



BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

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Comet Highlights - October 11, 2022

October 12 & 13	2-Hour Early Dismissal - Parent-Teacher Conferences (3:30-8:00)
October 14	No School
October 31	No School for Students - Teacher Professional Learning
November 17	IASB Annual Convention (Pre-Conference on November 16)

To view a calendar of events see the following link:

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

Board Notes from the Board of Education Meeting on October 10, 2022

Consent Agenda

Approve Open Enrollment Requests

- Jaxon Thomas - 2nd Grade (Bellevue to Andrew)
- Ronald Scott Thomas, Jr. - 3rd Grade (Bellevue to Andrew)
- Carsten Scott Thomas-Fink - 2nd Grade (Bellevue to Andrew)
 - All three students have been in the area in the past and attended Andrew, then moved to Dubuque, and have now returned to the area and are choosing to attend the Andrew CSD.

Approve Resignations

- Jackie Flickinger - Jackie is stepping away from the school to take care of some family needs for her husband and her children. We will likely try to fill this position internally with some part-time employees increasing their hours and some other shifting of staff.

Approve Recommendations to Hire

- Stephanie Penniston - Head Coach Girls Soccer - Stephanie has experience with soccer through her own coaching, along with her experiences with Gary Penniston as a soccer coach (see attached resume at the end of the notes).
- Craig Reutuer - Head Girls Track Coach - Craig is currently a HS Science teacher in Bellevue, but has also coached track for several years in the past (see attached resume at the end of the notes).

Recognize any Visitors

No visitors were in attendance.

Comet Curriculum Presentation

Meyer, Recker, and Hartung-Schroeder discussed the results of the staff and student Learning Conditions Survey for grades 3-12 from the Iowa Department of Education that was released recently from last school year. Some points were shared about what is being done to improve all areas in the future during this school year.

Enrollment Update

Meyer shared an overall idea of enrollment for this school year at the meeting, as official count was October 3 (Monday, following October 1 that was a Saturday). The official date to certify is on October 15 for all districts in the state. We are up approximately 19 students we are serving, but up around 7 students in our district overall. Below is a fairly accurate tentative summary.

Certified Enrollment

Bellevue Comm School District (05850000)

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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)	10.00	13.00	-3.00
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)	630.35	623.10	7.25
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

Certified Annual Report

Penny shared the CAR with the Board members to give an overview of our financial standing in the district and areas associated with this directly. The district is in solid financial standing at this time in all areas, including the General Fund. An overview of areas is the following:

Facilities Information

Elementary Plans

Overview of October 5

The Board discussed some of the topics from Wednesday's FAC meeting...Phases, location, steps to accomplish this, etc. The Board is waiting to hear back more information from OPN and other alternatives.

Financing

- Bond Capacity and Costs - As I have mentioned in the past, with the interest rates up, our bonding capacity actually went down from several months ago. Some key aspects of this are the following:
 - a. *Constitutional Debt Limit = \$24.4 remaining capacity (no matter what the maximum GO Bond, PPEL Note + SAVE Bond totals add up to you cannot exceed this amount & it will be recalculated next July 1st)*
 - b. **Voted GO Bonds @ \$2.70 tax levy = approx \$11.6 million** to spend on projects (one ballot question; 60% voter approval required)
 - c. **Voted GO Bonds @ \$4.05 tax levy = approx \$17.5 million** to spend on projects (TWO ballot questions; EACH REQUIRING 60% voter approval)
 - d. **PPEL Notes @ existing \$1.34 authority = approx \$2.8 million** to spend on projects (no voting or hearings required)
 - e. **SAVE Bonds 20-year repayment, without restructuring 2021 Bonds = approx \$4.06 million** to spend on projects
 - f. **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)

In contrast...In February of 2022, a \$2.70 GO Bond would have amounted to \$12.6 million and \$4.05 to \$19.0 million. PPEL was also slightly higher as well.

The decrease in bonding capacity is a result of higher interest rates...pure and simple.

Essential for a Building/Area for an Elementary School from OPN:

- Safety/Security
- Parking
- Parent Pick-up and Drop-off
- Green space
- Playground space

Other Aspects

- Cost:

For an entire elementary building = \$24 million; With design costs, furniture and other soft costs approximately \$26-29 million.

- Process:
Vote in March 2023; Bid in December 2023; Construction starts Spring 2024; In building by 2025-2026 school year (possibly winter of 2025-2026).
- Alternative Building

Other Needs

- 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:
 - 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

We will also likely need to add a suburban to be ordered in the Summer of 2023 (we still have one coming yet this Fall from around a year ago)

September School Election Results

September 2022 Election Results

[Only the G.O. Referendum List is Complete; Piper is not always aware of other elections taking place]

General Obligation School Bonds (8 of 14 Pass)

- Albia CSD – FAIL
- Anamosa CSD - PASS
- Creston CSD – FAIL
- Edgewood-Colesburg CSD – PASS
- Eldora-New Providence CSD – FAIL
- Gladbrook-Reinbeck CSD – FAIL
- Hamburg CSD – PASS
- Harlan CSD – PASS
- Hudson CSD – PASS
- Indianola CSD – PASS
- North Scott CSD – PASS (not Piper)
- Rock Valley CSD – FAIL
- Storm Lake CSD – PASS
- Tipton CSD – FAIL

September 2022 Election Results

[Only the G.O. Referendum List is Complete; Piper is not always aware of other elections taking place]

Physical Plant & Equipment Levy (PPEL) – New or Renew

[Not a Complete List]

- Algona CSD (now combined with Lu Verne CSD) – PASS
- Benton CSD – FAIL
- Bettendorf CSD – PASS
- Davis County CSD – FAIL
- Hartley-Melvin-Sanborn CSD – PASS
- Hudson CSD – PASS
- Independence CSD – FAIL
- Lamoni CSD – PASS
- Maquoketa Valley CSD – PASS
- Northeast CSD – FAIL
- Orient-Macksburg CSD – PASS

Public Education & Recreation Levy (PERL)

[Not a Complete List]

- Ar-W-Va CSD – PASS

September 2022 Election Results

[Only the G.O. Referendum List is Complete; Piper is not always aware of other elections taking place]

District Consolidation

[Not a Complete List]

- Algona CSD + Lu Verne CSD – PASS

SAVE Revenue Purpose Statement (RPS)

[Not a Complete List – We have not researched all elections & results]

- Algona CSD (now combined with Lu Verne CSD)
- Anamosa CSD
- BCLUW CSD
- Harlan CSD
- Hudson CSD
- Nashua-Plainfield CSD
- West Fork CSD

Policy Updates

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 were to introduce at Monday's meeting, then adopt/refuse at the next meeting in November. There are notes on the IASB version on if they are mandatory and reasons for them overall.

HF 802 and Transparency Policy 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.

Comet Reading and Reflection

Employee Expression and Public Attitudes toward Public Schools

Employee Expression

First is an article from Matt Carver from the School Administrators of Iowa on "Employee Expression" that connects with one of the board policy updates, and some common discussions in the state and nation currently.



Employee speech and religious expression

I hope your school year has started off on a good foot. While my calls have picked up, there is nothing particularly out of the ordinary to share with you, so I thought it would be a good time to go through Q&As regarding the *Kennedy v. Bremerton School District* case. I referenced the decision in an **August 1 email** to the membership. As a refresher, *Kennedy v. Bremerton* is one of the U.S. Supreme Court's most significant school speech and religious expression cases in many years. It involved a high school football coach who was ultimately relieved of his duties after kneeling and praying at the middle of the football field following a game.

While overruling the lower court's ruling and siding with the coach, the majority's opinion stated in part:

"The Free Exercise and Free Speech Clauses of the First Amendment protect an individual engaging in a personal religious observance from government reprisal; the Constitution neither mandates nor permits the government to suppress religious expression. ...That Mr. Kennedy chose to use the same time to pray does not transform his speech into government speech. To hold differently would be to treat religious expression as second-class speech and eviscerate this Court's repeated promise that teachers do not 'shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.'" *Tinker*

This case has rather significantly altered how school administrators should approach employee cases, yet it has also left in place the authority for schools to limit speech in many instances, particularly when staff members are speaking in an official capacity or when the district has limited the forum for employee speech.

I am sharing my analysis after listening to the *Kennedy v. Bremerton* oral arguments and reading the Supreme Court's opinion. However, as always, if you find yourself in a contested speech matter, please ensure you contact your district counsel and receive their guidance, as legal opinion may vary a bit. I trust that future cases will make their way to the Supreme Court over this topic, which will help to refine the analysis.

All right, let's go through a number of scenarios.

Q: If our employee handbook and policies are silent on employees hanging flags or posting signs in the classroom, are we now required to permit teachers to display a flag promoting their religious, political beliefs or advocacy for a particular cause?

A: It depends, there are multiple facets to the analysis in such a scenario, regardless of whether your guidance has been silent or if you have permitted certain expression in the past. First, you will need to determine the extent to which you have opened the forum for employee expression in their work area. For instance, is there a certain area behind the employee's desk or on a particular wall in their office or cubicle that quite clearly contains the employee's personal items (e.g., birthday cards, photos with significant others or family, etc.)? If there is such an area, and the district has permitted for employees to display flags or signs expressing support for particular causes or supporting of their political beliefs, then you would also likely need to permit other employees to post signs relating to their religious beliefs.

However, as you involve legal counsel, you may determine that some postings were allowed that should not have been. In *Kennedy*, the Supreme Court continued to emphasize the difference between individual speech and staff speech as well as the need to determine whether the students are a captive audience. In my opinion, schools might reasonably consider the size of flags or signs posted in personal areas, if they are permitted at all. While an area in a classroom might quite clearly be designated as the employee's personal area, I believe a case might fairly be made that large flags or signs might be seen as communicating to a captive audience when those signs are impossible to ignore when a teacher is providing instruction to a student, or an administrator is meeting with a student in their office. This does not mean that the office has to be devoid of all such expression, but rather that it should not be so "in your face" to make it difficult for the student to think of anything else.

Q: Other than the potential size of flags or signs, may school officials place any other restrictions on employee expression in areas designated as personal?

A: Yes, the district may determine whether it is opening the area to expression of any advocacy, political, or religious expression at all. Also, even if the district permits a broader manner of employee expression, the district may restrict speech that is deemed to create inefficiency in the workplace, which is a lower hurdle to cross than the substantial disruption discussed at length in *Tinker*. Having said that, inefficiency is not permitted merely due to a parent or student communicating that a student is made to feel uncomfortable by a particular belief. As an example, it would not be enough that a student came forward and complained because they are atheist, agnostic, or supported one particular religion, but were concerned that a teacher would give the student a lower grade because the teacher is displaying a small religious image conveying their support of another religious belief. On the other hand, it is my belief that schools may still prohibit swastikas or other images that express hatred or harm toward others.

Q: Is it permissible to allow expression of support for educational institutions or sports teams but not support for messages relating to politics, religion, or advocacy for particular causes?

A: It is my analysis that a distinction might fairly be made between support of sports teams or educational institutions and other forms of expression. The Supreme Court emphasized in its opinion that the court would consider historical context in our country when determining whether certain employee speech is permitted or restricted. As an example, I am confident the Supreme Court would draw a distinction between a teacher displaying a Cubs flag, or even a Cardinals flag, as opposed to a flag expressing support for a particular politician in the classroom. Consider how many of your schools have dress-up days during homecoming to show support of particular teams, but I am not aware of any school that has a political or religious dress-up day. This distinction is pretty clearly made in our communities. Regardless of how misguided they may be, we understand that people of all different religions and political beliefs might support the Cardinals.

This article is intended only as a reference in regard to the subject matter covered. It is furnished with the understanding that SAI is not engaged in rendering legal advice. If a legal opinion is desired, private legal counsel should be consulted.

Q: Are you saying that we must allow teachers to display Cardinals or other sports flags?

A: No, I am instead suggesting that this type of advocacy would be analyzed differently by the Supreme Court. You might reasonably have a policy or practice that only permits personal photos, cards, and diplomas, or something of that sort.

Q: Is there a distinction between the potential forum created for employees in their work area and what they may display on their person?

A: Yes, while it is my belief that you may restrict messaging on employee shirt in your dress code (e.g., only allowing clothes logos or permit shirts supporting educational institutions or sports team), employees must be allowed to wear jewelry with religious images or religious head or body coverings, as long as those items do not create a safety issue (e.g., being unable to identify an employee, or if the garment causes a safety risk by way of getting caught in machinery).

Q: May an employee pray in front of students at school or a school activity?

A: Yes, but it depends on the time and the duties of the employee. If it is time for the teacher to eat lunch or have a snack, the employee may pray prior to eating, even if in the presence of students. Likewise, even if the employee is not eating, they may pray in their work area if their job duties do not demand that they actively perform some other task at that time, whether it is instructing students, supervising students, preparing a meal in the kitchen, or mowing the grass. Basically, during their downtime, employees may visibly pray.

Q: May an employee read a religious or political book in the presence of students?

A: Probably, the analysis will be fairly similar to that in the last question. If it is a downtime, and the employee is allowed to read other books during that time, then they should likewise be permitted to read the Bible, the Torah, the Koran, or some other religious text. My reference of "downtime" goes directly to the Supreme Court's analysis as to whether the employee's actions would be deemed private speech as opposed to speech "commissioned or created" by the district. In the ordinary course of operation, many districts reasonably allow for employees to carry out certain personal tasks during the workday, when they are not expected to actively perform work responsibilities. Such permission of personal tasks opens the door for employees to engage in a private expression of their beliefs.

Q: May an employee actively pray or discuss their religious or political beliefs with students if they are supervising a student-led group during the school day?

A: It depends. If the employee has been tasked to supervise the students during the workday, then it is my interpretation that the employee would be viewed as carrying out duties in their official capacity and thus unable to pray with the students or impress their beliefs, whether religious or otherwise. However, if the students are attending this student-led group in a voluntary capacity, and the employee effectively is free during that hour or period of time, perhaps over lunch, then it is my opinion that they may express their religious or other beliefs, just as they would immediately after school. Having shared this, I am not stating that the district is required to have such freedom during the workday. This analysis will depend on work rules, job descriptions, district policies, and other communicated regulations relating to employee expectations and duties during the workday.

Q: May a teacher share their religious beliefs in a message to parents or on a district webpage designated for each teacher?

A: Teachers likely are able to share their volunteer work or matters important to them, such as their faith, if teachers are customarily permitted to share other interests, hobbies, or matters of importance in their life. As an example, I am confident the Supreme Court would allow a teacher to post the following message on their district webpage: "During my free time I enjoy cooking, volunteering in the local baseball league, and attending services at our synagogue." Once again, I believe the Supreme Court will consider historical context as relating to how expression is communicated on such pages. While I believe that some reference to an employee's faith or volunteer work with an advocacy group may be permitted as "private speech," I am not suggesting that the district now needs to permit employees to use the page to cite religious text or advocate political matters, the latter of which would likely be prohibited under Iowa campaign law.

I know I did not answer all of your questions, but hopefully these Q&As provided more clarity than confusion on this complicated topic. If not, send me an email, give me a call, or reach out to your district's counsel.

Have a great year and Go Irish!

Public Perceptions

I am including a recent article from Phi Delta Kappan about public attitudes toward public schools. Recognize this is nationwide...not Bellevue, Jackson County, eastern Iowa, or Iowa...but national. I found it interesting to see what the trends are nationwide in regard to attitudes toward schools.

Additionally, below is a screenshot from a presentation I saw recently that highlights a survey from July 2022:

Vast Majority of Iowans Trust Iowa Public Schools

- Among Republicans, 81% said they trust Iowa's public schools a lot or some. That's close to Democrats, 86% of whom said they had a lot or some trust in Iowa schools. The group with the least trust is independents/third-party members, and 75% still said they trusted Iowa schools.
- Overall, 81% of respondents trust schools, compared to the 19% who don't.

Information Items

Activities Update

School musical on November 4-6.

VB Regional Game at Bellevue vs Iowa City Regina on October 19

FB at Clayton Ridge on Friday, with another game on the 21st if we win in the first round of playoffs.

XC Conference meet on Tuesday at Iowa City, followed by State Qualifying Meet on October 20.

IASB Convention Attendance

Mike, as the Board delegate, and I will be attending IASB Conference in Des Moines on November 17. The pre-conference sessions on finance and other things I will attend is on November 16 (board members can also attend), and Mike will attend the Delegate Conference the morning of November 16.

NSBA

IASB is not part of the National School Board Association anymore as I mentioned last week..

Update: Change in National Membership

On September 13, members at a Special Delegate Assembly voted to amend the IASB bylaws to grant the IASB Board of Directors authority to determine membership in national organizations that best meet the needs of IASB and our members. On September 22, the IASB Board unanimously voted to withdraw from the National School Boards Association (NSBA). The IASB Board also voted unanimously to authorize membership in the Consortium of State School Boards Association (COSSBA). IASB members will receive more information about COSSBA services and benefits in the coming months.

But, I applied for our district to present in August and we were selected to present on "Everyone has a Story": Personalizing Learning for Each and Every Student. This was a surprise in all honesty, and I still plan on taking some staff along to do this. The application was based on Bellevue BIG, but also talked about making sure we are focusing on the passions of students as a whole.

Fundraising

The Music Boosters are going to do a "raffle" in regard to fundraising this year, and the FFA (Agriculture), FBLA (Business), and FCCLA (Family and Consumer Science) are going to take over the fruit sales. I believe it is important to have the fruit sales yet, and the group has some ideas to promote it to our community in the future.

Partner School Update

I have a meeting on October 13 about the partner school in DeWitt for behaviorally-challenged students. The facility is getting small based on needs, and the DeWitt district, and the partner schools, have been talking about purchasing a building across the parking lot. We need this service available for our school district as needed, and I would recommend we move forward with this in some manner in the future (cost split between districts). I will have an idea on the costs after the meeting on the 13th likely (and the length of time for payments from PPEL).

Chapter 12 Survey

The Iowa Department of Education is looking to update Chapter 12 to better meet the evolving educational needs of students, families, and communities. I sent surveys to our teachers and to our parents. The deadline was on October 7. We will not get any specific information about Bellevue, but will be made aware of the overall viewpoints of those involved.

Some thoughts on Chapter 12 revisions from meetings I have attended, and the purpose, are that it has not been updated since the 1980's (things have changed since that time). Also, some other thoughts are the following:

1. Start Date is not according to the law currently (August 23).
2. There are several "shall" phrases for "requirements" that some believe may in turn be change to "may".
 - a. This could make it easier for charter schools and other non-public systems to be accredited as a school and not have to provide all services.
3. Contrast to HF 802 with "gender-fair", "multicultural", and some other things. Also, recognizing the federal requirements in comparison to movements by some states in actions in some manners (and to what level).
4. Code still talks about "seat time" and the amount of minutes for classes, which has changed with online learning, competency-based learning, personalized learning, etc.
5. The statewide summative assessment is still focused on reading, math, and science, but many believe there needs to be more of a focus on skills that transfer directly to the "real world" and based more on individualized student needs.
6. This would be part of "law", and the House and Senate would also play a part in making some of these decisions.

These are some of the thoughts that were shared recently, but I wanted to let you know of these (knowing there are many more thoughts likely, and a change in some of the language certainly seems needed based on education and life in 2022).

There is some discussion that legislature may completely rewrite Chapter 12...which may be positive or negative. I would hope that they would take the recommendations from the DE as a whole and not to make it a political bi-partisan activity if that is the case.

December Board Meeting

The December Board meeting would be held on Monday, December 12 according to our regular scheduling. I believe it would be a good idea to move this, as there is a high school music concert that night, based on scheduling conflicts at other times and scheduling both MS and elementary concerts the same month as well. Would Wednesday, December 14 work? We will look to finalize a change in dates at our November meeting.

Comments from Building Principals, Superintendent, and Board Members

Meyer shared information on the Fire Marshall Report for both buildings, and corrective actions. It is very minimal in regard to what we must change in the buildings, but we will be doing these actions to meet compliance.

I will also update you on a future K9 Search in our school that we do annually (1-2 times/year typically) to check for illegal substances. In the future we will likely be having the dog "sniff" the bags of students that will be placed outside of their classroom they are in at the time when the dog is present.

This is allowable, and a fairly common practice recently in schools. It is also in our student handbook. We are working with the Jackson County Sheriff's Office on this endeavor to schedule at some point this Fall.

An excerpt from the student handbook is the following:

Student & School Lockers - Lockers (Hall and Gym)

Lockers, along with locker combinations, will be assigned to all students. These lockers are for personal belongings and are to be kept locked at all times. Locker combinations should never be given to another student and students should never jam their lockers. (Lockers are to be kept clean and free of all stickers.) The lockers remain the property of the Bellevue Community School District at all times. School district authorities may, without a search warrant, search a student, student lockers, personal effects, desks, work areas, or student vehicles based on a reasonable suspicion that a board policy, school rule or law has been broken. The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities.

Periodically, in conjunction with law enforcement officials, the school district will conduct canine maintenance searches. Student lockers, desks, the parking lot, and other storage areas owned by the school district and used by students can and will be inspected. Student bags may be placed in hallways or common areas and searched by K-9 units as well. Trained law enforcement officials will conduct these inspections.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

Adjourn

Next meeting is on November 14, 2022.

Collaborative thoughts and guidance on Employee Expression and some other areas from IASB, ISEA (Iowa State Education Association), and SAI (School Administrators of Iowa) include the following:

Staff/Students

Our US History courses cover topics including slavery and redlining. Will our staff face adverse employment actions if they continue to teach this subject as part of our required curriculum?

No, staff who work within the boundaries of their professional ethics and the requirements of HF 802 will not face adverse employment action. The historical topics listed above are facts and important when discussing US History. It is not the intent of HF 802 that our nation and our state's history not be taught. HF 802 explicitly states that the law is not intended to "prohibit the use of curriculum that teaches the topics of sexism, slavery, racial oppression, racial segregation, or racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, segregation, and discrimination." School boards should regularly review their policies and regulations related to curriculum development, implementation and inspection.

Does HF 802 prohibit an educator from indicating their own preferred pronouns or inviting students to express their preferred pronouns?

No, HF 802 does not prohibit an educator from sharing their preferred pronouns or from inviting students to express their own preferences.

Can employees display in classrooms items that carry a social message, like a pride flag, "love is love," or "Black Lives Matter"?

While displays such as these do not expressly "teach, advocate, encourage, promote, or act upon specific stereotyping or scapegoating," the decision to allow such displays should be carefully weighed against the backdrop of making all students feel welcome to engage in the school community. Constitutionally protected speech of employees is weighed against slightly different standards than students, as employees can and often are seen as representing the district when expressing their views. When courts evaluate whether employee speech is protected they often consider whether the employee's speech interfered with the employee's work performance; created disharmony between co-workers, undercut an immediate supervisor's authority over the employee or would erode the loyalty and trust required of the employee. Many districts have chosen to regulate the use by employees of items that carry a social message. Districts should first look to their board policies and administrative procedures for guidance on whether these items are permitted and if so, within what parameters.

Are employees permitted to serve as faculty advisors for clubs with a socially charged message?

Yes. Faculty is permitted to serve in an advisory capacity to student-led groups. However, best practice is for employees to be mindful of their role as an advisor serving in an advisory capacity and not a participant in the club.



FAQ: Teaching and Promoting Equity, Diversity and Inclusion in Schools

In May 2021, Governor Reynolds signed into law [House File 802](#), a bill related to diversity and inclusion training for employees and students. This FAQ document is designed to provide districts with additional insight on how districts can provide meaningful training and curriculum on equity, diversity and inclusion that operates within the boundaries of new and existing laws.

Specific Defined Concepts

HF 802 requires school districts to ensure that curriculum and staff training do not "teach, advocate, encourage, promote, or act upon specific stereotyping and scapegoating." How are these terms defined?

"Race or sex scapegoating" is defined as assigning fault, blame, or bias to a race or sex, or to members of a race or sex because of their race or sex, or claiming that, consciously or unconsciously, and by virtue of persons' race or sex, members of any race are inherently racist or are inherently inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others.

"Race or sex stereotyping" is defined as ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to an individual because of the individual's race or sex.

What are the specific defined concepts listed in HF 802?

1. **"That one race or sex is inherently superior to another race or sex."**
2. **"That the United States of America and the State of Iowa are fundamentally or systemically racist or sexist."** This does not prohibit teaching key portions of our shared history as a country; including teaching that factors such as slavery were fundamental in shaping how our federal government was designed or actual racist or sexist policies that were implemented by the United States or Iowa.
3. **"That an individual, solely because of the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously."** Intent matters here. This does not prohibit the teaching of concepts such as implicit bias or unconscious bias. But it prohibits teaching that attributes unconscious or implicit bias is caused due to an individual's race or sex.

4. **“That an individual should be discriminated against or receive adverse treatment solely or partly because of the individual’s race or sex.”**
5. **“That members of one race or sex cannot and should not attempt to treat others without respect to race or sex.”** This still permits training and curriculum that shows the historical success or shortcomings of this approach. More directly stated, it is permissible for training to discuss whether taking a “colorblind” approach has resulted in more equitable achievement among students of varying races and genders.
6. **“That an individual’s moral character is necessarily determined by the individual’s race or sex.”**
7. **“That an individual, by virtue of the individual’s race or sex, bears responsibility for actions committed in the past by other members of the same race or sex.”** This should not be taught either in training or curriculum. However, if the effect of training or curriculum on the topic of discrimination and oppression is that the student or employee feels responsible, no violation of the law has occurred.
8. **“That any individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of that individual’s race or sex.”** This concept prohibits teaching that individuals *should* feel distress. This concept does not prohibit individuals from feeling distress as a natural consequence of discussing oppression based on race or sex. If an employee does not teach it but a student or employee feels distress, that is not a violation of the law.
9. **“That meritocracy or traits such as a hard work ethic are racist or sexist or were created by a particular race to oppress another race.”** Intent matters here. This prohibits teaching that meritocracy or hard work ethic were created with the intention of oppressing another race. However, this concept does not prohibit teaching or discussion on whether the meritocracy or hard work ethic resulted in oppression of another race. Keep in mind that if during a discussion on the effects of meritocracy on minority races, a student asks a question on whether that is the intent of the meritocracy concept, the employee may respond to the question.
10. **“Any other form of race or sex scapegoating or any other form of race or sex stereotyping.”** The [DE guidance](#) states: “This provision is implicated only if an individual is expected to “feel discomfort, guilt, anguish, or any other form of psychological distress because of that individual’s race or sex.” The emotions of “discomfort, guilt or anguish” may be rational responses to discussions of oppression. This section does not require elimination of emotional discussions. What it does require is that trainings or curricula not assign blame or imply individuals ought to feel pain based on their race or sex.”

Are schools prohibited from teaching specific defined concepts?

HF 802 requires superintendents to ensure that any curriculum or mandatory staff or student training a district provides “does not teach, advocate, encourage, promote, or act upon specific stereotyping and scapegoating toward others on the basis of demographic group membership or identity.” The absence of a reference to “specific defined concepts” in this language has led to a debate as to

whether HF 802 prohibits districts from providing mandatory training or student curriculum regarding specific defined concepts. However, the DE has issued [written guidance](#) which advises schools to act as though specific defined concepts are prohibited. HF 802 is clear that specific defined concepts may be discussed “as part of a larger course of academic instruction.”

Stephanie L Penniston

34440 High Bridge Rd | Bellevue, IA 52031 | (563)340-4528

Tom Meyer
Superintendent
Bellevue Community School District
1601 State St
Bellevue, IA 52031

August 11th, 2022

Dear Mr. Meyer,

I recently saw your job post on the school website for the MS/HS Head High School Girls Soccer Coach position.

I am excited that Bellevue will be offering a girls soccer program as I believe it is important for schools to offer this opportunity to their female athletes. I felt that when I was in high school in the early 90's pushing for a girls team and years later when my daughter was in middle school and I talked to everyone I could about forming a girls high school team. I have been very involved in coaching middle school soccer, first as a combined boys' and girls' program, and then as a girls coach. I worked with Gary to separate out the two and am very passionate about improving soccer skills in middle school to help young athletes be more successful in high school. This is the perfect opportunity for me to build on that. I do not yet have my coaching authorization; however, I was already in the process of picking out a course to attend this winter in the hopes of applying to be an assistant coach at Marquette.

If you have any questions, please contact me at (563) 340-4528 or slpenniston@yahoo.com. I look forward to hearing from you soon.

Sincerely,

Stephanie Penniston

Stephanie L Penniston

34440 High Bridge Rd | Bellevue, IA 52031 | (563)773-8124

EMPLOYMENT HISTORY

Office Administrator July 2003 - Present

Virtuosity Design Group, Bellevue, Iowa

- Run accounts receivable and payable
- Process payroll and file quarterly and annual taxes

Substitute Teacher April 2017 - Present

Bellevue Public Schools, Bellevue, Iowa

- Substitute teach grades PK -12th
- Subbed as a 1:1 Paraeducator

Engineering Technician July 2019 - Present

Virtuosity Design Group, Bellevue, Iowa

- Design fire protection sprinkler systems

Paraeducator Librarian 2018/2019 School Year

Bellevue Public Schools, Bellevue, Iowa

- Organized weekly programs for PK-5th grade
- Oversaw the inventory, organization and purchase of all Bellevue School Library books

Program Coordinator February 2013 - December 2014

Outdoor Journey for Girls, Iowa Women in Natural Resources, Iowa

- Organized presenters, volunteers, supplies, lodging and food
- Handled on-site issues such as home sickness or injury
- Communicated with parents about campers needs

VOLUNTEER WORK

Middle School Boys & Girls' Soccer Coach - March 2015 - Present

Emergency Medical Technician - September 2007 - Present

Bellevue Ambulance Service, Bellevue, Iowa

Outdoor Instructor and Mentor Chaperone June 1998 - Present

Outdoor Journey For Girls, Iowa

EDUCATION HISTORY

University of Illinois 1994-1997

Bachelor of Science in Forestry

Northeast Iowa Community College 2007-2008

Emergency Medical Technician Certification

Mississippi Bend Area Education Agency March 2017

Substitute Authorization Certification

September 4th, 2022

Mr. Pete Bonifas
High School Athletic Director
Bellevue High School
1601 State Street
Bellevue, Iowa 52031

Mr. Bonifas,

I am writing to apply for the high school girls head track & field position. I became aware of the position on the internal posting within the high school. I know most of the girls in high school from being their science teacher and conversing in the hallways. For the past five years I have taken a hiatus within my teaching district to coach my children's teams at their school. All of my children have graduated and am looking for a new start in the district that I am employed. I am seeking a connectedness within the Bellevue community, which was missing for me last year, and I feel that I can take the program to another level. My overall goal is for the girls to experience high-end success with track & field and learn to appreciate the sport, much like they do for sports such as volleyball, basketball, and softball.

This will be my 22nd year as a varsity track & field coach. For the past five years I was the head boys track & field coach at **Easton Valley**. The team obtained State Track & Field medals in the the Sprint Medley and 4x200 over those years while qualifying 14 events in four years. In 2020, we were set up to qualify 14 events alone that year with high potential to medal in six events, but the season was cancelled due to COVID-19. Our 4x100 had times that usually qualify for the Drake Relays in 2020 and 2021, but the event was cancelled in 2020 and the field cut in half in 2021 (*which was restored in 2022*). I was the head boys track & field coach in **DeWitt** from 2015-2016 while qualifying 10 events with a Drake relays qualifier in the 4x100. In 2017 I stepped down as the head coach to attend my high school kids track & field events more often (*at a different school*). That year, I was an assistant hurdles coach at Dewitt and we won the Class 3A 1600 medley relay while qualifying 10 events. From 2012-2014, I was an assistant hurdle coach at DeWitt. My experience as a girls track & field coach comes from years at Northeast and Andrew. From 2010-2012 I was an assistant high school girls coach at **Northeast**. We won conference championships in 2011 and 2012 with multiple state medalists and Drake Relays qualifiers. From 2002-2012, I was an assistant boys & girls coach at **Andrew**. While at Andrew we won the boys District in 2007 and finished 6th at the State Track & Field Championships as a team. We had a boy State Champion in the 100 meter dash in 2007, a 2-time boy state runner-up in the 400 hurdles (2007, 2008), and a 10-time girl state medalist in distance events.

I feel absolutely comfortable coaching **ANY** event in track & field. I was fortunate to be trained by Clayton Pederson (38 years of experience) in Andrew, Pat Healy (44 years of experience & State Title in 2003) in Northeast, and Jared Birt (State Title in 2009) in DeWitt. I have also been used to training athletes in less-than-ideal conditions. At Easton Valley and Andrew we did not have a track to practice. Regardless, it was not an issue and we were quite successful. My specialty as a coach is in hurdle and sprint events. Since 2002, I have had the privilege to coach a hurdle event at the State Meet every year except for 3 years (2009, 2016, 2022). At **Easton Valley**, we were ranked 6th in the Shuttle Hurdle Relay in 2021 (finished 9th), set to medal at State in the Shuttle Hurdle Relay in 2020 (COVID-19), qualified in 2019, and had a 10th place finisher in the 400 hurdles in 2018 (*started training him on hurdles 4 weeks before qualifying*). All boy hurdle school records were broken at Easton Valley. While at **DeWitt**, 4 Shuttle Hurdle Relay events qualified in 5 years, 2 high hurdlers qualified the same year (2015), and the 400 meter hurdles record was broken twice. At **Northeast**, the Shuttle Hurdle Relay qualified both years, ended 4th at the State Meet (set a school record), and qualified in the 100 meter hurdles in 2012. I saw 18 hurdle events qualify for state at **Andrew**. A 400 meter boy hurdler was a 2-time State Runner-Up (2007, 2008), 4th place girl in 400 hurdles & 7th place in 100 meter hurdles in 2008, and a 7th place girl 400 meter hurdler in 2004. In 2007, 5 hurdle events qualified for the State Meet and 6 events in 2008. All school records were broken at Andrew except the girls Shuttle Hurdle Relay. As a head coach the past five years (*with no sprints coach*), I coached a boy in 2022 that went into the State Meet ranked 2nd in the 200 and 6th in the 100. Unfortunately, he pulled his hamstring in the 200 meter dash at State and never competed again. In 2021, the 4x100 and 4x200 qualified with the #1 (4x100) and #2 (4x200) fastest times in class 1A at the District meet (finished 5th in the 4x200). In 2020, there was high potential to medal in the 4x100, 4x200, Sprint Medley, and 200 meter dash (COVID-19). In 2019, the 4x100 finished 9th in the State (*with not seniors on the squad*).

In 2014 while interviewing to be the head coach in DeWitt, I was asked why I wanted to be a head coach after being an assistant for so many years. It is simple : graduation invitations and wedding invitations. Every coach wants to be successful, win championships, and set school records. However, those accomplishments fade with time and trophies & medals collect dust. The memories of those seasons last forever. Having a genuine influence on students and athletes to a point where they want you to be involved with a special event in their life is really what coaching is all about. In light of that ultimate goal, my season goals for athletes have never changed : School Records and State Meet Hardware. I aim to create programs that do not just "get to state", but want to medal at state. I have seen a lot of events qualify over the years (*which is special*), but bringing back state meet hardware leaves more of a lasting memory. Thank you for considering my application.

Sincerely yours,

Craig L. Reuter

Craig L. Reuter

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

Objective :

To acquire a position as varsity head girls track & field coach.

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 :

Bellevue High School (2021 – 2022)

- Taught Physics (11th / 12th), Field Science (11th / 12th), Earth / Physical Science (10th), Chemistry (11th), Astronomy (11th / 12th), Psychology (11th / 12th)

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
- Fully immersed Standards-Referenced Grading science curriculum
- 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 – 2022)

- 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

Credentials :

Available upon request from :

St. Ambrose University
Career Development Center
518 West Locust Street
Davenport, Iowa 52803
(563) – 333 – 6339