

**SUPERINTENDENT**

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BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

Comet Highlights from the October 15, 2019 Board of Education Meeting

October 28	No School for Students - Teacher Professional Learning; Touring Manufacturing Businesses in Jackson County through the Jackson County Economic Alliance
November 5	School Board Elections; PPEL Renewal Election
Nov 27 - Dec. 1	No School - Thanksgiving Break
December 5	Elementary Winter Concert - 6:15
December 16	HS Winter Concert - 7:00
December 17	MS Winter Concert - 6:30

Believe in the Blue Midweek Minute (or two) - Week of October 7

https://youtu.be/a6G2b0_f8C8

Consent Agenda - Approved**Approve Open Enrollment Requests**

- April Merfeld (6th grade) - Bellevue to Easton Valley - This family moved into the Bellevue district, but wishes to attend Easton Valley.
- Creighton Merfeld (6th grade) - Bellevue to Easton Valley - This family moved into the Bellevue district, but wishes to attend Easton Valley.
- Bridget Merfeld (4th grade) - Bellevue to Easton Valley - This family moved into the Bellevue district, but wishes to attend Easton Valley.
- Hudson Bahl (4-year old PK) - Andrew to Bellevue

Recommendations to Hire

- Olivia Witte - 1st Grade - This is our new 1st Grade Teacher, which the position was approved at the September Board Meeting. She is currently with her class in Emily Reeg's former room, and Emily moved to the former art room (and multiple other uses in the past several years) which is next to the library area.
- Matt Jaeger - Full-Time HS Student Council; He had been half-time in this same position, but is taking the other half

of the position based on it becoming vacant with death of Ken Anderson.

- Brent Roling - Bus Driver; Brent has been a driver in the past, and will fill in as needed in the district.

Recognize any Visitors

Marquette Representatives: Geoffrey Kaiser, Isaac Sturm, Charlie Peters, and Father Miller

Comet Curriculum Participants: Briden Cummings, Grace Recker, Cris Kellogg

Others: Gabe Recker, Taylor Cummings (and Findley), Matt Wedeking, Rhonda Cunningham, Heidi Abbott, Matt Jaeger, Chet Knake

Comet Curriculum

Cris Kellogg presented an overview of what she is doing with students and staff in the Makerspace area in the library, assisted by Briden Cummings and Grace Recker. The focus was on the student projects, along with overriding philosophy of the Makerspace area leading to higher levels of thinking through creativity, collaboration, critical thinking, and communication. Students "create" what they want based on available resources and using their mind and creativity.

Activities are open-ended and giving "student-voice" in their learning. This is done in small groups and large groups.

Athletic Program Overview - Football Program

Bellevue Marquette representatives shared some information and perspectives about sharing football in the future with Bellevue MS/HS. Some of the following perspectives were shared:

- The youth football program has several students from Bellevue Marquette (St. Joe's) involved; 13 from grades 3-7 who at one point were involved (not all involved at this time, and none in the 6th grade program this year based on uncertain reasons).
- The current MS/HS sharing program for Bellevue Marquette students is at Dubuque Wahlert, and no students are involved once again this year. It was explained by the representatives that this is a result of the practice times (interfering with academic time, as a result of needing to leave school early to get to practice), time and distance traveling to Dubuque for parents/students, and a sense of caution in allowing students to drive to Dubuque for practice daily during football season.
- Bellevue Marquette believed this would help to "unify" the community (including students).
- A desire for a 7-12 sharing program was discussed in order to assist student-athletes in developing within the program, and not needing to change programs when they enter high school. The aspect of developing in positions, and developing a team unit was expressed.

- Bellevue Marquette expressed their interest in the program in the future, and 13 current students in 8th-11th grade are interested in participating. Additionally, 22 students in grades 4-7 expressed an interest.
- From 1984-1991 the program was shared with Bellevue Marquette, and numbers averaged about six to seven players/year (less than two/grade). This may be another opportunity to see the football program grow, and the schools and the community would rise to the challenge and work out details to make this successful.
- Bellevue Marquette expressed sincere "thanks" for the opportunity to share other aspects of education with the Bellevue CSD in the past and currently. Some of this includes the following:
 - The Bellevue CSD shares band, and offer several courses to students from Bellevue Marquette at the high school level. This year those classes include the following (with student enrollment in the courses as of the start of the school year): Electricity (1), 2D Art (7), Ag I (3), Ag II (3), Independent Ag (1), Ag IV (1), Chemistry II (3), Parenting (1), Ag III (9), and Band (3).
 - The Bellevue CSD shared both boys and girls track in the past at Bellevue, while we participate in a sharing program at Bellevue Marquette for soccer. The boys track program sharing ended when no students from Marquette participated in the program, and it was raising BHS up a class even though no one was participating. The girl's program ended at Marquette's request when they wanted their own program for the girls as well as the boys.

Some other discussion points for sharing the program include the following:

- Football Classifications - Football classification ("classes") are **based on enrollment in grades 9-11**, and are **separated into six classes** (8-man, A, 1A, 2A, 3A, and 4A), which is different than other sports offered in the state (basketball, track, and baseball have 4 classes). 2017-2018 enrollments in grades 9-11 were used for classifications for the 2018 & 2019 football seasons (two seasons)
- Enrollment Impact - Class 2A, 1A, and A
 - **Class 2A**
 - The largest enrollment (based on 9-11 enrollment) in class 2A was Nevada at 337 (approximately 112 students/grade);
 - The smallest enrollment was Louisa-Muscatine at 212 (approximately 71 students/grade).
 - **Class 1A**
 - In class 1A the range was from 166 (55 students/grade) to 212 (70 students/grade), with

Bellevue having an enrollment of 188 based on some larger classes in grades 9-11 at that time.

- At the high school level at this time, Bellevue HS is averaging 54 students/grade.

○ **Class A**

- The enrollment for **Bellevue** for the classification system for the 2020 & 2021 football seasons will likely be **163 students** in grades 9-11 (approximately 54 students/grade).

- 7th Grade - 45
- 8th Grade - 57
- 9th Grade - 51
- 10th Grade - 54
- 11th Grade - 58
- 12th Grade - 67

- Bellevue, as it stands currently, may drop to Class A based on other school districts and other sharing programs, and the **cutoff at the last classification being 166**

- Marquette Enrollment Breakdown - Below is a breakdown of Bellevue Marquette and their enrollment for future years (as of this year's enrollment in September) from their school:

	<u>Total</u>	<u>Boys</u>
● 5th grade	11	11
● 6th grade	21	8
● 7th grade	14	6
● 8th grade	13	7
● 9th grade	11	6
● 10th grade	18	8
● 11th grade	18	6

- Regardless of actual participation in the program from Bellevue HS or Bellevue Marquette, *classifications are based on total enrollment and not the number of students participating.*
- Very little assistance would be given at the high school, or especially at the varsity level, of students who have not participated in the past or who are not out in middle school. Therefore, playing at a higher classification level the impact of players not being ready may be impactful.
- Shared Program Impact - Bellevue Marquette has 47 as a total in 9-11, bringing the total for classification to the number of 210 for the Bellevue football program. The number of 212 in the past classification may also lower to this number or lower for classification determination in 1A or 2A.
- Moving to Class 2A next year would likely mean there would be little assistance at the varsity level from players due to not participating in the recent past in organized football. This could be viewed as an "injustice" to those currently involved

and forced to move up a class versus opponents with larger enrollments and rosters;

- While there is also some conversation at the state level about changing the classification systems in the future (not for this upcoming year of football classifications, but possibly in two years). What this would look like I cannot predict, but this does leave a certain amount of uncertainty for any change.
- Bellevue currently has about 28 students out for high school football, and 25 for MS football (grades 7 & 8). It is estimated that next year (2020-2021) the numbers for high school football will increase to approximately 30-34 based on a larger number of 8th grade students out for football, and then 33-38 for the following year (2021-2022). Currently, there are the following number of students out for football at each middle school and high school grade at Bellevue MS/HS:
 - 7th - 11
 - 8th - 14
 - 9th - 3
 - 10th - 10
 - 11th - 7
 - 12th - 8
- In comparison to the numbers at Bellevue High School, below are some numbers of football players on team rosters at the following 2A schools:
 - Anamosa - 59
 - Camanche - 40
 - Greene County - 55
 - Monticello - 61
 - Mount Vernon - 74
 - North Fayette - 57
 - Tipton - 49
 - West Liberty - 55
 - Williamsburg - 67
- Middle School sports are not divided into classes as high school sports are, and an increase in the number at the middle school level does not impact the high school classification at that time. A few aspects with sharing at the middle school level and the benefits and drawbacks of an outside school participating are the following:
 - It would possibly allow for two games to be played, one for both 7th and 8th grade. Currently, we are only playing one complete game and then a quarter or half for the other grade or players who have not played or played in a limited manner.
 - It would likely allow for 7th grade students to play with and against other 7th grade students, and the same for 8th grade students.
 - It could potentially lead to future Bellevue HS football players not getting as much time in the game based on

students from outside the school participating on the team.

- It could also mean some positions being played by players who would not be in the program in the future.

Regardless, having involvement at the middle school level is important to develop students for a program...whether it is football, basketball, volleyball, or any other sport or activity.

- Everyone wants to see their son or daughter play. A parent from the Bellevue MS/HS watching their son or daughter sit on the sideline while another student from another school is playing in front of their students in one shared program (when others are not shared) would not be an easy conversation to have for anyone involved.

This was not an action item on the agenda. Any changes for football at the high school level must be made by November 26 based on classification deadlines for the Iowa High School Athletic Association for football for the next two seasons.

Comet School Finance

Two Things: CAR and Enrollment

1. CAR - Certified Annual Report

Penny shared a document and reviewed information on the finances for the fiscal year which she filed the Certified Annual Report for in September. This information is also on the district website.

2. Enrollment

Meyer shared some information on enrollment, as we approach final certification of enrollment on October 15 (which must be coordinated with other districts which we have student open-enrollments from, and similar things).

An overview on enrollment shows the following overall with students attending the Bellevue Elementary and Bellevue MS/HS buildings (note the increases):

Increases since from the 2014-2015 to the 2019-2020 school year:

- **Elementary (K-5)** 250 to 289 (15.6% increase)
- **MS/HS** 374 to 384 (2.6% increase)
- **Preschool (3- & 4-year old)** 71 to 92 (29.6% increase)
- **All Areas (PK-12)** 695 to 765 (10.1% increase)

Enrollment Trends

Year	BCSE	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Elem	MS/HS	Dist	Total Total (TK-5) (6-12) (TK-12)
2008/2009	8	6	31	51	54	36	36	44	58	48	45	54	53	62	46	266	366	632	
2009/2010	9	6	35	32	56	52	36	39	45	53	49	48	56	50	62	265	363	628	42/21 (691)
2010/2011	7	8	34	35	34	55	50	39	43	45	50	58	47	60	49	262	352	614	45/21 (680)
2011/2012	3	10	46	34	33	37	53	52	40	42	43	61	62	56	58	265	362	627	33/34 (694)
2012/2013	4	12	34	49	33	38	36	55	50	43	44	49	60	61	55	262	362	624	32/28 (684)
2013/2014	2	9	43	38	45	37	35	41	55	54	43	51	56	63	61	248	383	631	36/35 (702)
2014/2015	3	7	36	39	36	49	37	43	42	59	59	45	52	55	62	250	374	624	40/31 (695)
2015/2016	2	15	42	35	42	37	49	39	45	43	59	67	44	53	53	259	364	623	37/18 (678)
2016/2017	4	12	37	44	37	43	38	53	45	49	48	65	64	46	50	264	367	631	35/32 (698)
2017/2018	3	10	37	38	42	40	49	40	54	49	50	61	64	63	47	256	388	644	42/33 (719)
2018/2019	6	14	48	41	39	44	42	48	44	55	53	55	60	68	60	276	395	671	40/48 (769)
2019/2020	5	10	54	52	43	42	44	44	52	45	57	51	54	58	67	289	384	673	58/34 (765)

TENTATIVE for 2019-2020

Physical Plant and Equipment Levy & Facilities Overview

There are three components to this agenda item: PPEL, Space in Facilities, and the Cost Analysis Overview

1. PPEL

Below is some information on the PPEL-Voter Approved which will be placed in the Bellevue Herald-Leader and on our website.

Block Ad for the Newspaper

Residents of the Bellevue Community School District will be asked to vote in regard to extending the PPEL on Tuesday, November 5, 2019. **This vote is NOT to increase the levy nor would it raise taxes. It would keep the voted PPEL levy the same as it is now and not raise the tax rate.**

There are strict regulations on what these funds may and may not be used for, and a summary of some of these items include the following:

1. This levy may be used for the following purposes:
 - Purchase of school buses and school transportation
 - Technology and infrastructure improvements
 - Security improvements to buildings
 - Improving the existing building and grounds, with some examples including
 - Hallway and classroom lighting improvements
 - Parking lot resurfacing
 - Classroom learning furniture (tables, chairs, etc.)
 - Industrial Technology building improvements for welding, construction, metal work, etc.
 - Roof repairs and replacements
2. Revenues may NOT be used for:
 - Employee salaries or travel
 - Supplies
 - Printing costs or media services

PPEL funds are used in many ways for our school district. Without these dollars, it would be difficult to operate on a day-to-day basis. Schools are an integral part of all communities, and Bellevue is fortunate to have a supportive community in regard to valuing the education which students receive for their lives beyond high school. Educating our youth is vital for the community and beyond, and having well-maintained schools is a large marketing factor for the entire community. A list of expenditures is available on the school website at www.bellevue.k12.ia.us or by contacting the district office.

Article for the newspaper:

**Continuing PPEL for the Bellevue Community School District is Vital
for Student Success and Community Wellness**

Residents of the Bellevue Community School District will be asked to vote in regard to extending the PPEL on Tuesday, November 5, 2019.

This vote is NOT to increase the levy nor would it raise taxes. It would keep the voted PPEL levy the same as it is now and not raise the tax rate.

PPEL is the Physical Plant and Equipment Levy and has been approved by local voters for the past 17 years, first gaining voter approval during the 2002-2003 school year. The levy has been approved two times by local voters and the school district is asking voters to extend it again as required by state law. The new approval would continue the rate of \$1.34 per \$1,000 of valuation during the PPEL's next 10-year term from 2023 to 2032. The current rate in place through 2022 would not change if the extension and rate change is approved.

PPEL revenue can only be used for specific purposes outlined by Iowa law, including construction, improvements, maintenance of buildings and grounds, and purchase of vehicles and equipment. PPEL revenue cannot be used for salaries, benefits, travel expenses, materials, supplies, media services, heating and cooling costs or bus fuel.

The district in the past few years has used PPEL money in a variety of manners for improvements. Some of these significant expenditures include the following:

- Purchase of school buses
- Technology and Infrastructure Improvements
- Security improvements to buildings, along with security technology
- Hallway lighting improvements
- Parking lot resurfacing
- Classroom furniture
- Music room improvements at the MS/HS
- Industrial Technology Equipment for Programming Improvements
- Bellevue Elementary sidewalk
- Roof repairs and replacements at both school buildings

Future PPEL revenue will be used to fund long-term capital improvements in the district, along with a continuation of its current uses to assist in educating students through the purchase of

equipment, repairs, and improving and maintaining the building and grounds throughout the district.

Approval of the PPEL would also continue to authorize the use of an income surtax of 2-4% of a family's income tax bill (not 2-4% of their income) in place of the property tax levy for PPEL. Ultimately, the revenue from the surtax would be used to buy down the property tax levy to less than \$1.34 per \$1,000 of taxable valuation.

If the extension is approved the district would receive approximately \$400,000 in total revenue per year over the 10 year period from 2022 to 2032 based on current property valuations.

As noted, there are many ways we use PPEL dollars for our school district. Without these dollars, it would be difficult to operate on a day-to-day basis. Schools are an integral part of all communities, and Bellevue is fortunate to have a supportive community in regard to valuing the education which students receive for their lives beyond high school. Educating our youth is vital for the community and beyond, and having well-maintained schools is a large marketing factor for the entire community.

Reminder: This vote is NOT to increase the levy nor would it raise taxes. It would keep the voted PPEL levy the same, and would not raise the tax rate.

Voters can access more information in regard to its allowable uses and the utilization of PPEL in the past in our district at the school district website at www.bellevue.k12.ia.us, or on multiple social media sites. Additionally, people can contact the school district at any time at 563.872.4001 (Ext 4).

2. Facilities Space and Options

As you know, the district will be strapped for space in the elementary building next year (we already are in all actuality!) with the likelihood of three sections for K, 1st, and 2nd. Additionally, Meyer is not sure about the overall 3-year old and 4-year old preschool enrollment for next year and the impact of possibly being able to utilize a room in this area. Meyer included some potential options for next school year that have been mentioned to him, discussed in various formats, etc. These are not the only options, some are not good options (maybe none are!), but they are simply things to consider as we determine our approach for next school year.

This information is meant to be a discussion on options from your perspectives in the community. No decisions were made at this time, and more succinct discussions will follow in November and beyond.

Some of these options will demand actions to start being taken and planned for beginning in the early part of 2020.

Options for 3rd Section of Kindergarten for the 2019-2020 School Year

Add a Grade-Level section to the old building

- A. Add a room to Cris Kellogg's room and the AEA Speech Services area
 - a. Remove the walls from the area where Cris Kellogg and AEA Speech Services are offered
 - b. Move Kellogg to the Makerspace area
 - c. Move Speech to the AEA Room
 - d. Move AEA to the Reading Room

*Issue:

- Restroom availability in this section of the building (one toilet for boys and one toilet for girls.)
- Placing more students in the old part of the building
- Reading room area is space-limited, and some things would have to be moved (and unsure of where that location would be)

- B. Add a class to the Teacher's Workroom/Art Room
 - a. Move Teacher's Workroom to Cris Kellogg's room
 - b. Move Kellogg to Makerspace area
 - c. Move Art room to classrooms ("Art on a Cart"

*Issue:

- Bathroom availability in this section of the building (one toilet for boys and one toilet for girls.)
- Space for Kellogg to work with groups at the same time as Library is being used by students
- Placing more students in the old part of the building
- Electrical capability for the Kellogg's room and area would not handle the various electrical needs of the current workroom (laminator, refrigerator, etc.)
- "Art on a Cart" is not a quality way of providing art to students, and many say "de-values" the program, at a time when creativity needs to be fostered and encouraged.

- C. Add a class to the old office area
 - a. Remove walls between AEA room and Abby Veach's room (Keep Safe room)
 - b. Move Veach to Special Ed room
 - c. Move AEA to the Reading room

*Issue:

- Space would be limited in comparison to other classroom sizes in the building.
- Placing more students in the old part of the building
- Future needs may warrant the use of the Special Ed room by another Special Ed teacher and students

- Reading room area is space-limited, and some things would have to be moved (and unsure of where that location would be)

D. Move the Library/Makerspace to the Elementary Cafeteria area

- a. Move extra grade level section to the Library
- b. Students would eat lunch in the gym

*Issue:

- Indoor recess issues during poor weather conditions (rain, cold, etc.)
- PE schedule
- Set-up of tables would occur while music is taking place on the stage
- Clean up on the gym floor (most places who have lunch in a gym area have an all-purpose floor which is easily cleaned up, and not a wood gym floor)

Add a Portable to the Elementary area

E. Move a 5th-grade section to a portable building

- a. Move extra grade level section to the Library
- b. Move Library and Art/Makerspace to the 5th-grade room

*Issue:

- Students would be isolated from the rest of the building.
- Issues on concerns of why specific students are placed in a portable, while their other peers in the other section are in the main building (Equity issue)
- Security issues
- Location of the portable (Basketball court area, Parking Lot area, North side of the building along State Street, etc.)
 - Hookups for fire alarm, water/sewer, intercom, electrical, etc.

F. Move Art/Makerspace to the portable

- a. Add extra grade level section to the Library
- b. Move Library to Cris Kellogg's room

*Issue:

- Access to library would be difficult for some students due to accessibility (narrow hallways and corners, upstairs)
- Space would be limited
- Restroom access for students

Add a portable(s) to the MS/HS campus

Move both 5th-grade sections to the MS/HS campus and add an extra grade level section to the Library area in the elementary

G. Place portables in west-end of the parking lot

- a. Move the Library to a 5th-grade classroom

b. Move the Art/Makerspace areas to a 5th-grade classroom

*Issue:

- Would need to arrange transportation flow for "dropoff areas" for the 5th grade rooms
- This would require students to walk outdoors to lunch, PE, and Music
- Would this indicate the potential to build on to the MS/HS building? Administration coverage would need to be increased

H. Place portables on the land near the bus barn which the district now owns

*Issue:

- Would need to prepare the surface area for portable "installation"
- Would need to arrange transportation flow for "dropoff areas" for the 5th grade rooms
- This would require students to walk outdoors to lunch, PE, and Music

I. Move the 5th grade rooms to areas in the "MS Hallway" (currently two Literacy classrooms - furthest to the south in the hallway - or the Spanish and Social Studies classrooms - furthest to the north in the hallway)

a. If moved to the south part of the hallway, Heim and Michels would need to move classrooms.

i. Move Vocational Agriculture classes to a portable, and move Heim and Michels to the current Ag room and a studyhall room, or similar movements with other staff to make the most accommodating for students and learning.

b. Special Education services would be offered at the MS/HS campus for students in need.

c. This could create an opportunity to make 5th and 6th grade more collaborative and a more "self-contained" 6th grade (not rotating as much to classes).

*Issue:

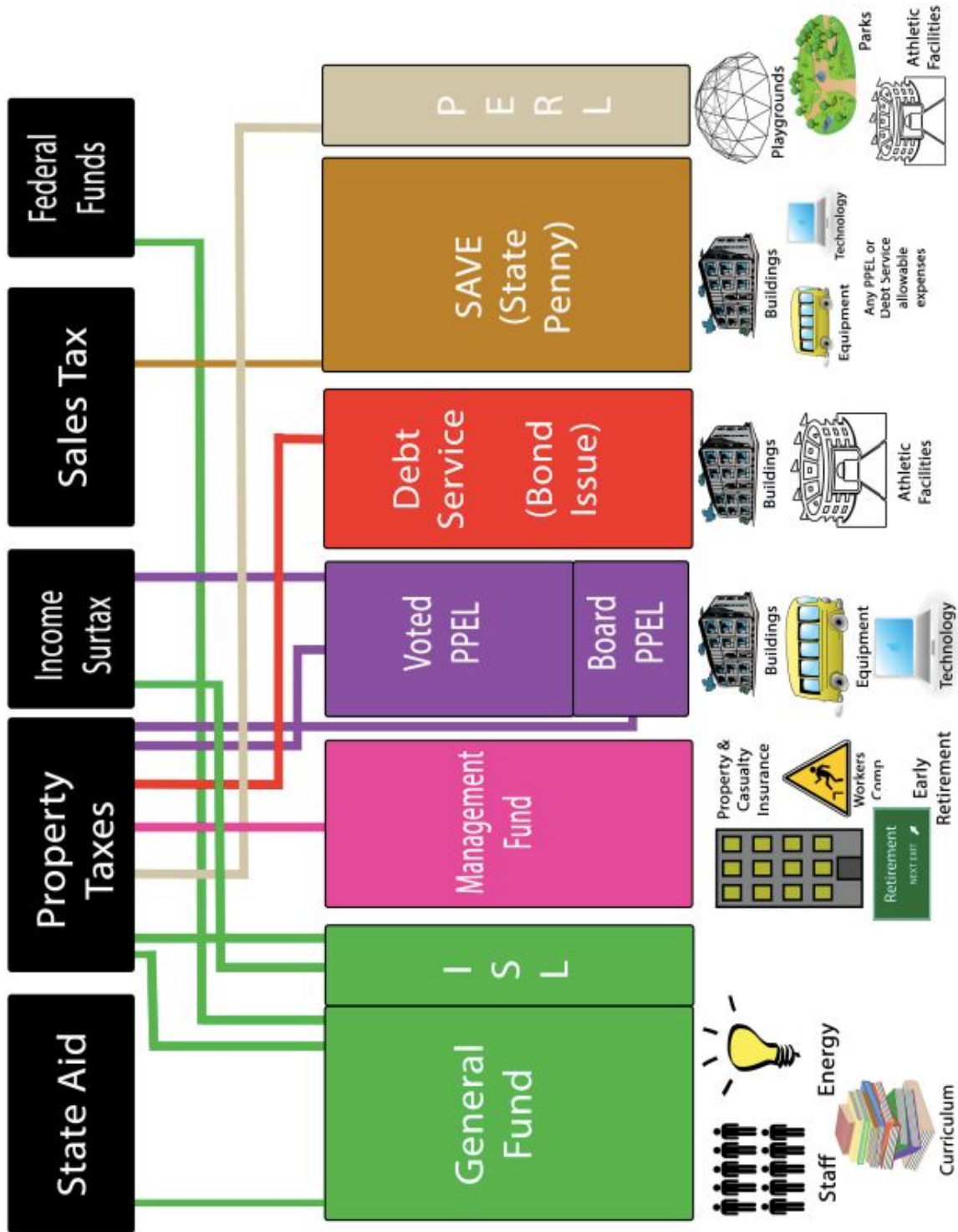
- Is the set-up of 5th and 6th grade working collaboratively a strong educational set-up?
- Would this mean indicate the potential to build on to the MS/HS building? Administration coverage would need to be increased
- Where locate the portable for Vocational Agriculture?
 - Remove part of the former Vocational Agriculture building?
 - Put on the recently purchased property? The preparation of the surface for this would be needed.
 - Place on the West end of the parking lot?

J. Other....

* Some of these options would mean a beginning to eliminate full-time classrooms from the the old building at the elementary.

* Costs would be associated with all of these options, to a varying degree.

Additionally, it is important to recognize the allowable use of funds...



3. Facilities Cost Analysis

Below is information from a summary conducted by Russell Construction and Legat Architects.

- **Renovation Cost for current Bellevue Elementary \$16,143,000**
 - Demolition Costs of current 1848 building \$728,000
 - Addition of space to site of 1848 building \$3,300,000
 - 11,000 square feet
 - Additional Space (added space) \$4,143,000
 - *Cost of Additions - \$7,443,000*
 - 13,808 square feet
 - Renovations to the other parts of the building \$7,972,000
 - 39,808 square feet
 - *Total Square Feet = 64,616*

- **Cost of a New Bellevue Elementary - \$14,000,000**
 - Classroom Spaces \$7,277,585
 - 27,625 square feet
 - Administration Space \$369,082
 - 1,401 square feet
 - Commons and Kitchen Spaces \$1,344,608
 - 5,104 square feet
 - Gymnasium Area \$1,293,400
 - 6,467 square feet
 - Circulation and Support Spaces \$2,950,550
 - 11,200 square feet
 - Staff Work Areas and Building Storage \$764,774
 - 2,903 square feet
 - *Total Square Feet = 54,700*

Cost Breakdown for a new elementary building



Belleve New Elementary School Concept Divisional Breakdown	
Belleve Community School District Superintendent, Tom Meyer	
New Elementary School Concept (Legal Design Information 9.27.19)	
Building Area Size: 54,700 SF	Division Total
General Requirments	\$ 540,000
Site Improvements	\$ 922,050
Concrete	\$ 895,000
Exterior and Interior Wall Systems	\$ 1,918,750
Steel Structure System	\$ 1,119,300
Carpentry - Casework	\$ 656,400
Roofing & Insulation	\$ 562,000
Doors & Windows	\$ 605,000
Finishes	\$ 940,000
Specialties	\$ 462,500
Conveying	\$ 65,000
Fire Supression System	\$ 163,000
Plumbing	\$ 580,000
HVAC Mechanical	\$ 1,750,400
Electrical and Low Voltage / Security / Fire Alarm	\$ 1,450,000
Sub-Total Construction Projected Cost	\$ 12,729,400
Soft Costs and Fees	\$ 1,270,600
Grand Total Cost Opinion With Soft Costs	\$ 14,000,000

FYI...Future election dates for any referendum would need to be one of the following options:

Odd Years

- 1st Tuesday of March
- 2nd Tuesday of September
- 1st Tuesday after the 1st Monday of November

Even Years

- 1st Tuesday in March
- 2nd Tuesday of September

Technology

This agenda item is a result of two things:

1. Approved for iPads. Outdated iPads in lower elementary and Chromebook planning. Currently the iPads in K and 1st are having difficulties with the new "operating system" requirement for some apps (applications) for learning. After speaking with Matt Jaeger and Cris Kellogg (Tech Coordinator and Instructional Coach with Technology emphasis respectively), this is due to the age of the iPads (about 8-9 years old). The apps have changed, and it is time to update our iPads. A cost of this would be close to \$20,000, but would be well worth it for our students and their learning. This is also true due to the length of time we will be able to utilize the iPads as well. I am seeking approval to purchase up to 60 iPads for 1st grade at this time. This Spring I will likely be asking for a similar purchase for iPads for Kindergarten.
2. For the Spring as well I will likely be seeking approval for Chromebook purchases again. We will likely be looking to have Chromebooks bought for 3rd grade each year, and then having the devices "move" with the student to their next grade through 6th grade. This is a similar approach which is utilized at the MS/HS as students keep their computers for 4 years at a time. The benefit of this is that students tend to take better care of their computers when they know they will have the same one the following year. This is more information at this time for the Spring, but wanted to put this out to everyone now.

Jackson-Clinton County Regional Center Update

There has been continued discussion on a regional center for students to take Career and Technical Education (CTE) courses in our area. While the largest discussion has focused on a center in Clinton County for our students and school district to utilize, the Jackson County superintendents and principals have been pushing for opportunities in our county. A reasoning for a center in our county

is the time and distance our students would have to travel if it was located in DeWitt, Camanche, Clinton, or similar areas. A hope is that something may be able to be worked out for programming in Maquoketa.

Bellevue is currently sending three students to Maquoketa HS in the afternoon for some advanced welding (after taking courses at Bellevue HS their early years in high school). These courses would primarily be for Seniors, but some Juniors may also qualify based on their prior classes, planning, and desires. Bellevue HS is planning on offering some advanced electrician courses on-campus during the second semester this year, and some Maquoketa HS students are planning on attending (also, possibly some Easton Valley students). Regardless, these courses offered for students in the area are either allowing students to gain a certification at the end or a significant start to a certification/credential. It is a good thing as we prepare our students for their future after high school.

There has also been some discussion on developing a common calendar for all districts in the area who would utilize the Regional Center. This includes the districts of Clinton, Camanche, Calamus-Wheatland, DeWitt, Northeast, Maquoketa, Easton Valley, and Bellevue. This discussion has been challenging with all districts having certain dates and "things" they wish to maintain. Some of the "roadblocks" include how often early dismissals occur (weekly or not), Spring Break for a week, holiday breaks, etc. I do not see a common calendar being developed, but this is not a reason to not have this happen. Our students would simply need to recognize they would likely need to attend classes at another location if we do not have school, and that they would report to our school (or some other option) if we have school and the center does not.

Some areas of emphasis for programming include the following:

- Advanced Manufacturing
- Electrician*
- Industrial Maintenance
- Welding*
- Auto/Diesel Mechanic
- Building Construction
- HVAC
- Plumbing
- Human Services - Early Childhood Services; Education (Teacher Academy) - *Looking to start a class in Bellevue for a "Foundations of Education" course for the 2020-2021 school year*
- Health Science - Nursing, CNA, etc.
- Computer Science - Computer programming; Networking; etc.*
- Agriculture - Ag Business, etc.

*We offer credits in the areas for Welding, Electrician, Computer areas at this time.

Modified Allowable Growth - School Budget Review Committee

Approved. Each year which we are eligible we apply to the School Budget Review Committee (SBRC) for "spending authority" for new students into our district who continue school in their previous district or choose to go to another public school district. I am not sure currently how many students this will include, but it gives us spending authority as needed. The spending authority allows us authority to spend, as we must pay the other district for the student this year even though we do not get the funding until next school year. I recommend you approve this for the district's benefit...it is not giving us more money now, but the increase in authority that each student brings our district financially.

Comet Reading and Reflection

Below is an excerpt from a short article on the impact of demographics on test proficiency on state tests. I believe it is important to recognize the impact of things "outside" of school which impact learning in our district.

Thoughts? What impact does our community make on education? What impacts students and their learning, besides the staff and school board? What can we do to assist students even more?

No Test Required: Demographic Factors Predict Common Core Proficiency
Tuesday, January 24, 2017 By Ryan Rhodes

The research shows Common Core test results to be predictable using the following three factors: (1) percentage of families in a community with income over \$200,000 a year, (2) percentage of people in a community in poverty and (3) percentage of people in a community with bachelor's degrees. The results accurately predict proficiency rates for over 70% of NJ middle schools evaluated in the study.

School funding implications, teacher quality ratings, and judgments about school administrator effectiveness are often contingent upon standardized test results. Tienken and his team highlight the questionable nature of that relationship. The results from the research reveal that factors outside the classroom affect some of the outcomes commonly attributed to the classroom.

"When you look at those three factors, they're a combination of family and community factors. They are proxies for variables that students are exposed to in their community. Life experiences, along with direct and indirect academic experiences that children receive are highly influential on their ultimate achievement on standardized tests. We're trying to build upon previous research and identify specific factors within the family and community to accurately predict test results," explained Tienken.

...schools in lower socio-economic areas have lower proficiency rates on the Common Core tests than those in affluent areas. This hints at inherent bias within the test and adds fuel to the debate: Is where you come from where you end up?

...a more accurate and representative picture of student learning is attainable from looking at a student's GPA, which is a culmination of years of learning and demonstrated to be a more reliable predictor for future success than a single test score.

Also, below is some information about the Iowa State Assessments. The results will be released on October 23 from what has been stated to school districts in the last few weeks. These are tests which were taken in February through April in Iowa schools. The state has shared that 35-50% approximately of students are NOT proficient in this new testing system in most areas.



A New State Assessment for Iowa

A HIGHER BAR FOR IOWA STUDENTS

Iowa adopted statewide standards in English language arts, math and science to ensure all students move from grade to grade with the skills and content necessary for success beyond high school.

Because Iowa raised the bar for what students are expected to know and be able to do, the state also changed the way progress is measured through state tests.

A new state test, the Iowa Statewide Assessment of Student Progress, replaced the Iowa Assessments. Students in grades 3 through 11 took the new test for the first time in spring 2019.

School-level results will be available to schools, parents and other stakeholders in October.

HOW TO INTERPRET RESULTS

Results re-set the baseline for future progress on the new state test.

Because this is a new, different test for students, results should not be compared to previous years.

Results will be used to report to parents and communities and to assist schools with improvement planning.

HOW PROFICIENCY WAS DETERMINED

Iowa Testing Programs and its vendor, Pearson, convened 185 Iowa educators and experts in July to determine through a collaborative, scientific process what "proficient" and "advanced" mean on the new state test.

The performance levels that resulted from that process were recommended for State Board of Education adoption in September.



ABOUT THE IOWA STATEWIDE ASSESSMENT OF STUDENT PROGRESS (ISASP)

- Developed by Iowa Testing Programs at the University of Iowa in collaboration with Iowa educators
- First administered in spring 2019 to students in these subjects and grade levels:
Math: Grades 3-11
English Language Arts: Grades 3-11
Science: Grades 5, 8 and 10
- Includes an online format and assessment of student writing
- Better reflects what is being taught in classrooms because it is more aligned with Iowa's academic standards
- Find more information about the test at: <http://iowa.pearsonaccessnext.com/>



KEY MESSAGES/TALKING POINTS

Iowa is committed to preparing all students for future success, and that means preparing them for the demands of postsecondary education and the workforce.

Part of this work includes setting high expectations for what students should know and be able to do at each grade level and then measuring how students are progressing.

These high expectations are outlined in Iowa's academic standards, which ensure all students move from grade to grade with the academic knowledge and skills necessary for success.

Whether they want to go to college or straight into the workplace, students need to be able to think critically and solve complex problems. This gives them the ability to make choices about their future and to make the most of their opportunities.

*

The Iowa Statewide Assessment of Student Progress (ISASP) replaced the former Iowa Assessments, with students taking the new tests for the first time in spring 2019. Iowa Testing Programs at the University of Iowa oversaw the test's development and administration.

English language arts and math tests were given to students in grades 3 through 11, while science tests were given in grades 5, 8 and 10.

ISASP better reflects what's being taught in Iowa classrooms and how students are progressing toward grade-level expectations outlined in Iowa's academic standards.

This makes ISASP one measure that helps teachers understand where students are succeeding and where they may need more help.

*

Student performance on the ISASP is scored in three ways: Advanced, Proficient, and Not Yet Proficient.

A committee of 185 Iowa educators met for five days in July to determine recommended performance levels, or cut scores, which define the range of scores for each of the three categories. These recommendations will be taken to the Iowa State Board of Education on September 12.

Because the new state test is more aligned to Iowa's academic standards, it is more challenging.

These results will re-set the baseline for future progress on the new state test. They should not be compared to results from previous years because the state test is new and different.

Information Items

IASB Legislative Priorities

- See the information below on legislative beliefs and proposals. These will be part of the IASB delegate assembly meeting in November for our board and boards across the state.
 - I am attaching the IASB platform and beliefs in a separate document for review.

IASB and NSBA Conferences

- IASB in Des Moines - November 20 (Delegate Assembly and workshops); November 21 (General Conference); Board members have typically only attended the General Conference except for the "delegate" from our district and myself who usually attend the events on November 20. Meyer will be driving out November 20, but another vehicle will be available on November 21 (a couple of staff members plan on going out on November 21)
 - **Delegate Assembly Details**
 - **WHEN:** Wednesday, Nov. 20, 2019; 9 a.m.-Noon or upon completion
 - **WHERE:** Iowa Events Center, Des Moines; Grand Ballroom, 4th Floor
 - **WHY:** The IASB Delegate Assembly convenes annually for three important roles:
 - Conduct the **Annual Meeting** of the association, including receiving important reports, recommended bylaw changes, and the election of IASB president-elect.
 - Set priorities and resolutions for IASB's **Legislative Platform** for the 2020 session.
 - Convene **nominating caucuses** to select candidates for the IASB Board of Directors in selected regions.
 - **WHO:** Each member board may be represented by **one** board member who serves as delegate to cast votes on behalf of the board.
 - **FEE:** There is no fee for delegates to attend this important membership meeting, and lunch is provided for delegates at no charge.
- NSBA in Chicago - April 4-6; Some board members have attended this conference over the last 20 years plus...It is a great learning opportunity, and I encourage your involvement. A good part of the conference this year is that it is in Chicago and we can drive to it.

Election

- School Board candidates for the three open seats on the Bellevue Board of Education to be held in November are the following:
 - Kevin Lundin (Incumbent -President)
 - Janet Sieverding (Incumbent - Vice President)
 - Rhonda Anderson
 - Jacob Ohlert
 - Marty Ploessl
 - Josh Richter
 - Matt Wedeking

These are all "general" seats and are not based on a specific location or "ward" in the district.

District Needs Assessment

- I released the District Needs Assessment after the District Leadership Team meeting on Tuesday. Over 125 community responses have been received as of October 14, and Meyer will share some results at the November Board meeting.

Comments from Building Principals, Superintendent, and Board Members

- Jeanette Hartung-Schroeder shared some information on grants which have been received by the district. Some of these include funds to assist in putting lights in the MS/HS parking lot, which are of assistance after events at night; Transportation/Busing grants for learning opportunities, and Mrs. Hingtgen for a cultural event at the University of Dubuque (busing also).
- Mr. Recker shared that all sophomores will be attending a tour organized by the Jackson County Economic Alliance of several manufacturing businesses in Maquoketa on Wednesday, October 16. The emphasis is on the multiple job opportunities and careers in businesses from "working on the floor" with assembly, etc. to Human Resource positions, Accounting positions, Management, Marketing, etc. All PK-12 staff will also be touring similar areas on October 28 in the morning, including Collins Aerospace in Bellevue. This allows staff to see the skills needed for the workforce, and to be able to ask questions about what is needed in connection to schools and the educational system.
- Recker also discussed the "Monday Morning Shoutouts" and "Positive Sign Thursday" actions to promote students, their value and worth, and simply recognition of the outstanding things happening in the district.

- Meyer shared that the FBLA will be assisting with the coffee shop at the "Button Factory" when it is complete as part of a business project. Additionally, Empower Iowa with the Lt. Governor will be in Bellevue on Wednesday, October 16 in the afternoon and some students will be participating in the meeting and some Bellevue BIG students will be presenting about their work in the school/program (Payton Marshall and Brianna Laughlin).

Adjourn

Next meeting is on Monday, November 11 2019.

Additionally, in November Representative Andy McKean will be in attendance. In December, Senator Carrie Koelker will be in attendance. Both have confirmed the respective dates (could not coordinate the two together), but may also need to change based on legislative committee duties prior to the session beginning in January.