryxell Geosciences Museum, John Deere Planetarium, Quad-City Botanical Center, Westbrook Park, Clinton County Sportsman's Club, Ice-Fishing at Lake Killdeer, Mississippi River Museum, Niabi Zoo & Scott County Park
- Collaborated with Clinton County Conservation to develop many on-site outdoor learning activities

Northeast Community Schools (2010 – 2011)

- Taught Physics (12th), Physical Science (9th), Earth Science (8th)
- Helped build a strong hands-on science program
- Maintained a strong discipline strategy
- Taught inclusion students on a regular basis
- Sponsored field trips to the Fryxell Geosciences Museum and John Deere Planetarium

Andrew Community Schools (2001 – 2010)

- Taught Biology (10th), Physical Science (9th), Environmental Science (11th), Earth Science (7th), Psychology (12th)
- Helped build a strong hands-on science program
- Maintained a strong discipline strategy
- Taught inclusion students on a regular basis
- Sponsored field trips to the St. Ambrose Cadaver Lab, Mental Health Institute in Independence, Mississippi River Museum in Dubuque, KWQC in Davenport, and Fryxell Geosciences Museum and John Deere Planetarium in Rock Island
- Served on Science CSIP committee
- Attended many IEP meetings
- Maintained steady contact with parents via - Served on Andrew Education Association as vice president

Coaching Experience :**Easton Valley High School Track & Field (2018 – 2021)**

- Head Coach (boys)

Central DeWitt High School Track & Field (2015 – 2016)

- Head Coach (boys)

Central DeWitt High School Track & Field (2012 – 2014; 2017)

- Assistant Coach (boys)

Northeast High School Track & Field (2011 – 2012)

- Assistant Coach (girls)

Northeast Junior High Basketball (2012)

- Assistant Coach (7th Grade boys)

Andrew High School Track & Field (2002 – 2010)

- Assistant Coach (boys and girls)

Andrew Junior High Basketball (2008 – 2009)

- Head Coach (girls)

Andrew High School Softball (2006)

- Assistant Coach

Andrew Junior High Basketball (2002 – 2003)

- Head Coach (boys)

Preston High School Football (2001)

- Assistant Coach

Employment**History :****Triple R Driving School (2017 – 2021)**

- In-Class and In-Car Driving Instructor

Terry Reuter Construction (1997 – 2020)

- Supervisor & Laborer

Department Of Natural Resources (2013)

- Bellevue State Park – maintenance worker

Davenport Farm & Fleet (1997 – 2001)

- Sales Associate

Clinton Farm & Fleet (1993 – 1997)

- Sales Associate

Volunteerism**History :****Bike Rodeo (2015 – 2021)**

- Andrew, Easton Valley, Northeast, Ekstrand Elementary, St. Joseph's Elementary

Cards For Kids (2005 – 2021)

- Student-Only Sports Cards & Memorabilia Buy-Sell-Trade Show

Vacation Bible School (2015 – 2019)

- St. John's Lutheran & St. Joseph's Catholic Church (Preston, Iowa)

Easton Valley Hall Of Fame Committee, Chairperson (2020)

- Developer and organizer

Recognize any Visitors

Cris Kellogg, Tracey Till, and Jeanette Hartung-Schroeder

Comet Curriculum

STEM Bins - Cris Kellogg joined us virtually to discuss the "STEM Bins" she has created for students to allow them to expand their creativity, critical thinking, problem-solving, and more. A video was also shared with students highlighted in their work. Cris also had "bins" available for the board members to look at during the meeting.

Cris emphasizes the aspect to students to be bold, be creative, be courageous, and be your best.

Comet Reading and Reflection - I believe the following article excerpt also connects with the need for creativity in our schools.

ARE WE PREPARING OUR STUDENTS TO BE CHEFS OR COOKS?

By AJ Juliani

Be more chef.

It is a mantra I've adopted and taken to heart these past few months as my brother lay in a hospital, seemingly impacting the world more from that bed, than many of could do with bodies that were not full of tumors and cancer.

My brother was a chef in every sense of the word. He took the circumstances that life gave him and turned them into something wonderful and new and beautiful.

When my brother passed away a few weeks ago, my thoughts turned to my own four children. How could I help raise them to be chefs? How could I raise them to not follow the recipes of life, but instead make their own recipes for their life? But, it is not just my kids, it is all of our kids.

The question is, "Are we raising/preparing/teaching our students/children to be chefs or cooks?"

The words "cook" and "chef" seem kind of like synonyms. And in the real world, they're often used interchangeably. But in this post, when I say chef, I don't mean any ordinary chef. I mean the trailblazing chef—the kind of chef who invents recipes. And for our purposes, everyone else who enters a kitchen—all those who follow recipes—is a cook.

Everything you eat—every part of every cuisine we know so well—was at some point in the past created for the first time. Wheat, tomatoes, salt, and milk go back a long time, but at some point, someone said, "What if I take those ingredients and do this...and this....and this....." and ended up with the world's first pizza. That's the work of a chef.

Since then, god knows how many people have made a pizza. That's the work of a cook.

The chef reasons from first principles, and for the chef, the first principles are raw edible ingredients. Those are her puzzle pieces, her building blocks, and she works her way upwards from there, using her experience, her instincts, and her taste buds.

The cook works off of some version of what's already out there—a recipe of some kind, a meal she tried and liked, a dish she watched someone else make.

What all of these cooks have in common is their starting point is something that already exists. Even the innovative cook is still making an iteration of a burger, a pizza, and a cake.

At the very end of the spectrum, you have the chef. A chef might make good food or terrible food, but whatever she makes, it's a result of her own reasoning process, from the selection of raw ingredients at the bottom to the finished dish at the top.

A cook is then considered a follower. They can even be a creative follower, but they'll never create from their own understanding, but instead always build on what others have done.

A cook is often doing old things in new ways. Chefs, on the other hand, are experimenting and doing new things in new ways. They are building and experimenting and often failing.

A chef is doing new things in new ways. Are we encouraging our kids to experiment like a chef? Are we supporting them when their efforts turn into "terrible" food? Do we only praise kids for cook-like efforts?

Chefs question the world around them.

Chefs question answers as often as the answer questions. Yet, we often reward students for "cook-like" behaviors, while discouraging them from digging deep like a chef might do.

In fact, it's been documented that this not only happens to some children but to a huge population of kids as they grow up and become teenagers and adults.

In the 1960s, a creative performance researcher named George Land conducted a study of 1,600 five-year-olds and 98 percent of the children scored in the "highly creative" range. Dr. Land re-tested each subject during five year increments. When the same children were 10-years-old, only 30 percent scored in the highly creative range. This number dropped to 12 percent by age 15 and just 2 percent by age 25. As the children grew into adults they effectively had the creativity trained out of them. In the words of Dr. Land, "non-creative behavior is learned."

It makes sense, right? Creative thinking is a close cousin of first principles reasoning. In both cases, the thinker needs to invent his own thought pathways. People think of creativity as a natural born talent, but it's actually much more of a way of thinking—it's the thinking version of painting onto a blank canvas. But to do that requires brain software that's skilled and practiced at coming up with new things, and school trains us on the exact opposite concept—to follow the leader, single-file, and to get really good at taking tests. Instead of a blank canvas, school hands kids a coloring book and tells them to stay within the lines.

Take a moment and think of your own life. Think of your own learning path. When did the term "learning" become synonymous with "school"? Why do students feel more stress centered around "learning" as they grow older? Why will students spend hours and hours of their own time learning how to create a virtual world in Minecraft, but feel discouraged when given time to learn in school?

It's been quite apparent to me over the past 14 years in public education as a teacher, administrator, and now parent—that most of us are saying the right things.

We want students to be creative. We want students to do innovative work. We want authentic learning tasks and assessments. We want to challenge our students to be problem solvers. But, when most of us look at the practices in our own schools and our own homes, it looks much different than what we want.

So, how do we get from here (wanting school and learning to look a certain way) to there (school and learning actually looking the way we want it to look)?

I know I personally have to admit that I've often taken the easy route.

It's much easier to teach a class of cooks than it is a class of chefs. It's much easier to raise cooks than it is to raise chefs. It's much easier to tell my students and my own children that if they follow this magic formula (below) all will be ok:

Listen. Do what you are told at all times. Get good grades. Get into a good college. Get a good job. Have a good life.

The problem is that the magic formula doesn't work anymore, and I'm not sure it ever did. I know many adults who have followed that exact path and can't stand their job and complain about their life.

But, ultimately we have to ask ourselves the question as parents, teachers, and leaders-what is the purpose of all this schooling? What is the purpose for almost 15,000 hours of instruction and learning time in a school setting from K-12?

Do we want to continue producing students who believe their life will be set as a cook? Or who want to live life like as a chef...That's where I leave you today. I don't have all the answers. Heck, I don't even have a few of the answers. But I want us to start asking the right questions.

I also want us to challenge ourselves, our colleagues, and our staff to discuss what type of students and what types of children we are trying to raise and teach.

My brother's legacy is one that I hold very close to my heart. He made the world a better place. He was a chef. And, so I leave you with this...

Be more chef.

COVID-19 - I will share updated COVID-19 information at this time. Some of this will include the following:

- Vaccine Update - The district received the vaccine on February 16. The final vaccine date for the second "dose" is scheduled for Tuesday, March 16.
 - The district did have about six staff members who missed school after the first vaccine, along with a few others who expressed not feeling well overall who were in school (but with no fever, etc.). This is concerning as we move to March 16 and potential side effects on the following date as well. We are requiring ALL staff to have lesson plans ready for a substitute teacher just in case they are not able to stay in school after their shot the day it is given and for the following 1-2 days. This is precautionary and proactive, and hopefully not needed. But...we also want to be prepared.
- Positive Tests and Quarantine - We have less than 6 students or staff in quarantine at this time, and no students testing positive at this time. That is good news for sure overall, and we are still maintaining all

mitigation measures that we have utilized this school year. The county is at a 1% level over the last 7-days.

- Quarantine - We are not requiring siblings to stay home at this time if a family member is getting a test. If the family member does test positive, then all the family members will need to stay home (specifically the students). This goes back to our prior practices at the start of the year, which we adjusted when rates were extremely high for our district, community, county, and state.

Comet Finance Information

APPROVED the filing and publishing of the budget prior to the public hearing.

The Board reviewed a proposed budget for the 21-22 school year (FY22). At this point, Meyer is recommending we look at a decrease of .01084 in property taxes to 10.87322 (last year's rate was 10.88406).

This will include the Budget Guarantee based on lack of funding from the state of Iowa and their legislative action. Because of this action by the legislature it triggers a budget tool called, **Budget Guarantee**. Budget guarantee helps school districts cover this loss but it is NOT state funded: rather it is passed along to local property taxpayers.

Approximately 137 of Iowa's 327 school districts will have to increase their property tax levy to raise these monies to support their schools. Bellevue is one of these districts, although a very minor amount. For 2.4% it is around \$9000 (one calculation at this time is \$9288). This is based on enrollment this year, which is down from last year. The Budget Guarantee is defined as a "buffer" for districts with enrollment decreases, and is funded through local property taxes. This is a 101% budget guarantee meaning that we get 1.00% "new money" in comparison to last year (allowing us to make necessary changes to our budget as needed for a year).

This is important to recognize as the less money the state gives...the higher the property taxes may go. Although, initial calculations do not show a significant increase and may be able to be maintained where they are at overall.

An action will need to be taken by the Board to file and publish the 2021-2022 school year budget as required by state law. The final approval will be at the April Board of Education meeting after a public hearing (next agenda item).

Some general information in regard to our finances at this time...

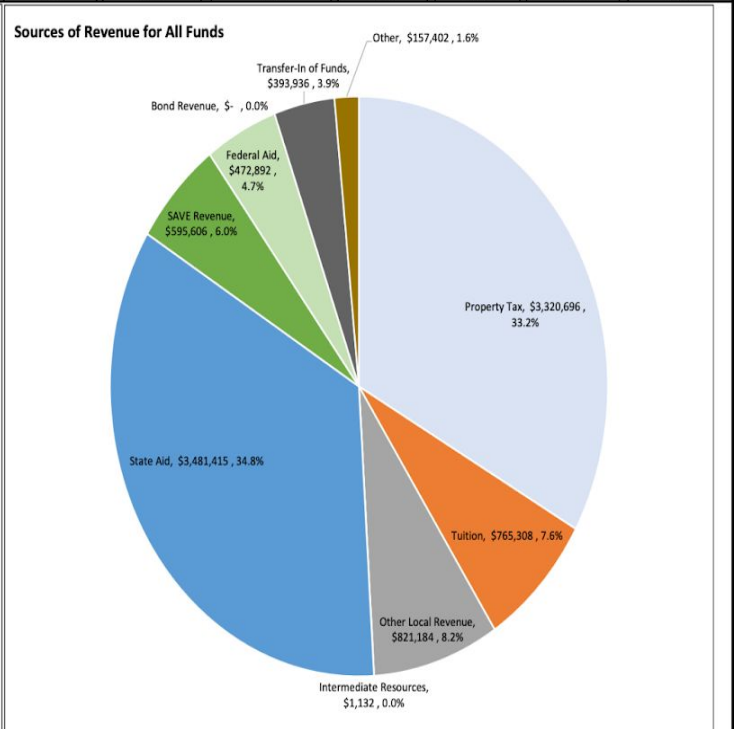
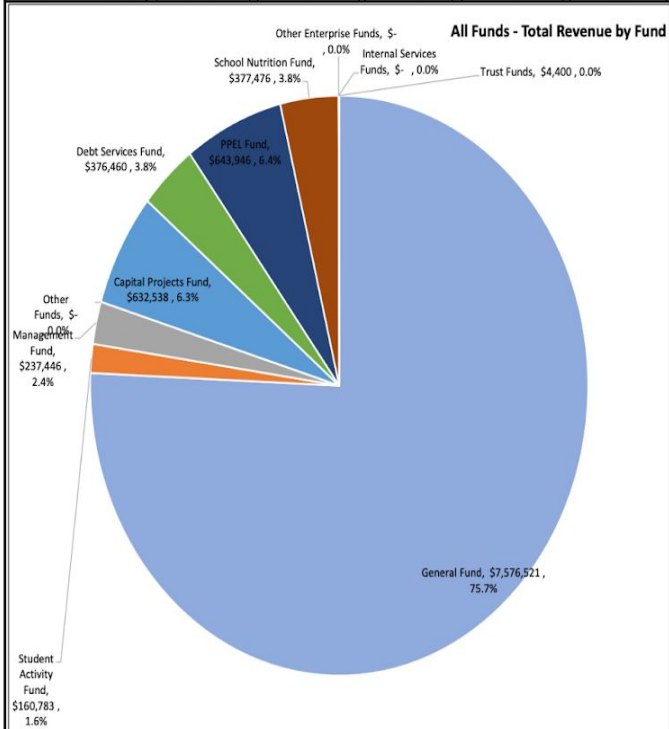
KEY MEASURE	TARGET	QUESTION TO BE ANSWERED?
Certified Enrollment	Stable or growing	Will our enrollment allow us to continue to be a viable district, educationally and financially?
Unspent Authorized Budget (UAB) Ratio	5% - 15%, recommended not to exceed 25% (< 0%: SBRC Workout Plan)	Are we within legal minimums? What do trends tell us? Required SBRC workout plan if negative.
Annual Unspent Spending Authority	Build to UAB Ratio goal –stabilize at 0%	Are we spending all authority generated for a given year, using prior years spending authority, or building levels too high?
Solvency Ratio (General Fund)	5% - 15%, recommended not to exceed 25%	Can we manage short and long term unexpected demands on cash?
% Revenue Spent	Build to Solvency Ratio goal-then stabilize at 100%	Are we using all of our resources each year and only spending funds with spending authority?
Salaries and Benefits	75%-82% - then stabilize	Are salaries and benefits at levels we can sustain?
New Money %- Settlement %- Change in Salaries/Benefits %	Less than or equal to District Allowable Growth and/or at state average	Are salaries at levels we can sustain? Are we competitive? Are our trends reasonable? Can differences be explained?

Iowa Association of School Boards: Financial Focus - All Funds Detail

Bellevue

FY 2019

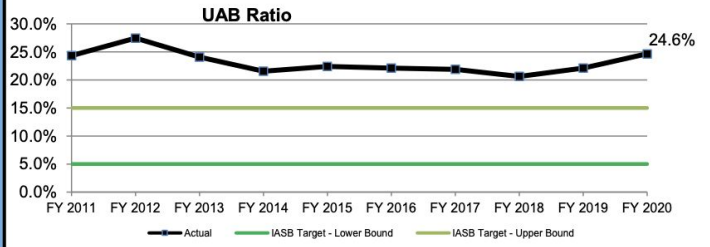
All Funds - Total Revenue by Fund												
Fund	General Fund	Student Activity Fund	Management Fund	Capital Projects Fund	Debt Services Fund	PPPEL Fund	School Nutrition Fund	Other Enterprise Funds	Internal Services Funds	Trust Funds	Other Funds	Total
Revenue Amount	\$ 7,576,521	\$ 160,783	\$ 237,446	\$ 632,538	\$ 376,460	\$ 643,946	\$ 377,476	\$ -	\$ -	\$ 4,400	\$ -	\$ 10,009,571
% of Total Revenues	75.7%	1.6%	2.4%	6.3%	3.8%	6.4%	3.8%	0.0%	0.0%	0.0%	0.0%	100.0%



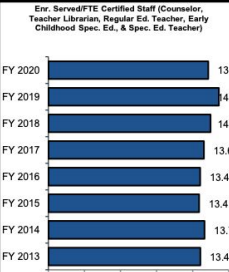
IASB School District General Fund Fiscal Facts

Bellevue

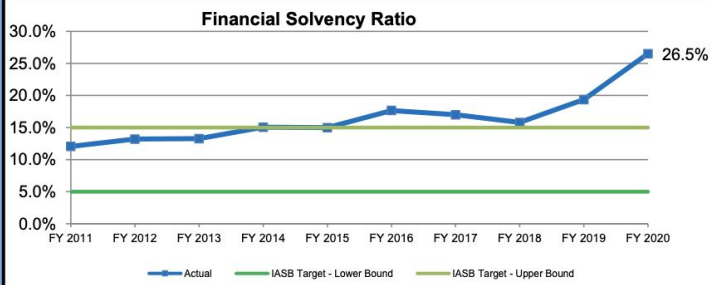
Unspent Authorized Budget (UAB) Ratio: IASB recommends a financial UAB ratio range of 5-15%, not to exceed 25%. This is a key indicator that represents the amount of spending authority remaining at the end of a fiscal year. A negative value is a violation of Iowa law and will require a district to develop and implement a corrective action plan.



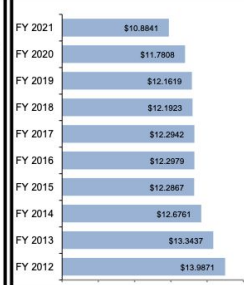
Certified Staffing Levels



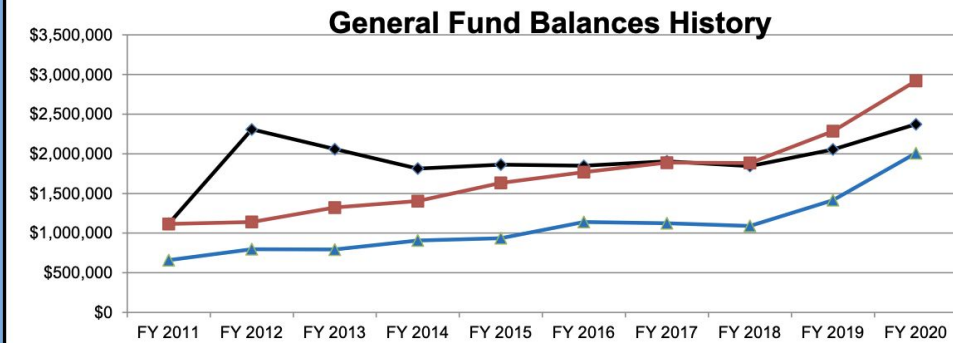
Financial Solvency Ratio: IASB recommends a financial solvency ratio range of 5-15%, not to exceed 25%. The financial solvency ratio is a measure of unobligated resources at a point in time (usually at year end as shown here).



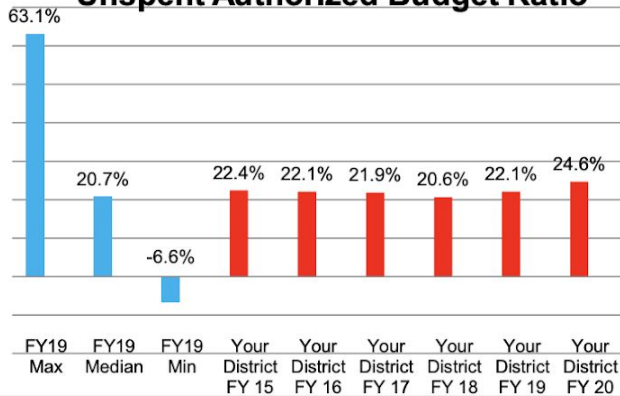
School District Total Property Tax Rates (Per \$1,000 of taxable valuations)



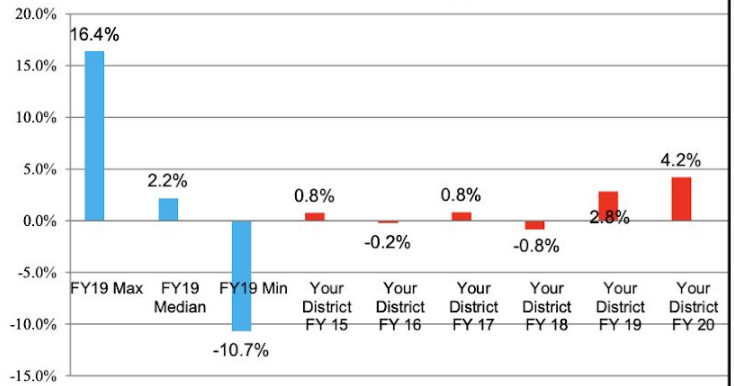
General Fund Balances History: It is important to monitor the trendlines for each of these measures.



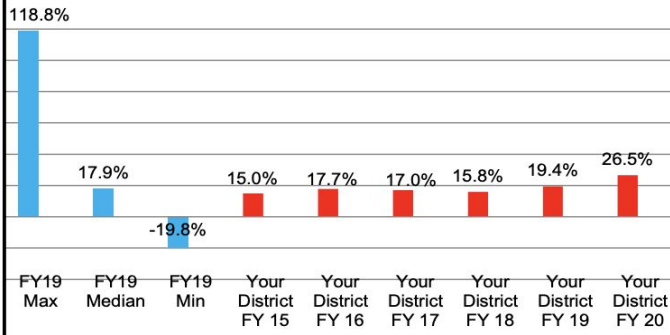
Unspent Authorized Budget Ratio



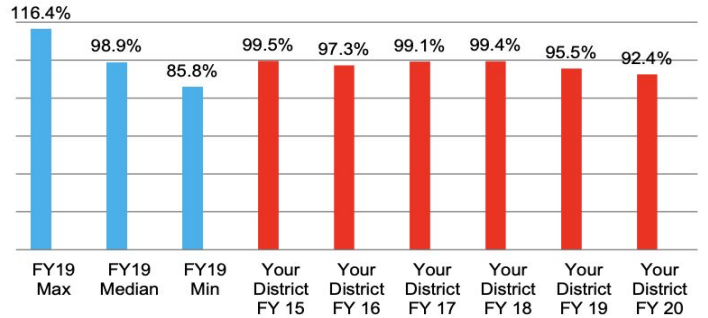
Annual UAB Ratio



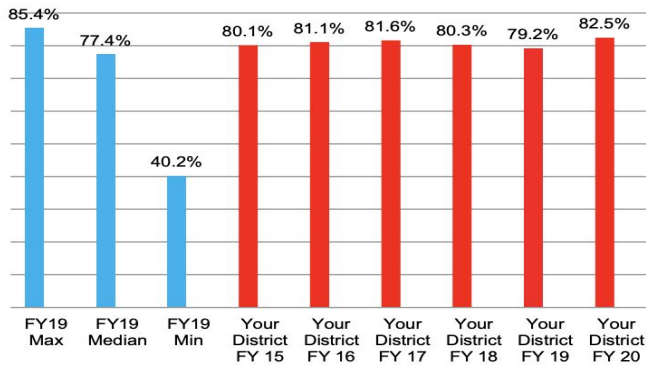
Solvency Ratio



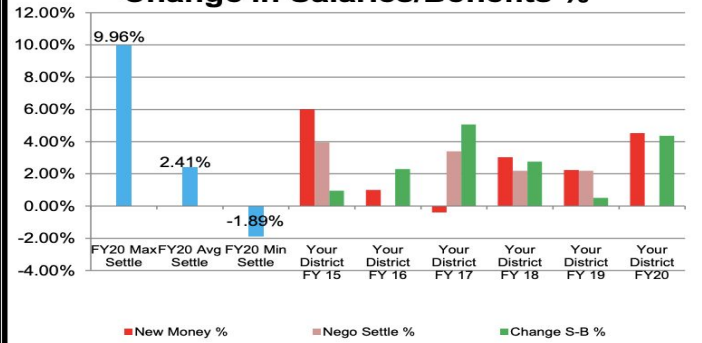
% Revenue Spent



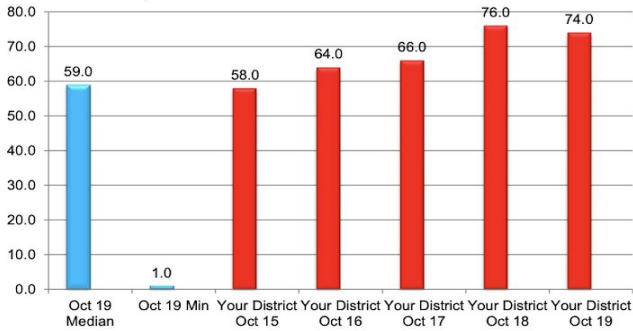
Salaries/Benefits Ratio



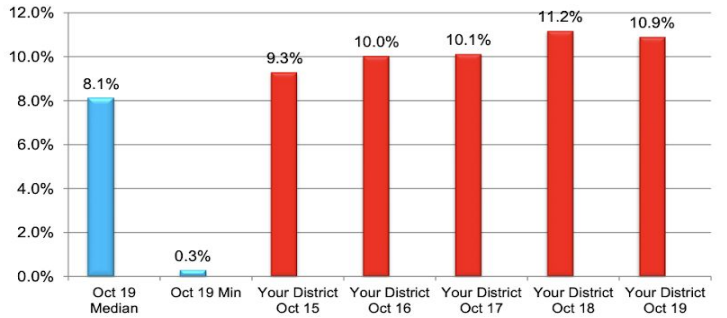
New Money %-Settlement %-Change in Salaries/Benefits %



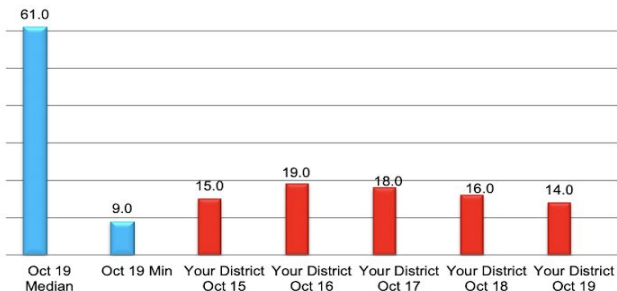
Open Enroll In



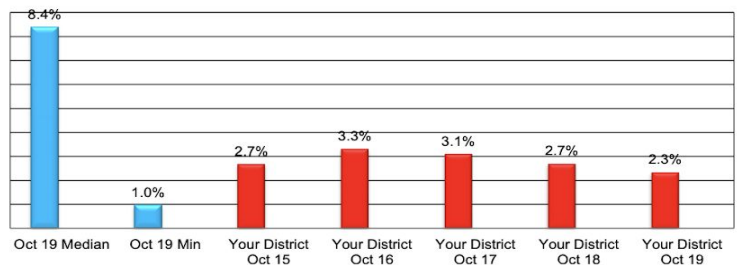
Open Enrolled In as % Served Enrollment



Open Enroll Out



Open Enrolled Out as % Certified Enrollment



APPROVED - Public Hearing

Meyer recommended the Board have a public hearing at 6:30 PM on Monday, April 12 in regard to the proposed 2021-2022 budget.

APPROVED - Budget Guarantee

Meyer recommended the Board approve the recommendation to approve the "Budget Guarantee Resolution" for the Bellevue CSD for the 2021-2022 school year.

School Days/School Year

APPROVED the last day of school for students to be on Friday, May 28 unless we have a significant amount of snowdays prior to this date that impacts our hours needed for the school year.

Weather is hopefully improving. Time will tell! Below is our time missed (and days). I have shared that we plan on ending the year for students on Friday, May 28 at this time.

• January 25	2-Hour Early Dismissal	2.0 hours
• January 26	No School	6.5 hours
• February 4	No School	6.5 hours
• February 5	No School	6.5 hours
• February 9	2-Hour Late Start	2.0 hours
• February 16	2-Hour Late Start	<u>2.0 hours</u>
		25.5 hours

1146 hours

-25.5 hours

1120.5 hours

1080 hours

40.5 hours still over the limit.

Meyer recommended that the Board establishes May 28 as the final date for students to be in school for this school year. We would then have made up two of the three days of the days that were missed, and would have teachers make up one additional day in a way that I would work with other administrators and our teachers (District Leadership Team).

School Calendar

Meyer discussed a calendar for the 2021-2022 school year. After the conversation (and continuing conversations with the District Leadership Team), he will continue to work on this for a recommendation at our April meeting for a public hearing to approve this at our May meeting. The first day of school will be on Monday, August 23 for students. Meyer is also working with area school districts on a calendar that reflects some common dates in the county and beyond.

Capital Improvement Projects
APPROVED the list of items below.

Meyer believed it would be appropriate, and recommended, to approve these tentative plans, along with other needs communicated to the Board.

Some priorities from my perspective include the following:

● Ceiling Tile and Lights (PPEL)	\$33,000
● Walk-off Mats (PPEL)	8,500 (est)
● Elementary Classroom Restroom Tile (PPEL)	2,000
● Elementary Internet Upgrades (PPEL)	15,000
● Special Ed Therapeutic Rooms (Special Ed)	6,500
● Gym Floors (3) (PPEL)	6,200
● Promethean Panels (Interactive Boards) - PK (PK)	<u>13,500</u>
	\$84,700

Potential Additions based on need (still being researched)

● MS/HS Main Gym Roof (PPEL)	\$50,000(?)
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Purchased Previously

● Chromebooks (approved at February Meeting) (PPEL/General)	\$27,000
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Totals APPROVED with Priorities, Potential, and Previously Purchased - \$161,700

This amount is below some previous years, as I am being conservative with some approaches at this time. Along with the aspect that needs are being met in this regard overall.

Below is information on several projects, FOR THIS YEAR AND FUTURE YEARS.

Facilities/Vehicles (February 2021)

(this may not be all-inclusive)

- ***Ceiling Tile and Lights Replacement in MS classrooms, MS restroom, Library, etc.**
Estimated Total- MS Classrooms/Library **Costs: ~~\$35,000~~ \$33,000**
(with additional materials)

- **Lights**
 - **Total = ~~\$9550~~ \$8400**

- **Ceilings**
 - 12 Rooms
 - **Total = \$21,900**

New ceiling tile would make the rooms look much better with new lights to brighten the rooms. It is needed, and is a continuation of the projects in the hallways in the building. These are the only remaining areas.

In future year(s) it would be a good idea to do windows in each room (make larger and more usable) and flooring.

Staff in our district would do most of this work.

- ***Walk-off Mats by the entry doors in the MS/HS building** Estimated Total: \$8500

These are the entry-way "carpeted" areas that collect dirt, mud, snow, etc. prior to people walking on the floors in the building and assist with cleaning, etc. They are about 10-years old throughout the building.

- ***Gym Floors (normal scheduled maintenance) - \$6200; There is also some "repair work" to complete on the main gym floor with some paint peeling on the midcourt logo, and some other questions (coaches box not painted and a few other paint peeling areas on cracks). The company who put the floor in and painted is doing repairs on this, and they stated this is somewhat normal with the "settling" of the floor). There is no cost to the repair.**

This would be our annual refinishing for the MS/HS floors, and our "as needed" at the elementary (where we have not done for the last three years, and with its additional use for lunch and music this year it is needed).

- ***Ceramic Tiles in Elementary Classroom Restrooms** Estimated Total: \$2000

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.

- ***MS/HS Main Gym Roof** Estimated Total: TBD - (\$50,000-60,000?)

There is some concern with the roof of the main gym. We have experienced some leaks recently in a couple of spots. There is a significant amount of snow on the roof obviously, but we have also been patching it in the past. We are going to have it evaluated by someone who specializes in roofs and works with the district when some of the snow leaves (hopefully sooner than later).

- ***Elementary Internet Connection Improvements** Estimated Total: TBD- \$15,000 (est.)

I am working with Brett Ernst and Matt Jaeger on some improvements for the internet at the elementary school. While it has improved with the system improvements in the district at the base in the MS/HS, we still have some issues in some rooms at some times. We are sought input from the company that assisted with the MS/HS building (which also assisted with the elementary service significantly). The company also works with the city, which is where our internet is provided.

- ***Therapeutic Room in Special Ed Room in Each Building** Estimated Total:
MS/HS - \$5500
Elem - \$1000

As a requirement from the state and new legislation we will be required to update our "isolation" rooms in a practicable time frame. I am suggesting we will do this over the summer. I am still working with the principals and staff on this, and will have some more information in the future. The cost at the MS/HS will be more as we will need to remove some cupboards, and replace them as well (they are in dire shape already and need to be replaced). I am not sure of cost overall in the elementary, but it will be less more than likely. Reminder: We currently have rooms, but they do not meet the regulations for square footage or location. This will be from Special Ed Funds, and not PPEL or SAVE.

- **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

- **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.

- **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

Athletic Areas

- **Football Field/Track Area**

Estimated Price: Our own labor and rental of equipment

Basic annual care; Fertilizer, etc.

- **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 (Repaint or New)**

Estimated Price: \$10,000

- **Repaint Scoreboard: This would include painting it obviously, but also adding some updated graphics and logos, including state playoff qualifying information. I would recommend this at this time until we know what the future holds for the elementary school, and potential impact on parking, press box, etc. - Pending location of elementary school.*
- *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. I received the impression from the Board that you would prefer a basic scoreboard, and not to include a video board, etc. at this time. This may also be connected with upgrading further in the future after a referendum, etc.*

- **Play Clock for Football**

Estimated Price: \$4500-\$6500

This could be connected with the scoreboard project, and the higher cost is a play clock that is on the same scoreboard as the time.

Vehicles (2021-2022 purchase)

- **Bus (2021-2022 purchase)**

Estimated Total: 95,000

- **Suburban (2021-2022 purchase)**

Estimated Total: \$55,000

- Currently
 - 2001 - 170,000 miles; OK mechanically, but rust holes (student trips)
 - 2001 - 187,000 miles; OK mechanically and body (student trips)
 - 2007 - 148,000 miles; OK mechanically, but starting to rust (PK/SE)
 - 2007 - 180,000 miles; OK mechanically, but a little rust (Student trips)
 - 2008 - 95,000 miles; OK condition mechanically and body (PK/SE)
 - 2009 - 187,000 miles; OK condition mechanically and body (Student Trips)
 - 2015 - 85,000 miles in good condition (Student Trips)

- **Cars/Etc.**

- 1992 Snow Truck - Fair condition at best (not used much)
- 1994 Truck - 77,000 miles; OK...at best; Maintenance Truck
- 2000 Buick - 135,000 miles; OK mechanically and some rust (lunch)
- 2002 Buick - 182,000 miles; OK mechanically, and rust-gravel (PK/SE)
- 2005 Van - 105,000 miles; OK mechanically, some rust starting (lunch)
- 2006 Impala - 181,000 miles; OK mechanically and body (Staff/Students)
- 2015 Impala - 82,000 miles; OK mechanically and body (Staff/Students)

A future idea may be to buy a new suburban from Special Ed or Preschool Funds (to only use to transport those students legally) and then purchase one of our current suburbans we purchased with SE funds at a used price from the general fund. There are also some new requirements for inspections with the state which may play a part in purchasing a new suburban

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 - \$15,000,000 Estimate**

While I recognize this does not fit into summer facilities improvements, nor with the funds we have on hand, but this needs to be discussed again in the future. We may need to look at some long-term planning for our spaces at the MS/HS Campus. Where would a new elementary be located? This would impact work on an Ag/Stem/Industrial Tech Building, Music Room, Art Room, Athletic/Recreation Fields, and many other things.

Technology & Instructional Items

Instructional Items

- ***Chromebooks:** **Estimated Total: $\$270 \times 100 = \$27,000$**
 - 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 for February or March of 2021 to order and get ready for the next school year.

- ***Promethean Boards:** Elementary **Estimated Total: \$13,500 (PK)**

We have been updating these in the last few years. These are both boards on carts or mounted on walls. When on carts it allows for the "front of the room" to be anywhere. They are interactive and utilized a great deal by our staff at the elementary. We may add one for the MS

Elementary Needs

(Likely wait on these until decisions about building made)

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

Information Items

Student Activities and Academic Highlights

- State Speech -
 - Allison Wright will be going to state with her Literary Program and Solo Musical Theater.
 - Allison Eggers is going to state with her Literary Program and Acting pieces.
 - Bill Wright is going to state with Radio News Announcing!
 - Payton Bellings, Rilynn Riggs and Alex Caughron did absolutely amazing with their first time pieces but received II ratings and won't be moving on.

Athletics

- Girls:
 - Teresa Paulsen- Elite All-Conference (also named to All District Team)
 - Audrey Wedeking- North Division Team
 - Kalesia DeShaw- North Division Team
 - Juliana Penniston- Honorable Mention
- Boys:
 - Colby Sieverding- North Division Team
 - Cole Heim- Honorable Mention
- Bowling (All-State):
 - Tyrelle Kloser - 1st Team (also all district)
 - Dawson Weber- 2nd Team (also all district)

Events

- Prom - See the message below that was sent to our Junior and Seniors (and their parents):
 - *The Bellevue Community School District has decided the 2020-2021 Junior/Senior Prom will occur for our students, and we are excited for this event for our students, school, and community. Prom will be held on May 1st at Horizon Hall and will include a dinner and dance.*

The district still has some specifics to work out such as specific times, mitigation procedures, and other details, but we believe it is important to let you know of the plans for scheduling purposes and purchasing/renting clothing as desired.

The district will be limiting attendance to Bellevue Juniors and Seniors, and their guests (guests must be at least a junior or senior at another school or under 21 if they are a graduate). In the past underclassmen have been permitted to attend as guests of Juniors or Seniors, but the district is attempting to keep overall numbers down for social distancing purposes and similar mitigation steps so they will not be allowed to attend this year's Prom.

The district is committed to having Prom and excited to provide this opportunity for our students, although there are some differences in comparison to previous years. As the event gets closer, more specific information on procedures and protocols will be shared. Please let us know if you have any questions.

Mr. Meyer

Mr. Recker

Mr. Smith and Mr. Ohlert (junior class sponsors)

- Graduation - May 29 - 4:00 PM; We are still working on the "amount of tickets" needed for graduation, or if we will need to monitor this attendance and other mitigation steps.

Legislative Update

- Meyer provided a brief overview of some legislative actions.

University of Iowa Study

Meyer has the district participating in a study with the University of Iowa in regard to the Bellevue Elementary School project. This is a project for a business department class where students are working on a business plan for a "business". I shared some information with them on Monday night, and will continue to have Monday night meetings at 7:30 (8:30 on board meeting nights) through the beginning or mid-May.

I shared concerns with them in regard to safety (drop-off and pick-up), playground (asphalt, no grass), recess on a street and next to a state highway, and some other aspects. In addition, I shared ADA concerns for accessibility, efficiency concerns with heating/cooling, etc.

1. Customer satisfaction with the building and the facilities overall at the elementary school (possibly extending to the MS if time allows).
2. Funding strategies outside of property taxes - Corporations, etc.
3. Community-Based Impact - Analyzing the impact of a new elementary school on the community and people moving to town, etc. Thereby, increasing enrollment and tax dollars.

There are also areas they will analyze as well, but these were three key areas.

They will likely reach out to board members for input as well.

How this will go, I am not sure. But, a fresh set of eyes exploring the situation is not a bad thing for us to analyze, review, and evaluate for the future.

Staffing 2021-2022

- 1st Grade and PK - We have advertised for 1st Grade recently, and we are still evaluating the enrollment in preschool at this time in regard to teaching positions. I did discuss PK with one of the teachers in preschool and assured her that we would still have a full-time position for her based on needs in PK and other areas even if we do not need a full-time preschool teacher. This could mean being a preschool teacher part of the time, and then also assisting struggling students at other times in some manner or some other uses with students overall relating to assisting them. At the same time, I have not ruled out a full-time PK position. I would rather have smaller class sizes at PK than larger ones for the learning of students (academically, social-emotionally, etc.). I will keep you posted on our numbers in PK as we move through the process of students/parents expressing an interest to attend. The Elementary had no deadline posted, but we will likely look to interview in 1-2 weeks.
- Third Grade - Right now the plan is to transition the three sections of 2nd graded to two sections of 3rd grade. We will offer significant resources for assistance (people) to the teachers/students in this setup. This is a normal time frame to transition to two sections, along with the space issue.
- Elementary Music - This position has been advertised and at this point we have twelve applicants. The deadline was March 5. We will look to interview in 1-2 weeks.
- TLC Positions - These have also been posted. They are a 0.5 Technology Coach, and a 1.0 Curriculum "Facilitator" with multiple potential tasks. These are based on funds being available, and will be some of the last to be filled. The deadline was February 26. I am waiting on this position and selection(s) until we fill the music position and 1st grade position.
- Coaching - We still have multiple openings for volleyball, along with assistant baseball and softball.

Work-Based Learning

Meyer shared some information on Work-Based Learning options for our Seniors, and see the document below for more information. This is a positive for our students, and lays out some "pathways" for our students their senior year to continue to make it worthwhile in preparing for their future (college credits, BHS courses, Work-Based Learning, etc.).

2021-2022 Senior Schedule Options

Seniors are required to fill seven class periods each semester.

These class periods can be made up of BHS classes, online EICC classes, concurrent EICC classes or two periods of Bellevue BIG.

We will have a new program in 2021-2022 called "Work Based Learning" it will be coordinated by Mrs. Weber and will be a great opportunity for our students.

If students are in WBL they would take four blocks to work and have the morning or afternoon to do that. Students would have to take four classes opposite Work Based Learning. (BHS classes, online EICC classes, concurrent EICC classes or two periods of Bellevue BIG)

Work Based Learning can be utilized in the fall semester, the spring semester or both semesters.

Work release to simply go and work at a job will not be an option for 2021-2022.

Students are still required to meet the graduation requirements:

Eight semesters of English Language Arts (including English I, II, III and LAS)

Six semesters of Math (including two of Algebra and Geometry)

Six semesters of Science (including two of Biology)

Six semesters of Social Studies (including two of BIG History, two of American History, one of Government.)

Real Life

One Online class

Students that have earned 28 credits and met graduation requirements can graduate at semester. As a reminder if you graduate at semester, you cannot participate in extracurricular activities.

Comments from Principals, Superintendent, and Board Members

Superintendent: SAVE RPS passed with over around 65% (561 in favor of, with 291 opposed). Passing is good news for the district overall. I am working with Matt Gillespie on how much of this in the future could be utilized for a new elementary school to "bond against".

Our passing of the RPS was actually one of the lowest percentages in the area, but also had a higher percentage of voters than other areas at around 25% (county-wide it was 17.33%). Some other school district results on the RPS include the following:

- Tipton - 85% with 3.5% voter turnout
- Jesup - 92%
- Alburnett - 86% (165 yes, and 27 no)
- Bettendorf - 83.66% (563 total voters)
- Pleasant Valley - 88.29% (427 voters)
- North Scott - 94.05% (622 voters)

Some other districts in eastern Iowa also passed bond referendums on Tuesday include the following: igh school (72.3%).

- Marion - \$31 million for a new elementary school and athletics complex ((84.6%)

Refinancing - Meyer shared some information on the potential refinancing of our current bonds that is taking place over the next few weeks. A meeting will be held by the board to review proposals on March 29 @ 6:30 PM.

Adjourn

Next Meeting is Monday, April 12 2021.

Enter into Exempt Session for Negotiations

- West Delaware - \$20 million to remodel, repair, and improve elementary, middle school, and high school facilities (67.6%)
- Waverly - \$31 million to build two new elementary schools, and upgrade the Shell Rock school, and for additions and improvements to the h