



BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

SUPERINTENDENT

Tom Meyer
Phone: 563.872.4001 ext. 260
Fax: 563.872.3216

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1601 State St. | Bellevue, IA 52031 | 563.872.4001 | www.bellevue.k12.ia.us

Comet Highlights

July 9, 2019

July 29-30 Registration for Students for the 19-20 School Year; ***We will be utilizing credit card/debit payment as an option this year for parents in paying for their fees.***

August 19-22 Professional Learning for Staff (new teachers on
on August 16)

August 19 **"Meet and Greet" for Board Members with new teachers from 6:30-7:30 at Flatted Fifth.**

August 22 (Unpack the Backpack on August 22)

August 23 First Day of the 2019-2020 School Year

"Believe in the Blue" video update (July Board Meeting Highlights)

<https://youtu.be/eqvjr9EiCHM>

Approved - Consent Agenda

Resignations

- Trisha Pickett - MS Volleyball (see recommendation to hire for Assistant HS Volleyball based on Danielle Putman resignation)
- Stephanie Penniston - PK-12 Associate in the library/media center. Stephanie informed me of this decision this week. She has done an outstanding job with our students and her role overall in the library/media center, but she is going to work her husband at the business as it gets more busy and more help is needed.

Recommendations for Hire

- Katie Heilman - 5th Grade teacher; She has positive experiences with education, and comes highly recommended from her student teaching experiences; She was also a finalist for the kindergarten position earlier this year.

Katherine Heilman

2691 Raven Oaks Dr. #105 | Dubuque, IA 52001 | katieheilman46@gmail.com | (319) 330-9540

EDUCATION

University of Northern Iowa | Cedar Falls, Iowa December 2018

Bachelor of Arts: Elementary Education

Minors: Mathematics (K-8), Literacy Education

3.88/4.00 Cumulative GPA

Certifications: Leader in Me | Dyslexia Training

STUDENT TEACHING

Prairie Heights Elementary School | Cedar Rapids, Iowa October 2018-December 2018

4th Grade

- Implemented differentiated blended learning for teaching long division, where students were split into small groups that were continuously restructured based on formative assessments
- Led a district-wide 4th grade team professional development on social studies instruction with four other educators
- Participated in parent-teacher conferences in which students were also present
- Incorporated Google Read & Write into literacy lessons to make content accessible for all students, especially those with reading and writing IEPs
- Invented a collaborative comprehension activity for a shared reading text using Poll Everywhere
- Prepared students on how to meaningfully write and discuss about their opinion with evidence and support
- Introduced students to a variety of summarizing strategies in differentiated reading groups
- Attended an Accessible Educational Materials meeting and learned how to apply those materials in the classroom
- Applied kinesthetic math activities to lessons which promoted engagement in the content

Buford Garner Elementary School | North Liberty, Iowa August 2018-October 2018

Kindergarten

- Met and communicated with parents at back-to-school night
- Collected behavior data about three students and participated in discussions about PBIS behavior intervention
- Utilized several positive behavior management strategies like positive reinforcement and neutral prompting, while teaching and modeling classroom expectations
- Engaged students by incorporating several learning modalities in lessons, such as having students take turns acting out the story of *The Three Little Pigs* to help teach sequence of events
- Incorporated Smart Board technology into lessons to promote engagement and interaction
- Created and taught differentiated small group literacy lessons based on FAST and aReading data
- Encouraged high quality writing pieces among early writers using Lucy Calkins curriculum
- Generated new chants and actions for students to learn and retain sight words
- Fostered appropriate social skills and discussion among peers, for example, by modeling and practicing how to turn and talk to a partner during a lesson

FIELD EXPERIENCES

Liberty Elementary School | Sioux City, Iowa February 2018

5th Grade | *Field Experience III*

- Developed social studies lessons about the Gold Rush that engaged students through games and performing skits about the content

Southdale Elementary School | Cedar Falls, Iowa March 2016-May 2016

6th Grade | *Field Experience II*

- Created two math lessons about pentominoes in which students worked collaboratively with a variety of hands-on manipulatives

Lou Henry Elementary School | Waterloo, Iowa February 2015-April 2015

1st Grade | *Field Experience I*

- Led whole class and small group literacy instruction about new vocabulary and contractions

ADDITIONAL TEACHING EXPERIENCES

Dubuque Community Schools | Dubuque, Iowa February 2019-Present

Substitute Teacher

- Managed the classroom and implemented lesson plans per the teacher's instruction

North Cedar Elementary School | Cedar Falls, Iowa January 2018-May 2018

Reading Tutor

- Planned, created, and taught 30 hours of literacy lessons to a 3rd grade student while continuously using a variety of assessments to direct instruction

Lou Henry Elementary School | Waterloo, Iowa January 2018-April 2018

Math Tutor

- Created and co-taught math lessons for both a remediation group and an enrichment group

Irving Elementary School | Waterloo, Iowa September 2016-December 2016

Co-Teaching Experience

- Developed arts integrated lessons for a 3rd grade class with four UNI students

RELATED ACTIVITIES

Community United Child Care Centers and Preschool | Cedar Falls, Iowa June 2016-May 2018

Education Assistant

- Provided children with a safe and positive environment and engaged them in learning activities

Camp Io-Dis-E-Ca | Solon, Iowa May 2015-August 2015

Camp Counselor

- Fostered a fun and safe atmosphere for campers of all ages and led a variety of camp activities

OTHER WORK EXPERIENCES

Camp Io-Dis-E-Ca | *Program Assistant* | Solon, Iowa May 2018-August 2018

Fareway | *Cashier* | Iowa City, Iowa August 2011-March 2015

COLLEGE ACTIVITIES

LCMS U @ UNI | *President* August 2014-May 2018

Panther Marching Band | *Special Operations* August 2014-December 2017

Heilman 2/3

- Jacob Huntley - Drama Director; Previously approved as Vocal Music teacher; Jacob also has experience with directing dramas/musicals.
- Natalie Vernon - Assistant Speech; Previously approved as English teacher; Has experience with speech, and will work with Pam Van Vleck who also assists with our students in speech.
- Trisha Pickett - .5 time 4-year old preschool to 1.0 (full-time) 4-year old preschool based on enrollment numbers
- Trisha Pickett - HS Assistant Volleyball
- Heather Merrick - .5 FTE for HS Cheerleading.

Visitors

Josh Richter as an observer.

Public Hearing

Public Hearing to address errors in the written description of boundaries between the Bellevue CSD and the Dubuque CSD in the county auditor's offices in Dubuque and/or Jackson County. This was for the visitors to speak (board members discussed this in the next agenda item).

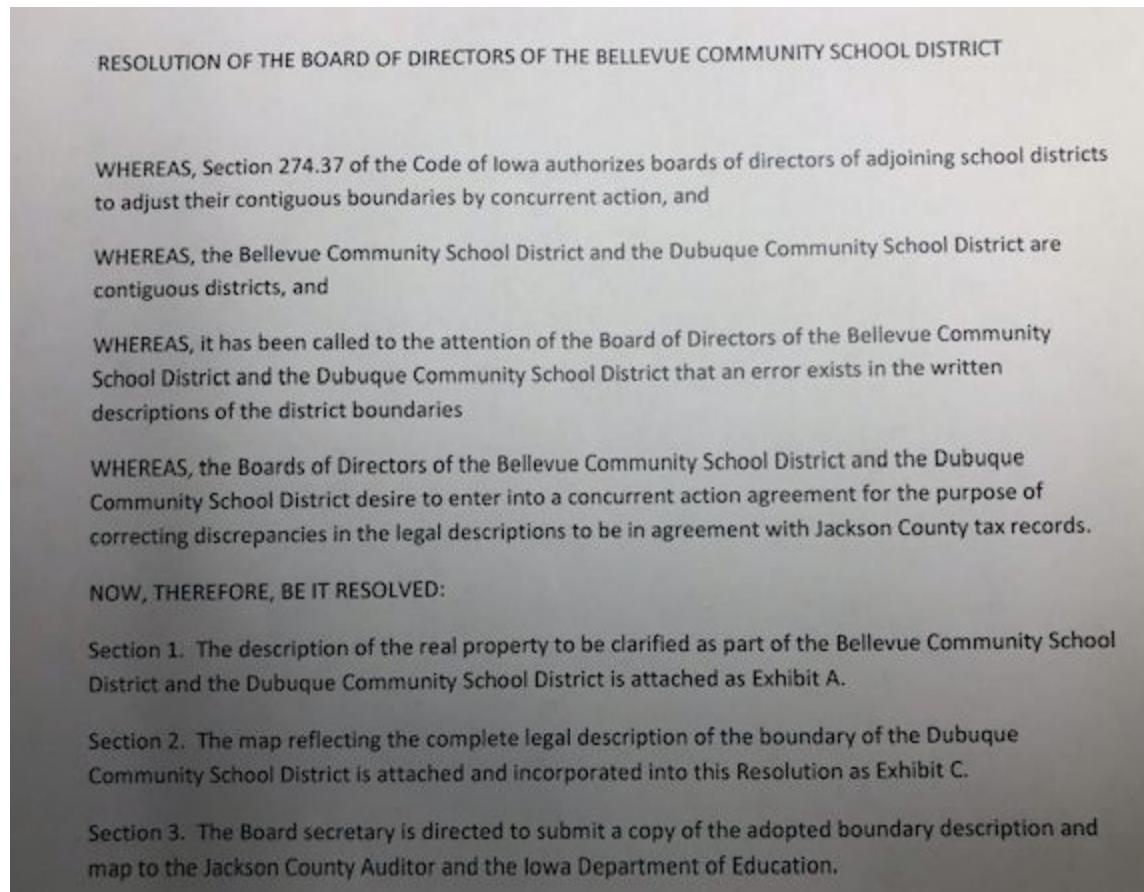
Written Boundary Descriptions

APPROVED...Parts below are from Last Month's Board Meeting Notes...

The Dubuque CSD has requested that we clarify some boundaries with their district. The state of Iowa has also stated a request for districts across the state to clarify some boundaries. I met with the county auditor's office about two months ago about this at the request of Dubuque, and then Penny and I met with Dubuque and the county courthouse officials slightly over a month ago.

The entire point comes down to the boundaries for school districts which was written in the past does not coincide with the boundaries in actual taxation. For example, some boundaries are taxed for Dubuque that are in Bellevue's district and vice versa. The easiest way (and most fair way for the property owners) to do this is to simply follow the way property has been taxed to schools in the past and the representatives from Dubuque CSD and I have agreed to do this. It actually has virtually zero impact on our district as we are doing what we have been doing since 1966 (records available) and will continue this.

Resolution is below...



Comet Curriculum

Meyer reviewed some information on College Credits, ACT Scores, Iowa School Performance Profile, College Readiness.

Belleuve Graduate and College Credits

Based on latest transcripts analysis for college credits, the average Bellevue High School graduate earned 21 college credits during the 2018-2019 school year! This is up from the past, and the highest we have had with this opportunity for our students. This is an outstanding way for students to get a head start on their college pathway (whether it is a 4- or 2-year college, or a certification program). If anyone feels these funds are not worth it, tell our students and parents this. We have a role of preparing our students for their futures, and it is beyond traditional high school courses or advanced placement courses which some schools offer which do not always lead to college credit. Be proud of this accomplishment for our district and students! Believe in the Blue! Believe in Bellevue!

BHS College Credit Course Overview
2018-2019/2017-2018/2016-2017 School Years

Grades for all College Credit Courses for BHS Students (2018-2019) 413 courses

# of Grades Earned	A	B	C	D	F
1st Semester	106	53	31	13	5
2nd Semester	100	55	29	12	9
% of All Grades	49.9%	26.2%	14.5%	6.1%	3.4%

Grades for all College Credit Courses for BHS Students (2017-2018) 411 courses

# of Grades Earned	A	B	C	D	F
1st Semester	98	62	38	12	6
2nd Semester	92	54	29	14	6
% of All Grades	46.2%	28.2%	16.3%	6.3%	2.9%

Grades for All College Credit Courses for BHS Students (2016-2017) 399 Courses

# of Grades Earned	A	B	C	D	F
1st Semester	99	49	30	10	5
2nd Semester	116	54	23	8	5
% of All Grades	53.9%	25.8%	13.3%	4.5%	2.5%

Grades of "A" or "B" in college courses by students

- 2018-2019 School Year 76.1%
- 2017-2018 School Year 74.4%
- 2016-2017 School Year 79.7%

Summary Information

- 1260 Total Credits Earned from students in the Senior Class
- 21 Credits was the average earned in the 2018-2019 school by graduates
- 16.5 Credits was the average earned in 2017-2018.

Research shows that...

- Taking college courses while in high school improves college graduation rates, compared to peers who did not participate in dual-credit programs (college courses while in high school)
- Students have higher rates of enrolling in a college or university after high school graduation.
- Students have lower rates of required remediation (taking courses to meet the entrance exams into specific "beginning level college courses)

- Students have higher rates of earning post-secondary degrees (beyond a bachelor's degree).
- Students have slightly higher GPA for their 1st semester and year
- Students have higher retention rates of staying in school
- Students change their majors less.
- Students graduate in less time than those without early credit.
- Students add minors/second majors more than students without college credit from high school.
- Students in sequenced English and Math courses who take the first course prior to high school graduation earn a slightly better grade or the same grade (no negative impact).
- 97% of students with college credit from high school recommend that high school students take advantage of early college credit, as it better prepares them and allows more flexibility in college.

*Sources: Iowa State University and Minnesota State University

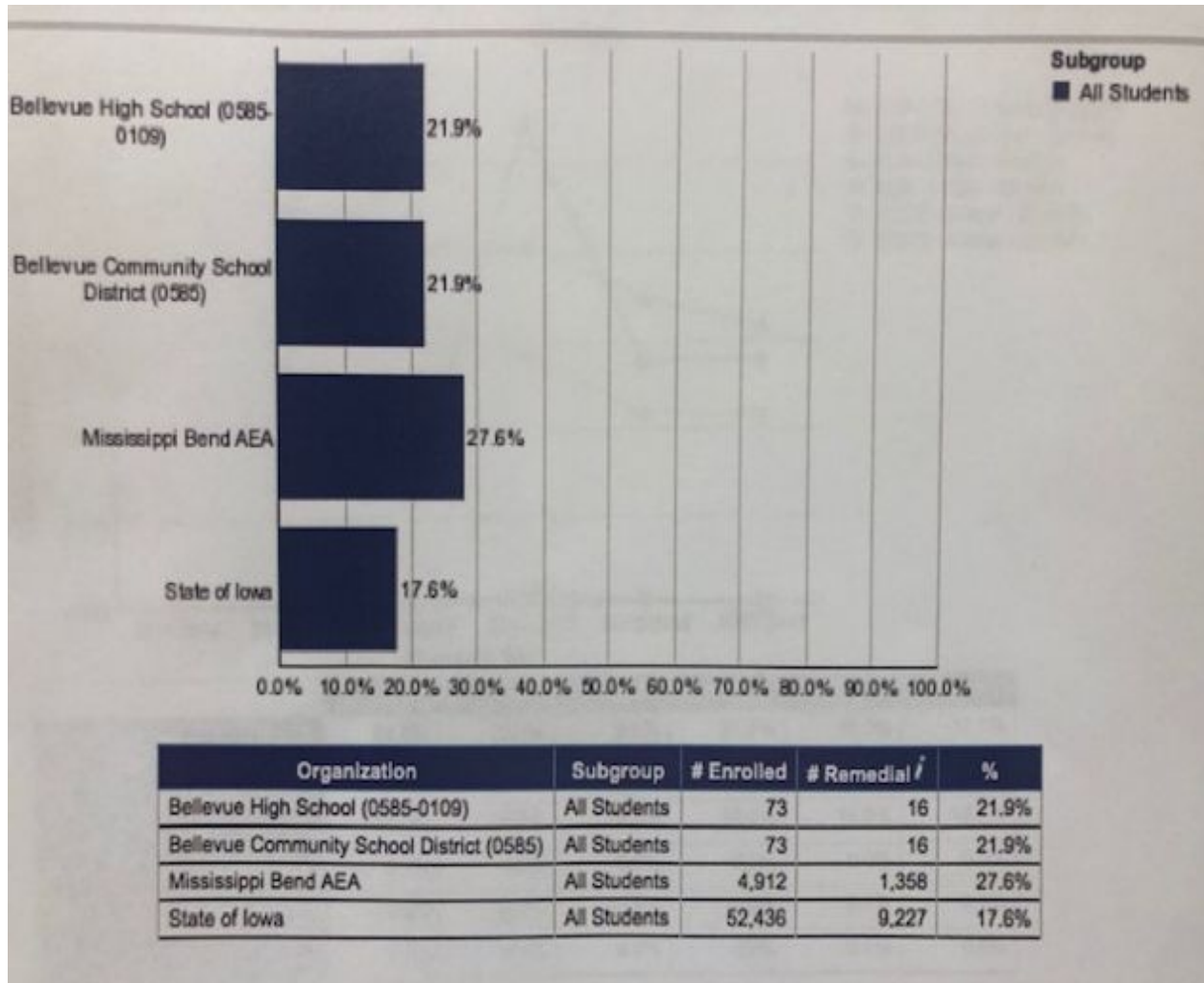
ACT Scores

ACT Scores Adjusted for the Class of 2017-2019

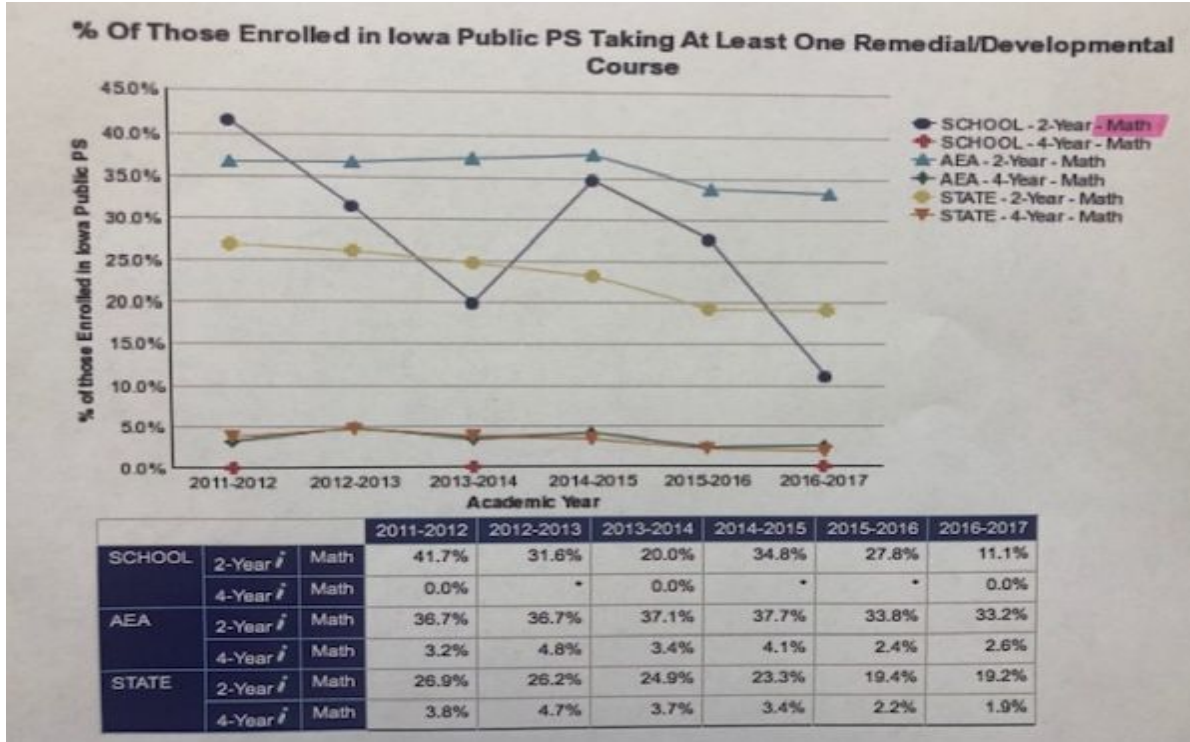
	English	Math	Science	Reading	Composite
All Scores of BHS Graduates					
Class of 2016	17.3	18.8	19.8	19.5	18.9
Class of 2017	18.4	18.7	19.7	19.6	19.2
Class of 2018*	20.0	19.7	20.3	20.8	20.0
Class of 2019*	18.1	18.2	20.5	20.6	20.0
Class of 2020	17.5	18.8	19.0	19.3	18.9
50% of BHS Graduate Scores					
Class of 2016	NA	NA	NA	NA	NA
Class of 2017	21.8	21.4	24.2	24.0	22.7
Class of 2018	25.9	26.1	24.1	26.0	24.1
Class of 2019	22.2	23.3	24.7	24.6	23.4
Class of 2020	21.5	22.8	22.1	23.4	21.8
60% of BHS Graduate Scores					
Class of 2016	19.7	19.9	22.1	21.5	21.0
Class of 2017	21.4	21.4	23.7	23.1	21.9
Class of 2018	23.2	22.4	23.3	25.0	23.2
Class of 2019	21.4	22.5	24.0	24.0	22.8
Class of 2020	21.2	22.1	21.5	22.6	21.2
Class of 2012-14	19.8	20.2	21.4	21.9	20.9
State Average (Approximately 60% of students statewide)					
Class of 2016	21.4	21.4	22.3	22.7	22.1
Class of 2017	21.2	21.3	22.6	22.1	21.9
Class of 2018	21.2	21.3	22.6	22.1	21.9
Class of 2019 (est.)	21.2	21.3	22.6	22.1	21.9
Class of 2020 (est.)	21.2	21.3	22.6	22.1	21.9

*These are the scores from taking the ACT at school. A full ACT report for all student scores is sent to districts in August each year after the class graduates.

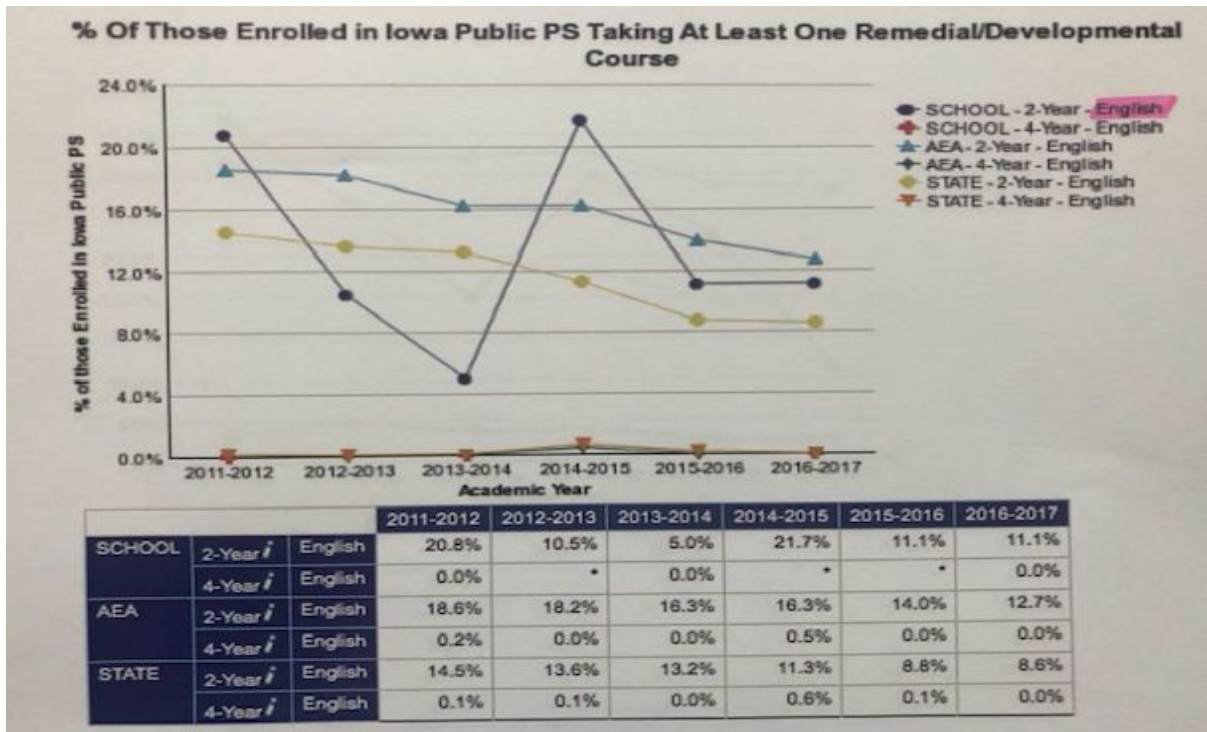
This is a result of analyzing students when they enter college and if they are ready for college-level work when they enter college or if they need a lower-level (remediation) course before moving on to other college courses in areas (this specifically measures Math and English readiness). The school (district) is compared to both state and Mississippi Bend AEA averages.



Math



English



Iowa School Performance Profile

At the same time, I found the following quote worthwhile to share in regard to ranking and categorizing schools similar to the Iowa School Performance Profile...

Stop Ranking Schools

Stop ranking schools. Education is not a competition. Writing for the Chicago Tribune, teacher Gina Caneva compares her experience at three different public schools with three different reputations, and comes up with this stark assessment: ranking is an unfair practice, and "perpetuates falsehoods" that are actively harmful.

"We do not rank police stations, fire stations, public libraries and/or park districts," she writes. "We need to return to a place where schools serve a public good, not compete against one another for a higher ranking."

The state each year also "classifies" schools according to their performance in multiple areas...which I disagree with in many ways. For example, it counts against us when we have teachers who leave (even for early retirement incentives), Iowa Testing (which results for this school year are not available until later this fall based on the new testing system).

Schools in Iowa are categorized in the following areas:

- Comprehensive/Priority
- Needs Improvement
- Acceptable
- Commendable
- High Performing
- Exceptional

Both Bellevue Elementary and Bellevue MS/HS are classified as "acceptable"...I do not like this terminology on a personal level! I believe a test and some other things utilized do not allow for an accurate measurement of student motivation, grit, resilience, determination, interests, and how they connect with school for their learning. It is important to view any data with several other things, which I hope I have shared in the other documents.

More information can be found at the following site on any PUBLIC school in the state of Iowa: iaschoolperformance.gov

Facilities Update

A few items are in this agenda item...

Summer Work

Lights have been installed in the Bellevue MS/HS Parking Lot for safety; Four of these lights were installed by the city, and I believe this will make our parking lot much safer.



Night View...Very impressed when I stopped in one night with the amount of light provide.

Ceiling tile is installed in "middle school hallway" along with new lighting which makes the halls much brighter (similar to the work done last year in the "HS Hallway")



2nd floor classrooms in the elementary are waxed and "ready"; HS Hallway rooms are completed, with "MS Hallway" rooms getting waxed this week. The elementary first floor, where we had summer school will be started this week and next week.

Work has finished on the gas line between the music/art room and the industrial tech building (prior to a music group coming for the Colts performance around July 10).



The "trench" is about 20 inches deep, and we had buses parked on both sides to stop traffic going around the bus barn to music room. It has been filled in with cement at this time and is open for traffic again.

Referendum Work on Cost Analysis (Potential Action) - APPROVED

As we move further into the referendum process and evaluation of where we stand as a result of two failed elections, what are our next steps.

My thoughts are that we need to develop more solid financial numbers for a renovation of the current elementary and of a new elementary. This was part of multiple conversations which I had with community members, and I believe we need to move forward in some manner. The district is likely going to receive a donation of around \$4000 for this, and I believe the school district may need to contribute \$6000 (APPROVED) to complete a full analysis. This analysis would include all or part of the following:

Cost Analysis by Russell Construction

(Proposal for more extensive development of construction figures)

Emphasis Areas of Work: Space (inside and outside of building); Land limitations at current site; Code and ADA; Community meetings with a focus on "new" vs "remodeled"

1. Expand narrative, projected costs and images in addition to current building information provided by Legat Architects into an overall report including photo images, drone images and video and graphic images focused on the following:

- a. Site traffic logistics, safety concerns, limitations for outdoor student play and staging areas as it relates to safety and function, limitations of site as it relates to additions for any needed program requirements. *(Completed to a point already)*
- b. ADA accessibility challenges as they exist currently. *(Completed to a point already)*
- c. Student safety inside the building, site line challenges, room size limitations and program function challenges related to current room sizes and configuration.
- d. Existing building updates needed per code requirements and building additions needed to meet program needs. *(Completed to a point already)*
- e. Building systems age, life expectancy and efficiency challenges. *(Completed to a point already)*
- f. Work collectively with the district on listing Iowa Board of Education mandates and requirements that are limited by the existing building currently.

2. Provide a detailed scope of work narrative, narrative regarding space by area and cost breakdown focused on the following for both a renovation of the current Bellevue Elementary and a new Bellevue Elementary building:

- a. Expanded detail narrative by area of the building and list projected costs.
 - b. List materials system types as are assumed for the scope of work. Provide additional comments in regards to affects differing materials and their placement have on construction costs.
 - c. Listing of square foot space by area as it is listed in the programming study information provided by Legat.
 - d. Provide a cost breakdown by area by: Classroom/instruction, cafeteria/kitchen, administration, commons areas and circulation, gymnasium and workroom /storage areas. (This breakdown is intended to be a tool to illustrate what the projected costs provide and to show how program spaces would ultimately be limited by reduced project budget scenarios.)
- *Once figures are established, a meeting with a local contractor(s) to review would take place prior to releasing to the public and future community meetings*
 - *This may be the "biggest project" of all time in Bellevue for a building.*

Other Items...

PPEL (Physical Plant and Equipment Levy) and SAVE...

The *school board* may annually certify a regular Physical Plant and Equipment Levy (PPEL) in an amount up to 33 cents per thousand dollars of assessed valuation (which we do).

The voters may authorize a voted Physical Plant and Equipment Levy (VPPEL) for a period not exceeding ten years and in an amount not exceeding \$1.34 per thousand dollars of assessed valuation. The VPPEL revenues may be used for the same purposes as the PPEL revenues. In addition, the board may obtain loans against future VPPEL revenues and may repay that debt with interest from the VPPEL. Bellevue has a total PPEL of \$1.67 (\$0.33 + \$1.34).

As I have mentioned in the past, the PPEL funding (voter-approved) ends at the end of FY2022 (June of 2022). While this is still around three years away, it is important for the district to get this renewed by our voters in the future again. A summary of the process is the following:

1. We could have this vote in November 2019 during the school board elections. We would not have to pay for another election at that time either as this is a scheduled election by the state/county. If we have a vote solely for a school purpose we must pay for the cost of the election. We could vote again at no charge in the November 2021 school board election. At the same time, an election cost is typically less than \$1000.
2. We would look to continue a \$1.34 rate, with surtax used (we usually do this at 3 or 4%...and this allows us to balance property taxes with some flexibility as we get to the rate and not dramatically increase property taxes). A downfall of this is that we cannot borrow against the amount of funds that come from the income surtax, but this is not a major concern now or in the past for our district.
3. If the vote would fail in November or whenever we would have it, we still have authority until FY2022. We could have the vote again in March 2020, September 2020....etc. We do not have to wait the amount of time which we have to wait for a referendum vote.
4. In order to have the PPEL vote in November, we would need to file this by September 19 with the auditor.
5. The filing and decision to move forward with this process would need to happen at the August or September meeting, and it only takes one meeting to have this happen.

Some clarifications on the actual legal/approved uses of PPEL from the Iowa Department of Education:

This levy may be used for the following purposes:

- Purchase and improvement of grounds
- Construction of schoolhouses or buildings and opening roads to schoolhouses or buildings
- Purchase, lease, or lease-purchase of equipment or technology exceeding \$500 per transaction
- Payment of debts contracted for the erection or construction of schoolhouses or buildings, not including interest on bonds
- Procuring or acquisition of library facilities
- Repairing, remodeling, reconstructing, improving, or expanding the schoolhouses or buildings and additions to existing schoolhouses
- Expenditures for energy conservation
- Rental of facilities
- Purchase of transportation equipment for transporting students
- Purchase or lease-purchase of school buildings
- Equipment purchases for recreational purposes

- Payments to a municipality or other entity as required under section 403.19, subsection 2 [TIF]
- Demolition, clean up and other costs incurred within two years of a natural disaster.

*As you can see, this revenue is important for our district.

Revenues may not be used for:

- Employee salaries or travel
- Supplies
- Printing costs or media services
- Any other purpose not expressly authorized by Iowa Code.

This funding is important for our district for multiple uses (I can share a listing as requested, etc.), and below is some information on overall balances/budget

<u>School Year</u>	<u>PPEL</u>	<u>SAVE</u>
• 17-18Revenues	\$438,754.86	\$562,460.60
• 17-18Savings from year's revenue	\$195,125.49	
\$169,806.60		
• 16-17Revenues	\$519,136.55	\$562,643.34
• 16-17Savings from year's revenue	\$220,317.98	
\$175,169.72		
• 15-16Revenues	\$376,161.78	\$568,537.37
• 15-16Savings from year's revenue	-\$27,603.50	
\$181,954.97		
• 14-15Revenues	\$372,065.79	\$573,314.13
• 14-15Savings from year's revenue	-\$67,482.16	
\$152,095.96		

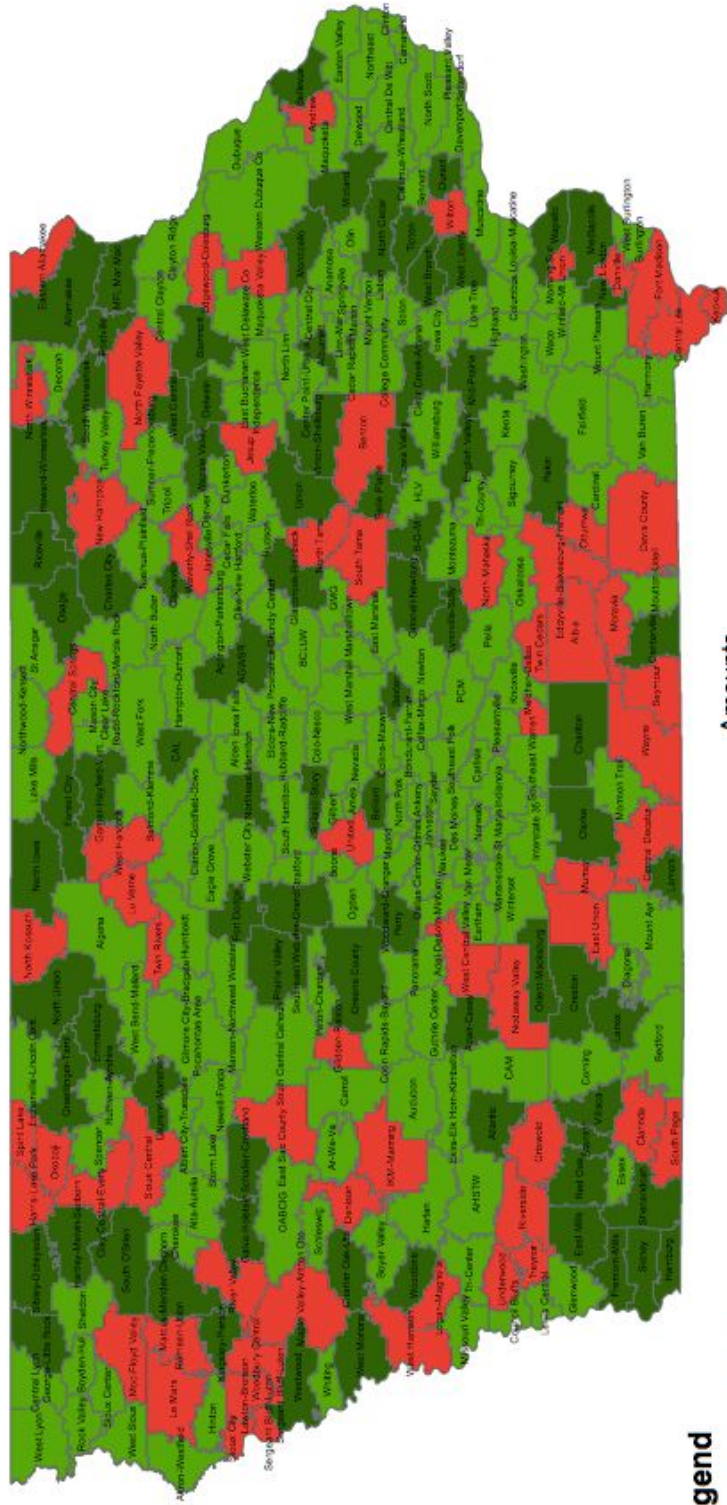
Ultimately, The Board will consider this at the August Board meeting, and file with the auditor's office accordingly.

Below is a map of PPEL (voter-approved) throughout the state:



Iowa Association of School Boards FY 2019 Voter Approved Physical Plant and Equipment Levy (PPEL)

[Click Here for District Specific Information](#)



Legend

- No Voter PPEL (65 Districts)
- Voter PPEL - Levy Property Tax Only (180 Districts)
- Voter PPEL - Levy Property Tax and Income Surtax (85 Districts)

Amounts

Total Funding = \$161.7 Million
 Property Tax Portion = \$151.0 Million
 Income Surtax Portion = \$10.6 Million

Sources:
 Department of Management, School Aid file
 IASB analysis and calculations

Future Purposes of Land

The week of June 3 I had a discussion with several members of our current staff about potential uses of the land purchased by the school district in the last year. A quality discussion was held on numerous ideas for the land, and these are emphasized in the notes below.

The Board will have a "Work Session" prior to the meeting on August 12, with the session beginning at 6:00 to discuss this information and future steps.

Facility/Land Planning June 2019 Meeting

Attendees: Brett Ernst, Curt Ernst, Matt Jaeger, Chet Knake, Jeff Recker, Emily Reeg, Tim Roth, Tracey Till, Dave Wright

Discussion on Land Purchased during the FY19 School Year

East Section

- *Bellevue Elementary, Green Space, Parking*
- *Until the building is built in this area, develop the following:*
 - *Green Space (could be used for practice area)*
 - *Parking*
 - *Add access to area through main parking lot*
 - *Potentially move bus barn to another location*
- *Remove the current fence behind visitors bleachers*
- *Install a new fence on the other boundary line*

North Section

- *"Community Focus" with Housing Lots*

West Section

- *Athletic Fields (Soccer, practice fields, etc.)*
- *Recreation Area/Walking Course/Exercise Area/Dog Park**

Overall (possible additions in multiple areas)

- *STEM/Agriculture Innovation Center (accessible by both buildings)*
- *Pond for Ag and Science classes (outdoor learning)*
- *Community/School Auditorium/Fitness Room**
- *Recreation Area/Walking Course/Exercise Area/Dog Park**
- *Relocation of discus and shot put area; Long Jump relocation*

Current Facilities Expansion (connected to new land)

- Expand the MS/HS Entrance area and Commons for a secure entrance (entering through the office area)
- Add on to the current Bellevue MS/HS building with an extensive and connected full elementary addition

Community and School Utilization Focus

- Community/School Auditorium/Fitness Room*
- Recreation Area/Walking Course/Exercise Area/Dog Park*

* Indicates an item repeated in more than one section.

New School Bus

The district requested bids for a new 77 passenger bus, and those bids were due on July 8. We are not opening them until we receive approval from the state to use the grant money of \$25,000 (which districts have not received at this time). I will have the bids available at the August meeting (we should have permission by that time). Specifications and the letters to bus dealers are included as an attachment. I recommend we approve the purchase in August, depending on costs obviously.

Board Policies

APPROVED...Meyer recommended approving the policies (included in last month's information), and adjust the substitute teacher pay as well. In regard to substitute teacher policy, please note the following information and change:

Substitute Teacher Pay Policy

Meyer recommended the Substitute Teachers Policy Code No. 410.1. This policy is below, and pay for a daily substitute teacher will increase to \$110/day, and \$130 if they work 11-90 consecutive days (\$169 if work over 90 days consecutively) was approved.

SUBSTITUTE TEACHERS

The board recognizes the need for substitute teachers. Substitute teachers shall be licensed to teach in Iowa.

It shall be the responsibility of the building principal to maintain a list of substitute teachers who may be called upon to replace regular contract licensed employees. Individuals whose names do not appear on this list will not be employed as a substitute without specific approval of the superintendent. It shall be the responsibility of the building principal to fill absences with substitute teachers immediately.

Substitute teachers will be paid a per diem rate. Substitutes employed for up to 10 days will be paid \$95 per day. Substitutes employed for 11 - 90 days consecutive days in the same position shall be paid according \$112 per day. Substitutes employed for more than 90 days in the same position will be paid \$146 per day. Substitute licensed employees are expected to perform the same duties as the licensed employees.

1 - 10 Days =

11 - 90 Days =

Over 90 Days =

Legal Reference: Iowa Association of School Boards v. PERB, 400 N.W.2d 571 (Iowa 1987).
Iowa Code §§ 20.1, 4(5), 9 (1999).
281 I.A.C. 12.4.

Cross Reference: 405.1 Licensed Employee Defined
405.2 Licensed Employee Qualifications, Recruitment, Selection

Approved June 2000

Reviewed Reviewed Aug 2016

Revised October 2010

We had not updated our pay for substitute teachers since October 2010. We are extremely low at this point, as indicated in comparisons to other districts in our area and conference:

- *Anamosa* \$124
- *Camanche* \$110 (Retired Camanche Teacher - \$120)
- *DeWitt* \$125 (\$151) *
- *Durant* \$116
- *Easton Valley* \$100 (\$110) *
- *Maquoketa* \$125 (\$155) *
- *Mid-Prairie* \$125
- *Monticello* \$122
- *North Cedar* \$125 (\$137) *
- *Northeast* \$110
- *Iowa City Regina* \$125
- *West Branch* \$115
- *Western Dubuque (Cascade)* \$124

Overall Average: \$118.29

Conference Average: \$119.60

As for the impact on our finances, some specifics are below:

- By raising this to \$110, and we have two subs/day in the district over the 180 days (which is likely low) it would cost the district an approximate additional \$8000 with FICA and IPERS added in (as required).
- Currently at \$95/day the rate for a sub teacher and sub associate is very close...there likely needs to be more difference. Next year a sub associate will get an hourly rate of \$14.36/hour which is \$93.34 for 6.5 hours.

Policy 704.6 is also important to review as we need to be able to control how resources are gathered in online venues for purchases, and to make sure it fits well with what our goals are for students and their learning. We also need to be careful as a district to make sure we are asking for things conservatively as a public school and not continually asking for money from the public to fund "needs and desires". Having a policy in schools is necessary in this day of technology and funding. I also do not believe the board needs to approve all things with this, as the sample states, but instead be made aware as they happen, etc.

All policies were approved.

IASB Legislative Priorities

I provided information at the June meeting about "priorities" for the 2020 Legislative session. In July of 2017 and 2018 we selected the following priorities:

- #7 Mental Health Support
- #8 Special Ed Funding
- #19 School Funding Policy
- #27 SAVE (1-Cent Fund)

For this upcoming year we added #28 (Bond Issue = needing 50% + 1 for approval), and kept number 7, 8, & 19 (see information below).

#27 was approved by the legislature this last year.

Board Secretary

APPROVED...Meyer recommended appointing Penny Medinger as Board Secretary/Treasurer for the 2019-2020 school year. Penny is absolutely outstanding in her role with her knowledge, "common sense" approach, and overall efficiency in so many ways.

Level I Investigators

APPROVED...As a formality we need to officially appoint the two principals as Level I Investigators for allegations of abuse of students by employees.

Level II Investigators

APPROVED...As a formality we need to officially appoint Lyn Schwager, Bellevue Police Department Chief as the district's Level II investigator for allegations of abuse of students by employees.

Equity Coordinators

APPROVED...As a formality as well to a point, I recommend we have Jeff Recker and Jeanette Hartung-Schroeder serve as Co-Equity Coordinators for the district for the 2019-2020 school year.

Andrew CSD and SAVE Funds

Our district typically has a formal meeting with the Andrew CSD in regard to the utilization of SAVE Funds from their district for students involved in the whole-grade sharing agreement. The Andrew superintendent has asked to simply have our district provide a list of how the funds from the Andrew CSD were utilized for Andrew students attending the Bellevue CSD. The Andrew School Board would then review these at their own meeting. There is nothing specifically

stating we must meet (depends on your interpretation of wording), but something we believed was began in the past.

The Board agreed to send information to the Andrew CSD instead of meeting face-to-face.

Student Teaching

APPROVED...Formality for student teachers from the University of Dubuque for student teaching up to a semester or practicum hours to visit our district and classrooms.

Comet Reading and Reflection

Results from a national study of school board member opinions...

What Should Education Consist of for Students?

"What is the most important for schools to assist students with?" The choices were below...If you had to choose one, what would it be?

- Become well-rounded - 7%
- Prepare for workforce - 8%
- Fulfill potential - 42%
- Civic life -3%
- College - 8%
- Satisfying and productive lives - 32%

Some of the reasoning for this (or researchers believe to be the point) is that "fulfilling potential" and leading "satisfying and productive lives" is a result of the other areas mentioned. Thoughts?

Below is a survey from the "iGen" book by Jean M. Twenge, along with an excerpt again about the generation in schools and those who have graduated fairly recently. I believe we must recognize these "characteristics" as we work to assist students at all grade levels in their education and to also recognize the employee needs of a younger generational. Every generation is different in some ways, and we must always look at how we can work to be the best in all we do and assist them in becoming their best by recognizing their values, needs, interests, and many other things. We truly have an outstanding generation we are working with and in!

Take this 15-item quiz to find out how "iGen" you are.
Answer each question with "yes" or "no."

- ___ 1. In the past 24 hours, did you spend at least an hour total texting on a cell phone?
- ___ 2. Do you have a Snapchat account?
- ___ 3. Do you consider yourself a religious person?
- ___ 4. Did you get your driver's license by the time you turned 17?
- ___ 5. Do you think same-sex marriage should be legal?
- ___ 6. Did you ever drink alcohol (more than a few sips) by the time you turned 16?
- ___ 7. Did you fight with your parents a lot when you were a teen?
- ___ 8. Were more than one-third of the other students at your high school a different race than you?
- ___ 9. When you were in high school, did you spend nearly every weekend night out with your friends?
- ___ 10. Did you have a job during the school year when you were in high school?
- ___ 11. Do you agree that safe spaces and trigger warnings are good ideas and that efforts should be made to reduce microaggressions?
- ___ 12. Are you a political independent?
- ___ 13. Do you support the legalization of marijuana?
- ___ 14. Is having sex without much emotion involved desirable?
- ___ 15. When you were in high school, did you feel left out and lonely fairly often?

SCORING: Give yourself 1 point for answering "yes" to questions 1, 2, 5, 8, 11, 12, 13, 14, and 15. Give yourself 1 point for answering "no" to questions 3, 4, 6, 7, 9, and 10. The higher your score, the more iGen you are in your behaviors, attitudes, and beliefs.

So apparently, teens are along for the ride of growing up more slowly; they are willingly staying children for longer. A recent study found that iGen college students (vs. students in the 1980s and 1990s) scored markedly higher on a measure of "maturity fears." iGen'ers were more likely to agree "I wish that I could return to the security of childhood" and "The happiest time in life is when you are a child." They were less likely to agree "I would rather be an adult than a child" and "I feel happy that I am not a child anymore." Instead of resenting being treated like children, iGen'ers wish they could stay children for longer.

Many people now seem to associate being a child (as opposed to being an adult) with less stress and more fun; witness the 2014 emergence of the neologism "adulting," which means taking care of one's responsibilities. The Adulting School in Maine now offers classes for young adults teaching them how to perform tasks such as managing finances and folding laundry. The Twitter hashtag #adulting features posts such as "One thing I hate about

adulting . . . Paying bills," "I'm just gonna lay in bed . . . I don't feel like adulting today," and "Remember when you were a kid and counted the number of days until school was out? #adulting needs something like that." The word *adult* is now used as a verb, and it seems to mean the end of all fun: "When you're drunk at 4am and realize you have to get up and #adult in 5 hours" or "When everyone's all snuggled in bed and I'm walking out the door to go to work. I'm done adulting." Many echo the idea that growing up is no fun. Wrote one Twitter user, "HOW ARE PEOPLE EXCITED TO TURN 18???? IM VERY SCARED OF ADULTING!!!!" Another posted, "I miss the trivial and juvenile concerns I had as a child, things like crayon sets and cute play dates. Adulting sucks. I want to quit." How, exactly, can you quit being an adult? That's not explained.

Recent years have seen a boom in products such as "adult coloring books" that invite full-grown humans to color with crayons like elementary schoolers, touting the activity as "relaxing." A 2016 article in *Adweek* noted that brands are tapping "into millennials' anxiety about growing up." When I interviewed Josie, a 17-year-old high school senior in the midst of applying to college, I asked her what her favorite movies were. Her answer? *Tangled* and *Frozen*—both children's movies by Disney.

Instead of longing to be older as many previous generations did—remember Tom Hanks in the movie *Big* in the 1980s?—kids like being kids. In a 2013 poll, 85% of 8- to 14-year-olds agreed "I like being my age," up from 75% in 2003. When 7-year-old Hannah was asked, "Do you want to be older?" she replied, "No. I like being a kid. You get to do more things."

When I asked twenty iGen'ers why being a child was better than being an adult, almost all said that being an adult involved too much responsibility. When they were children, they said, their parents had taken care of everything and they'd just gotten to have fun. "I could take care of my own desires, more or less, without ever having to worry about the logistics or practicality of making them real," wrote Elizabeth, 22. "Nor was I ever really forced to encounter the consequences of having fun or taking a day off. It was just something I would do." In other words, as children they could live in a cocoon, with all of the fun but little of the work. Their parents made

childhood a wonderful place with lots of praise, an emphasis on fun, and few responsibilities. No wonder they don't want to grow up.

Even once they get to college, students' parents continue to treat them like children. Parents register their adult children for classes, remind them of deadlines, and wake them up in time for class, observed Julie Lythcott-Haims, the former freshman dean at Stanford. Cell phones made that easy. "These students weren't mortified when their parents did all of this—as my generation and the ones before it would have been—they were grateful!" she notes. "Grateful to be able to communicate with a parent multiple times a day, in the dorm, in the dining halls, in the student union, going to class, going to another class, going somewhere after class, in the lobby of the advising office. Even in my office. Or they tried to. 'It's my mom,' they'd say, sheepishly, with a small shrug. 'Do you mind if I just . . . get this? I'll just . . . Mom?'" Over her decade in the job, Lythcott-Haims says, students began referring to themselves as "kids."

Thus the generational sweep is complete: never having known another parenting style, iGen doesn't rebel against their parents' overprotection—instead, they embrace it. "We want you to treat us like children, not adults," one college student told a startled faculty member. Some suggest that this cocoon mentality is behind recent campus trends such as "trigger warnings" to alert students that a reading or lecture material might be disturbing and "safe spaces" where students can go if they are upset by a campus speaker's message. One safe space, for example, featured coloring books and videos of frolicking puppies, neatly connecting the idea of safe spaces with that of childhood.

No matter what the reason, teens are growing up more slowly, eschewing adult activities until they are older. This creates a logical question: If teens are working less, spending less time on homework, going out less, and drinking less, what *are* they doing? For a generation called iGen, the answer is obvious: look no further than the smartphones in their hands.

Information Items

Graduation Survey Results

Below are the responses from the Graduation Survey. Over 100 parents responded, but very few students. I can work on a student response increase through another method than email if desired or when they return to school in August, but I also believe that most students would respond similar to their parents overall.

One thing to remember in the decision-making process is that a Saturday evening has a potential to conflict with state track if we move it up before 8:00, unless we move it up a week or back a week. Next year it is scheduled on May 23 (the final day of state track). If we decide to move it in the future, I believe we need to move it to a date which is not connected with state track. As a result, I believe we need to keep with the 8:00 next year (Marquette also has graduation this same weekend and this makes it easier on relatives traveling to Bellevue, etc). But, moving it in the future may be a good idea, and will be looked at as we develop the 2020-2021 school calendar (February of 2020 is a likely time for this discussion to begin).

<u>Year</u>	<u>State Track</u>	<u>Graduation</u>
● 2019-2020	May 21-23	May 23
● 2020-2021	May 20-22	May 29 (tentative)
● 2021-2022	May 19-21	May 28 (tentative)

Also, seniors can not officially be released from school until 5 days before the school year is scheduled to end with the approved calendar (snow days do not count in this counting of days as it is based on the original/approved calendar for the year). This upcoming school year I anticipate seniors being released on May 20 (4 days before...Memorial Day is the 25th). We could move graduation in the future, but this also means moving some other things in our calendar and then also having to look at the days we go to school (teacher contract days are 188 and we could utilize more professional learning days, but these would need to be after school is over, etc.)

Below is our May calendar for the 2019-2020 school year for reference.

	27	28	29	30
May				1
	4	5	6	7
	11	12	13	14
	18	19	20	21
	25	26	27	28
				29

May 23	Graduation
May 25	MEMORIAL DAY
May 27	End of 4 th Quarter (45 Days)/i
May 28	PROFESSIONAL DEVELOPMENT
May 29	Teacher Quality Day
May 28-Jun 5	POTENTIAL SNOW MAKE-UP DAYS

Graduation Survey Input

We currently have graduation at 8:00 on Saturday night. Do you believe this time should be moved to a different time of the day? If so, what time? Check all that apply to your perspective (impacts percentages).

	2019	2020	2021
Keep the same	12%	8%	26%
Different time	31%	21%	17%
4:00 on Saturday	36%	34%	22%
5:00 on Saturday	19%	16%	13%
6:00 on Saturday	21%	34%	22%
Other	17%	21%	9%

Do you believe Saturday is the best day, or would you prefer a Sunday afternoon?

	2019	2020	2021
Keep on Saturday	93%	81%	96%
Move to Sunday	7%	19%	4%

Overall Results

(Response Percent out of a total of 103 Responses)

Time of Graduation

Keep the same	14%
Different time	24%
4:00 on Saturday	32%
5:00 on Saturday	17%
6:00 on Saturday	26%

Day of Graduation

Keep on Saturday	85%
Move to Sunday	10%

*some did not reply to this question.

*Parent responses

2019 Parents - 42

2020 Parents - 38

2021 Parents - 23

*Student responses - 4 total, only from this year's graduates.

Parent Comments about Graduation Date, Time, Location

2019 Graduates (Parents)

- I thought the new gym was fine but I would definitely crank up the air conditioning next time! I think even earlier than 4pm would be awesome (hate 8pm - it's too late to do anything after with those that come to share the evening).
- The new location was very nice and allowed those in attendance to see the faces of the graduates throughout the entire ceremony. I would suggest a way to "cool" the graduates as I understand it is hot on the stage.
- I thought the new location worked out well. It would be nice to have the time moved up for family that drive in for it, as long as it isn't on the same day as state track.
- I don't know if there was enough seating behind us. I thought all went well
- I felt the ceremony went well at the new location. Of course, I had preferential seating as a parent, so I am not sure how people in the back could see or hear. I do feel the time frame is too late in the day. I know if it had been at an earlier time, my mom, (grandparent of the student) would have attended, but at the late hour, (and after traveling to get here), she just felt she couldn't. I like the evening time and I like the Saturday, but perhaps at 6:00 or 6:30 or even an afternoon time, would be more convenient. Thanks for the survey opportunity.
- New location was fantastic.
- West gym worked great! It was nice to see all the graduates on the stage. Sound system needs attention though.
- The new gym worked but it was too hot & too packed in. There's more space in the other gym.
- It was very good

- I thought it went really well. There was plenty of room. And it was nice to see all the kids on stage.
- This was my last child to graduate :(- but I still wanted to pass on my thoughts. I loved the new location this year for the ceremony. It was cool and comfortable and plenty of room. However, what I really liked was being able to see all the graduates on the stage no matter where you are sitting and not having their backs to you (the parents, family and friends). I think 8:00 pm is a little late for the ceremony. I would think 6:00 or even 7:00 would be better because they still have all day to get ready, if needed, and having it a little earlier allows to go out and eat or celebrate with close family afterwards. I would keep it on Saturdays, I think it works best for everyone and if families/friends want to go out to eat or celebrate a little afterwards then they don't have to worry about work/school the next day. Great job with the ceremony this year! Please pass on to everyone that helped to let them know their efforts were appreciated. Thanks.
- Don't have any
- I think you should find a different non holiday time to have graduation. This ruins the whole holiday weekend for families. In addition, the recognition of parents and flowers drags out service and takes the focus of the actual GRADUATE on GRADUATION. I am confused why Bellevue parents need to have so much attention on themselves. Another example, Is the parents in the end zone of football games. This is so distracting and disrespectful of the opposing team.
- I would move it to noon or early afternoon - this would allow the elderly grandparents to be there and also allow individual(s) to have their graduation parties afterwards - may help with the congestion of so many being held on that Sunday, etc.
- I think a 1 or 2 o'clock time would be the best time on Saturday. It would then open up another afternoon/evening for graduations parties for families. Then gives people a better chance at attending more parties. Earlier time won't really effect people's days I feel for the fact no matter the time people are concentrating on it most of the day anyway.
- I liked having graduation in the new gym. Very nice ceremony. Thank you for all of your hard work!
- I was skeptical at first of the new location but overall I think it worked out well. I liked being able to see the graduates during the ceremony. The only thing I would change is

to have the after ceremony more organized. In the past the kids made a circle around the outside of the gym in the order they were in for graduation. It made it easy to go through the line or find the kids you wanted to congratulate.

- Great job on grad ceremony Mr Reicker and BHS, loved having it in the new gym and appreciated photo opportunities. Earlier time would be great, celebrate family dinner after.
- The crowd should have been held back until the parents were able to leave. It was a little ridiculous how long it took for the parents to get to their child as everybody in the general admission was allowed to leave while at the same time.
- Liked new location! Wish it was earlier.
- Location worked well, started to get really warm in there though. Do think ceremony time needs to be moved up.
- I thought the new location worked good even though I was skeptical going in.
- i like the idea of utilizing the new stage rather than having to set up one. while i love the fact that you have the graduates bring a flower to their parents there needs to be a little more room in between the rows to make it easier for the graduate to get to their parents. also need to turn the air down more or bring in fans to circulate the air a little. make sure the microphone is adjusted properly for all speakers...had a hard time hearing a couple of them.
- I think it worked well with the exception of the kids being on the stage it would have been nicer to have them on the floor for the speakers. I think 7 pm would be a good time for the ceremony.
- Using smaller gym for the ceremony left some family members in able to attend due to less seating.
- The ceremony needs to be moved way earlier in the day
- 8:00 is very late for elderly (grandparents) especially when they are traveling from out of town. Even a 7:00 start time would help.

2020 Graduates (Parents)

- I do not think graduation should be moved to Sunday because many grandparents have grandchildren at both Marquette and Bellevue, this may cause conflict. Also I would strongly encourage a receiving line after graduation as opposed to random Gathering. It is very difficult for older people and handicapped especially to get around oh, it was very chaotic this year
- Since some of the colleges have graduation ceremonies on Sunday, it works for the ceremony to remain on Saturday. Having both Bellevue High School and a college graduation on Sunday would be a conflict.
- Let them wear any color robe they want.
- I think any time change before 8 pm on Saturday would be an improvement. 8:00 is much too late.
- Move time to 2pm on Saturday
- I missed it in the old gym this year. I felt the administration looked cramped and the lights looked hot on the grads. The sound system was not as robust as in the old gym. Unless you also had monitors facing back on the grads, they may not be able to hear the speeches because the sound is in front of them. If it's a matter of moving chairs after the music programs, have the grads or their parents help reset the other room. I love BHS graduations - you make it very special and Nicole's organization is evident. The time doesn't bother me - I do hear people would like it earlier. Maybe bump it to 7 or 7:30! Thanks for asking!!!
- I liked having it in the West gym this year.
- An earlier time than 8pm is needed and has been a complaint for a number of years. I like the night graduation as it is just a BHS graduate tradition.
- Graduation should be on a Sunday afternoon, more families should be available to attend at that time. I believe a lot of people work on Saturday.
- Not attending
- It would be nice if it could be changed to the following week rather than a holiday weekend.
- Saturday - morning, Sunday - 1:00
- I think it would be great to have on a Saturday afternoon. Thank you for asking.
- Congratulations!

- Sunday before or after Marquette's. Not 8 pm on Saturday--bad time for elderly grandparents.
- 11:00 am so families have the rest of the day to spend together

2021 Graduates (Parents)

- I truly enjoyed the graduation ceremony of 2019 being held in the West gym. you were able to see the graduates better and the graduates themselves got to enjoy the amount of people that came to watch them.
- I wish that valedictorian and salutatorian were recognized like they are in most high schools. I think an early afternoon time would be nice for family who has to travel to have the rest of the day to have their parties and can travel back home on Sunday.
- 1pm
- There didn't appear to be enough seating in the small gyms this year. Any other options? The larger gym was used as reception. Maybe switch?
- 8 PM Saturday is too late. 5 or 6 would be better
- 8:00 is just way to late in the day. Saturday is great just earlier in the day.
- I think 8pm is way too late of a time. I think an early afternoon time would be best. 1pm or 2 pm.
- I think 6:00 or 7:00 pm would work, if state track is not on the same day (which it usually isn't). Substate soccer usually is at noon on the Saturday of Memorial Day weekend. I think 8:00 pm is fine as is though.
- I believe the 8:00 PM start time makes it possible for more people to attend since most other schools do not have graduation at that time of the day.
- I I think this year's ceremony was awesome! I've also heard that from others, they really enjoyed the 2019 graduation.
- I have been to several graduations and I think they are done beautifully!
- I like the 8:00 time slot because it gives people a chance to have Saturday to do things and not have to rush to get to the Commencement.
- Everything else was great.

*Student Responses were limited to only 4 respondents. All wanted the time changed, with 4:00 the best option by those who responded, and were split evenly on moving to Sunday or keeping it on Saturday.

- Did not like the new location at all! Graduation should start 7pm
- New location worked well as a parent with reserved seats, unaware of any complaints as far as general seating. Music too loud when seniors were singing, couldn't hear them
- Something other than 8 pm Saturday night

FBLA

Will share specific information at the August Board meeting.

New Teachers

Date of August 19 for the "Meet and Greet" for Board members with the new teachers from 6:30-7:30 at Flatted Fifth.

IASB Convention

November 21. I encourage you to attend and learn.

Comments from Building Principals, Superintendent, and Board Members

Meyer discussed the substantial increase of garbage rates for the Bellevue CSD by the City of Bellevue, and recognize how the average has shifted the last several years in the city (with this year being May when the school tends to have a lot of garbage).

Meyer discussed a tour of the Old Sacred Heart School in Dubuque and expressed if anyone is interested to contact him.

Adjourn

Next meeting is on August 12 @ 6:30 PM, with a work session at 6:00.