



SUPERINTENDENT

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OFFICERS

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

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BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

Board Notes - October 7, 2021

- October 15 DATE & LOCATION CHANGE - "Cow Pie Bingo" athletic fundraiser at Bellevue High School (Before and During the Football Game vs Clayton Ridge)
- October 19 HS Music Concert - 7:00
- October 20 2-Hour Early Dismissal - Teacher Professional Learning
- November 1 No School Teacher Professional Learning - Trevor Ragan speaking with staff (Growth Mindset focus)
- November 2 Trevor Ragan presentation to students during the day, and to community members in the evening.
- November 2 School Board Elections - Allysen Bonifas and Mike Reed completed and submitted application materials by the state deadline of September 16. There are only two open seats.
- November 18 Iowa Association of School Boards (IASB) Convention
- November 24-26 No School - Thanksgiving Vacation
- December 15 Two-Hour Early Dismissal - Teacher Professional Learning
- December 22 End of 1st Semester
- December 23-Jan. 3 No School Winter Break for Students (school resumes for students on January 4, and teachers return on January 3)

To have a calendar of events see the following link:

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

Board Notes for the School Board Meeting on Monday, October 11 2021

APPROVED - Consent Agenda

Approve Open Enrollments

- Ella Evelyn Bee - Kindergarten - Bellevue to Andrew - This was approved by Andrew prior to the deadline, but was not sent to our district. Regardless, Meyer believes the district should approve this OE due to the family situation of utilizing the daycare in Andrew for the family and the student already starting school in Andrew (which they shared with our district verbally).

Approve Resignations

- Cole Prichard - MS Wrestling - Cole has moved to DeWitt and works in Bettendorf. While he still plans to assist as possible, he cannot commit to coaching on a regular basis.

Approve Recommendations to Hire

- Liz Ruggenberg - Elementary Associate to work with special education students. Liz has experience in working with individuals with disabilities in her current position and is a good fit for our district and its needs.
- Gina Feller - Elementary Associate to work with special education students. Gina has also worked with younger students and has served as a substitute associate in our district over the last few years.
- Matt Jaeger - MS Wrestling Coach - Matt has coached MS wrestling in the past and is interested in the current position that came open as a result of the recent resignation of the position.

Recognize any Visitors

Cheyenne Merrick was present as the HS Student Council Representative.

Comet Curriculum

Meyer reviewed three items dealing with the learning measures of our students, and their general learning progress. These include Conditions for Learning, College Courses, and Iowa Tests.

Conditions for Learning

This is a survey that students and staff (grades 3-11) took during the 2020-2021 school year. Recognize that only students in grades 3-5 (and their teachers and direct support teachers were involved - 121 students and 11 teachers) and 6-11 (and their teachers were involved - 274 students and 31 staff) were included in this (if students were gone they were also not included in the data).

The questions between the teachers and students were very similar among grade spans, along with some significant similarities in themes of questions for the grade levels.

This was discussed as a 6-12 teaching staff and is being shared with the elementary teachers and support staff in both buildings.

This is a point of information for us as we continue to work to meet student needs in all areas, including beyond the academic needs of students and staff. This is also a continuance of other learning information we gather from input from students, parents, staff, and community members/stakeholders in general. We attempt to coordinate the survey information to get a clear picture of needs, strengths, etc.

Conditions of Learning

Bellevue Elementary

Respect Perspectives

Students (121)	Staff (11 teachers)
Adults who work in my school treat students with respect:	Adults who work in this school treat students with respect:
Yes 60%	YES 73%
Sometimes 38%	Sometimes 18%
No 3%	No 9%

Talk with Adult

Students	Staff
There is at least one adult at school that I know would help me if I had a problem:	There is at least one adult at school that I know would help me if I had a problem:
Yes 85%	Yes 100%
Sometimes 12%	
No 3%	

Treat Staff with Respect

Students	Staff
Students treat adults who work in this school with respect:	Students treat teachers and adults in this school with respect
Yes 42%	Yes 36%
Sometimes 56%	Sometimes 64%
No 2%	No 0%

Enforce School Rules

Student	Staff
Adults who work in my school have the same rules for all students:	Adults who work in my school have the same rules for all students:
Yes	Yes
50%	36%
Sometimes	Sometimes
39%	55%
No	No
12%	9%

Safety at School

Student	Staff
I feel safe at school:	Students feel safe at school:
Yes	Yes
71%	91%
Sometimes	Sometimes
26%	9%
No	No
3%	0%

School Rules

Student	Staff
The rules at my school are easy to understand:	Students find the rules at this school easy to understand:
Yes	Yes
68%	55%
Sometimes	Sometimes
30%	45%
No	No
3%	0%

Called Names, Made fun of...

Student	Staff
I was called names, made fun of, or picked on in a way that hurt my feelings:	I am aware, through personal observation or reports to me, that students called other students names, made fun of, or teased other students in a hurtful way:
0 times	0 times
48%	9%
1-2 times	1-2 times
31%	9%
3-5 times	3-5 times
14%	73%
6 or more times	6 or more times
7%	0%

Social Media

Student	Staff
I got a scary or hurtful message from another student on a phone, computer, or iPad:	I am aware, through personal observations or reports to me, that students received scary or hurtful messages from other student(s) on a phone, computer, or iPad:
0 times	0 times
1-2 times	100%
3-5 times	
6 or more times	
86%	
11%	
1%	
0%	

Weapons

Student	Staff
I told someone I was going to hurt them:	I am aware, through personal observations or reports to me, that students have verbally threatened to physically harm others at school:
0 times	0 times
1 or 2 times	55%
3-5 times	45%
6 or more times	0%
	0%

Respect

Student	Staff
My classmates treat each other with respect:	Students in this school treat each other with respect:
Yes	Yes
Sometimes	Sometimes
No	No
31%	45%
64%	55%
5%	0%

Friends at School

Student	Staff
My classmates have friends at school they can trust and talk to if they have problems:	Students have friends at school they can trust and talk to if they have problems:
Yes	Yes
Sometimes	Sometimes
No	No
74%	82%
24%	18%
2%	0%

Conditions of Learning

Bellevue MS/HS

Respect Perspectives

Students (274 students total involved)	Staff (31 staff)
Adults who work in my school treat students with respect:	Adults who work in this school treat students with respect:
Strongly Agree 14%	Strongly Agree 42%
Agree 57%	Agree 58%
Disagree 20%	Disagree 10%
Strongly Disagree 8%	Strongly Disagree 3%

Talk with Adult

Students	Staff
There is at least one adult at school that I could go to for help with a problem:	There are adults in this school that students would trust enough to talk to if they had a problem:
Strongly Agree (106) 38%	Strongly Agree (17) 55%
Agree 51%	Agree (13) 42%
Disagree 6%	Disagree 3%
Strongly Disagree (13) 5%	Strongly Disagree (1) 0%

Treat Staff with Respect

Students	Staff
Students treat adults who work in this school with respect:	Students treat adults who work in this school with respect
Strongly Agree 7%	Strongly Agree 3%
Agree 43%	Agree 52%
Disagree 41%	Disagree 39%
Strongly Disagree 10%	Strongly Disagree 7%

Enforce School Rules

Student	Staff
The principal and teachers consistently enforce school rules:	The teachers and principal in the school consistently enforce school rules:
Strongly Agree 20%	Strongly Agree 3%
Agree 59%	Agree 45%
Disagree 15%	Disagree 32%
Strongly Disagree 6%	Strongly Disagree 19%

Safety at School

Student	Staff
I feel safe at school:	Students feel safe at school:
Strongly Agree 16%	Strongly Agree 29%
Agree 61%	Agree 65%
Disagree 17%	Disagree 7%
Strongly Disagree 6%	Strongly Disagree 0%

School Rules

Student	Staff
The rules at this school are easy to understand:	Students in this school find the rules easy to understand:
Strongly Agree 21%	Strongly Agree 13%
Agree 56%	Agree 65%
Disagree 16%	Disagree 23%
Strongly Disagree 7%	Strongly Disagree 0%

Called Names, Made fun of...

Student	Staff
I was called names, was made fun of, or teased in a hurtful way:	I am aware, through personal observation or reports to me, that students were called names, made fun of, or teased in a hurtful way:
0 times 45%	0 times 0%
1 time 11%	1 time 7%
2 times 7%	2 times 23%
3-5 times 14%	3-5 times 32%
6-10 times 7%	6-10 times 19%
11 or more times 16%	11 or more times 19%

Social Media

Student

Something hurtful has been shared about me on social media (Facebook, Twitter, Snapchat, etc):

0 times	83%
1 time	6%
2 times	3%
3-5 times	3%
6-10 times	1%
11 or more times	4%

Staff

I am aware through personal observations or reports to me, that something hurtful has been shared about a particular student on social media (Facebook, Twitter, Snapchat, etc):

0 times	26%
1 time	7%
2 times	29%
3-5 times	32%
6-10 times	7%
11 or more times	0%

Weapons

Student

Carried a gun, knife, club, or other weapon to school or to a school event:

0 times	97%
1 or 2 times	2%
3-5 times	0%
6 or more times	0%

Staff

I am aware, through personal observations or reports to me, that students carried a gun, knife, club, or other weapon to school:

0 times	81%
1 or 2 times	19%
3-5 times	0%
6 or more times	0%

Respect

Student

Students in my school treat each other with respect:

Strongly Agree	8%
Agree	49%
Disagree	29%
Strongly Disagree	15%

Staff

Students in my school treat each other with respect:

Strongly Agree	3%
Agree	55%
Disagree	39%
Strongly Disagree	3%

Friends at School

Student

Students have friends at school they can trust and talk to if they have problems:

Strongly Agree	27%
Agree	65%
Disagree	6%
Strongly Disagree	3%

Staff

Students have friends at school they can trust and talk to if they have problems:

Strongly Agree	32%
Agree	68%
Disagree	0%
Strongly Disagree	0%

Everyday Actions

Everyday actions

- A. Address things that come up
- B. Model positive behavior, talk and relationships
- C. Work for consistency in your own classrooms and within the building on agreed upon basic standards
- D. Comet Time opportunities and clarifications

Comet Connections

Comet Connections

- A. Positive Student Climate Committee met on Wednesday
- B. Wednesdays
- C. Schedule of rotating types of days based on theme
 - 1. Potential schedule
 - a) Every other Wednesday for Structured Conversation on character, social emotional lessons or other types of conversations
 - b) Grade check in - Focus on At risk students in your group
 - c) Team building fun type activity

Guest Speakers

Guest Speakers

- A. Financial Literacy Group - HS
- B. Trevor Ragan (November and February)
- C. Chris Herron - Drug Abuse; Former NBA athlete; County-Wide Initiative (Northeast Schools are the lead in this)
- D. Other suggestions

College Courses

I am sharing the following on social media, and shows the work of our students (success) and preparation for degree programs at a variety of levels of college.

College Course Overview - Bellevue CSD

The Average Bellevue High School Graduate over the last four years has earned 19 college credits during their high school career at no cost to students or their families

- ★ 70+ College Courses are available to students at no cost for college credit and high school credit
- ★ All Bellevue High School students are required to take an online course before graduation, and several earn over 40 college credits while in high school from the Eastern Iowa Community College District in addition to the various college courses offered at Bellevue High School.
- ★ At this time, students are enrolled in 33 courses on-site at Bellevue High School for 99 college credits, along with 97 courses online for approximately 300 total college credits. Therefore, approximately 400 college credits are being earned by students during the 1st semester of the 2021-2022 school year by approximately 80 students.
- ★ 236 courses were taken for an approximate credit total of over 700 college credits in the 2020-2021 school year.
- ★ These college credits can be transferred to virtually any school in the state or nation, and match college course numbers and names accordingly.
- ★ These are not only credits for 4-year schools but also credits in math, English, welding, etc. that can be transferred to other community colleges across the state for associate degrees and degree programs overall in welding, auto tech, radiology, business, and many other areas that degrees are offered in. Ultimately, these courses are not only for 4-year college programs.
- ★ Courses are also the same courses that are offered on the college campus to college students, are of college rigor, and do not depend on specific testing to be passed to earn college credit when entering college.
- ★ The average BHS graduate over the last four years has earned an average of over 19 college credits while in high school all free of charge to the students and their individual families.
- ★ Some data from these courses for Bellevue CSD students includes the following:
 - ★ Grades of "A" or "B" in college courses by students
 - 2020-2021 School Year - 74.2%
 - 2019-2020 School Year - 82.1%
 - 2018-2019 School Year - 76.1%
 - 2017-2018 School Year - 74.4%
 - 4-year Average - 76.7%

Iowa State Assessment of Student Progress (ISASP) - Iowa Tests

ISASP - 2021 Percent of Students Proficient (Advanced and Proficient) and Non-Proficient - AUGUST 2021

2021 Above State Average
 2021 Below State Average

Grade	Reading		Math		Science	
	Adv & Prof	Non-Prof	Adv & Prof	Non-Prof	Adv & Prof	Non-Prof
3rd 2021	46	55	78	23		
2021 State Avg	50	50	71	29		
2019 Results	54	45	73	27		
2019 State Avg	65	35	71	28		
4th 2021	91	10	85	15		
2021 State Avg	74	26	67	33		
2019 Results	78	23	86	14		
2019 State Avg	70	30	73	28		
5th 2021	71	30	95	5	50	50
2021 State Avg	66	34	63	37	54	45
2019 Results	85	15	89	11	65	35
2019 State Avg	67	33	69	30	52	49
6th 2021	42	57	59	40		
2021 State Avg	73	27	67	34		
2019 Results	71	29	73	27		
2019 State Avg	67	33	69	31		
7th 2021	54	46	72	29		
State Avg	64	36	64	36		
2019 Results	66	33	82	18		
2019 State Avg	69	30	70	30		

Grade	Reading		Math		Science	
	Adv & Prof	Non-Prof	Adv & Prof	Non-Prof	Adv & Prof	Non-Prof
8th 2021	82	18	70	30	75	25
2021 State Avg	75	26	69	31	65	35
2019 Results	76	24	72	28	50	50
2019 State Avg	69	31	72	28	58	42
9th 2021	70	31	61	39		
2021 State Avg	72	28	61	39		
2019 Results	61	39	60	41		
2019 State Avg	76	25	69	31		
10th 2021	72	28	74	26	68	32
2021 State Avg	75	25	64	37	64	36
2019 Results	70	30	63	37	63	37
2019 State Avg	74	26	66	33	63	38
11th 2021	58	42	60	40		
2021 State Avg	74	26	65	35		
2019 Results	71	29	67	33		
2019 State Avg	71	29	66	33		

* Due to the pandemic, no ISASP were given in 2020.

* Not all percentiles in categories total 100% based on averaging

Enrollment Update

Meyer shared information at the meeting in regard to enrollment, and tentative numbers and accounts of information indicate we will be "up" in enrollment by over 20 students. Some specifics (tentative numbers) include the following:

- Resident students increased by approximately 33 students; This indicates students living in our district.
- Open Enrollment numbers appear to be on the positive side overwhelmingly again; We have 81 students coming to the Bellevue CSD from another district, and 9 leaving our district for another district. This will change slightly as another district enters their numbers, but will still be in the same area of difference as a whole.

Enrollment Trends

Year	ECSE	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Elem Total	MS/HS Total	Dist 4/3PK Total
2010/2011	7	8	34	35	34	55	50	39	43	45	50	58	47	60	49	262	352	614 (45/21 (680))
2011/2012	3	10	46	34	33	37	53	52	40	42	43	61	62	56	58	265	362	627 (33/34 (694))
2012/2013	4	12	34	49	33	38	36	55	50	43	44	49	60	61	55	262	362	624 (32/28 (684))
2013/2014	2	9	43	38	45	37	35	41	55	54	43	51	56	63	61	248	383	631 (36/35 (702))
2014/2015	3	7	36	39	36	49	37	43	42	59	59	45	52	55	62	250	374	624 (40/31 (695))
2015/2016	2	15	42	35	42	37	49	39	45	43	59	67	44	53	53	259	364	623 (37/18 (678))
2016/2017	4	12	37	44	37	43	38	53	45	49	48	65	64	46	50	264	367	631 (35/32 (698))
2017/2018	3	10	37	38	42	40	49	40	54	49	50	61	64	63	47	256	388	644 (42/33 (719))
2018/2019	6	14	48	41	39	44	42	48	44	55	53	55	60	68	60	276	395	671 (40/48 (769))
2019/2020	5	10	54	52	43	42	44	44	52	45	57	51	54	58	67	289	384	673 (58/34 (765))
2020/2021	3	15	57	54	54	41	41	44	46	52	46	57	50	50	59	306	360	666 (47/30 (743))
(Including 25 Online Students = Edgenuity-25; Odysseyware-2)																		
2021/2022	4	7	64	59	54	53	42	41	46	49	56	46	62	49	58	320	366	686 (47/35 (768))

Total Enrollment Trend

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

Summary

- * The 686 students in grades TK-12 is the largest number indicated in the last 12 years (and longer). This is a **11.7% increase** since the 2010-2011 school year. It is also a **3% increase** since last school year.
- * The 768 students overall in 3-year old through 12th grade is the second largest in the last 12 years (and beyond). This is an **12.9% increase** since the 2010-2011 school year. It is also a **3.4% increase** since last school year.
- * The 320 in grades TK-5 is the largest number in the same time period. This is a **22.1% increase** since the 2010-2011 school year. This is also a **4.6% increase** since last school year.
- * The 366 students in grades 6-12 is the 7th largest in the same time period (expecting to increase in numbers as the elementary students progress through the district). This is a **3.9% increase** since the 2010-2011 school year. This is also a **1.7% increase** since last school year.
- * The number of 3- and 4-year olds is the third-largest in the last 12 years (and beyond). This is a **24.2% increase** since the 2010-2011 school year.
- * The three sections for grades K, 1st, 2nd and 3rd grade are the first time for this in the history of the district.
- * The number of "Resident" students attending the Bellevue CSD has increased by 33.10 since the 2020-2021 school year (this is a much larger increase than the last several years - reference other chart with financial information)
- * Actual Enrollment is 623.10 (an increase of 30.38). We get funding and "spending authority from the number of students attending our school district.
- * The district has 81 students open-enrolled into our district and 13 open-enrolled out This is a strong figure for our district, especially when some districts have a negative number of open-enrolled in students vs open-enrolled out students.

COVID Update

We are still at <6 total cases (less than six) in our district. We are fortunate in comparison to many of our neighboring school districts...in both number and percentage of students and staff.

Data from this week at our two buildings:

Week of...	Elem.	MS/HS
Oct. 7	<6	<6
Oct. 1	<6	<6
Sept. 24	0	<6
Sept. 17	<6	<6
Total School Year	<6	<6

District Total = 8 (as of 10.7.21)

*The district cannot report a specific number of cases that is below 6, and this process still provides confidentiality to students and their families.

Certified Annual Report

Penny reviewed the CAR for the fiscal year. This is a tedious and long process to complete accurately, and then submit to the state and use for the basis of our financial status as a district. Penny does a significant amount of work during the year to make this report accurate, and keeping me posted on financial issues. The report is available under the "District" tab on our website, but the following is an overview of the good financial standing of the district overall:

Some highlights include:

- An increase in Certified Enrollment of over 30 students (largest in many, many years)
- An Unspent Authorized Budget Ratio of 25.12% (recommendations are to keep a minimum of 5-15%)...higher number means a stronger financial standing
- Solvency Ratio of 29.01% (recommendations are to keep this between 5-15%, and not to exceed 25%)...higher number indicates a stronger standing
- Salaries and Benefits Ratio is 82.41%, which recommendations are to keep between 75-82%).

SEVEN KEY INDICATORS OF FINANCIAL HEALTH - IASB		2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
RECOMMENDED TARGET CALCULATION									
1 Certified Enrollment	Stable or growing	590.7 -9.4	600.1 4.8	595.3 14.1	581.2 7	574.2 13.1	561.1 -9.2	570.3 -9.4	579.7 11.1
2 Solvency Ratio	(Unassigned Fund Bal + Assigned FB) / (GF Revenue - AEA Flowthru) = Solvency Ratio	2,248,093.99 0.00 8,035,476.29 285,345.00 29.01%	2,008,641.59 0.00 7,849,807.55 276,500.00 26.52%	1,416,220.79 0 7,576,520.82 263,904.00 19.37%	1,090,008.46 0.00 7,149,755.04 254,879.00 15.81%	1,124,870.32 0.00 6,860,099.45 240,765.00 16.99%	1,140,652.22 0.00 6,703,223.53 245,454.00 17.66%	935,484.81 0.00 6,483,663.37 245,752.00 15.00%	906,824.62 0.00 6,264,986.99 240,626.00 15.05%
3 % Revenue Spent	Total Expenditures / Total Revenues = % Rev Spent	7,800,173.61 8,035,476.29 97.07%	7,254,842.98 7,849,807.55 92.42%	7,238,202.21 7,576,520.82 95.53%	7,104,766.16 7,149,755.04 99.37%	6,800,931.71 6,860,099.45 99.14%	6,519,448.06 6,703,223.53 97.26%	6,448,851.33 6,483,663.37 99.46%	6,603,293.75 6,264,986.99 105.40%
4 Unspent Authorized Budget (UAB) Ratio	5% - 15%, not > 25% % of spending auth. remaining; MUST be +	2,616,895 10,417,069 25.12%	2,373,303 9,628,146 24.65%	2,055,095 9,293,298 22.11%	1,845,583 8,950,349 20.62%	1,904,844 8,705,776 21.88%	1,849,348 8,368,796 22.10%	1,862,835 8,311,686 22.41%	1,813,044 8,416,338 21.54%
5 Annual Unspent Spending Authority	Build to UAB Ratio goal, then 0%	10,417,069.00 2,373,303.00 7,800,173.61 10,417,069.00 2,373,303.00 3.03%	9,628,146.00 2,055,095.29 7,254,842.98 9,628,146.00 2,055,095.29 4.20%	8,950,349.50 1,845,583.00 7,238,202.21 8,950,349.50 1,845,583.00 2.81%	8,705,776.00 1,904,844.00 7,104,766.16 8,950,349.00 1,904,844.00 -0.84%	8,705,776.00 1,849,348.00 6,800,931.71 8,705,776.00 1,849,348.00 0.81%	8,368,796.00 1,862,834.55 6,519,448.06 8,368,796.00 1,862,834.55 -0.21%	8,311,685.88 1,813,043.78 6,448,851.33 8,311,685.88 1,813,043.78 0.77%	8,416,337.53 2,058,732.53 6,603,293.75 8,416,337.53 2,058,732.53 -3.86%
6 Salaries & Benefits Ratio	75% - 82% (Salaries + Benefit Exp) / Total FG Exp = Sal/Ben Ratio	4,774,081.18 1,654,172.06 7,800,173.61 82.41%	4,474,766.71 1,509,583.39 7,254,842.98 82.49%	4,263,334.40 1,470,799.08 7,238,202.21 79.22%	4,231,908.43 1,473,500.27 7,104,766.16 80.30%	4,146,915.87 1,405,353.65 6,800,931.71 81.64%	3,953,298.50 1,331,463.32 6,519,448.06 81.06%	3,858,032.46 1,307,878.23 6,448,851.33 80.11%	3,803,535.07 1,313,682.27 6,603,293.75 77.49%
7 New Money % - Settlement Ratio	<= district allowable growth and/or at state ave. IASB recommends salary & benefit expenditure growth in line with new money	3.11% 2.60% 7.42%	4.52% 3.00% 4.36%	2.23% 2.00% 0.50%	3.04% 2.19% 2.76%	-0.40% 3.40% 5.06%	1.00% 4.00% 2.30%	6.00% 3.95% 0.95%	-0.74% 3.90% 3.83%
		Updated							
		10/8/2021							

Regional Learning Centers Update

The Eastern Iowa Community College District is continuing the move in the construction of learning centers for students, specifically (but not solely) in the trades. The dates below are tentative opening dates for the centers, or for the equipment to be available:

- Clinton (Fall 2022) - Building
- DeWitt (Jan 2023 or Fall 2023) - Building
- Maquoketa (Fall 2022) - Equipment (Computer Tech and Welding, and possibly more)

APPROVED - Music Boosters

Jacob Huntley, the MS/HS Vocal Music instructor, and the Bellevue CSD Music Boosters are interested in purchasing robes (and BC stoles) for choir students during their performances. These would replace, at least for all-choir concert segments, the dresses and shirts/ties that are currently utilized. These would be "gender-free" in many ways, and would also allow for staff to not worry about lost ties, shirts, wrinkled items, etc. The total cost is about \$2600. My recommendation is that the district pays for 50% of the cost, and would need Board approval. This seems realistic to me, Mr. Recker, and Mr. Huntley.



APPROVED - Modified Allowable Growth - School Budget Review Committee

Each year which we are eligible we apply to the School Budget Review Committee (SBRC) for "spending authority" for new students into our district who continue school in their previous district or choose to go to another public school district. I am not sure currently how many students this will include, but it gives us spending authority as needed. The spending authority allows us authority to "spend", as we must pay the other district for the student this year even though we do not get the funding until 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.

River Valley Conference Update

The River Valley Conference Realignment was approved by the RVC Board of Control. As I have mentioned in the past, there was interest from Maquoketa and Dyersville Beckman to join the River Valley Conference in the 2022-2023 school year. I had a meeting a couple of weeks ago via Zoom with the River Valley Conference Board of Control (mainly superintendents). In addition to Maquoketa and Beckman, Lisbon is interested in potentially joining the South Division of the RVC for middle school events (only MS at this time) in the 2022-2023 school year. Beckman and Maquoketa were approved in two separate votes and they will be a part of the River Valley Conference next school year.

Regardless of Lisbon's status (excluding them joining at the high school level at this time), some more specifics shared and verified in regard to Maquoketa and Beckman are the following:

Fall Sports

- MS Football--Schedule with 1 game teams and 2 game teams.
- Volleyball
 - Division only games
 - One night division tournament
- MS Volleyball
 - Division only and play same nights as HS
- Cross Country
 - Super meet with all teams in the conference
- HS Football is not through the conference, but instead through state-determined districts.

Winter sports

- Basketball
 - Division games scheduled (home and away), plus two crossover games with two South schools having 3 games to balance the 8-7 Division split.
 - Possible matchup crossover games between divisions as well. Example: 1 vs 1, 2vs 2 and maybe try to play at College arena's.
- MS Basketball
 - Division only games
- Wrestling
 - Keep the same schedule as now with a tournament for all-conference teams.

- MS Wrestling
 - Keep the same schedule as now
- Bowling
 - Schedule with teams that have Bowling

Spring Sports

- Track
 - "Super-Meet: with all-conference teams
- MS Track
 - Maintain the same conference meet with only division teams at the end of the season.
- Golf
 - Same as now with a division schedule
 - "Super-Meet" with all teams at end of season
- Soccer
 - Develop a possible Conference schedule, which would need to be approved by the BOC (developing guidelines was approved today)
 - All schools play each other or just division games and schools can schedule crossover games if they want.

SummerSports

- Baseball/Softball
 - Division games only
 - Schools can schedule Non-Conference crossover games if desired.
- MS Softball
 - Keep the same schedule as now.

Fine Arts

- Vocal Festival
 - Separate by Division
- Band Festival
 - Separate by Division
- Speech
 - All schools in the conference together for Large Group and Individual Competitions
- Art Show
 - Division only with a "Traveling Art Show" to each school for a week

The following Action Item was approved on September 24 (then again the week of October 4):

- Approved Maquoketa and Beckman to join the RVC in 22-23 school year.

The following will also likely be approved in the future.

- Approving divisions in the RVC for the 22-23 school year.
- Approving a recommendation to develop standards for approving activities as conference activities (specific percent or number of schools with the sport...TBD)

Additionally, discussion was also held in the September meeting in regard to adding soccer as a conference sport. Currently, there is not a soccer schedule for conference schools, and schools schedule on their own. The wording was the following:

A majority of conference schools need to sponsor and support an activity in order to be considered and recognized as an official conference activity. Following majority approval by conference Activity Directors, an activity would also require majority approval by the Board of Control.

Discussion was held in regard to how many schools must have an activity in order to make it an official conference sport with all-conference teams, etc. At times, a conference recognition for a student-athlete can assist with scholarships, etc. and that is part of the thinking with this approach and to also ease scheduling all games in a non-conference format. Bowling is another sport that does not follow a conference schedule, although several schools have bowling.

At this time 8 schools have their own soccer program, plus ourselves who share with Marquette's program. Two other schools share their program with another school system from the initial conversations. This could eventually impact some of our thoughts toward starting our own soccer program.

Officials...

Another reason to approve this in a timely manner was officials. The shortage of officials is having a major impact in sports. Specifically, 25 VB games in the RVC area did not have officials this week. North Cedar was forced to cancel a home game last week as no officials were available. Payments in the Iowa City Association (IC Area) and RVC are the following:

**ICAOA GAME FEES
2021-23 PROPOSED; 2013-21 HISTORICAL COMPARISON**

	2021-23 (PROPOSED)	2019-21	2017-19	2015-17	2013-15
Football - each fifth quarter is an extra \$20 (\$15 previously)					
One Jr. High game (per official - 3 officials)	\$60	\$50	\$50	\$50	\$45
One 9th, 10th or JV (per official - 4 or 5 officials)	\$70	\$65	\$65	\$60	\$55
One 9th, 10th or JV (per official - 3 officials)	\$80	\$75	\$75	\$70	\$65
Two Jr. High games (per official - 3 officials)	\$110	\$90	\$90	\$85	\$75
Two Non-Varsity (per official - 4 officials)	\$125	\$120	\$120	\$110	\$100
One Varsity (per official - 5 officials)	\$105	\$90	\$90	\$85	\$80
Combination Soph/Varsity (per official - 5 officials)	\$175	\$150	\$150	\$135	\$125
Basketball - each fifth quarter is an extra \$20 (\$15 previously)					
Two Jr. High games (per official - 2 officials)	\$70	\$65	\$65	\$60	\$55
Three Jr. High games	\$95	\$85	\$85	\$80	\$70
One 9th, 10th, or JV (per official - 2 officials)	\$70	\$65	\$65	\$60	\$55
One 9th, 10th, or JV (per official - 3 officials)	\$60	\$55	\$55	\$50	\$45
Two 9th - JV (per official - 2 officials - \$50 per extra game)	\$100	\$90	\$90	\$85	\$85
Two 9th - JV (per official - 3 officials - \$45 per extra game)	\$90	\$80	\$80	N/A	N/A
Two Varsity or combination soph/varsity (per official/2 officials)	\$140	\$130	\$130	\$120	\$105
Two Varsity or combination soph/varsity (per official/3 officials)	\$115	\$105	\$105	\$90	\$90
One varsity (per official/2 officials)	\$100	\$90	\$90	\$70	\$60
One varsity (per official/3 officials)	\$80	\$75	\$75	\$55	\$55
Baseball					
One seven inning game (per umpire - 2 umpires)	\$90	\$80	\$80	\$55	\$55
Two 9th, JV, or fresh-soph regular games (per umpire - 2 umpires)					
6 Innings per game max	\$115	\$105	\$105	\$95	\$95
Any HS doubleheader not meeting above (per umpire - 2 umpires)	\$135	\$120	\$120	\$110	\$110
Tripleheader w/ at least one varsity game (per umpire - 3 umpires)	\$170	\$150	\$150	N/A	N/A
Jr. High doubleheader (per umpire - 2 umpires)	\$100	\$95	\$95	\$80	\$80
Jr. High doubleheader (per umpire - 1 umpire)	\$140	\$130	\$130	\$110	\$110
Softball					
One seven inning game (per umpire - 2 umpires)	\$80	\$72.50	\$72.50	\$45	\$45
Two 9th, JV, or fresh-soph regular games (per umpire - 2 umpires) 6 Innings per game max	\$100	\$90	\$90	\$80	\$75
Any HS doubleheader not meeting above (per umpire-2 umpires - \$60 per extra game)	\$120	\$105	\$105	\$90	\$85
Jr. High doubleheader (per umpire - 1 umpire)	\$110	\$100	\$100	\$80	\$80
Jr. High doubleheader (per umpire - 2 umpires)	\$80	\$70	\$70	\$55	\$55
Tournaments: One Game (per umpire)	\$65	\$50	\$50	\$45	\$45
2 Games	\$120	\$105	\$105	\$90	\$85
3 Games	\$180	\$160	\$160	\$135	\$130
4 Games	\$240	\$210	\$210	\$180	\$170

*Mileage charged for all officials at \$0.46/mile, one way from home, 100 mile max.
Varsity football mileage will be charged only for one official.*

Scheduling fees charged to schools:

Football	\$200	\$150	\$150	\$150	\$100
Basketball	\$350	\$300	\$300	\$300	\$250
Baseball/Softball	\$450	\$350	\$350	\$300	\$250

Comet Reading and Reflection

The following is another excerpt from the book "Different Schools for a Different World" by Scott McLeod and Dean Shareski. This section discusses the "economic" aspect of a need for change in education.

Chapter 2

The Economic Argument

Let's start with this basic premise: manufacturing jobs are not coming back. For a long time, in America and other developed countries, people with only a high school degree—or maybe not even that—could get a job at the local factory that included health benefits, personal leave, and a retirement pension. That salary also was high enough to raise a family and buy the occasional car, television, or vacation and to otherwise allow for a middle-class life. Those factories served as an economic safety valve for the general population, providing stable employment and boosting the well-being of tens of millions of families despite their fairly low levels of education. In this chapter, we reflect on the declining numbers of manufacturing jobs in developed countries and the ways in which automation influences both high- and low-skill jobs.

Disappearing Manufacturing Jobs in Developed Countries

Many people still dream that low-skill, high-wage manufacturing employment can and should be plentiful. But the reality is that in developed countries, the manufacturing economies of the 20th century are disappearing, replaced by higher-skill service jobs and creative jobs that warrant a higher wage because they are better suited for a global innovation economy (Florida, 2002). Manufacturing jobs still exist, but the pay and the work prospects are far bleaker than they used to be. The peak manufacturing employment in the United States was in June 1979 with 19.5 million manufacturing workers, but as of November 2016, that number was down to 12.3 million, or 37 percent fewer workers (Bureau of Labor Statistics, 2016). Similarly, the maximum wage available to the U.S. automobile factory workers that General Motors hired in 2015 was eight dollars fewer per hour (after adjusting for inflation) than for workers hired in 1961 (Ferla, 2011).

In Europe, similar patterns emerge. Fourteen of the sixteen countries economist David H. Autor (2014) studied saw increases in both low-wage occupations and high-wage occupations, with growth percentages generally higher for the higher-wage professions. However, all sixteen countries showed a tremendous loss of jobs with wages in the middle range. These trends are occurring in the economies of every developed country and even in some developing countries as well.

Manufacturers are more productive than ever, thanks to advances in technology and the advent of global supply chains. Yet despite that increased productivity, manufacturers generate fewer jobs for workers in their home countries. Every year the developed world loses manufacturing jobs to cheaper workers in developing countries, robots and other automation systems, and on-demand additive manufacturing (a process similar to 3-D printing at an industrial scale).

Additionally, the local manufacturing jobs that remain look much different from the traditional picture of workers on the factory line tightening bolts or assembling parts. *Advanced manufacturing* is the general term used for integration of technology systems and processes into manufacturing. The majority of manufacturing in developed countries will eventually be advanced manufacturing, and both advanced and additive manufacturing require workers with much more skill, training, education, and technological fluency than were ever expected of previous generations of factory workers. As a result, just as there is no foreseeable future in which printed text again dominates the media landscape, there also is no foreseeable future in which low-skill manufacturing dominates the advanced economies of the developed world.

If the middle sector of low-skill, high-wage manufacturing jobs that served as the gateway to the middle class for hundreds of millions of people are disappearing, what jobs are left? As of the writing of this book, the jobs that remain are primarily either low-skill, low-wage service jobs or high-skill, high-wage professional occupations (Autor & Price, 2013). Think home health-care aides and hotel room attendants—or software engineers and nanobiologists. In short, if workers today want high wages, they'd better have high skill levels to match. However, it's not just the low end of the high-wage job graph that's being squeezed.

Automation's Influence on High- and Low-Skill Jobs

Except for localized work that requires a human to be present on site (such as a barber or a surgeon), artificial intelligence, self-service economies, and other automation and labor substitution schemes are affecting high-skill jobs as well, promising to replace humans with software, robots, and less-expensive workers elsewhere (Brynjolfsson & McAfee, 2011; Levy & Murnane, 2004). It's increasingly the case that if part, most, or all of any job—including traditionally high-skill professional jobs—can be automated or otherwise turned into piecemeal work, it will be,

just as in manufacturing. For example, a company may make a multimillion-dollar investment in self-service tax preparation software to save money on tax preparers' salaries and benefits. Similarly, many high-level service jobs have at least a portion of work that can be outsourced more cheaply by using freelancers or independent contractors. In other words, it's not just cab drivers, telemarketers, secretaries, and retail salespeople who are in danger of losing their jobs. It's also architects, accountants, lawyers, and radiologists (Frey & Osborne, 2013).

What value do human workers in the developed world add that software, robots, or less-expensive workers from the developing world don't? It's imperative that we answer this question if we want to prevent our students from joining the ever-increasing pool of graduates who don't have the necessary skills to do higher-wage, irreplaceable professional work. As educators, we cannot continue to pretend that there are viable high-paying jobs for large numbers of low-skill graduates.

Our school systems now face pressure to upskill our workers so that they can engage in work beyond routine manual or cognitive labor. The challenge, however, is that our school systems were never designed to prepare large numbers of graduates to use what we've typically thought of as professional skills. Critical thinking, problem solving, creativity, and high-level communication and collaboration skills were previously reserved for the academic elite: the small sliver of our secondary students whom we prepared for college and professional careers. Our standardized schools were instead created to prepare mass numbers of citizens to engage in basic industrial work (or, later, basic office work)—in other words, for the exact jobs that are now declining in number at precipitous rates.

Today, higher-order-thinking skills are necessary not just for college but for nearly all citizenship and career demands (Wagner, 2008). Or, as Lauren B. Resnick (1987) of the U.S. National Research Council puts it:

Although it is not new to include thinking, problem solving, and reasoning in *someone's* school curriculum, it is new to include it in *everyone's* curriculum. It is new to take seriously the aspiration of making thinking and problem solving a regular part of a school program for all of the population. . . . It is a new challenge to develop educational programs that assume that all individuals, not just an elite, can become competent thinkers. (p. 7)

Schools shouldn't just be about preparing corporate worker bees. In fact, we should be alarmed whenever we hear policymakers and others hint that the primary function of schools is to prepare graduates for certain careers or workforce needs. There are many other noble, important, and valuable missions for schools besides workforce development. But at the same time, schools can't ignore the global transformations that are reshaping careers and employment demands. As we think about our children and grandchildren, our nieces and nephews, our neighbors and our friends, we owe them employment and career options that at least have a fighting chance of being financially viable. To achieve this, we must make schools different.

Information Items

Parent-Teacher Conference Review

Meyer shared some information in regard to conferences at the meeting. The district had nearly 100% attendance at elementary conferences (with a few not attending arranging a different time to meet) and about 70 families at the middle/high school. We have conferences prior to the end of the quarter to allow parents to speak with their students about concerns in courses, and in general, prior to the grading period ending.

Activities Update

Meyer shared an update on the following:

Football - Game this Friday vs Clayton Ridge with the winner qualifying for the playoffs.

Volleyball - RVC tournament begins on Tuesday night at Wilton, and then continuing on Thursday. The first district game for the state will be on Monday at North Cedar.

Cross Country - RVC meet on Tuesday in Iowa City, followed by the state qualifying meet on Thursday, October 21.

Musical - The musical is on November 5-7, and is "You're a Good Man Charlie Brown."

Mr. Recker shared that the Comet Marching Band received a "2" rate at the state contest on Saturday.

Mrs. Hartung-Schroeder shared information on the CAPS after school program for students that started up again this year after a year hiatus based on the pandemic.

Meyer also shared some changes occurring with the athletic boosters and a meeting on Tuesday, October 19 at the Bellevue MS/HS. Meyer stressed the need for involvement from parents, and also shared that a couple of members decided to step away from the organization recently.

IASB Convention

Meyer shared to let him know at the November meeting or before if they plan to attend IASB Convention on Thursday, November 18. The district would provide transportation, and a night's lodging the day before if you wish. The convention begins at 8:00, and ends around 3:00.

Fundraising

Meyer shared some information on fundraising, and an overview of different fundraisers in the last few years. Meyer is also working on developing a more formalized plan on the planning and scheduling of fundraisers.

Facilities Assessment

Meyer provided an update of the assessment of the elementary school at the meeting, and plans to assess the building in the future. The engineers will be in the building on October 20 and on November 1.

Food Service Updates

A couple of things...

1. Suppliers are struggling to meet the orders we are placing, and this is a national problem. But, we are still meeting requirements.
2. A new "app" is available to look at lunch menus and their nutritional facts (calories, carbs, proteins, etc.). It is "Nutrislice" and can be found the App Store on mobile devices, but is also updated to indicate the information mentioned on the website. The following is a sample of the information it provides for all meals...

11 Mon

12 Tue

13 Wed

14 Thu

15 Fri



Chicken Strips

260 Cal
🌾 🍷 🍌 +1

Mashed Potatoes

100 Cal
🟢

Gravy

20 Cal
🍷

Kiwi

84 Cal
🟡

Orange

62 Cal
🟡

Birthday Cracker

120 Cal
🌾 🍷 🍌

OR

Buffalo Chicken Wrap

367 Cal
🍷 🌾 🍌 +1

Ground Beef, Cooked

155 Cal
🟡

Cheese Sauce

122 Cal
🍷 🟡

Tortilla Chips

140 Cal
🟡

Corn

75 Cal
🟢

Applesauce, Cinnamon

50 Cal
🟡

Mini Chocolate Muffin

85 Cal
🍷 🍌 🌾 +1

OR

Creamy Cheese Mini Bagel

230 Cal
🍷 🌾 🍷 +1

Snack N' Waffle Blueberry

250 Cal
🍷 🍌 🌾 +1

Upstate Yogurt Vanilla

French Toast Sticks

210 Cal
🍌 🌾 🍌 +1

Syrup Cup

120 Cal

Yogurt

🍷 🟡

Breakfast Potatoes

100 Cal
🟢

Granola Bar Chocolate Chip

90 Cal
🍷 🍌 🌾 +2

Granola Bar Oatmeal Raisin

90 Cal
🍷 🍌 🌾 +2

🍌 Strawberries

90 Cal

OR

Chicken Caesar Wrap

367 Cal
🍷 🌾 🍌 +1

Teriyaki Beef Dippers

160 Cal
🌾 🍷 🟡

Apple Slices

30 Cal

Mac and Cheese

205 Cal
🍷 🍌 🌾 +2

Fortune Cookie

70 Cal
🌾 🍷 🍌

Broccoli Salad

270 Cal
🍷 🍌 🟢

Fruit Roll Up

50 Cal

OR

Turkey and Cheese Sub

248 Cal
🍷 🌾 🍌 +1

Ham and Cheese Sub

260 Cal
🍷 🌾 🍌 +1

Combo Sub

240 Cal
🍷 🌾 🍌 +1

Garlic French Bread

320 Cal
🍷 🌾 🍷 +2

Pepperoni French Bread

300 Cal
🍷 🌾 🍷 +2

Marinara

60 Cal
🟢

Baked Beans

142 Cal
🟢

Diced Peaches

60 Cal
🟡

Marble Ice Cream Cup

140 Cal
🍷

OR

Cool Watermelon Bar

70 Cal
🟡

OR

Chicken Bacon Ranch Wrap

427 Cal
🍷 🌾 🍌 +1

Carbohydrate Counts

Middle/High School, Breakfast Menus, October 10 - October 16

PLEASE NOTE: Carbohydrate counts are based on information obtained from manufacturers and your food provider's recipes and may vary due to product substitutions and/or recipe variations. If you (or any individual on whose behalf you are using this tool) have a medical condition, please check the manufacturer label before consuming any food at your dining location.

Monday Oct 11

	SERVING SIZE	FIBER	CARBOHYDRATES
French Toast Sticks	3 stick	2 grams	29 grams
Yogurt	10.67 cups	No data available	31 grams

Tuesday Oct 12

	SERVING SIZE	FIBER	CARBOHYDRATES
Breakfast Pizza	1 slice	3 grams	27 grams

Wednesday Oct 13

	SERVING SIZE	FIBER	CARBOHYDRATES
Scrambled Eggs w Bacon	2 oz	No data available	1 gram

Thursday Oct 14

	SERVING SIZE	FIBER	CARBOHYDRATES
Bagel	1 bagel	3 grams	27 grams
Egg Patty	1 each	No data available	No data available
Sausage Patty	1 each	No data available	No data available
American Cheese	2 slice	No data available	2 grams

Friday Oct 15

	SERVING SIZE	FIBER	CARBOHYDRATES
Donut	1 donut	3 grams	27 grams
Potato Rounds	2 each	2 grams	15 grams

Milk

	SERVING SIZE	FIBER	CARBOHYDRATES
Milk, 1%	0.5 pints	No data available	11 grams
Milk, Chocolate Skim	0.5 pints	No data available	20 grams
Milk, Skim	0.5 pints	No data available	11 grams

Comments from Building Principals, Superintendent, and Board Members

Other Information from the Superintendent

- DNR and the Bellevue CSD
 - I have been working with some individuals at school in regard to the utilization of some of our area to the west and northwest of the football field/track area. Some discussion has focused in on making a pond in this area that could be utliized for students and others. There will likely be some others at our next board meeting to expand on this further.
- Geothermal
 - We need to do some repairs on our geothermal system based on some valve issues. The cost of this is still somewhat unknown, but the contractor will need to dig about 100 feet down to access the valves, motor, pump, etc. The cost for them to come and do this initially is \$3000, but the total cost could be near \$21,000. This will ideally be done this week and the area in parking lot (west side) will be blocked off.
- Survey
 - I am preparing to send a survey to our parents in the upcoming week or so. I am having some people review it, and it is similar to the survey sent out in 2019 (pre-COVID). It will discuss several aspects of learning, leadership, and

Adjourn

Next meeting is on Monday, November 8 at 6:30 PM