



SUPERINTENDENT

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BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

Comet Highlights - October 10, 2023

Notes form the Board of Education Meeting on October 9, 2023

October 11	2-Hour Early Dismissal - Teacher Professional Learning - 1:30-3:30
October 18 & 19	Parent-Teacher Conferences
October 20	No School
November 8	2-Hour Early Dismissal - Teacher Professional Learning - 1:30-3:30
November 22-26	No School - Thanksgiving Break
December 13	2-Hour Early Dismissal - Teacher Professional Learning - 1:30-3:30
December 21-January 3	No School - Winter Break (Teachers Return on January 3 for Professional Learning; Students resume on January 4)

To view a calendar of events, see the following link:

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

APPROVED - Consent Agenda

Approve Open Enrollments

- Holden Albert Sickler - Bellevue to Maquoketa - Kindergarten - A sister already attends Maquoketa.
- Karlye Till - Maquoketa to Bellevue - Grade 12 - She was a whole-grade sharing student, but now lives in the Maquoketa district.
- Gunner Veach - Andrew to Bellevue - Kindergarten
- Myka Kueter - Dubuque to Bellevue - Kindergarten
- Elijah Thomas Blatz - Andrew to Bellevue - Kindergarten
- Weston Huseman - Dubuque to Bellevue - TK
- Logan Vondal - Dubuque to Bellevue - 5th Grade

Approve Resignations

- None at this time.

Approve Recommendations to Hire

- None at this time.

Recognize any Visitors

Sam Van Gorp (Teacher), Maria Darnell (Sign-Language Interpreter), Matt and Christi Jaeger (Parents with sons Augie and Eli).

Comet Curriculum

The preschool program presented some information, a slide show, and strategies they are utilizing with their hearing-impaired students. Sam Van Gorp (teacher) and Maria Darnell (the sign language interpreter) shared information, and preschool parents Matt and Kristi Jaeger (along with children Augie and Eli) were in attendance to share perspectives on the benefit of the programming and how the school district has adapted to the use of cochlear implants for students, the utilization and teaching of sign language, and other similar aspects.

Enrollment Update

Meyer provided a general overview of the district enrollment at the meeting. Official "Count Day" was on October 1 (Sunday), with certification on October 15 (Sunday). Enrollment is determined by the students who are attending and/or living in our district at that time and enrolled in school. Meyer anticipated the resident enrollment to be down, but overall enrollment to increase. Some data with this is included in the following pages, but an overview is that the districts served enrollment is higher than in the past, and is **up 40 students from 2019, and up 9 students since the 2022-2023 school year**. Additionally, the percent increase over the last several years is also significant for the entire district.

Enrollment Trends - Updated on 10.6.23

Year	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Elem (TK-5)	MS/HS (6-12)	Dist (TK-12)	4/3PK (Total)
10-11	8	34	35	34	55	50	39	43	45	50	58	47	60	49	262	352	614	45/21 (680)
11-12	10	46	34	33	37	53	52	40	42	43	61	62	56	58	265	362	627	33/34 (694)
12-13	12	34	49	33	38	36	55	50	43	44	49	60	61	55	262	362	624	32/28 (684)
13-14	9	43	38	45	37	35	41	55	54	43	51	56	63	61	248	383	631	36/35 (702)
14-15	7	36	39	36	49	37	43	42	59	59	45	52	55	62	250	374	624	40/31 (695)
15-16	15	42	35	42	37	49	39	45	43	59	67	44	53	53	259	364	623	37/18 (678)
16-17	12	37	44	37	43	38	53	45	49	48	65	64	46	50	264	367	631	35/32 (698)
17-18	10	37	38	42	40	49	40	54	49	50	61	64	63	47	256	388	644	42/33 (719)
18-19	14	48	41	39	44	42	48	44	55	53	55	60	68	60	276	395	671	40/48 (769)
19-20	10	54	52	43	42	44	44	52	45	57	51	54	58	67	289	384	673	58/34 (765)
20-21	15	57	54	54	41	41	44	46	52	46	57	50	50	59	306	360	666	47/30 (743)
21/22	7	64	59	54	53	42	41	46	49	56	46	62	49	58	320	366	686	47/35 (768)
22-23	8	55	61	62	58	56	47	43	47	56	59	48	61	52	347	366	713	46/37 (796)
23-24	13	42	52	62	62	60	58	44	47	48	59	57	46	66	349	367	715	46/31 (793)

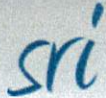
Total Enrollment Trend - October 2023 Data

District Enrollment	PK (3- & 4yr old)	Elementary (TK-5)	MS/HS	TK-12	
2010-11	680	66	262	352	614
2011-12	694	67	265	362	627
2012-13	684	60	262	362	624
2013-14	702	71	248	383	631
2014-15	695	71	250	374	624
2015-16	678	55	259	364	623
2016-17	698	67	264	367	631
2017-18	719	75	256	388	644
2018-19	769	88	276	395	671
2019-20	765	92	289	384	673
2020-21	743	77	306	360	666
2021-22	768	82	320	366	686
2022-23	794	83	345	366	711
2023-24	792	77	349	366	714

Summary (as of 8.28.23)

- * The 714 students in grades TK-12 is the largest number indicated in the last 13 years (and longer) and an increase of one from last school year. This is a 16.3% increase since the 2010-2011 school year.
- * The 792 students overall in 3-year-old through 12th grade is the 2nd largest in the last 13 years (and beyond). Last year's enrollment in this area was the largest. This is a 16.5% increase since the 2010-2011 school year.
- * The 349 in grades TK-5 is the largest number in the same time period. This is a 32.8% increase since the 2010-2011 school year. This is also a 13.7% increase since the 20-21 school year.
- * The 366 students in grades 6-12 is a 4.0% increase since the 2010-2011 school year.
- * The number of 3- and 4-year-olds is the fourth-largest in the last 13 years (and beyond). This is a 18.2% increase since the 2010-2011 school year.
- * This is the second consecutive year that the Bellevue CSD has three sections for grades K, 1st, 2nd, 3rd, and 4th grade in the history of the district (the 2022-23 school year was the first time).

**While students in school may show a slight increase, funding may be slightly lower as not all students are full-time students (TK students, students who are homeschooled and take a limited number of classes at the school, whole-grade sharing students where the district does not get the full portion of funds from their resident district, and similar situations).*



CE HOME

RESIDENTS

LEAVING

ENTERING

DISTRICT COURSES

PSEO COURSES

CO DIST

EL

PK4

SW

Certified Enrollment 2023

Summary Comparison

Description	Current	Previous	Change
Resident Public Students Attending your District (1)	612.30	620.10	-7.80
Resident Public Students Attending another Iowa Public School (2, 3)	8.00	11.00	-3.00
Non Public Shared Time and CPI Students Dual Enrolled for District Classes (4, 5)	0.87	0.62	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)	621.17	631.72	-10.55
Non-Resident Public Students Attending your District (8, 9)	106.00	90.00	16.00
PK 4 Students Attending your Statewide Voluntary Preschool Program (10)	28.50	30.50	-2.00
Total School Age Students Provided Instructional Programs/Services by your District	719.17	710.72	8.45
Limited English Proficient Weighting (13)	0.00	0.00	0.00

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 Enrollment Overview

10.9.23

Students Served

	<i>Resident Students Attending School (Bellevue or Other)</i>	<i>Total Students Served at the Bellevue CSD</i>
2023	612	719
2022	620	710
2021	610	691
2020	577	665
2019	583	679

Non-Resident Attendance and Open Enrollment Trends

	<i>Open Enrolled In (to Bellevue)</i>	<i>Whole Grade Sharing (to Bellevue)</i>
2023	91	11
2022	80	7
2021	73	6
2020	73	13

*There are also some students with Individualized Education Plans (IEPs) who attend the district in this manner and who are outside of our district.

Meyer also shared how funding is provided to the district, which is based on enrollment. The district gets state funds directly for "resident" students (students who live in the district), along with funds for students who do not live in the district but attend our district (open-enrollment to Bellevue and Whole-Grade Sharing predominantly). A document in the upcoming pages gives an overview of this process.



Enrollment Drives the Budget



Enrollment determines the majority of funding received by a school district, based on a count performed on **October 1**.

$$\text{Enrollment} \times \text{Cost per Student} = 75\% \text{ of Total General Fund Resources/Spending Authority}$$

Funding follows the student (*but not in all cases*)

Open enrollment → out of your district = you cut a check to the receiving district

Open enrollment ← into your district = your district receives a check



Certified Enrollment
Students living in your district



Served Enrollment
Students going to school in your district

Weighted Enrollment

Weightings “add” pupils on an FTE basis and generates additional funding. Reasons for additional weightings: increase student opportunities, provide incentives for desired outcomes and provide funding for additional costs.

Recap: Enrollments



- Major driver in calculating spending authority & funding
- Resident students (certified enrollment), not served enrollment generates funding and spending authority
- Certified enrollment taken on October 1
- Money follows open-enrolled students (*but not all money*)

Enrollments



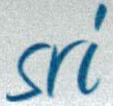
October 1 count	<u>Served</u> Enrollment -Students seated in the classroom
+	open enrollment-out students
+	tuition-out students
-	open enrollment-in students
-	tuition-in students
=	<u>Certified</u> Enrollment - Students residing in your school district
	<i>Remember: Certified enrollment (2021-2022) equals budget enrollment (FY 2023)</i>

Enrollments - Terminology

Certified enrollment	Resident students
Budget enrollment	Prior year's certified enrollment used for formula funding
Served enrollment	Students in classrooms
Weighted enrollment	Additional student FTE's for specific purpose
Open enrollment In/Out	Students that live in one district but attend school in another district



Meyer also shared enrollment at non-public schools with residents of the Bellevue CSD that qualify for Educational Savings Account (new for this school year based on last year's state legislative actions) if they are 300% of poverty level (approximately \$90,000 for a family of four for the 2023-2024 school year). The family is provided with approximately \$7400 to give to the non-public school (or for other educational services if tuition does not reach that rate).



[CE HOME](#)

[RESIDENTS](#)

[LEAVING](#)

[ENTERING](#)

[DISTRICT COURSES](#)

[PSEO COURSES](#)

[CO DIST](#)

[EL](#)

[PK4](#)

[SW](#)

Certified Enrollment 2023

ESA Funded report

[Back](#)

Attending Nonpublic	PKIEP	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
Marquette Catholic Elementary (05858107)			16	8	6	2	6	5	5	2	6					56
Marquette Catholic High School (05858109)													3	1		4
			16	8	6	2	6	5	5	2	6		3	1		60

Facilities and OPN/Steering Committee Updates

Steering Committee Work

The Steering Committee met with OPN on Monday, September 25. Below are a few highlights of the meeting (along with notes from OPN from after the meeting).

1. Extending the parking lot at the new building for better traffic flow in the parking lot was discussed. This is due to a concern with having the buses departing the area through the regular parking lot in the limited space and in one of the diagrams.
2. The district is working with the DOT, and OPN is having their civil engineer work with them about extending/widening driveway(s). A traffic study will have to take place for this.
3. The bus garage future is "undetermined", not "undermined" in l.d.i.1 in the notes. There are not currently plans to move this prior to the construction of the elementary school as this time.
4. Gym. Extending the gym floor to allow the bleachers seating 200 to be pulled out for basketball games would be approximately \$300,000 (they could be pulled out for volleyball games). Those in attendance as a whole felt the \$300,000 was too much. As a result, it was suggested to proceed with the bleachers extending onto the floor while still having enough room for volleyball. This is not a middle or high school competition gym, but will be used for practices and potential "community tournaments" where chairs may be able to be set up in some manner. The main school day purpose is for all-school assemblies and meetings.
5. Some discussion after the meeting was to move one side of the elementary bleachers (south side) that do not get used to the new elementary. They are in good shape but would have to be disassembled. We are waiting on cost estimates for this.
6. The restrooms on the 2nd floor will have one additional toilet added for both boys and girls. The "walk" to the restrooms from the farthest room on the 2nd floor is equal to the current walk from the entry door to the elementary gym to the corner room (Mrs. Anderson's room). The distance is 134 feet, about 45 yards. This is typical in elementary buildings, according to OPN, along with the amount of toilets. Some examples from other elementary buildings are the following:
 - 7 toilets for 6 classrooms
 - 4 toilets for 4 classrooms
 - Our case at the new Bellevue Elementary is projected at 9 toilets for 9 classrooms on one floor.

*This also exceeds code requirements.

7. The offices in the office area were moved for the AEA and counseling to allow for access from the hallway and not having to walk through the office.

8. The Bellevue Elementary signage will remain on the east side (visible from State Street), but another sign will be added on the grass for "Bellevue Elementary".

9. More "Comet Blue" will be added to the building in some parts for trim and highlights.

10. Cost-estimating will ideally be back to OPN and delivered to the district by late-October.

Mechanical Systems Update

Gingrich Pump and Well Service from Kalona, Iowa started to drill the well (finished on Monday night - October 9). They will be testing the well next week in collaboration with the city and the DNR. Permits were also attained by the school and others for the work.

Traffic Flow

Meyer shared some possibilities for traffic flow through our current parking lot.

Cost Updates

I spoke with Matthew Stewart from OPN last week. He gave me a brief overview of some of the "add-ons" for the new building that the Steering Committee had been discussing in meetings, along with an update on some pricing aspects. An overview is the following:

- Toilet Fixtures
- Driving Lane for Bus
- Gym SF increase to accommodate Bleachers - *This is about \$100,000, as we still need space between the floor and the wall/bleachers of about 3 feet. This is NOT adding bleachers that will not go out on the playing floor for basketball - these are for assemblies, meetings, etc., for students.*
- Bleachers (Alternate, so price will be broken out) - *We are also considering using the south side of our current elementary bleachers as well since they are not used currently and could be a cost savings. OPN is checking on the feasibility of this and the cost.*
- Site access following traffic study - *Widening entrances and/or creating a new entrance.*
- Sidewalk from State Street to the new school (*not in the additional cost estimate*)
- Furniture in some areas where a room is being "duplicated" from the current elementary (counseling office, music room, art room, STEM - Project Room, etc.).

These items will have contractor mark-up, contingency, design fees, and escalation to bid day added. An estimate on this appears to be around \$500,000-600,000 total (he believes this is a "high" estimate, but wanted to estimate high). This will likely put us right at our number or slightly over.

While we were "over" our budget at one time, we reduced items to be "under," and these current additions will push us right up to our limit or more possibly. We will have to analyze again after the cost estimate returns in late-October to determine potential reductions or decisions to utilize some of the money we have on hand. But, hopefully, things will fall under the estimates AND in the bids.

OPN Notes from 9.25.23

The following are the notes from OPN.



Minutes

Date: September 25, 2023
Location: Bellevue High School/Zoom
Project: Bellevue New Elementary
Project No.: 23210000
Subject: DD Meeting 5

Attendees:

Bellevue: Tom Meyer – Superintendent
Brett Ernst – Facilities Supervisor
Janet Sieverding – School Board
Penny Medinger, Abbey Skrivseth – SBO
Jeanette Hartung-Schroeder – Elem Principal
OPN: Vicki Hyland, Jill Bills, Bethanie Zeller, Matthew Stewart
Modus: Sam Heithoff, Leo Brocka, Dawn Klingfuss

1. Review of site items
 - a. Circulation & parking
 - i. Discussed Options
 1. Explore outer loop option to south of parking for bus exiting (preferrable for child safety)
 2. Currently shown, bus exiting through parking lot
 3. Gravel lot option to increase parking
 - b. Parent drop-off queuing
 - i. Options:
 1. 16 cars stacked at a time currently on typical day (K-5)
 2. Need spots for parents in parking (sign as visitor?)
 - c. Pedestrian access from State Street
 - i. Liked west pedestrian pathway, running between Ridgeview and the bus garage
 - d. Future bus garage/district facility location utility provisions
 - i. Add sanitary sewer manhole for \$6K now & rough in electrical conduit
 1. Owner decided to forgo extending utilities since bus garage location is undermined, OPN to proceed adding manhole at expected t-off location to prepare for potential future extension to north (slight cost add, but nothing major)
2. Geothermal system discussion
 - a. Geothermal Option
 - i. Tom/Modus/OPN to meet with City ASAP on city ordinance on open geothermal systems
 1. Tom waiting to hear back from City on availability
 - b. Test well status & Heat Pumps
 - i. Discussion on hold until after discussion with City
3. Exterior building review
 - a. Keep east exterior signage
4. Interior review
 - a. Overall floor plans
 - b. Gym / bleacher options
 - i. Option 1: add 4' to East side of gym, add bleachers for 200 along east

- ii. Option 2: Add to gym E/W, reduce gym N/S (MS competition court size), add bleachers for 200 along south
 - 1. 1 Junior high sized court w/ 3' border when bleachers are folded up
 - 2. Bleachers fold up to 4' depth
 - 3. 2 side courts
 - 4. OPN verified high school volleyball court offset is possible with bleachers pulled out fully
 - 5. Owner to review and let OPN know their decision by next Monday 10/1 for inclusion in Design Development set
 - 6. Bleachers will be provided as an Add Alternate in the set
- c. Restroom discussion
 - i. Proceed with 4 RR at each level
 - ii. Owner mentioned potentially wanting more female RR at level 1 for events
 - 1. Ultimately decided not enough events would be held to warrant more toilets
- d. Office layout
 - i. Option 1: offices along windows
 - ii. Option 2: offices along main corridor
 - 1. Prefer this option
 - 2. Offices are not utilized regularly, so window to exterior is not necessary
 - 3. Remove door to counseling
 - 4. Remove wall between workroom break & filing areas, relocate mailboxes
- e. Kitchen layout
 - i. Layout is sized for future Pre-K – 2nd addition as well as current
 - ii. Hot food along north, cold food along west
 - iii. Owner to check with local officials if there are regulations on non-certified food servers using the Servery for concession sales at events
- f. Special Education layout
 - i. Owner likes layout revisions
- g. Interior renderings
 - i. Comments: OPN to send information on vertical wood element – durability, dust collection, and maintenance a concern
- h. Furniture scope
 - i. Cafeteria
 - ii. Library
 - 1. Kid friendly tables for 4
 - 2. Shelving for 133 linear feet
 - 3. Storage under circulation desk
 - 4. Book return cart
 - iii. Project Room
 - 1. Rectangular seating 4-6 students, 24 total students
 - 2. Mobile storage carts
 - iv. Art
 - 1. Rectangular seating 4-6 students, 24 total students
 - v. Music
 - 1. 24 stools
 - vi. Reception
 - 1. Storage files under reception desk
 - 2. Add lobby type furniture
 - vii. Administration
 - 1. Add furniture to scope for:

- a. Principal, Counselor, Mental Health, AEA, Clinic (cots & desk), conference chairs
- 5. Project budget update
 - a. On hold until mechanical system is confirmed
- 6. DOT Discussion
 - a. DOT wants a traffic study completed
 - i. DOT Shelia Lee rep
 - 1. Owner to send contact information
 - ii. OPN and Fehr Graham to confirm requirements
 - b. Potentially widen central entry point
 - i. Leave the east entry as-is
 - ii. Widen the next entry west
 - iii. This change would require a traffic study
- 7. Music Storage
 - a. OPN confirmed receipt of instrument counts required for storage needs
- 8. Next Steps
 - a. Design Development set 10/3
 - b. Design Development cost estimate expected back mid to late October
 - c. Next Meeting: tbd

Upcoming Dates for the Facilities and Bond Funding

The following are some important dates for the district as we move forward (along with some from the past). The December 11 actions have been moved to a special meeting on Monday, December 4, at 8:00 AM, with the transactions for the bonds closing on December 20.

Bellevue Community School District, Iowa



Approx \$10,000,000 General Obligation School Bonds
 [Of Total Voter Approved G.O. Bonds = \$13,100,000 / Balance To Be Issued 2024 Assumed]

Estimated 2023 Timetable

MARCH 7, 2023	SUCCESSFUL G.O. BOND REFERENDUM
*Monday, April 10 th	REGULAR BOARD MEETING Board executes Pre-Levy Resolution to assure \$2.70 Debt Service Levy amount of \$881,137 is included in FY24 budget even though bonds are not sold until after the budget deadline
*Monday, June 12 th	REGULAR BOARD MEETING Board executes Financial Services Agreement with Piper Sandler Board executes Dissemination Agent Agreement with Piper Sandler Board executes Bond Counsel agreement with Ahlers & Cooney (subject to their timeline)
Prior to September 6 th	Draft Preliminary Official Statement (POS) is being prepared by Piper Sandler
Wednesday, September 6 th or earlier	Draft of POS is sent to District and Bond Counsel for review & comment
Between 9/11 & 9/29	-District & Piper Sandler complete conference call with Standard & Poor's to establish bond rating -District staff & Piper Sandler complete due diligence conference call
Wednesday, September 27 th	Comments due from District, Bond Counsel & MA Counsel on POS; Piper Sandler presents complete version of POS to district so that it can be reviewed by the board members prior to October 9 th meeting
*Monday, October 9 th	REGULAR BOARD MEETING <i>AS PART OF LARGER AHLERS & COONEY RESOLUTION PROVIDED FOR THIS MEETING:</i> - Board sets November 13 th as date for public sale of the Bonds - Board approves resolution authorizing Piper to distribute POS to prospective bidders - Board approves use of PARITY electronic bidding platform for receipt of bond bids
Week of October 23 rd	Official Statement document distributed to prospective bidders
After October 24 th But Before November 9 th	School Board Secretary assures that Notice of Sale is published by the District once in the local newspaper
Thursday, November 9th	CONSTRUCTION BIDS OPENED
*Monday, November 13 th	Sale of G.O. Bonds 1:30PM – Bids Received, Piper reviews & tabulates results REGULAR BOARD MEETING -Piper reviews results of bond sale with Board -Board adopts resolution directing the sale to the low bidder
*Between 11/13-12/11	CONSTRUCTION BIDS AWARDED
*Monday, December 11 th	REGULAR BOARD MEETING -Board adopts various issuance resolutions as provided by Ahlers & Cooney
Wednesday, December 27 th	Transaction closes. Bond proceeds are delivered to District's designated bank/investment account.
March / April 2024	CONSTRUCTION BEGINS
2024 – 2025	BALANCE OF VOTER-APPROVED G.O. BONDS ISSUED

*** Board Action Dates**

June 1, 2024 District makes first interest payment on the New 2023 G.O. Bonds (semi-annually thereafter)
 June 1, 2024 District makes first principal payment on the New 2023 G.O. Bonds (annually thereafter)



Other Facilities and Related Information

Vehicles

Meyer shared with the Board that the district must keep in mind the eventual replacement of vehicles (non-buses) for our district - which board members also shared and added to the conversation. Some basic information on our vehicles is the following (we did have sealed bids opened for our 2001 suburban last Friday, and the top bid was \$1500 by a Bellevue resident - He has taken the vehicle already).

Suburbans

<u>Year</u>	<u>Mileage</u>	<u>Notes</u>
2023	15,248	Good
2015	140,316	Good
2009	222,400	A little rust
2008	112,800	Good
2007	207,500	Starting to get rust spots
2006	186,150	Getting rust holes
2001	193,000	A little rust

Cars

<u>Year</u>	<u>Mileage</u>	<u>Notes</u>
2023 Traverse	NONE	NEW - License plates just arrived
2006 Impala	195,700	Good
2002 Buick	181,500	Good
2000 Buick	131,700	Rusty (but trusty!)

At the same time, the vehicle engines, etc. are maintained well by Tim Roth in his role and all are safe to take on trips for our staff with students.

Do we need to make any purchases right now? No. But, we must be thinking about this for later this year and the future.

Facilities - Future

I have spent some time reviewing past lists for facility improvements for our district, and an overview of some of this information is the following after also speaking with Tim Roth and Brett Ernst who have knowledge on some of the buildings, etc.:

Inside Areas and Future Buildings

Elementary

- Cameras - Safety Grant
- Door Access - Safety Grant
- Heating/Cooler
 - Boiler
 - Mini-Splits
- Playground Equipment - PTO, plus school funds
- Room/Hallway Flooring

- Restrooms - Tile
- Roof (Gym...)

MS/HS

- Cameras - Safety Grant
- Door Access - Safety Grant
- Heating/Cooler
 - Boiler
 - Mini-Splits - Currently about 12 years old; Likely get up to 10 more years from these
- Restroom Expansion (HS)
- Restrooms - Sinks in MS are needed
- Room/Hallway Flooring
- MS Windows
- Music and Art Room
- Competition Gym/Rec Area
- Roof (Main Gym...)

Outside Area and Current Outside Buildings

Buildings and Grounds

- Bleachers
- Bus Barn
- Bus Barn Hoist
- Bus Garage
- Industrial Tech Building
- Field Lights
 - Football/Soccer/Track
- Parking Lot
 - North/South/East
 - Will need to seal the south side this summer
 - Will likely wait on any work on the east side until after construction
- Press Box
 - School Funds
 - Boosters?
 - Donations?

Transportation

- Buses
 - Grant possibilities
- Vehicle Replacement
 - Suburban/Van/SUV/Car
 - Truck - Snow, etc.
 - Skidloader
 - 12-Passenger Van (used)?

The Board will discuss these more in the future.

APPROVED - Bond Resolution

As noted in the agenda item language, this agenda item is to approve a resolution directing the Advertisement for Sale, Approving Electronic Bidding Procedures and Approving Official Statement for General Obligation Bonds not to Exceed \$10,000,000.

FYI - From Matt Gillespie

S&P has notified me that they have assigned their rating of AA- on your upcoming sale of GO Bonds. This is about the highest rating we could expect for an Iowa school, so congratulations on that. They will circulate their draft written report this afternoon and you should review that for errors - typos or incorrect facts. If you find anything just reply to that email and note what you believe should be corrected. If you find nothing you will just reply that you have no comments. I will do the same, although I won't be able to review it until late tonight or tomorrow morning as I'm traveling to meetings. Let me know if you have questions.

This was followed up with the following:

S&P Global Ratings

The following is a report from S&P Global Ratings that was shared with us after a meeting with Matt Gillespie, Abbey Skrivseth, Penny Medinger, and myself a couple of weeks ago. It is a very positive report for our district and our finances.

Credit Highlights

- S&P Global Ratings assigned its 'AA-' long-term rating to Bellevue Community School District, Iowa's anticipated \$10 million series 2023 general obligation (GO) school bonds.
- The outlook is stable.

Security

The district's unlimited ad valorem tax GO pledge secures the bonds. Proceeds, along with the remaining balance of voter-approved bonds (approximately \$3.1 million) to be issued in 2024 or 2025, will be used to build, furnish, and equip a new elementary building and improve the site.

Credit overview

The K-12 district is located in Jackson County in northeast Iowa, along the Mississippi River, approximately 25 miles south of Dubuque. It's a largely residential community with good income levels, extremely strong market value per capita, and a diverse tax base. The largest taxpayers within the district include several real estate companies, law firms, and a railroad company. The district has seen continuous growth in market value in recent years, mainly attributable to residential and commercial developments. Its assessed value, however, declined modestly in 2022 due to increased tax increment financing valuation. Management expects market value growth to continue with anticipated housing development plans. The district has seen a growing enrollment trend in recent years (on average about 75-80 students in net gain) thanks to open enrollment and housing developments that attract younger families with school-age children.

Benefitting from conservative budgeting, cost savings during the pandemic, and the use of Elementary and Secondary School Relief (ESSER) funds, the district has posted positive general fund operations in fiscal years 2020 and 2021. However, fiscal 2022 saw a modest deficit (-4% of expenditures) due to decreased state aid revenue, which was based on the prior year's enrollment (a nine-student decline in fall 2020), but higher instructional expenditures resulting from 32 in additional enrollment in fall 2021. Officials project a near break-even general fund result in fiscal 2023, which well exceeds its conservative budget. Consistent with its extremely conservative budgeting approach, the district budgets for a large deficit for fiscal 2024, but management continues to expect balanced results. The district was allocated about \$445,000 in total ESSER funds; about \$241,000 remains to be spent in fiscal years 2023 and 2024. The generally stable financial performance led to the district's consistent fund balance ratio to 24%-29% of expenditures in the last few years, which we consider very strong.

Despite the proposed issuance and the anticipated \$3.1 million debt, the district has a moderate debt burden and an average amortization schedule. The district also has series 2021 bonds that were privately placed and are not rated by us. We've reviewed the related documents and don't believe the private placement debt poses contingent liquidity risk.

The 'AA-' rating reflects our view of the district's:

- Growing economy, with continuous commercial and residential developments;
- Very strong reserves supported by generally positive operations;
- Good management under our Financial Management Assessment methodology, including monthly budget-to-actual and investment holdings reports to the school board, a six-year financial plan that is updated twice a year, a long-term capital plan that looks out seven years and is updated annually, a formal investment policy a formal debt policy in compliance with state statute, and a reserve target based on Iowa School Board's guideline on solvency ratio of 7%-17% of expenditures in general fund; and
- Moderate overall debt burden, even factoring in the anticipated debt plans, with pensions, including a sufficiently funded Iowa Public Employees' Retirement System (91.4% funded as of June 30, 2022), and the district's annual cost is minimal; the district also provides other postemployment benefits (OPEB) with implicit subsidy. We expect combined pension and OPEB costs will likely remain a small fraction of the budget and not a near-term cost pressure.

Environmental, social, and governance

The rating incorporates our view of the district's environmental, social, and governance risks relative to its economy, management, financial measures, and debt and liability profile, which we view as neutral in our credit rating analysis. Although the district is located along the Mississippi River, management reports that there hasn't been a history of material flooding impact to the district in the past.

Outlook

The stable outlook reflects our expectation that the district will sustain balanced operations and very strong fund balance, supported by its robust financial management policies and practices, in the next couple of years.

Downside scenario

We could lower the rating if the district's financial performance were to deteriorate significantly, leading to sustained decreases in reserves, or if the district's debt burden were to increase substantially, putting pressure on the district's budget.

Upside scenario

We could take a positive rating action if the district's income levels and reserve ratios were to improve, and if its debt service carrying charge moderates, while the other factors remain stable.

Key Credit Metrics	Characterization	Most recent	Historical information		
			2022	2021	2020
Economic Indicators					
Population			4,379	4,395	4,364
Median household ERI % of U.S.	Good		107	106	99
Per capita ERI % of U.S.	Good		110	113	99
Market value (\$000)		535,490	494,064	485,232	506,226
Market value per capita (\$)	Extremely strong	122,286	112,826	110,405	115,471
Top 10 taxpayers % of taxable value	Very diverse	8.2	N/A	N/A	N/A
Financial Indicators					
Total available reserves (\$000)			2,023	2,248	2,009
Available reserves % of operating expenditures	Very strong		24.3	28.8	27.7
Total government cash % of governmental fund expenditures			77.2	57.6	69.9
Operating fund result % of expenditures			-4.0	3.0	8.2
Financial Management Assessment					
Enrollment		703	651	660	655
Debt and long-term liabilities					
Overall net debt % of market value	Low	3.0	1.3	1.4	1.5
Overall net debt per capita (\$)	Moderate	3,633	1,509	1,561	1,700
Debt service % of governmental fund noncapital expenditures	Low		0.2	4.7	4.7
Direct debt 10-year amortization (%)	Average	51	100	100	100
Required pension contribution % of governmental fund expenditures			5.3	5.1	5.1
OPFB actual contribution % of governmental fund expenditures					
Minimum funding progress, largest pension plan (%)			117.8	119.7	84.8
EBI--Effective buying income. OPEB--Other postemployment benefits.					

Iowa Department of Education Model Discipline Policy

The following was released about two weeks ago via email to superintendents in regard to model discipline policies for the "Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence" toward schools. This was to be reviewed for this October meeting, with approval in November. This is a required policy for our district and will be listed as 503.8. I have met with some members of our staff and administrative team in regard to this policy to make any potential alterations.

You will likely notice that the policy is split into four grade spans, yet the discipline steps are very similar. Additionally, this is not much different than what our district would do in these situations overall at the current time. Additionally, Iowa School Finance Information Services (ISFIS) is also mentioning to districts to recognize and acknowledge the "credibility" of threats from students. The "credibility" would be based on "...did the student have a plan and the capacity or wherewithal to carry out the threat so it would be reasonable for the intended recipient of the threat to fear harm?" I am proposing utilizing this type of language at the start of the policy along with the following statement:

Policy 503.8

In collaboration with teachers and administrative staff employed by the school district, policies for different grade levels that describe how the school district may discipline a student for making a threat of violence, causing an incident of violence that results in injury or property damage, or assault are developed and adopted by the district. The district also considers the credibility of a threat in their actions at each level.



Sept. 14, 2023

Model Policies for Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence

Introduction

The 2023 Iowa Acts, chapter 96 (House File 604), signed by Governor Reynolds on May 26, 2023, requires the Iowa Department of Education to develop and distribute a model policy for school districts and charter schools that, if adopted, satisfies a school district's or charter school's responsibilities under Iowa Code 279.79 established by the Act. These model policies are intended to support a school district and charter school in meeting the requirements of new Iowa Code section 279.79 and in developing policies for different grade levels that describe how a school district or charter school may discipline a student for making a threat of violence or causing an incident of violence that results in injury or property damage or assault.

Districts are required to:

- Publish the district policy on the district website (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 1).
- Provide each parent or guardian with a copy of the policy and require the parent or guardian acknowledge receipt of the policy in writing or electronically (2023 Iowa Acts, chapter 96 (House File 604), sec. 8).

Discipline Policy

Discipline is designed to promote behavior that will enable students to learn and successfully participate in their educational and social environments. The district discipline policy for students who make a threat of violence or commit an act of violence is developed to help students understand their obligations to others in the school setting, secure the safety of all students, staff and the community, and to correct student behavior if a violation occurs (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 1).

Students will conduct themselves in a manner fitting their age, grade level, and maturity, and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; 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. Consequences for the misconduct will be fair and tailored to the age, grade level and maturity of the student.

Discipline and other responses to threats or incidents of violence by a student with a disability, including removal from a class, placement in a therapeutic classroom, suspensions, and expulsions, will comply with the provisions of applicable federal and state laws including, but not limited to, the IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 3).

District Response to a Threat or Incident of Violence by a Student

Reporting a Threat of Violence or Incidence of Violence

In the case of any threat of violence or incident of violence that results in injury, property damage or assault by a student, the teacher will report to the school principal or lead administrator within 24 hours of the incident. The principal or lead administrator will notify the parent or guardian of the student(s) who threatened or perpetrated an act of violence and the student(s) who the threatened or perpetrated act of violence was made against within 24 hours after receipt of the teacher's report and complete an investigation of the



incident as soon as possible. The classroom teacher may also notify the parent or guardian of the student who made the threat or caused the incident, and the parent or guardian of the student against whom the threat or incident was directed (2023 Iowa Acts, chapter 96 (House File 604), sec. 4).

An investigation will be initiated by the principal or lead administrator upon learning of an incident of violence or threat of violence through any credible means. If the principal or lead administrator finds that an incident of violence or threat of violence did occur, the administrator will determine the level of threat or incident by considering all aspects of the situation, including the student's intent and knowledge of the impact of their actions, their developmental level and context of the incident. The resolution will focus on identifying the cause behind the behavior and appropriate corrective action (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsections 1 and 4).

A student who makes a threat of violence, causes an incident of violence that results in injury or property damage, or who commits an assault, will be subject to escalating levels of discipline for each occurrence. When appropriate, referrals will be made to local law enforcement. The district retains the authority to assign the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 5).

Threat of Violence

Threat of violence means a written, verbal, electronic or behavioral message that either explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage, or assault.

Incident of Violence

Incident of violence means the intentional use of physical force or power against oneself, another person, a group or community or property resulting in injury, property damage or assault.

Injury

Injury means "physical pain, illness or any impairment of physical condition." State v. McKee, 312 N.W.2d 907, 913 (Iowa 1981).

Property Damage

Property damage means any destruction, damage, impairment or alteration of property to which the individual does not have a right to take such an action. Property means real property, which includes any real estate, building, or fixture attached to a building or structure, and personal property, which includes intangible property (Iowa Code section 4.1(21)).

Assault

Assault means when, without justification, a student does any of the following:

an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace (Following Iowa Code section 708.1).



Escalating Responses by Grade Band

Grades PK-2

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Responses may include any of the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; and/or ○ Temporary removal from class. • Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class.
Level 2	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Responses to the incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s). ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.



Grades 3-5

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that may include the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; and/or ○ Temporary removal from class. • Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class.
Level 2	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Response to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Response to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.



Grades 6-8

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that may include the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; and/or ○ Temporary removal from class.
Level 2	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Response to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that may include the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.



Grades 9-12

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary removal from extracurricular activities; ○ Temporary removal from class; ○ In-school suspension; and/or ○ Suspension of transportation, if misconduct occurred in a school vehicle.
Level 2	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Response to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Response to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.



Definitions (consistent with the Department's Data Dictionary 2022-23)

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee or the building principal disciplining the student.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

In-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.

Out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten consecutive school days unless due process is provided as required by federal and state law. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Placement in an alternate learning environment means placement of a student in an environment established apart from the regular educational program that includes rules, staff and resources designed to accommodate student needs and to provide a comprehensive education consistent with the student learning goals and content standards established by the school district.

Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

IASB Convention Attendance

The convention is on November 16 in Des Moines (delegate assembly and special sessions are offered on November 15). It is not required to have a delegate from our district, but if anyone is interested in this role or attending, they will contact Meyer. Meyer will be attending the conference regardless.

Comet Reading and Reflection

Meyer received the following article review from SAI this week in regard to college attendance and other aspects. Meyer found it interesting, along with the information attached about our district enrollment in courses through EICC and other districts in our AEA and college district.

In this New York Times Magazine article, Paul Tough reports that in 2009, an all-time high of 70 percent of U.S. high-school graduates went straight to college, poised to take advantage of the long-term wage benefits of a college degree. In the early 2010s, polls showed robust public support of a college education:

- *86 percent of college graduates said college had been a good investment.*
- *74 percent of young adults said a college education was "very important."*

- 60 percent of Americans said colleges and universities had a positive impact.
- 96 percent of Democrats said they expected their children to attend college.
- 99 percent of Republicans said the same.

Recent polls show a significant change in enrollment in, and opinions about, higher education;

- Only 62 percent of high-school graduates went straight to college in 2023.
- 18 million undergraduates enrolled in colleges and universities in 2010; 15.5 million are undergraduates today.
- Only 41 percent of young adults say a college degree is very important.
- Only a third of Americans say they have a lot of confidence in higher education.
- 45 percent of Generation Z say a high-school diploma is all they need for financial security.
- Almost half of American parents say they'd prefer that their children not enroll in a four-year college.

This precipitous decline in college enrollment and public confidence contrasts with other developed nations, where enrollment and support have remained high. What happened in the U.S.?

For starters, says Tough, while the college wage premium (the earning advantage of a college degree versus a high-school diploma) has remained high, the college wealth premium (the lifetime accumulation, taking debt into account) has plummeted for people born in the 1980s and after. This decline is even more pronounced for people of color; African-American and Latin college graduates born after 1980 had almost no wealth premium compared to those with only a high-school diploma. The same is true for the post-graduate wealth premium for all racial groups.

"These are startling data," says Tough, "and they present a kind of paradox. Millennials with college degrees are earning a good bit more than those without, but they aren't accumulating any more wealth. How can that be?"

The answer is the debt incurred by loans to pay the doubled cost of college or graduate school, eroding income and preventing wealth-generating steps like buying a house, starting a small business, or growing a nest egg for retirement. "For many borrowers," says Tough, "their debt is becoming a serious burden. Among student borrowers who opened their loans between 2010 and 2019, more than half now owe more than what they originally borrowed."

This changes the calculation high-school students make on whether to apply to college. Post-secondary education used to be a solid, blue-chip investment, but now, says Tough, it's more like going to the casino. According to Douglas Webber, a senior economist at the Federal Reserve Board, here are some possible outcomes in this game of chance:

- Assuming free tuition and graduation within six years, a college graduate has a 96 percent chance of having lifetime earnings greater than a typical high-school graduate.

- Factoring in the 40 percent of college-goers who don't graduate, if tuition is still free, the odds of coming out ahead over a lifetime decline to 75 percent.
- If tuition isn't free and you're paying \$25,000 a year in tuition and expenses, the odds of coming out ahead are 66 percent.
- If college costs \$50,000 a year, the odds fall to 50 percent - a coin toss on whether you'll wind up with more than a high-school graduate, or less.
- With a STEM degree, the odds of coming out ahead, even with \$50,000 expenses, go back up to 75 percent.
- But majoring in the arts, humanities, or social sciences, the odds are worse than a coin toss, even if expenses are \$25,000.
- Those who do worst in this casino are those who borrow money to attend college and don't graduate. They are doing less well than adults who never went to college, and would struggle to come up with \$400 for an unexpected expense.

Polls show another striking change, says Tough: public attitudes toward higher education now break down by political affiliation. A decade ago, there wasn't much difference between Republicans' and Democrats' views of college. Around 2015, Republicans' views started to nose-dive. In a 2023 Gallup poll, only 19 percent of Republicans said they had a lot of confidence in higher education, down from 56 percent in 2015. Why? A 2019 poll found that 79 percent of Republicans said a major problem was that professors were bringing their liberal political and social views into the classroom (only 17 percent of Democrats agreed).

This perception of left-leaning college campuses isn't too far off base, says Tough. The percent of students, professors, and administrators who identify as liberal has increased in recent years, and college graduates, a majority of whom voted for Mitt Romney over Barack Obama in 2012, swung in the other direction by 2016, with 74 percent voting for Hillary Clinton over Donald Trump. Republicans have become increasingly skeptical that colleges are places where their ideas and their children are welcome.

There's also a social-class divide, says Tough. As tuitions in selective colleges have risen and they compete for more-affluent students, they engage in affirmative action for the wealthy, creating a more-stratified dynamic among colleges. Elite colleges, more than in the past, are launching pads for high-paying careers, with the affluent paying an expensive toll to jump the queue for good jobs. One group of researchers concluded that "highly selective private colleges currently amplify the persistence of privilege across generations."

That's the situation in the 10 percent of colleges that are selective (admitting fewer than half of applicants). The vast majority of students who attend less-selective public institutions, community colleges, and for-profit schools (who are more likely to be rural, working class, low-income, and students of color) are less likely to graduate, and more likely to incur debt they can't repay. "For them," says Tough, "- a large majority of American college students - the risks they face when they walk into the casino are considerably higher. Faced with those odds, it is not a surprise that young Americans, especially, are eager to believe that they will be able to thrive in the job market without having to worry about college."

But the future of the U.S. job market points in exactly the opposite direction. The demand for people with a college degree is rising faster than colleges can keep up, says

Tough. One projection found that by 2030, there will be a shortage of 6.5 million college graduates in the U.S. economy. This means the college wage premium will continue to rise.

Meanwhile, the fastest-growing jobs requiring only a high-school diploma - home health aides, food-service workers, restaurant cooks, and warehouse workers - have a median salary under \$31,000 a year. True, plumbers make almost \$60,000 a year, but the Bureau of Labor Statistics projects fewer than 10,000 new plumbing jobs between now and 2031.

Tough's conclusion: those who don't go to college, and those who enroll and drop out, will pay a large lifetime cost, and there will be a major societal cost for those millions of missing college graduates - a projected \$1.2 trillion in lost economic output by the end of the decade. "That is one cost we are likely to bear together," he says, "winners and losers alike."

"Saying No to College" by Paul Tough in *The New York Times Magazine*, September 10, 2023 (pp 31-35)

Information Items

School Board Elections - Tuesday, November 7

Legislative Information - The following is information in a summarized form for Senate File 496 and the approach our district has taken to this point:

About three weeks ago, I received a collaborative update from IASB, ISEA (Iowa State Education Association), and SAI (School Administrators of Iowa) on Senate File 496. I shared the entire document in a separate attachment in the past, but I am sharing the following "summary" that I compiled and shared with staff. Let me know if you have any questions.

SF 496 Overview

Sexual Orientation and Gender Identity

What restrictions exist related to sexual orientation and gender identity?

Sexual orientation and gender identity are defined in *Iowa Code 216.2*. Districts may not provide any program, curriculum, test, survey, questionnaire, promotion, or instruction relating to gender identity or sexual orientation to students in grades kindergarten through sixth grade. By its express language, this prohibition also includes programs, curriculum, tests, surveys, questionnaires, promotion, or instruction relating to heterosexual orientation and cisgendered identity (gender identity consistent with the person's sex at birth).

Removing Materials - Remove materials that educate or inform students about gender identity or sexual orientation or expressly encourage one gender identity or sexual orientation over another, but maintain materials that make incidental or peripheral reference to these topics.

What information must employees and districts share with parents or guardians related to sexual orientation and gender identity of students?

Districts and employees may not knowingly provide false or misleading information to a parent or guardian of a student regarding the student's gender identity or intention to transition to a gender that is different than the sex listed on the student's official birth certificate or adoption certificate if issued near the time of the student's birth. This standard does require that an employee *knowingly* provide false or misleading information in order for a violation to occur. To ensure compliance with state and federal law, districts should discourage reliance on personal assumptions about a student's gender identity or sex-based stereotypes.

Student Uncertainty - If students express that they do not know how they feel about their gender identity, but are not asking for an accommodation, parents do not have to be contacted. But, practitioners must be honest with parents if asked about this.

Bellevue CSD Stance - Requests by students to licensed practitioners for accommodations regarding sexual and gender identity (including pronouns) must be reported to the administrator. A school employee could first inform the student that such a request will require school employees to notify the student's parents or guardians. Even if the student does not want the accommodation after this discussion, the practitioner must answer "yes" if a parent asks about the student's gender identity or sexual orientation.

Nicknames

Bellevue CSD Stance - If a student requests a name different than their gender identity, then parents/guardians must be notified. If a student asks to be called a nickname "related to their name" or of the same gender identity, the parents do not need to be notified.

School Library and Curriculum Materials

Materials in school libraries must be age-appropriate. Age-appropriate excludes any material with descriptions or visual depictions of a sex act.

Religious Texts - School libraries may NOT exclude religious texts from the school library program.

Individual Classroom Libraries

Bellevue CSD Stance - Classroom libraries must conform to the same restrictions as school library programs.

Surveys

Surveys not required by state or federal law must have written parent consent if they are assessing a student's mental, emotional, or physical health.

Surveys required by state or federal law must provide written notice if the survey is designed to assess the student's mental, emotional, or physical health. Notification must be given seven days or more before the examination or survey.

Surveys, analyses, activities, or evaluations that are required by the district must provide written notice and obtain written parent consent if they cover any of the following topics:

- a. The political affiliations or beliefs of the student or the student's parent or guardian;
- b. Mental or psychological problems of the student or of the student's family;
- c. Sexual behavior, orientation, or attitudes;
- d. Illegal, antisocial, self-incrimination, or demeaning behavior;
- e. Critical appraisals of other individuals with whom the student has close familial relationships;
- f. Legally recognized privileged or analogous relationships such as those of attorneys, physicians or clergy;
- g. Religious practices, affiliations, or beliefs of the student or the student's parent or guardian;
- h. Income, except when required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Release of Information

Additionally, district employees and contractors cannot disclose information related to the social or emotional abilities, competencies, or characteristics of the student unless the district obtains written consent of the parent or guardian after providing the parent or guardian of the student all of the following: detailed information related to the survey, including the person who created the survey, the person who sponsors the survey, how information generated by the survey is used, and how information generated by the survey is stored. This paragraph does not apply to employees and contractors answering questions related to developing or implementing a student's Individualized Education Program (IEP).

*These restrictions do NOT apply to hearing or vision examinations, health screenings, or invasive physical examinations in emergent care situations and/or child abuse assessments.

***Individualized Education Programs** - As stated, IEP questions/surveys are not part of this process as long as information is regarding their individual needs and IEP goals.

Can staff ask students how they feel without violating the law?

Most likely not. It is important for licensed practitioners to form an open communication with students to support the students' academic progress and assure a student is ready to learn. It would be reasonable for districts and employees to conclude that informal, voluntary questions posed to a student that are designed to determine whether the student has any barriers to learning that day would not be subject to these restrictions.

Some examples may include but not be limited to when an elementary teacher checks to see whether their student is okay after falling on their knee; a school counselor checks on a student who is crying in a hallway; a high school teacher checks in with a student who seems distracted by hunger at the start of class.

Publication Requirements

The Bellevue CSD has posted the following items on the website or had them available before the law:

- Board policies related to reconsideration of instructional and library materials.
- Board policies related to public participation in board meetings and public complaints, including a review of the decisions made by the Board and the petition process.
- Board policies permit parents or guardians to review instructional materials used in the classroom, including a process to have their student provided with alternative materials or not being provided with some classroom materials.
- A database of the district library books.

Bullying and Harassment of Students

Parents and guardians must be informed of alleged victims of bullying/harassment within 24 hours.

Bellevue CSD Stance - Teachers must report to the administration, and the administration will contact parents about alleged bullying/harassment.

Failure to Follow the Law

If the laws are not followed, the Iowa Department of Education will investigate complaints, and the investigation could lead to the individual practitioner who did not follow the law being reprimanded in some manner, along with the Superintendent.

Activities Update

A brief review of our fall activities was shared, including the following:

District VB - Wednesday, October 18

State Qualifying Meet for XC - Thursday, October 19

State Football Playoffs - Friday, October 20 IF the team defeats North Linn this Friday night

School Musical - "The Wizard of Oz" on November 3, 4, & 5

Administration Overview

I found this article interesting from the Des Moines Register recently. I also explored the map to find out some area school district's costs for

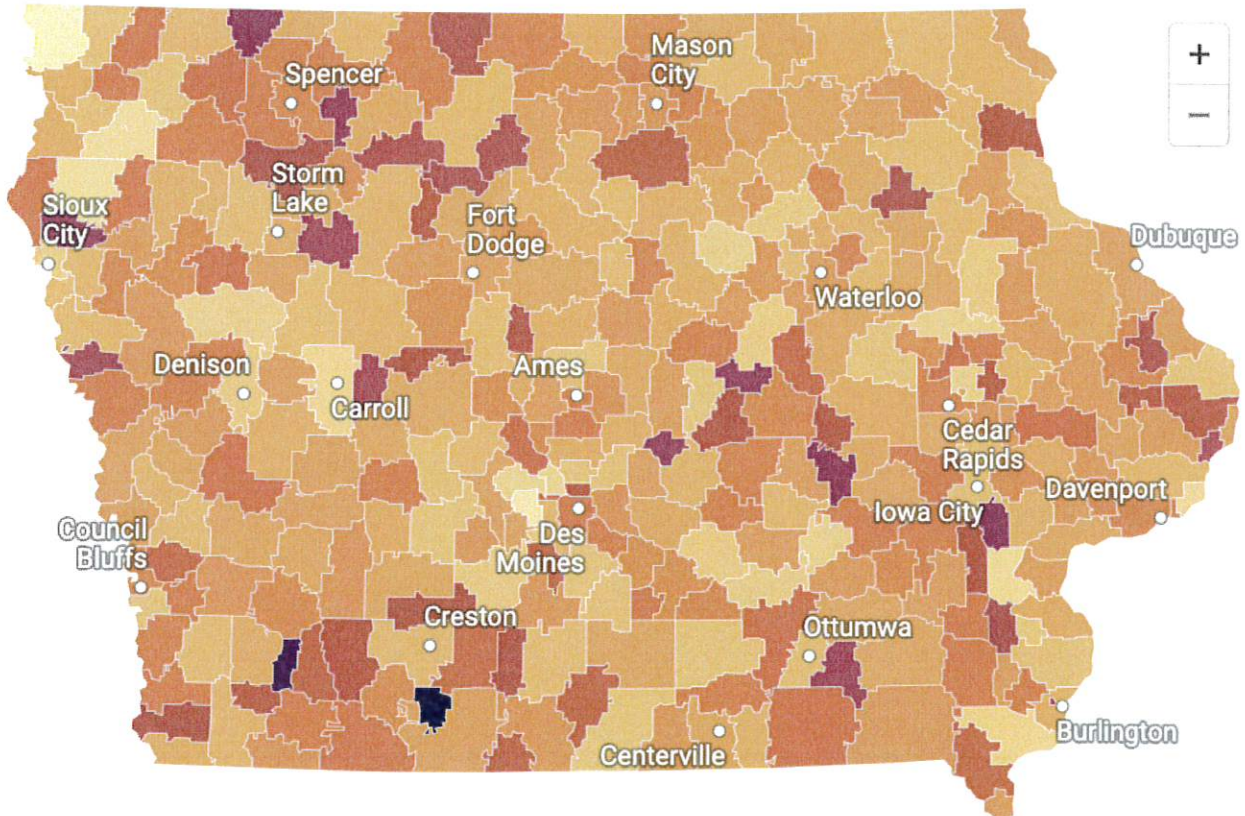
administration. I have included them at the end of the article for transparency and comparisons that may come up in conversations at some time.

School administrative spending is 'remarkably consistent,' not 'ballooning,' auditor finds
*Katie AkinSamantha Hernandez*Des Moines Register

Average administrative spending per pupil by school district

On average, school districts spent about \$1,365 per pupil on administrative costs between fiscal years 2017 and 2022. But individual districts varied widely on administrative costs in that timeframe, from just over \$800 per student in the West Lyon district to nearly \$3,000 per student in the Diagonal school district.

Average annual administrative spending per pupil, FY2017-22



Map: Tim Webber • Source: Iowa State Auditor's Office • [Get the data](#) • Created with [Datawrapper](#)

Iowa public school spending on administrative costs per pupil has increased 20% in the last six years, with average spending annually of \$664 million for expenses such as non-teacher salaries, a new state audit has found.

But state Auditor Rob Sand, a Democrat, says that actually represents a slight decrease in spending power for schools once inflation is taken into account.

The auditor's investigation was prompted by concerns Sand heard during town halls and on social media about how Iowans felt "ballooning" administrative costs at public schools have justified the need for education savings accounts – state-funded grants for Iowa students to attend private schools.

The five-year review of budget documents showed the opposite, Sand said.

"We had good records for going back the last five years for every public school district in the state of Iowa and saw that, in fact, administrative expenses grew slightly slower than inflation," Sand told the Des Moines Register.

Administrative costs rose 20%, audit finds, but that's less than inflation

Schools have a wide range of administrative expenses each year, including salaries for superintendents, principals, secretaries, clerical staff, fiscal services and human resources.

Sand's office found that Iowa public school districts spent an average of \$1,365 per pupil on administrative expenditures between the 2016-17 school year and the 2021-22 school year.

That spending increased from \$1,263 per student in 2017 to \$1,515 in 2022 – a 20% increase.

However, when inflation is factored in, administrative spending per student fell by about 1% during that time.

"It's not that administrative costs didn't go up," Sand said. "It's really they were only in line with inflation and, in fact, were the slower-growing chunks of costs. So, instructional costs grew more quickly."

Administrative expenditures have made up 7.9% of new spending annually. That percentage has been "remarkably consistent over time," according to the report.

The audit showed that instruction costs per student rose from \$8,240 to \$9,321 from FY 2017 to FY 2022 – a 13% increase.

Facilities development costs during that time rose from \$1,353 to \$2,116 per student – a 56% increase, the audit found.

Why do rural schools spend more on administrative costs than urban schools?

The audit found that smaller, rural school districts spend more on administrative costs per pupil than other, larger districts.

Sand said administrative costs at a large school district make up a smaller percentage of the budget because those districts have a larger student body, with higher staffing and maintenance costs.

"In a rural district, you're going to have a superintendent, you're going to have a principal, but if your enrollment is low and declining, those folks will make up a bigger percentage of your spending overall," he said.

The Iowa Senate passed a bill this year that would redefine "administrative expenditures" and require large school districts to keep administrative costs below 5% of their budget. The Iowa House never took up the legislation.

"From my research, it seems to me there's a trend that the larger school districts in the state of Iowa are putting too much money into their administrative costs," said Sen. Brad Zaun, R-Urbandale, during a Senate debate in March.

No one school district stood out when it came to administrative spending, Sand said Tuesday.

"Even when you see the ones spending more, the amount that they are spending more is not necessarily usually such a high rate that it's earth-shattering," Sand said. "It's probably a principal with 20 years of experience as opposed to a principal that is brand new."

What does this have to do with education savings accounts for private schools?

As Gov. Kim Reynolds led the push for Iowa's education savings account law, she said the program was meant to benefit families by "funding students instead of a system."

"Public schools are the foundation of our educational system, and for most families, they'll continue to be the option of choice," Reynolds said at the bill signing in January. "But they aren't the only choice. And for some families, a different path may be better for their children."

Administrative costs at public schools were not a central talking point for Iowa Republicans as they advanced the bill.

Instead, debate focused on parents' rights to make choices for their children. Some conservative lawmakers raised concerns about public schools that required masks during the pandemic, or schools teaching about social issues, such as gender identity or "critical race theory," that some parents disagree with.

However, some national proponents of state-funded private school scholarships have pointed to excess administrative costs and bureaucracy in the public school system as a reason to increase competition – and to send some state money to private schools instead.

In a 2021 op-ed for the National Review, DeAngelis wrote that the number of administrators has grown exponentially faster than the number of students enrolled.

"Allocating resources toward administrative bloat and staffing surges is great for teachers' unions, because it gives them more political power in numbers and more revenues

from additional dues-paying members," DeAngelis wrote. "But those kinds of spending decisions reduce the likelihood that individual teachers will see meaningful increases in their salaries over time."

Sand has been a vocal opponent of Iowa's education savings accounts. In a Des Moines Register op-ed published earlier this month, he wrote that "common sense has never been part of the push for vouchers in Iowa."

"(W)e can't judge outcomes before they exist, but looking at the rules of the game show a program lacking in oversight," he wrote.

Sand told the Des Moines Register on Tuesday that building and running new private schools is "duplicating" administrative costs.

"Because if you're having more schools that are smaller — the schools themselves, not the class size — you're just basically at the end of the day saying, 'OK, well, we're going to pay for two buildings instead of one,'" he said.

Data visualization specialist Tim Webber contributed to this report.

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Average administrative spending per pupil by school district

Bellevue	\$1430
Alburnett	\$1734
Anamosa	\$1223
Andrew	\$2019
Cal-Wheat	\$1385
Camanche	\$2079
Clinton	\$1411
DeWitt	\$1435
Dubuque	\$1413
Durant	\$1550
Easton Valley	\$1140
Lisbon	\$1428
Maquoketa	\$1573
Midland	\$1419
Monticello	\$1405
Mount Vernon	\$1453
Northeast	\$1916
North Cedar	\$1740
Springville	\$1863
Tipton	\$1299

Average of the 24 schools = \$1517

Western Dubuque	\$1318
West Branch	\$1511
West Liberty	\$1251
Wilton	\$1433

Comments from Building Principals, Superintendent, and Board Members

Jeanette Hartung-Schroeder shared about the recent Blue Bandana activity where older students in the elementary partner with younger students, along with visits to the Smoke House at the Bellevue Fire Department and Trunk or Treat on Friday, October 27. Also, about Red Ribbon Week the last week of October.

Jeff Recker shared about the outstanding work of Jessica Hingtgen and Rick Casel in regard to following up with students who have late work or are struggling in some manner academically. Additionally, he shared information about the "Comet Connections" program and the small groups of students that meet with teachers during "Comet Time".

Meyer shared information about the boilers. They are getting prepared in both buildings. Technicians were in the district last week working on them. At the elementary they had to fix some tubes that were leaking by "rolling" them. This seems to have been successful. At the MS/HS there were some things that needed to be welded. It is more of a priority at the elementary to have "heat" ready as the old part of the building does not have "mini-splits" available for their use for heating and cooling. The MS/HS has mini-splits available in the building where the boiler heats the building, while the rest of the building is geothermal.

Adjourn

Next meeting is on Monday, November 13 at 6:30