



BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

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Comet Highlights from the November 14, 2022 Board of Education Meeting

November 16 & 17	IASB Annual Convention (Pre-Conference on November 16)
November 23-27	No School - Thanksgiving Break
November 30	Safety Virtual Assessment - 12:00-4:00 - MOVED From March
December 12	HS Winter Music Concert
December 13	Safety Vulnerability Assessment (sponsored by the DE) - Moved from the Original Date in March <ul style="list-style-type: none"> • Elementary 12:00-2:00 • MS/HS - 2:00-4:00
December 14	2-Hour Early Dismissal for Students; Teacher Professional Learning
December 15	Elementary Winter Music Concert
December 19	MS Winter Music Concert
December 22 -	No School Winter Break; Teacher Workday on January 4;
January 4	Teacher Professional Learning Day
January 5	Students return for the start of the 2nd Semester
January 16	No School for students; Teacher Professional Learning Day
January 25	2-Hour Early Dismissal for Students; Teacher Professional Learning

To view a calendar of events see the following link:

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

Board Notes for the Board of Education Meeting on November 14

APPROVED - Consent Agenda

Approve Open Enrollment Requests (22-23 School Year)

- Emery McCutcheon - 9th Grade - Maquoketa to Bellevue - He has started in classes already at the BCSD.
- Isabella Eaton - 7th Grade - Bellevue to Clayton Ridge (Online School) - The parents thought this was the best for Isabella at this time, and it meets the open enrollment requirements.
- Haven Sickler - 1st Grade - Bellevue to Maquoketa - She started the year in Maquoketa and this was discovered by the school districts "counts" of students.

Approve any Recommendations to Hire

- Gary Hansen - Substitute Bus Driver - Gary has worked in the past, and retired, but he is interested in being a substitute driver.

- Jamie Ball - HS Assistant Wrestling Coach - Jamie has experience with wrestling in the past, along with other sports for over 30 years. He is a former coach at Hempstead, Wahlert, and Western Dubuque Schools in the area. He is currently a DHS worker in the area.

"Comet Curriculum" - Enrollment Review and Budget discussion

As I mentioned in the past, our enrollment is up once again this school year. It is a good trend for our district and community. Below are some highlights:

Increases in enrollment of students being served from the **2010-2011 school year to the 2022-2023** school year indicate the following:

- Elementary (TK-5) = 262 to 345 **(31.7% increase)**
 - *The highest in the past was 320 in the 2021-2022 school year*
- MS/HS = 352 to 366 **(4.5% increase)**
 - *The highest in the past was 395 in the 2018-2019 school year*
- TK-12 = 614 to 711 **(15.8% increase)**
 - *The highest in the past was 686 in the 2021-2022 school year*
- Preschool (3- & 4-year old) = 66 to 83 **(25.8% increase)**
 - *The highest in the past was 92 in the 2019-2020 school year*
- All Areas (PK-12) = 680 to 794 **(16.8% increase)**
 - *The highest in the past was 769 in the 2018-2019 school year*

**It is critical to recognize that the increased enrollment in the elementary will quickly impact the enrollment and space restraints in the Bellevue MS/HS building, and the continued trend of increasing enrollment district-wide is expected to continue based on current trendlines.*

Open Enrollment

- Open Enrollment Into Bellevue CSD = 90
- Open Enrollment Out of the Bellevue CSD = 11
- Open Enrollment Number is a strong positive for the Bellevue CSD = 79
 - A point of reference on this is that this number was 59 in 2014.

The following is the certified enrollment information for the Iowa Department of Education, with the following points of emphasis for this school year:

- The district is UP 8 students in enrollment from our district in comparison to last year.
- The district is UP 19 students with Open Enrollment, etc. in comparison to last year.

2017-2022 Trends (K-12)

	<i>Fall 2017</i>	<i>Fall 2022</i>	<i># Change and % Change</i>	
<i>Certified</i>	581	631	50	+8.6%
<i>Headcount</i>	652	711	58	+9.0%

PK in the same span increased by 10.7%

Certified Enrollment 2022

Summary Comparison			
Description	Current	Previous	Change
Resident Public Students Attending your District (1)	620.10	610.10	10.00
Resident Public Students Attending another Iowa Public School (2, 3)	11.00	13.00	-2.00
Non Public Shared Time and CPI Students Dual Enrolled for District Classes (4, 5)	0.25	0.00	0.25
Non Public Shared Time and CPI Students Dual Enrolled for PSEO Classes (4, 5)	0.00	0.00	0.00
Residential Facility Students Enrolled for District Classes (5)	0.00	0.00	0.00
Actual Enrollment (7)	631.35	623.10	8.25
Non-Resident Public Students Attending your District (8, 9)	90.00	81.00	9.00
PK 4 Students Attending your Statewide Voluntary Preschool Program (10)	30.50	30.50	0.00
Total School Age Students Provided Instructional Programs/Services by your District	710.35	691.10	19.25
Limited English Proficient Weighting (13)	0.0	0.21	-0.21

Actual Enrollment is total of Lines 1, 2, 3, 4, and 5
 Total School Age Students is total of Lines 1, 4, 5, 8, and 9

Total Enrollment Trend

District Enrollment	PK (3- & 4yr old)	Elementary (TK-5)	MS/HS	TK-12	
2010-11	680	66	262	352	614
2011-12	694	67	265	362	627
2012-13	684	60	262	362	624
2013-14	702	71	248	383	631
2014-15	695	71	250	374	624
2015-16	678	55	259	364	623
2016-17	698	67	264	367	631
2017-18	719	75	256	388	644
2018-19	769	88	276	395	671
2019-20	765	92	289	384	673
2020-21	743	77	306	360	666
2021-22	768	82	320	366	686
2022-23	794	83	345	366	711

Summary

- * The 711 students in grades TK-12 is the largest number indicated in the last 12 years (and longer), and an increase of 17 from last school year. This is a **15.8% increase** since the 2010-2011 school year. This is also a **3.6% increase** since last school year.
- * The 794 students overall in 3-year old through 12th grade is the largest in the last 13 years (and beyond). This is a **16.8% increase** since the 2010-2011 school year. It is also a **3.4% increase** since last school year.
- * The 345 in grades TK-5 is the largest number in the same time period. This is a **31.7% increase** since the 2010-2011 school year. This is also a **7.8% increase** since last school year (21-22), which was a **4.6% increase** since the 20-21 school year.
- * The 366 students in grades 6-12 is a **4.0% increase** since the 2010-2011 school year.
- * The number of 3- and 4-year olds is the third-largest in the last 13 years (and beyond). This is a **25.8% increase** since the 2010-2011 school year.

* The three sections for grades K, 1st, 2nd, 3rd, and 4th grade are the first time for this in the history of the district.

<u>Enrollment Trends</u>																		
	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Elem (TK-5)	MS/HS (6-12)	Dist 4/3PK (TK-12) (Total)	
10-11	8	34	35	34	55	50	39	43	45	50	58	47	60	49	262	352	614	45/21 (680)
11-12	10	46	34	33	37	53	52	40	42	43	61	62	56	58	265	362	627	33/34 (694)
12-13	12	34	49	33	38	36	55	50	43	44	49	60	61	55	262	362	624	32/28 (684)
13-14	9	43	38	45	37	35	41	55	54	43	51	56	63	61	248	383	631	36/35 (702)
14-15	7	36	39	36	49	37	43	42	59	59	45	52	55	62	250	374	624	40/31 (695)
15-16	15	42	35	42	37	49	39	45	43	59	67	44	53	53	259	364	623	37/18 (678)
16-17	12	37	44	37	43	38	53	45	49	48	65	64	46	50	264	367	631	35/32 (698)
17-18	10	37	38	42	40	49	40	54	49	50	61	64	63	47	256	388	644	42/33 (719)
18-19	14	48	41	39	44	42	48	44	55	53	55	60	68	60	276	395	671	40/48 (769)
19-20	10	54	52	43	42	44	44	52	45	57	51	54	58	67	289	384	673	58/34 (765)
20-21	15	57	54	54	41	41	44	46	52	46	57	50	50	59	306	360	666	47/30 (743)
21/22	7	64	59	54	53	42	41	46	49	56	46	62	49	58	320	366	686	47/35 (768)
22-23	7	55	61	62	58	55	47	43	47	56	59	48	61	52	345	366	711	46/37 (794)

* For clarification: One thing to recognize is that the numbers in the enrollment table from 2010-2011 to 2022-2023 show an increase of 25 students in comparison to last year, and while that is true it does not take into account students who

may have been counted last year as "Open-Enrolled Out" who graduated last year or moved out of the district completely.

Budget Information

Penny and Tom attended a virtual finance meeting on Wednesday in regard to our current funding, estimated funding for the future through projections, etc. Areas covered in this are projections for enrollment, special education, expenses for staff and other items, tax rates, management funds (insurance, early retirement, etc.), and other areas. If interested, we could share this at some meeting.

As with all schools, if we continue to increase enrollment things will continue to run smoothly as long as we do not overhire staff and monitor staffing at the same time.

Our Unspent Authorized Budget is projected to be the following based on some projections we made:

FY23	30.3%	<i>A recommended area is to be between 5-15%, but 10-20% is also viewed as favorable as a whole.</i>
FY24	28.0%	
FY25	24.9%	
FY26	21.5%	
FY27	18.1%	
FY28	14.6%	

This is good overall, but you can see a downward trend with our staffing costs, increased prices for fuel, and many other things. Just a reminder...staffing is over 80% of our costs, and we have outstanding staff to work with our students and assist in the learning process. Finally, we are also estimating at overspending by around \$200,000-\$250,000 this year. We have the funds, but have to watch this for the future as well (our UAB is \$2,586,624 currently).

Facilities Update

Below are several things of discussion at the meeting in some manner:

Timeline and Possibilities

Below is an overview of a timeline for the bond referendum vote, plus an extension through approximately 2030 for the district.

Voting Timeframes

2023

- March 7, 2023
- September 12, 2023
- November 14, 2023

2024

- March 5, 2024
- September 10, 2024

**Reminder: There needs to be 6-months or more in between votes if the referendum does not pass the first time in this cycle. Example: Could vote March of 2023 and September 2023, but could not vote September 2023 and then follow this with a vote in March of 2024.*

Below is a **timeline for a vote in March of 2023 if that is what is decided by the FAC and the School Board.**

November 15, 2022

- Develop a plan to move forward with for a vote in March of 2023 at the Facilities Advisory Committee.
- At the November 2 FAC meeting, it was decided to:
 - Have a \$2.70 GO Bond
 - Build a 3-5 Elementary School Building

 - Still some questions though...
 - Decision to attach to the MS/HS building or have a separate building is still to be decided.
 - There appears that there would be more space for playground with a separate building to the east than attaching the building to the school, although we could use the field to the west for green spaces for students.
 - Traffic flow would likely be easier on the east side option.
 - Space for the attached building may interfere at some point with other additions to the MS/HS building, and something would need to be done with parking if this area is utilized for an elementary school.
 - What spaces (and size of spaces) in the building are also still unknown, and somewhat in some cases linked to location (Gym size, art, music, etc.)
 - The gym size discussion is, I believe, somewhat focused on the aspect of our current gym size and if we are going to expand gym size in the future this may be the only time we will ever have that opportunity. Our current gym is "small" overall compared to many other districts and not "keeping up with the times" in some ways (at least some would feel that way).
 - There may also be options to doing this with a steel-structure or Wick-type building. An example is Cal-Wheat that has a gym floor that is 100' X 100', with locker room areas of 30' X 100', entrance area of 28' X 100' (not including small entry area) and this includes the fitness room, concessions, mechanical room, trophy area, restrooms, and entry/commons area). It was also stated that this area is not large enough, and they are looking to enlarge the entry area in the future.
 - Could an option like this be fundraised for in some manner within our community, or parts of it if the "shell" is built, etc.?
 -

November 2022 (possibly needed depending on discussion from FAC on November 15)

- Work session for the Board to move forward with a building project, and adopt the plans of the FAC as a school board.

December 2022

- Petition Language (same as ballot language - developed by the district and the bond attorney). Vague enough to provide flexibility, but specific enough that voters know what they are giving permission to build.
- Speaking with our attorney about petition language they still need to know if we will be attaching or separate, including a gym or not, and

December 2022 & January 2023

- Circulate the petition in the community (\$11.6 million)
- Must have signatures of eligible voters - 25% of the number of people voting in the most recent school board election. We will need approximately 175 signatures the county auditor recommends to make sure we do not have duplicates and only people who live in our school district are represented. I would recommend 200 Signatures to make sure.

December 2022 & January 2023

- Petition filed with the Board President after signatures are attained. January 9, 2023 Board Meeting - President must call for a board meeting within 10 days of receipt of the petition (announce the date of the meeting...not necessarily have the meeting within 10 days).

December 2022 through March 7, 2023

- Educate voters on what the tax rate increase means for our district with "rollbacks", "Homestead Tax Credit", and similar items.

January 9, 2023

- Board approves the petition.

January 10, 2023

- File the petition with the county auditor not less than 46 days prior to the election date.

January/February 2023

- Community Meetings/Open House

March 7, 2023

- Election

April 2023 through December 2023

- Architect and Engineering Work/Bids

January 2024/February 2024

- Bids Out/Due and Construction

August 2025

- Utilize the Building for Students in grades 3-5.

July 2028

- Finalize plans for an addition to the New 3-5 elementary school with PK-2 (plus potential wraparound childcare)

August 2030

- PK-2 addition completed for the Bellevue CSD

This timeline and plans do not address potential space issues in the MS/HS building or CTE and Fine Art areas, which could be intermixed into the time frame between March 2023 and August 2030. Nor does it address daycare/wraparound care for students? Some of these areas include the following:

1. If some areas to the north of the main building (and south of the baseball field) are removed for construction
 - a. Music and Art rooms would need to be relocated, with likely extra space added for the music department for sure (with or without elementary student utilizing these).
 - b. Then a bus mechanic area and garage area would need to be added. Potentially connected to the current bus barn (addition to the south).
 - c. The Industrial Tech area would need to be relocated...with similar space likely.
 - d. Daycare, etc is not addressed directly, but could this be accomplished as part of our current elementary temporarily if some grade levels are moved out? Or is there a local building potentially to pursue, or one to build (we have talked about some of this before obviously).

Facilities and Space

Current Spaces in the 1800's Part of Building

5 regular-sized classrooms:

- 5th Grade - 2 Rooms
- Kindergarten - 1 Room
- 3rd Grade - 1 Room
- PK - 1 Room

Plus 6 other rooms:

- Special Ed - 2 Rooms (1 small and 1 with two small rooms that used to be a regular classroom)
- Reading - 2 Rooms (both small)
- School Counselor - 1 Room (small)
- Library - In hallways
- Makerspace - 1 Room
- AEA/Life Connections Mental Health Room

Current Rooms for Grades 3-5

- The six 3rd and 4th grade rooms (minus one room) are all located in the 60's and 70's edition (5 in 60's and 70's with one in the 1800's).

Impact of Moving out of the 1800's Part of the Building with 3-5 in a Different Building/Space

- Three 4th Grade Rooms Available AND Two 3rd Grade Rooms Available

- Need space for the following:
 - Full-Sized Rooms
 - PK room (Pickett)
 - Kindergarten (K. Ernst)
 - Makerspace
 - Art
 - Library
 - Smaller Rooms
 - Special Education (currently 2 rooms)
 - School Counseling
 - AEA
 - Mental Health Counseling
 - Reading (currently 2 rooms)

Ultimately, we would not be able to completely move out of the 1800's part of the building, but could move the regular grade-level classrooms into the 60's and 70's part of the building.

We could possibly close off the "oldest part" and use the current PK room and 3rd grade room, and make areas in the rooms for some of the other areas

Modular/Etc. Prices - Leases/Purchases

Willscot 5-Plex (72' X 70") - 4 classrooms - 2-Year Lease

- Billing Charges, Delivery, Installation, and Return = \$226,000
- Additional - Water/Sewer; Fire Protection System; Alarm/Security
Square Foot of Classrooms - 26' X 29" = 754 square feet
 - Current Classrooms about 775 square feet on average
- Checking on Iowa Code requirements, but will be able to meet Code in some manner
- Can also build to fit our needs with a GMF Flex Program
 - Can investigate this process further

Vesta - (28' X 70") - Two Classrooms - 2-Year Lease

- \$5975/month - \$143,400, plus \$119,075 for Delivery/Installation = \$262,475
+
- Return of \$30,859 = \$293,334
- Additional - Water/Sewer; Fire Protection System; Alarm/Security
- Purchase Price = \$226,324
- Square Foot of Classrooms - 1960 square feet total = 2 classrooms of 756 square feet approximately with restrooms, etc.
 - Current Classrooms about 775 square feet on average
- Designed for Iowa Code

Wick - Purchase (Permanent location...)

- Estimates have been around \$250,000-\$300,000 in the past
- Could hold two classrooms or more potentially depending on design
- Would also likely include costs for Water/Sewer; Fire Protection System; Alarm/Security

Additional Quotes - Waiting for Quotes from two other modular companies

Location Area Sizes

- The lot size for the "5th grade playground" is 123' X 64'
- The lot size for the parking lot (south of the gym) is 120' X 65'

Meyer was directed by the Board to reach out to Wick Builders about a potential Wick building on the "5th grade playground area" at the Bellevue Elementary.

Financial Overview

Roughly \$13 million to use for a project if a referendum passes in the district.

- **Voted GO Bonds @ \$2.70 tax levy = approx \$11.6 million** to spend on projects (one ballot question; 60% voter approval required)
- **Voted GO Bonds @ \$4.05 tax levy = approx \$17.5 million** to spend on projects (TWO ballot questions; EACH REQUIRING 60% voter approval)
- **PPEL Notes @ existing \$1.34 authority = approx \$2.8 million** to spend on projects (no voting or hearings required)
- **SAVE Bonds 20-year repayment, without restructuring 2021 Bonds = approx \$4.06 million** to spend on projects
- **SAVE Bonds 20-year repayment, if 2021 Bonds restructured = approx \$5.03 million** to spend on projects (SAVE Bonds require a public hearing with a 14-day waiting period during which citizens could petition the board to stop the process)

SAVE and PPEL Contribution for now - The district could likely put forward another **\$1-1.4 million** from PPEL and/or SAVE in addition to the \$11.6 million from the GO Bond...making this a total of **\$13.0 million** for the project voted on in March.

If we would not borrow again our SAVE at this time (this would not be impacted by using some of the funds we have for SAVE and PPEL currently that is referenced in part of the \$13.0 million project), we would potentially have the following situation:

- **\$7.2 million** from a new SAVE Bond issuance spring/summer 2028.
- Plus, potentially an accumulation of up to **\$5 million** in cash from PPEL+SAVE to utilize for the project.
 - These two would equal around **\$12.2 million** for a project 5 years from now with no impact on property taxes

Short-Term: 2023-2024 School Year Plans

- What are our plans to increase space with what we have for next school year?
 - Even if we maintain two sections in 5th grade, the space is very limited right now and we must consider some changes to the current set-up. Some ideas are the following:
 - Portable/Wick-Building or Portable Building located _____ to Increase Space - Cost varies on this based on what space would be needed (Library and Makerspace areas do not actually gain a classroom for the building) - Estimated cost with

building (such as a "Wick" building), installation of portable building, etc. would be range from \$150,000-\$250,000 (rough estimates).

- A two-section classroom/portable would likely only give space to the library (and the hallway areas being used for this) and the Makerspace area (currently in the Teacher's Workroom). Both of these areas being "cleared" would free up some space for individual work with students, etc that is needed.
 - I am including an attachment on "portable buildings" for you to read.
- Move 5th grade to the MS/HS Building, which would mean moving Ag to the former Ag building or another building to be constructed for this not attached to the current building (Wick-Type building) - Estimated cost of "restoring" the Ag building would be approximately \$30,000 (recognizing that this building may be removed in the future for other construction plans)
- This may be a good idea regardless of 5th grade plans in some ways for the Ag program due to a lack of space in the MS/HS building at the current time (and projected to be more of an issue in the future as well), and providing more space for the students in AG. Ag students and other students would assist in this project and be involved in the "learning" of redoing and designing features in the building.
 - Move the Ag room to the newer shed that is located to the north of the gym (between the school and industrial tech building). This is used for storage right now, but that could be moved to the former Ag room and Ag shop area. But, it would need drywall, insulation, heating and cooling, etc...which is more cost than the prior option of utilizing the old Ag room.
- Other Ideas/Thoughts? I also need to evaluate our other three sections to determine if they stay three sections in all grade levels, and estimate how many kindergarten students will be in attendance next school year. I will be meeting with Jeanette and the teachers in the near future to discuss thoughts and perspectives.

Successful Referendum

I reviewed some past information from referndums that I felt were good to remember (nothing shocking, but just some basic reminders in general).

More than ever, communities must produce smarter tactics to promote school bond referendums. Failing to do so will result in a lack of voter support and an unsuccessful bond initiative. While there are no guarantees, a positive outcome is much more likely to occur when an organized, thoughtful approach is in place.

6 Essential Success Factors To Garner More "Yes" Votes

1. *Build trust - The relationship between the community, board of education, administration, faculty, and staff is crucial. The connection must be sincere and built up over time. As we know, the existence of trust does not promise success but the absence of it might indicate defeat. Without trust, the chance of a vote failure is high, no matter what other action takes place.*
2. *Listen to stakeholders - Understand the needs of every stakeholder group and include them in the planning process. Appropriately involve them as the initiative advances and keep in mind two-way communication is critical. Consider launching regular surveys to understand the goals of community members and act on the feedback when you get it. After all, investing time to collaborate with the community will pay off.*
3. *First, learn about the different groups that make up your district. Then, understand what they need to know about the school bond referendum based on their goals, priorities, and interests. Thus, it will be easier to develop specific messages that appeal to their interests and priorities. Reflect on the unique needs of each group you are trying to reach.*
4. *Use numerous styles of communication - Ignoring critical channels of communication could potentially make or break the campaign. Present your message on local news media outlets, direct mail, social media, and face-to-face to influence all stakeholders. Answering people's questions, addressing their concerns, and keeping them informed throughout the process is key.*
5. *Community groups - Often, it's small community groups that do the most effective selling. They represent the stakeholder groups. The individuals who live amongst and regularly engage with voters have the best chance of connecting with people in a personal way. Contemplate capitalizing on these community groups and encourage them to host neighborhood meetings. Intimate Q&A sessions are a proven way to build community understanding and support.*
6. *Public information meeting - Consider holding a public information meeting at the school. Think about organizing the event with each table representing a specific facet that may interest stakeholders; education, finance, building, superintendent, the board of education and PTA. This way community members can walk around and pursue targeted information. The individuals at the tables must be effective in leading one-on-one conversations. This added touch carries a sense that every question is important and will contribute to overall voter turnout.*

Securing School Funding Requests

- *A successful school bond referendum campaign is not the result of the final push. To be effective, you must start from day one crafting the message and fostering support. It's all about the way you communicate. Trusted relationships and an informed community are keys to a winning outcome.*

Tax Impact

Remember it is not as easy as taking the value multiplied by \$2.70...there are "credits", etc. and it is taxable value and not market value.

\$2.70 Levy

* Any suggested tax increase (a) is only an estimate, and (b) does not include any change upward or downward in tax rates that your City, County and Community College may cause to their budgets in any given fiscal year.

1/1/2021 Assessed Value*	1/1/2021 Rollback	Taxable Value	Less Homestead Credit**	Net Taxable Value	Est. Tax Rate Change per \$1,000	Change in Annual Tax Payment	Change in Tax Payment per Month
Residential Property							
\$50,000 x	54.13020% =	\$27,065 -	\$4,850.00 =	\$22,215 x	\$2.70000 =	\$59.98	\$5.00
\$60,000 x	54.13020% =	\$32,478 -	\$4,850.00 =	\$27,628 x	2.70000 =	\$74.60	\$6.22
\$75,000 x	54.13020% =	\$40,598 -	\$4,850.00 =	\$35,748 x	2.70000 =	\$96.52	\$8.04
\$100,000 x	54.13020% =	\$54,130 -	\$4,850.00 =	\$49,280 x	2.70000 =	\$133.06	\$11.09
\$125,000 x	54.13020% =	\$67,663 -	\$4,850.00 =	\$62,813 x	2.70000 =	\$169.59	\$14.13
\$150,000 x	54.13020% =	\$81,195 -	\$4,850.00 =	\$76,345 x	2.70000 =	\$206.13	\$17.18
\$200,000 x	54.13020% =	\$108,260 -	\$4,850.00 =	\$103,410 x	2.70000 =	\$279.21	\$23.27
\$250,000 x	54.13020% =	\$135,326 -	\$4,850.00 =	\$130,476 x	2.70000 =	\$352.28	\$29.36
\$350,000 x	54.13020% =	\$189,456 -	\$4,850.00 =	\$184,606 x	2.70000 =	\$498.44	\$41.54
\$450,000 x	54.13020% =	\$243,586 -	\$4,850.00 =	\$238,736 x	2.70000 =	\$644.59	\$53.72
Multi-residential (Apartment, Nursing, etc.)gradually Grandfathering down to "Residential" rollback in 2022							
\$75,000 x	63.75000% =	\$47,813 -	0 =	\$47,813 x	2.70000 =	\$129.09	\$10.76
\$150,000 x	63.75000% =	\$95,625 -	0 =	\$95,625 x	2.70000 =	\$258.19	\$21.52
Commercial Property							
\$25,000 x	90.00000% =	\$22,500 -	0 =	\$22,500 x	2.70000 =	\$60.75	\$5.06
\$40,000 x	90.00000% =	\$36,000 -	0 =	\$36,000 x	2.70000 =	\$97.20	\$8.10
\$50,000 x	90.00000% =	\$45,000 -	0 =	\$45,000 x	2.70000 =	\$121.50	\$10.13
\$75,000 x	90.00000% =	\$67,500 -	0 =	\$67,500 x	2.70000 =	\$182.25	\$15.19
\$100,000 x	90.00000% =	\$90,000 -	0 =	\$90,000 x	2.70000 =	\$243.00	\$20.25
\$150,000 x	90.00000% =	\$135,000 -	0 =	\$135,000 x	2.70000 =	\$364.50	\$30.38
\$250,000 x	90.00000% =	\$225,000 -	0 =	\$225,000 x	2.70000 =	\$607.50	\$50.63
\$500,000 x	90.00000% =	\$450,000 -	0 =	\$450,000 x	2.70000 =	\$1,215.00	\$101.25
Agricultural Property (land only on a per acre basis)*							
StateLo:Lucas \$484 x	89.04120% =	\$431 -	0 =	\$431 x	2.70000 =	\$1.16359	\$0.10
JACKSON \$1,208 x	89.04120% =	\$1,076 -	0 =	\$1,076 x	2.70000 =	\$2.90417	\$0.24
StateHi:Grundy \$1,836 x	89.04120% =	\$1,635 -	0 =	\$1,635 x	2.70000 =	\$4.41395	\$0.37

Actual Average Assessed Value of 1 Acre Ag Land in Jackson County for 1/1/2021 Valuation = \$1,208

PIPER | SANDLER

- Assessed Value IS NOT "Market Value"...Assessed Value is determined by County Assessor while Market Value is determined by the open real estate marketplace. Market Value plays no role in determining taxable value or property tax dollars.
- Homestead Credit may vary from County to County
- Farm Buildings Are Assessed with the Agriculture Property ROLLBACK
- Ag Property will pay the school levy, but will pay a different CITY levy than Residential Property if the land is within City limits.
- Within CITY limits Ag Property pays the Ag Levy (likely near the maximum rate of \$3.00375) and NOT the City Levy....but, does still pay all school levies, including PPEL and Debt Service. The farm home pays the entire levy just as any other home within City limits, except the City levy is replaced with the County levy.

Ag Land Examples, Assuming "Average" Assessed Valuation of Land:			
40	acres	x	\$2.90417 = \$116.17
80	acres	x	\$2.90417 = \$232.33
160	acres	x	\$2.90417 = \$464.67
240	acres	x	\$2.90417 = \$697.00
320	acres	x	\$2.90417 = \$929.33
500	acres	x	\$2.90417 = \$1,452.08
1,000	acres	x	\$2.90417 = \$2,904.17
2,000	acres	x	\$2.90417 = \$5,808.34

Avg Market Value Jackson	\$9,449.00	÷	1000 =	9.45	x	\$2.70 =	25.51	x	320 acres =	\$8,164
What would the tax increase be if you MISTAKENLY calculated the increase on your ag land using the MARKET VALUE at the basis?										
(market value) vs. the actual estimated tax increase of: \$929.33										

\$4.05 Levy

SUMMARY TAX IMPACT

Bellevue Community School District, Iowa

* Any suggested tax increase (a) is only an estimate, and (b) does not include any change upward or downward in tax rates that your City, County and Community College may cause to their budgets in any given fiscal year.

1/1/2021 Assessed Value*	1/1/2021 Rollback	Taxable Value	Less Homestead Credit**	Net Taxable Value	Est. Tax Rate Change per \$1,000	Change in Annual Tax Payment	Change in Tax Payment per Month
Residential Property							
\$50,000 x	54.13020% =	\$27,065 -	\$4,850.00 =	\$22,215 x	\$4.05000 =	\$89.97	\$7.50
\$60,000 x	54.13020% =	\$32,478 -	\$4,850.00 =	\$27,628 x	4.05000 =	\$111.89	\$9.32
\$75,000 x	54.13020% =	\$40,598 -	\$4,850.00 =	\$35,748 x	4.05000 =	\$144.78	\$12.06
\$100,000 x	54.13020% =	\$54,130 -	\$4,850.00 =	\$49,280 x	4.05000 =	\$199.58	\$16.63
\$125,000 x	54.13020% =	\$67,663 -	\$4,850.00 =	\$62,813 x	4.05000 =	\$254.39	\$21.20
\$150,000 x	54.13020% =	\$81,195 -	\$4,850.00 =	\$76,345 x	4.05000 =	\$309.20	\$25.77
\$200,000 x	54.13020% =	\$108,260 -	\$4,850.00 =	\$103,410 x	4.05000 =	\$418.81	\$34.90
\$250,000 x	54.13020% =	\$135,326 -	\$4,850.00 =	\$130,476 x	4.05000 =	\$528.43	\$44.04
\$350,000 x	54.13020% =	\$189,456 -	\$4,850.00 =	\$184,606 x	4.05000 =	\$747.65	\$62.30
\$450,000 x	54.13020% =	\$243,586 -	\$4,850.00 =	\$238,736 x	4.05000 =	\$966.88	\$80.57
Multi-residential (Apartment, Nursing, etc.)gradually Grandfathering down to "Residential" rollback in 2022							
\$75,000 x	63.75000% =	\$47,813 -	0 =	\$47,813 x	4.05000 =	\$193.64	\$16.14
\$150,000 x	63.75000% =	\$95,625 -	0 =	\$95,625 x	4.05000 =	\$387.28	\$32.27
Commercial Property							
\$25,000 x	90.00000% =	\$22,500 -	0 =	\$22,500 x	4.05000 =	\$91.13	\$7.59
\$40,000 x	90.00000% =	\$36,000 -	0 =	\$36,000 x	4.05000 =	\$145.80	\$12.15
\$50,000 x	90.00000% =	\$45,000 -	0 =	\$45,000 x	4.05000 =	\$182.25	\$15.19
\$75,000 x	90.00000% =	\$67,500 -	0 =	\$67,500 x	4.05000 =	\$273.38	\$22.78
\$100,000 x	90.00000% =	\$90,000 -	0 =	\$90,000 x	4.05000 =	\$364.50	\$30.38
\$150,000 x	90.00000% =	\$135,000 -	0 =	\$135,000 x	4.05000 =	\$546.75	\$45.56
\$250,000 x	90.00000% =	\$225,000 -	0 =	\$225,000 x	4.05000 =	\$911.25	\$75.94
\$500,000 x	90.00000% =	\$450,000 -	0 =	\$450,000 x	4.05000 =	\$1,822.50	\$151.88
Agricultural Property (land only on a per acre basis)*							
StateLo:Lucas \$484 x	89.04120% =	\$431 -	0 =	\$431 x	4.05000 =	\$1,74539	\$0.15
JACKSON \$1,208 x	89.04120% =	\$1,076 -	0 =	\$1,076 x	4.05000 =	\$4,35625	\$0.36
StateHi:Grundy \$1,836 x	89.04120% =	\$1,635 -	0 =	\$1,635 x	4.05000 =	\$6,62093	\$0.55

Actual Average Assessed Value of 1 Acre Ag Land in Jackson County for 1/1/2021 Valuation = \$1,208



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- Within CITY limits Ag Property pays the Ag Levy (likely near the maximum rate of \$3.00375) and NOT the City Levy....but, does still pay all school levies, including PPEL and Debt Service. The farm home pays the entire levy just as any other home within City limits, except the City levy is replaced with the County levy.

Ag Land Examples, Assuming "Average" Assessed Valuation of Land:			
40 acres	x	\$4.35625 =	\$174.25
80 acres	x	\$4.35625 =	\$348.50
160 acres	x	\$4.35625 =	\$697.00
240 acres	x	\$4.35625 =	\$1,045.50
320 acres	x	\$4.35625 =	\$1,394.00
500 acres	x	\$4.35625 =	\$2,178.13
1,000 acres	x	\$4.35625 =	\$4,356.25
2,000 acres	x	\$4.35625 =	\$8,712.50

Avg Market Value Jackson	What would the tax increase be if you MISTAKENLY calculated the increase on your ag land using the MARKET VALUE at the basis?
\$9,449.00	÷ 1000 = 9.45 x \$4.05 = 38.27 x 320 acres = \$12,246
(market value)	vs. the actual estimated tax increase of: \$1,394.00

Transportation Needs

APPROVED THE PURCHASE OF A TRAVERSE FROM TILL'S IN BELLEVUE. - As I have mentioned in the past, we are in need of a school bus. Some estimates on this are likely from about \$115,000 to about \$130,000. We are sending out specs for bids to review at our December meeting.

We also need to replace our Impala. Till's has shared a quote for a 2023 Chevrolet Traverse AWD for \$33,700. This is a very good price, and seats eight people (bench seat in the back). The specs are in a separate attachment.

Based on our conservative approach to buying transportation (buses specifically), I believe we will need to get a bus the following years after speaking with Tim Roth. Tim does an outstanding job of recognizing what is needed for buses and works well with the sales people. At some point, we will be looking at "electric buses", but at this time I think we need to wait for another company/companies to develop these more fully - which is starting. Some future plans are the following:

- 2022-2023 Bus to replace a bus purchased during the 2005-2006 school year
- 2023-2024 Bus to replace a bus purchased during the 2006-2007 school year
- 2024-2025 Bus to replace an Activities Bus that was purchased during the 2007-2008 school year.

I believe the board should approve this quote and take action to purchase this vehicle and wait for bids to come in for a bus.

APPROVED - School Budget Review Committee

Each year which we are eligible we apply to the School Budget Review Committee (SBRC) for "spending authority" for increased enrollment for the amount of \$63,941 and for an increase/extension of enrollment for any ELL needs (English Language Learners) of \$3122. The spending authority allows us the authority to "spend" for these students (but no additional cash - we get funding for these students next school year). I recommend you approve this for the district's benefit...it is not giving us more money now, but the increase in authority that each student brings our district financially is beneficial.

APPROVED - Board Policies

As I mentioned (and shared) last month, there are several policy updates from House File 802, along with Transparency Policy Updates. The following from IASB provides a summary and some basic information, with an attachment with the current policy (Bellevue Community School District on the bottom) followed in order by the IASB Policy (specified at the top of the page). These are to approve/reject at Monday's meeting, There are notes on the IASB version on if they are mandatory and reasons for them overall. I will talk about some briefly, but feel free to ask any other questions.

[Updates](#)

Recently the Iowa Department of Education notified K-12 public school districts across the state of concerns related to district compliance and training on the requirements of HF 802. More specifically, the department notified districts that the DE intends to look for updated board policies on the topics of curriculum and instructional materials.

IASB is here to support districts with these updated changes. Most language changes you will see in this *Primer* work to accomplish two goals: increased compliance with the requirements of *Iowa Code* chapter 279.74 (HF 802); and increased transparency with streamlined procedures for parents to view and challenge instructional and library materials. To achieve these goals, the intent is to balance them against the already existing job duties and requirements of district employees. Prior to adoption, districts should discuss the proposed optional language with the board as well as representatives for licensed staff to ensure proposed optional changes are practical and feasible for district staff to implement. As your district works through the proposed changes, be on the lookout for language in *italics* as these are intended to be optional language for your district to consider. Further discussion on the merits of using optional language is often found in the *Note* below the policy language.

Other Policy Updates

Three additional policies listed in this *Primer* include language changes unrelated to HF 802. These additional policies have been updated to clarify legal requirements.

Please feel free to reach out to Siobhan Schneider, Associate Executive Director, Board Leadership and Legal Services with any questions about the changes to these sample policies. Siobhan performs the legal research and composes all updates for our sample policies and serves as a legal resource for all subscribing districts and welcomes your questions about sample policy.

Updates At-a-Glance

Further detail for each policy and/or regulation follows this listing. For specific questions please contact Siobhan Schneider, sschneider@ia-sb.org or (515) 247-7028.

HF 802 and Transparency Policy Updates:

- 401.14 - Employee Expression
- 408.1 - Licensed Employee Professional Development
- 602.1 - Curriculum Development
- 602.2 - Curriculum Implementation
- 602.3 - Curriculum Evaluation
- 605.1 - Instructional Materials Selection
- 605.1R1 - Selection of Instructional Materials
- 605.2 - Instructional and Library Materials Inspection
- 605.3 - Objection to Instructional and Library Materials
- 605.3R1 - Reconsideration of Instructional and Library Materials Regulation
- 605.3E1 - Instructions to the Reconsideration Committee
- 605.3E2 - Reconsideration of Instructional and Library Materials Request Form

605.3E3 - Sample Letter to Individual Challenging Instructional Materials
New! 605.3E4 - Request to Prohibit a Student from Checking Out Specific Library Materials
605.4 - Technology and Instructional Materials
605.5 - School Library

Other Policy Updates:

402.2 - Child Abuse Reporting
601.2 - School Day
802.4 - Capital Assets

IASB Sample Policy Updates Related to HF 802 and Transparency Policy Updates

401.14 - Employee Expression

The language changes here are intended to strengthen the district's compliance with [Iowa Code 279.74](#) (HF 802) and all applicable laws. This policy specifically cites to the new U.S. Supreme Court decision [Kennedy v. Bremerton](#). This court case was decided based on employees' constitutional rights to the free exercise of religious expression as well as free speech protected by the First Amendment. While districts are balancing the requirements of *Iowa Code 279.74* (HF 802) they must also be mindful of not infringing upon employee's constitutionally protected free speech rights.

408.1 - Licensed Employee Professional Development

The language changes here are intended to strengthen the district's compliance with *Iowa Code 279.74* (HF 802) and all applicable laws.

602.1 - Curriculum Development

The language changes here are intended to strengthen the district's compliance with *Iowa Code 279.74* (HF 802) and all applicable laws. This policy also clarifies that while the curriculum development process is delegated to the superintendent and licensed staff as appropriate, the board will provide final approval.

602.2 - Curriculum Implementation

The language changes here are intended to strengthen the district's compliance with *Iowa Code 279.74* (HF 802) and all applicable laws.

602.3 - Curriculum Evaluation

The language changes here are intended to strengthen the district's compliance with *Iowa Code 279.74* (HF 802) and all applicable laws.

605.1 - Instructional Materials Selection

This language is intended to strengthen compliance with *Iowa Code 279.74* (HF 802) as well as all applicable laws the district is required to follow.

605.1R1 - Selection of Instructional Materials

This regulation has been updated to reflect greater compliance with all applicable laws for the district.

605.2 - Instructional and Library Materials Inspection and Display

In order to increase transparency with the school community, IASB has added optional language to allow districts the flexibility to display instructional materials on their classroom management platform. It is important for districts to work with staff to determine what materials, if any, it is feasible for staff to electronically display based on the time constraints already placed on employees. For instance, it may not be practical for employees to digitize documents and materials that exist only in paper form to satisfy this optional language. This language should be customized to suit what is realistic for the district.

605.3 - Objection to Instructional and Library Materials

This policy language has been changed to include library materials in the objection process and also to provide optional language for districts to allow parents/guardians to request their student not be permitted to check out certain library materials.

605.3R1 - Reconsideration of Instructional and Library Materials Regulation

This regulation has been substantially revised and as a result is being reissued without markups. The reconsideration process has been streamlined to provide greater clarity of procedural steps for school employees as well as school community members. It has also been updated to require notification of individuals challenging materials at each step of the process. The goals in this revision are to streamline the reconsideration process and provide increased transparency throughout.

605.3E1 - Instructions to the Reconsideration Committee

Language in this sample exhibit has been updated to allow the reconsideration committee flexibility to determine how best to consider challenges to materials. The flexibility language also takes out the requirement that a community member serve as chair, as community members may not be comfortable with rules of parliamentary procedure. The language has also been updated to reflect that differing opinions are encouraged on the committee to encourage robust discussion.

605.3E2 - Reconsideration of Instructional and Library Materials Request Form

This sample exhibit has been updated to include library materials in the administrative reconsideration process.

605.3E3 - Sample Letter to Individual Challenging Instructional Materials

This sample exhibit has been updated to include library materials in the administrative reconsideration process.

New! 605.3E4 - Request to Prohibit a Student from Checking Out Specific Library Materials

This is a new exhibit for districts to consider utilizing if they would like to have a form available for parents and guardians to request their student be prohibited from checking out certain library materials. It is not a legal requirement that districts have this form.

605.4 - Technology and Instructional Materials

Language in this policy has been updated to include alternate forms of technology beyond computers.

605.5 - School Library

This policy has been updated to provide optional language allowing districts to post their library catalog on the district's website. This language is not a legal requirement and is intended to help districts increase transparency in a manner that is manageable for employee workload.

Other Policy Updates

402.2 - Child Abuse Reporting

This policy update recognizes that the two-hour training offered includes dependent adult abuse training.

601.2 - School Day

This policy language is updated to reflect that remote learning does not count toward instructional time. When this language was updated at the start of the pandemic, there was some flexibility to count remote learning. This flexibility ended with the end of the Governor's emergency proclamations, so this updated language reflects the current status of the law.

802.4 - Capital Assets

Changes to this sample policy have been made to distinguish how Right to Use Leases should be recognized as assets or liabilities, and in what statements they are recorded. In addition to traditional external review, these policy changes have been reviewed by the Auditor of State's office.

Technology

A few things in this agenda item.

1. I am recommending that we purchase teacher computers for next school year, and likely approve this at the December board meeting. 60 Macbook computers (MacAir) would cost approximately \$880 each, for a total of \$52,800. This would be from PPEL and is in our normal rotation of computers (last purchase was during the 2017-2018 school year, and the computers were a "closeout" of the model at that time). Some of the computers are having issues with batteries (\$100-150 replacement for a computer worth about \$250 technically at this time), accessibility to programs based on upgrades, etc. I believe this should be an action for the December meeting to get computers in and ready to distribute to staff in February or March.
 - a. I am also doing some investigation with Matt Jaeger about Chromebooks of varying levels and PC's for the future for teachers and/or students. From conversations, most teachers would prefer a Macbook based on their comfort level with them and accessibility with other programs. In regard to students, we may be able to look at a rotation of Chromebooks for all students (we currently have Mac's for students in grades 11 & 12) that would be less expensive.
2. It would be beneficial at some point to consider some type of system for our Board Room to be utilized by the district for online meetings, etc. Right now the set-up is antiquated and causing issues for the more and more meetings that are happening online for our staff. I am investigating some potential ideas and systems with Matt Jaeger and will likely have

something to recommend, if the Board is interested, in December or January.

APPROVED - FACTS for Educational Services

Marquette has been utilizing FACTS Educational Solutions for their Title I services in place of staff at the Bellevue CSD for the last two school years. This is a service that is approved by the state, and needs our agreement to shift pay to FACTS for the services for Marquette. The funds are from their allocation of Title I Reading funds that our district manages throughout the school year. I recommend we approve this, and it is a service they are choosing.

December Board Meeting

DECISION TO MOVE THE DECEMBER BOARD MEETING TO DECEMBER 14 - There is a concert scheduled for Monday, December 12 due to the limited number of open dates not in conflict with extracurricular activities. I would recommend we move this meeting to a different date, possibly Wednesday, December 14. Or, start the meeting early on the 12th (which I believe is a conflict for a few of you) or start it at the conclusion of the concert (possibly 8:00).

Comet Reading and Reflection

I believe the following article "excerpts" may be interesting to read and reflect on at the meeting in regard to teaching AND LEARNING...at all levels as a whole.

Teaching Students How, Not What, to Think

Author in Residence | by José Bowen
Tuesday, September 13, 2022



The future is uncertain, and our students will need to consider new facts, learn new things, and adapt their thinking. In a way, our primary job as teachers is to make ourselves obsolete.

When students arrive, it is our job to guide them. "No, that isn't true, and here is a better source."...But, by graduation, we hope that they will have learned more internal regulation. I do not want students texting me in years to come asking if some new fact is true or not. I want to teach them how to figure out for themselves what is relevant, important, and verifiable.

The centrality of change and independent thinking in education is hardly a new idea. As Einstein put it: "The measure of intelligence is the ability to change."

Einstein is hardly being controversial, but would time...really make it clear that change and self-regulation are central to learning? Few of us would disagree with Einstein's claim, and yet we still have a terrible time letting go of any of our (personally meaningful) content. Even as we proclaim our value as teaching students how to think and not what to think, we continue to "profess" and focus on content. (Is your syllabus still largely a list of topics you will "cover"?)

We currently measure learning with "credits" and "seat-time." Are we giving the degree to the wrong part of the body, then? What would happen if we suspended our loyalty to content for a graduation test like the one F. Scott Fitzgerald proposes: The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function.

Neither Fitzgerald nor I are arguing that content is unimportant, but more content is a bit like giving students more fish. Useful in the short-term, but ultimately life (and democracy) demand graduates who know how to fish for themselves. We need to find a better balance between teaching content and process if we truly want students to learn to think for themselves.

There is a lot of new research and science on what situations and designs lead to learning and change in students...but the difficulty of learning something new is an old problem.

Socrates, at least, had the courage of his convictions and taught in line with his assertion that "I cannot teach anybody anything, I can only make them think." Our subjects and content matter -- it is how we learn to think. But when we say "I teach history" and not "I teach change," we perpetuate the idea that school is about learning "stuff." If we really want graduates who can think in unique and individual ways (something else we say a lot), then we need to design education with this as a primary purpose.

Galileo acknowledged the difficulty of this: "You cannot teach people anything. You can only help them discover it within themselves." Again, anyone who has ever attended a pedagogy workshop knows that discovery is a much more potent form of learning than our default mode of telling. We have all experienced moments when evidence, data, statistics, and facts failed to change minds. And yet we persist in telling.

Einstein sums up the problem this way: "I never teach my pupils; I only attempt to provide the conditions in which they can learn." The best we can do as teachers is to design a learning environment where students are more likely to discover new truths for themselves. This process of self-discovery is also the engine of change: in discovering something new for ourselves, we also learn that we can change and even regulate the process of our future change.

These design issues are similar to those in fitness: watching someone else do push-ups (even intellectual push-ups) is not as useful as doing them yourself. Our design goal as teachers is to get students to do more of the work that only they can do.

Most academics find fitness instructors a bit odd: they clearly like the gym and exercise a bit too much. They go to the gym, just for fun!

As faculty, the classroom is our home: we like school so much, we are still here. But to ordinary students, this probably appears a bit strange. In the gym, I look for a good coach, who will set up motivating conditions that will get me to work harder (not the one with the biggest muscles). In the classroom, I think of myself, as a "cognitive coach" rather than a "professor" of content.

The results are not guaranteed. Not everyone who goes to the gym really sweats enough, but a better coach or teacher creates conditions that increase the odds for success. While it feels like we are doing something for students when we focus on content, we are just doing the intellectual push-ups for our students, but no one can exercise or learn for us.

Like teachers for generations, we want to increase student ability to change and become self-directed. The lesson from the pandemic is that we, too, can still change and adapt. How we balance content and process can still change, and we can bring our teaching practice in line with our highest ideals of teaching students to think for themselves.

Information Items

IASB Convention

If you are still interested in attending on Wednesday or Thursday, please let me know. I believe this is always a worthwhile learning experience for board members and others (including myself). Reed and Meyer are leaving at 5:00 AM on Wednesday.

Legislative Update

Meyer attended a meeting about legislation recently at the AEA in Bettendorf. Representatives from Iowa State Education Association, Iowa School Boards Association, Rural School Advocates of Iowa, Urban Network, School Administrators of Iowa, and the Iowa AEA were present. Some common themes/topics for all groups included the following:

1. Vouchers and Educational Savings Accounts (ESA's) - The governor would like to expand these more, and it may depend on how many new legislatures are elected and the party of affiliation. There will be a push regardless to pass these issues further.
2. State Supplemental Aid (SSA) - Do not expect this to be announced early this year. Any funding will likely be connected to vouchers, ESA's, school transparency, and similar issues. There may also be more SSA this year in order to get an approval for the previous changes...which will not cover the potential damage to public schools that educate all students who wish to attend.
3. Chapter 12 Rewrite (requirements for districts) - Districts have been involved and providing input on changes, but the DE will make the recommendations to the legislature for changes. This could mean less requirements in some areas, but also allowing it to be easier for private and charter schools to form. Districts in our AEA have a representative, but it is unknown how much the state will listen to input from educators.

4. Open Enrollment - There are still no official rules for the reimbursement/billing of districts who are educating a student who enrolls after the "count date" of October 1. It is anticipated we will be able to "bill" other districts for this, but there is not anything determined officially on this. The lack of deadline is already causing some issues for districts receiving or losing students. Before the "no deadline" rule, Iowa was already 9th in the nation for school choice options for parents.
5. Transparency - Are schools being transparent and not "indoctrinating" students? This is still a question from some legislators, and this has also led to some questioning the need for social-emotional support for students.
6. Tax Cuts - In 2027 there is scheduled to be a \$1.8 billion dollar tax reduction...which will impact schools and other areas. The total budget is \$9 billion, so this will likely have an impact.

Rural Schools Collaborative

Meyer shared a pamphlet from the Rural Schools Collaborative that the Bellevue BIG program has been involved with in the past (they once again visited the district recently). Additionally, another group visited the Bellevue community to do a report on the community, and visited with the Bellevue BIG program as well as part of their visit.

Midterm Superintendent Review - January

This is more of an FYI, but I believe we should continue what we have been doing for the last few years as a board and having an informal review of the superintendent's performance at the January meeting (in closed session).

Comments from Building Principals, Superintendent, and Board Members

Safety Training - We had safety training during Wednesday's Professional Learning time. This served as an overview for our staff, along with training for law enforcement. A few staff members had a student-restraint and de-escalation training, and I will be meeting with these individuals in the upcoming 1-2 weeks about what occurred, etc.

Safety Assessment - The Vulnerability Assessment for the district will consist of two components: A virtual assessment on November 30 and an on-site assessment on December 13.

Gym Floor - The main gym floor is "peeling" for some unknown reason(s). This started about two weeks ago, and we have contacted the company that put the sealant on the floor (from the Dubuque area) and they have visited to see our concern. They are checking with the supplier of their product that was put on the floor, but we will need to have this "re-done" at some point during basketball season. We are pushing for "sooner than later" at no cost to us since it was completed the end of July, and first used in August.

Adjourn

Next meeting is on Wednesday, December 14, 2022.

