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**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

**Comet Highlights from the Board Meeting on March 9, 2020**

March 16	6-12 Pops Concert - 6:30 ( <i>rescheduled from an earlier date</i> )
March 19	PK Open House (3- and 4-Year Olds) - 5:00-7:00 PM
March 26	Kindergarten Open House
March 30	Work Session - 6:00
April 10 & 13	No School - Spring Break (April 13 is a potential snow makeup date at this time)
May 18	6-12 Vocal Concert
May 19	6-12 Band Concert
May 21	Elementary Music Concert
May 23	Graduation - 8:00 PM
May 28	Last Day of School for students (Thursday - Make-up Day #1)
August 3 & 4	Registration for the 2020-2021 School Year

**Meeting Notes for the March 9, 2020 Board Meeting**

**Consent Agenda - APPROVED**

**Open Enrollments for 2020-2021 School Year**

- Cameron Casel - 7th Grade - Andrew to Bellevue
- Steven Crist - 11th Grade - Bellevue to Maquoketa
- Jaina Crist - 12th Grade - Bellevue to Maquoketa
- Kaden Miller - 7th Grade - Andrew to Bellevue

**Approve Resignations**

- Katie Heilman - 5th Grade Teacher - Katie is moving to Des Moines where her husband recently accepted a position. She is going to finish out the 2019-2020 school year, but will be seeking employment elsewhere for the upcoming school year. Katie has worked in our district this school year only, and has been a positive addition to the district and our students.
- Julie Scheckel - Julie is a part-time cook and is retiring at the end of this school year. Julie has been a steady and consistent employee through the years, and an asset to our district.

### Approve Recommendations to Hire

- Mary Lou Gerlach - Food Service - Tracey Hueneke has resigned at the end of March, and Jessica Bormann (Food Service Director) and I are recommending Mary Lou Gerlach for the position. Jessica, another food service employee, and myself interviewed four candidates for the position and believe she is the best candidate and match for the kitchen position and skills needed for the team of workers.
- Jessica Hingtgen, who is a 3rd grade teacher in the district is being recommended for the MS Girl's Track coaching position for the upcoming 2020 season. She is completing her work on her coaching certification. *She is being recommended based on her completion of proper certification.*

### Recognize any Visitors

Tracey Till (BEA) and Brett Ernst (Facilities Manager)

### Comet Curriculum

Mr. Recker and Mrs. Hartung-Schroeder discussed after-school programming and options for extended learning.

Mr. Recker shared information about Academic Services and Mr. Casel's role and others in this manner to assist students, "Comet Time", and 0-9th Block (before and after school). The goal is to provide opportunities for students for assistance in learning. Additionally, Odysseyware was also discussed and its utilization for students at any time with tests being taken in the classroom.

Mrs. Hartung-Schroeder discussed the CAPS program and the amount of students involved overall from the community. This includes "Homework Help" and activities after school for students, including bowling, Reader's Theatre, martial arts, STEM activities, time with Jackson County Conservation officers, Spanish, and mindfulness to name a few.

### Comet Finance Information

Budget Information was presented, along with Penny Medinger sharing some official legal documents for the budget. Additionally, below are tax rates from Bellevue over the last several years, followed by tax rates from districts around us and/or similar in size in eastern Iowa.

#### Bellevue Tax Rates:

● FY16	12.2979
● FY17	12.2942
● FY18	12.1923
● FY19	12.1619
● FY20	11.7808

#### Other districts:

● Alburnett	13.41169
● Anamosa	15.87298
● Andrew	11.61270
● Cal-Wheat	11.90760
● Camanche	12.63815
● Central City	17.6000
● DeWitt	14.13325
● Clinton	16.49747
● Dubuque	14.71233
● Durant	12.08308
● East Buchanan	14.04400
● Easton Valley	14.76753
● Lisbon	18.43472
● Maquoketa	13.00561
● Midland	13.99312
● Monticello	14.25219
● North Cedar	14.31291
● Northeast	14.90460
● Tipton	11.49789
● Western Dubuque	11.50542

I anticipated our tax rate going down this year again based on state changes. These funds must be utilized for daily operations (gas, electricity, salaries, etc.)...and not for buildings, etc.

I have also looked at what our tax rate would be if we have a referendum and it is passed in the next year. The rate of \$2.70 would increase our levy to between \$13.3 to \$13.5, but we would also need to borrow against our SAVE AND pass the SAVE General Purpose Statement if the levy is only \$2.70.

Additionally, our Unspent Authorized Budget (UAB) and Solvency Ratio (and estimates for the future are below) is important to recognize. Some definitions of each of these are indicated below:

UAB - The amount of maximum spending authority not expended during the fiscal year. This includes previous year's accumulation of unexpended total spending authority (based on enrollment and state funding). It is a measure created by a statute to determine if a school district has exceeded its total spending authority in a given fiscal year, and is part of Iowa Code.

Solvency Ratio - Provides a picture of the cash resources on hand at fiscal year-end of a school district and represents the percent of the district's available funding. It is calculated by dividing the unassigned and assigned general fund balance by the general fund actual/total revenue of the school district for the fiscal year less the district's AEA flow-through funding.

<u>Fiscal Year</u>	<u>UAB</u>	<u>Solvency</u>
● FY20	23.0%	24.7%
● FY21	21.8%	23.9%
● FY22	20.9%	21.3%
● FY23	18.8%	16.8%
● FY24	15.5%	10.4%

A goal for solvency and UAB is to keep it between 5%-15%.

This is based on a prediction of losing approximately 5 students for FY22 and FY23 in comparison to our enrollment this year, and then losing 5 more students for FY24 and FY25. I hope for an increase in numbers overall, but this is a conservative view as a whole. Extending one additional year, which is hard to predict, our numbers go down to about 5%.

Additionally, these numbers predict having 1.50% SSA (which I hope is a low conservative estimate), and a drop of Andrew CSD students by 4 over the next several year. This also does not count any early retirements and any money saved in this manner, which will assist in our financial status.

On another note...Some may ask why do we get all the money we can, and why not try to not get all the money and lower taxes even more? My response is that we have a need to fund the programs for our students and to upkeep facilities adequately, and without utilizing the most we can we are going against what every public school across the state does...we are already low on funds, why would we not seek all we can and are told to by the state when they give us the funds, responsibility, and right to do so? Ultimately, it is for student learning and we will continue this in the future as well.

Ultimately, a few things to remember with this and why state aid matters as we move forward and approve our budget:

- The less money that the Iowa Legislature approves for schools, the more local property taxes that schools must levy on their community.
- The more money that the Iowa Legislature approves for schools, the less local property taxes that schools must levy on their community.
- Bellevue has traditionally had lower than average property taxes in our area, and as a whole in the state. The budget that is being published for approval at the public hearing will be based on the 2.5% State Aid that may be approved by the legislature and signed by the Governor. The budget that will need to be proposed at the March Board meeting, and then published in the local newspaper after the meeting according to state regulations (Penny will have this ready to share). The official budget will then need to be officially approved at the April Board Meeting after a public hearing (deadline is April 15).
- Overall, the budget needs to be fair, and serve our students and community well.

A few estimated tax rate scenarios are the following with the recently approved 2.3% State Supplemental Aid approved by the legislator on Wednesday (not yet signed by the Governor), along with a 2.5% figure the Governor requested initially at the start of the legislative session.

#### **2.3% SSA**

- **CHOOSE THIS RATE FOR THE BUDGET** - Income Surtax Rate of 3% and bring in \$171,499 through PPEL Income Surtax contributing to the total of \$504,675. In this scenario the tax rate would be **reduced by \$0.82710, with a rate of \$10.95367**

#### **2.5% SSA**

- **Income Surtax Rate of 3%** and bring in \$171,499 through PPEL Income Surtax contributing to the total of \$504,675. In this scenario the tax rate would be **reduced by \$0.82053, with a rate of \$10.96024**

\*A key to remember is that the income surtax rate impacts the property tax rate and NOT the overall amount the district receives (just how it is attained), and the income surtax portion is received the following year.

#### **Set Date for Public Hearing on Budget**

The Board set a public hearing date for the school district budget of April 13. It must be advertised, and Board approved by April 15.

## School Calendar - Review and Set Hearing for April Board Meeting

This part of the agenda was to set a public hearing for the public to voice concerns, ask questions, etc. about the 2020-2021 school calendar. The hearing is designed to allow anyone in the public to comment on the proposed calendar. The hearing will be on April 13, 2020.

### 2020-2021 School Calendar Highlights...

Below is the calendar we discussed at the February and March Board meeting. Note the following:

- Start date on Monday, August 24
- Return from Winter Break on Monday, January 4 with teachers; Return with students on Tuesday, January 5. This gives our staff a day to complete grades for the 1st semester (ending prior to break for the first time in many years)
- Ending school on Wednesday, May 26 (similar to this year's original plan)
- Total Hours is 1146 (1080 required by the state)
- Total Student Days are 180
- Total Teacher Days are 188 (contractual)
- Early Dismissal Days = 6, plus 4 parent-teacher conference dates
- Full Day Professional Development Days = 3 during the school year, with 4 more prior to students returning to school in August and 1 at the end of the year; 8 total days (188 teacher contract days).
- Conferences are the first full week in October (avoiding Conference Meets, etc. for staff who coach), and then in February before President's Day (this is a change, but one in which other schools utilize at times if they are on trimesters, and I believe it is worth an attempt to get our parents and students connected with academics prior to March and the nicer weather typically; Hopefully this will increase attendance at the MS/HS as well.
- I also included a statement (left blank yet) signifying we would not extend into June as long as we have met the required 1080 hours.

## 2020-2021 School Calendar – Bellevue Community School District #8

Summary of Calendar:  
 Days/Hrs. in classroom:  
 First Semester = 83/525.5  
 Second Semester = 97/620.5  
 Total Days/Hours = 180/1146  
**TOTAL Hours Required: 1080**

### CALENDAR LEGEND

Begin Quarter/Semester
End Quarter/Semester
Holidays/Breaks
No School for Students; Teacher Professional Learning (Holiday)
Parent-Teacher Conferences
Early Dismissal Days

Does not include Professional Development days/hours.

### HOLIDAYS:

Labor Day	(9/7)
Thanksgiving Day	(11/26)
New Year's Day	(1/1)
Martin Luther King Jr. Day	(1/18)
President's Day	(2/15)
Memorial Day	(5/31)

### Notes:

- Conferences in October at this time as a result of conference tournaments the following week.
- Spring Break over Easter, with a full teacher workday on the Tuesday after Easter.
- January 4 would be a teacher workday
- January 18 (MLK Day) would be a Teacher Professional Learning Day
- Parent-Teacher Conferences Early in February
- Currently 8 full-day professional development days (3 during the school year); 6 2-Hour Early Dismissal Days; 4 3-Hour Early Dismissal Days (1.5 hours each day of Professional Learning) for Parent-Teacher Conferences

\*There will be no school make up days beyond \_\_\_\_\_ as long as we stay at or above the required 1,080 Instructional Hours. Teacher Professional Learning Days may be used as make up weather days at the discretion of the superintendent. If 188 teacher contract days have not been served by June 4, additional day(s) will be made up individually by June 30. Individual or group make-up plans will be approved by the administration.

August 2020					Student Days/Hours	
M	T	W	Th	F		
17	18	19	20	21		
24	25	26	27	28	5	32.5
31					6	39
<b>September 2020</b>						
	1	2	3	4	10	65
7	8	9	10	11	14	91
14	15	16	17	18	19	121.5
21	22	23	24	25	24	154
28	29	30			27	173.5
<b>October 2020</b>						
			1	2	29	186.5
5	6	7	8	9	34	213
12	13	14	15	16	39	245.5
19	20	21	22	23	44	278
26	27	28	29	30	49	308.5
<b>November 2020</b>						
2	3	4	5	6	54	341
9	10	11	12	13	59	371.5
16	17	18	19	20	64	404
23	24	25	26	27	66	417
30					67	423.5
<b>December 2020</b>						
	1	2	3	4	71	449.5
7	8	9	10	11	76	480
14	15	16	17	18	81	512.5
21	22	23	24	25	83	525.5
28	29	30	31			
<b>January 2021</b>						
				1		
4	5	6	7	8	87	551.5
11	12	13	14	15	92	584
18	19	20	21	22	96	610
25	26	27	28	29	101	642.5
<b>February 2021</b>						
1	2	3	4	5	106	675
8	9	10	11	12	111	701.5
15	16	17	18	19	115	727.5
22	23	24	25	26	120	760
<b>March 2021</b>						
1	2	3	4	5	125	792.5
8	9	10	11	12	130	825
15	16	17	18	19	135	857.5
22	23	24	25	26	140	888
29	30	31			143	907.5
<b>April 2021</b>						
			1	2	144	914
5	6	7	8	9	147	933.5
12	13	14	15	16	152	966
19	20	21	22	23	157	998.5
26	27	28	29	30	162	1029
<b>May 2021</b>						
3	4	5	6	7	167	1061.5
10	11	12	13	14	172	1094
17	18	19	20	21	177	1126.5
24	25	26	27	28	180	1146
31						
<b>June 2021</b>						
	1	2	3	4		
7	8	9	10	11		

### 180 Days/1146 Hours

Aug. 17	New Teachers
Aug. 18-21	Teacher Professional Learning (All Teachers)
Aug. 24	Begin 1 <sup>st</sup> Semester
Sept. 7	Labor Day (No School)
Sept. 16	Two-Hour Early Dismissal for Students; Teacher Professional Learning
Oct. 7-8	Parent-Teacher Conferences 3:30-8:00; 3-Hour Early Dismissal
Oct. 9	No School
Oct. 23	End of 1 <sup>st</sup> Qtr. (44 days)
Oct. 28	2-Hour Early Dismissal for Students; Teacher Professional Learning
Nov. 11	2-Hour Early Dismissal for Students; Teacher Professional Learning
Nov. 25-27	Thanksgiving Break (No School)
Dec. 9	2-Hour Early Dismissal for Students; Teacher Professional Learning
Dec. 22	End of 2 <sup>nd</sup> Quarter (39 days). End of 1 <sup>st</sup> Semester (83 days)
Dec. 23-Jan. 1	Winter Break (No School)
Jan. 4	Teacher Professional Learning
Jan. 5	School Resumes Begin 2 <sup>nd</sup> Semester
Jan. 18	Martin Luther King Day (No School); Teacher Professional Learning
Feb. 10-11	Parent-Teacher Conferences 3:30-8:00; 3-Hour Early Dismissal
Feb. 12	No School
Feb. 15	President's Day (No School)
Mar. 12	End 3 <sup>rd</sup> Qtr. (47 days)
Mar. 24	2-Hour Early Dismissal for Students; Teacher Professional Learning
Apr. 2-6	Spring Break
Apr. 6	No School for Students; Professional Learning for Teachers
Apr. 28	2-Hour Early Dismissal for Students; Teacher Professional Learning
May 26	End of 4 <sup>th</sup> Qtr. (50 days); End of 2 <sup>nd</sup> Semester (97 days)
May 27	Teacher Professional Learning
May 31	Memorial Day

Last Day of School for the 2019-2020 school year for students

APPROVED - Meyer recommended setting the last day of school for Friday, May 29 (if needed and meeting state-mandated minimum hours).

Currently, we are scheduled to finish on Thursday, May 28 with students (THIS WILL BE THE LAST DATE UNLESS WE HAVE ANOTHER WEATHER-RELATED DAY OF NO SCHOOL, ETC.).

If we have one more weather-related day I would recommend making it up on the 29th, but if we have more than that I would recommend students not making it up and teachers being given an opportunity to make it up in some manner during the school year or at the end of the year.

I believe we can also establish the last day for Seniors to be the traditional Wednesday (May 20) prior to graduation, and they do not need to make up for missed days of school. The Wednesday before graduation is a full-day for students, followed by graduation ceremony rehearsal after school.

An overview of school hours and days for the school year is below:

To this point we have missed one day of school-based on weather. This is currently scheduled to be made up on Thursday, May 28.

Additionally, we have missed several partial days which impact hours total. Those days and time aspects missed, along with the full day, are listed below:

November 11 (late start - slick roads)	2 hours
January 15 (No School - Ice)	6.5 hours
January 17 (early dismissal - incoming weather)	3 hours
January 24 (late start - slick roads)	2 hours
February 13 (late start - slick roads)	2 hours
<u>February 14 (late start - cold temperatures)</u>	<u>2 hours</u>
Total Hours Missed	= 17.5 hours

A review of hours established by our school and required by the state are below:

<b>Required hours</b> for school districts:	1080 hours
<b>Scheduled hours</b> for the Bellevue CSD:	1148 hours
<b>Missed hours</b> as of Friday, February 14:	17.5 hours
<b>Total Hours</b> at this time <u>if we make up NO time/days:</u>	1130.5 hours
<b>Total Hours</b> <u>if we make up one full weather day:</u>	1137 hours
<b>Total Hours above the 1080 minimum requirement</b>	57 hours



## Bellevue Elementary Facilities

A few items for discussion in this area:

1. Future of a new building - Cost Estimates
2. Site layouts for an attachment to the current Bellevue MS/HS Building; Separate building; Renovation
3. Discussion on future recommended actions from the Board

### Cost Estimates

Meyer is meeting with Steve Baumann from Russell Construction and Jeff Sandberg from Legat Architects next week. I hope to have updated cost estimates/information for a new building and renovation of the current building, connecting a building, and other related things.

### Site Layouts

The following are two diagrams (site perspectives) of where the gas line is at which runs across our property...You can see that building to the north may take some adjustments to the bus barn, industrial tech building, and former Ag building. The gas line cannot have a structure on but can be off to the side of it.

### Future Actions

What are your thoughts on future plans? The cost information will obviously assist in this? We will have the subgroup of the Facilities Committee meet during a work session on March 30, then a larger Facilities meeting at a later date (and community meetings to gather input).

As the diagrams later in the notes indicate, we could attach the building in a few different spots if it would save money and make the project better overall:

1. The Southwest side in the parking lot and utilize the green area to the west which was purchased. This would allow for the new building to be seen by everyone, and be more accessible for our parents and younger students. But, we would need to do some work on the flow of students getting to the building who walk to school so they are not walking directly through the parking lot.
2. The north side where the current music and art room are located, therefore needing to move the art/music room (which I have shown a past idea for or another idea), along with moving the industrial tech building, former ag building, and the bus barn in that area. This would add some cost to the project, but the building updates are going to be needed in the future at some point. Green space for the students could be to the west (similar to scenario #1) or utilizing the green area of the baseball (and

possibly the softball field) and moving these areas to other areas of our property that were purchased.

3. The east side of the current building, and then moving the newest bus barn to another location.
4. The north side to the outside wall of the kitchen area and gym. This would mean moving the shed that is in the area, along with the industrial tech building, bus barn, etc. This would add some cost to the project, similar to item #3.

All areas would require a change to traffic flow, which could be done. Scenario #3 may be the most challenging for this though. Regardless, we can make traffic flow efficiently. A key is to have a separate area for dropoff/pickup by parents for elementary and middle/high school students, along with buses.

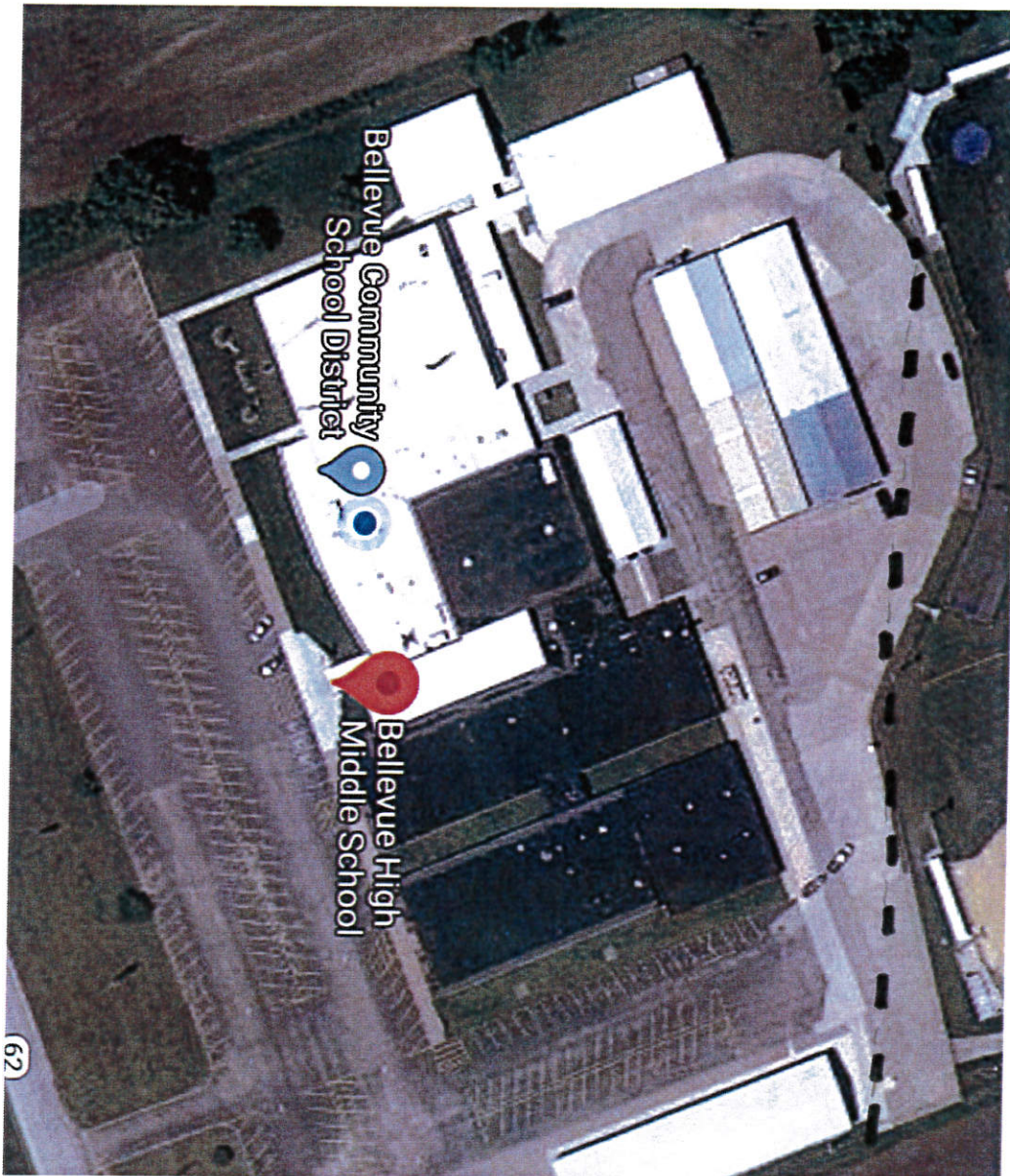
There are many things that would go into this process, including drawing up a significantly different plan overall. Legat is interested in this process and will draw up some plans based on the current space needs for an attachment at no charge.

#### Recreation Center and Day-Care Discussion

Some discussion with people recently included that of including a Recreation Center in coordination with another group and making it a joint effort. I have liked this concept for years. In this situation, the school would likely take on the maintenance and maintaining of the area and utilize it during the school day. But, the extra cost is an issue.

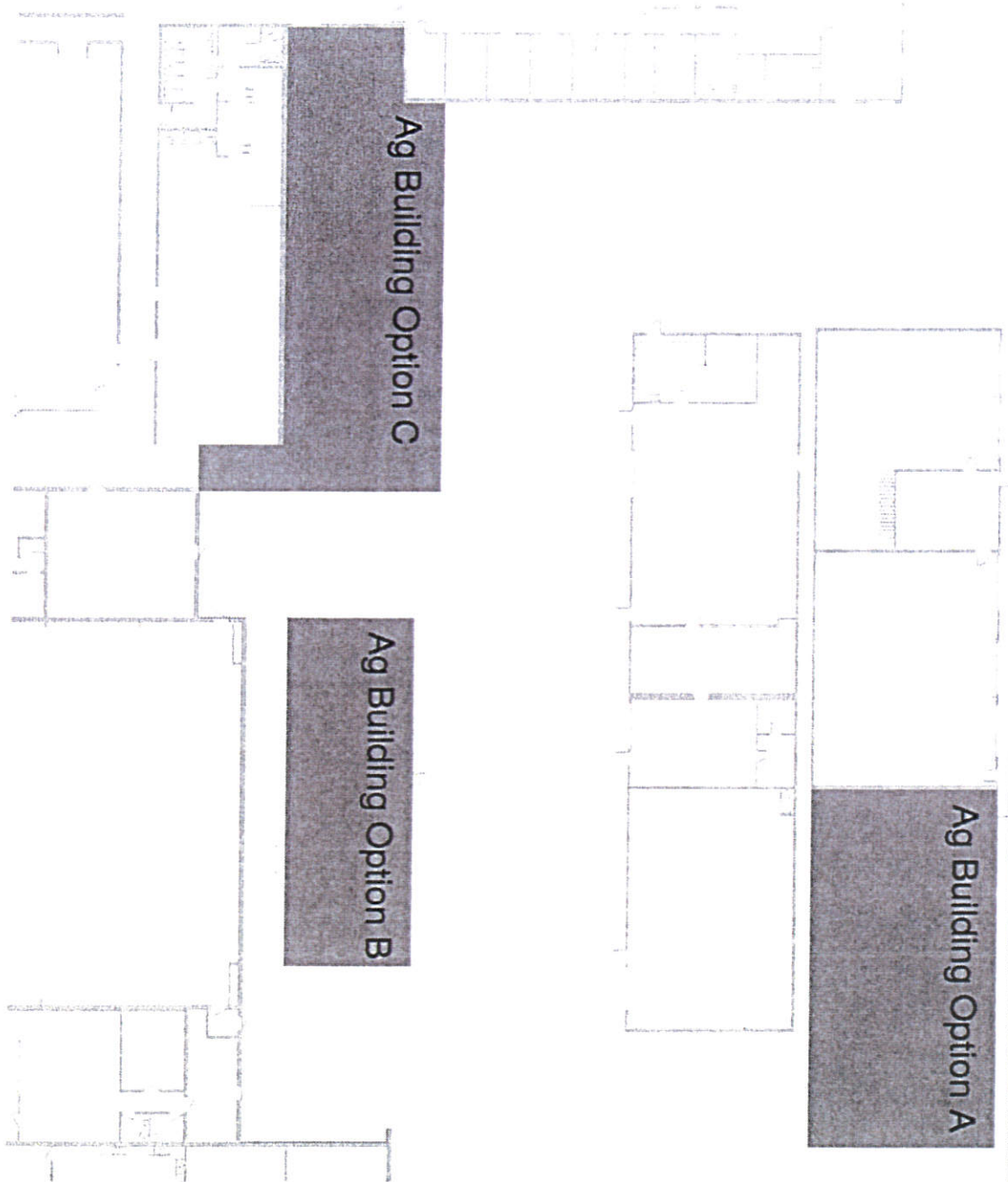
Some have also discussed the aspect of a daycare in the new building. Extra space = Extra cost...and the current elementary could be utilized for that in the lower floors. But, a "one-spot" dropoff would be convenient for parents. There are also some cost issues in addition to the building, and if the school operates this it would mean additional costs for personnel (IPERS, and other benefits included). But, in the long-term would this be a good idea?





Past Documents from FEH (April 2014)

While the documents below are not accurate in some ways in my opinion, it provides a perspective on some ideas potentially (including in relation to the gas line, building placement, etc.).



A1.3

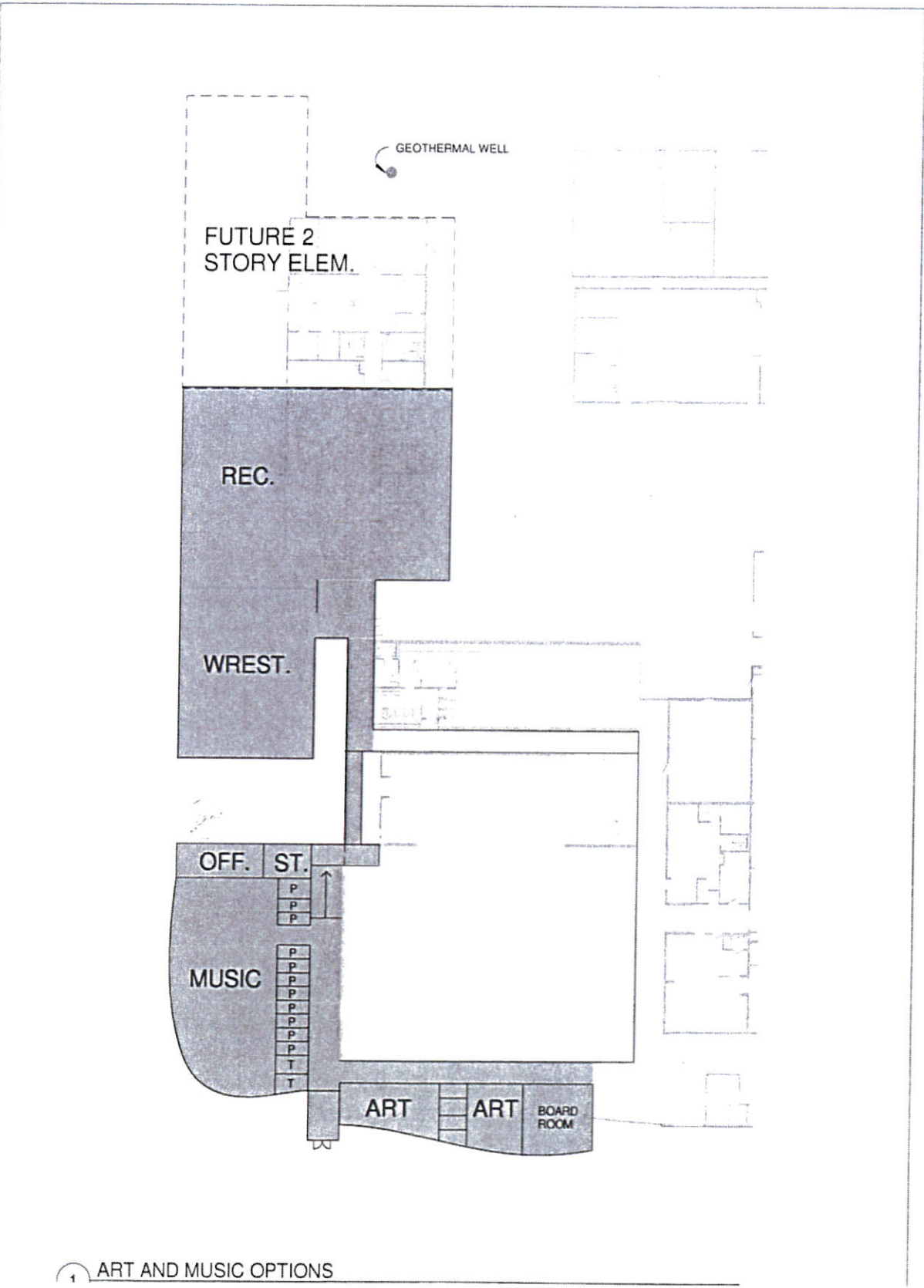
2013.04

PROJECT FOR: BELLEVUE SCHOOL DISTRICT  
**BELLEVUE HIGH SCHOOL**  
 DES MOINES INTERNATIONAL AIRPORT  
 IOWA AIR NATIONAL GUARD  
 3100 McKinley Avenue  
 Des Moines, IA 50321

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1 ART AND MUSIC OPTIONS

Capital Improvement Projects, etc. for the Summer of 2020

Below is an overview of a variety of projects for the summer (or times leading up to the summer overall).

Ideally, we approve a majority (or some of these at this meeting). Brett Ernst was at the meeting to answer some questions and provide some clarifications.

The following list were approved:

Overall Estimated and Actual Costs of Some Priorities (some of these may not happen this school year's budget cycle) from the PPEL Fund

Camera System	\$30,000
Ceiling Tile and Lights	<del>\$20,000</del> -\$13,250
Elementary Flooring (carpet)	<del>\$15,000</del> -\$8500
Gym Floor (Annual...)	\$ 8,000
Re-do Main Gym Floor	\$25,000
Paint Elementary Rooms	\$ 1,000
Striping/Highlighting West Gym	\$ 200
Utility Tractor	<del>\$25,000</del> -\$21,558
Bus	\$85,000
-----	
Chromebooks	<del>\$20,000</del> -\$17,500
Servers/etc.	\$10,200
<u>Fall/Winter 2020</u>	
Suburban	\$55,000

Overall General Information on approved projects, and those for future consideration at this time.

Facilities/Vehicles (2020 Options) - February 27, 2020

Underlined areas are viewed as recommendations from my perspective - TM  
(this may not be all-inclusive)

- Parking Lot Cameras/System Upgrade                      Estimated Total:  
Total System:\$25,000 - \$30,000

*If we are looking to upgrade our parking lot system, do we want to explore improving our system overall to meet the needs of 2020 and beyond? While the other system is working okay, it is not as capable as some of the new technology for camera capabilities, access, etc.*

- Ceiling Tile and Lights Replacement Estimated Total = ~~\$15,000-20,000~~  
\$18,363 total for MS and/or HS rooms and bathrooms in HS (Ceiling Tile = \$13,250; Lighting = \$5113)

New ceiling tile would make the room look better with new lights to brighten the room with ~~new floor tile~~; The current ceiling tile also has old insulation on it which is not needed and makes the ceiling tile sag.

In future year(s) it would be a good idea to do windows in each room (make larger and more usable) and flooring.

- **Flooring in MS/HS Hallways** **Estimated Total: See below**

"Trowel stained" floor like Hall of Pride is likely around \$12,000;

"Stained" cement (if possible), would likely be around \$10,000;

A tile floor is about \$9500;

An epoxy floor is around \$9000.

Benefits to any over other? The floor that takes the most work and chemicals to clean, etc is the tile floor; The floor that is most long-lasting and less labor and no chemicals (besides basic soap) is the stained or "troweled" floor; The epoxy floor is also less chemicals, but will show scratches and scrapes more often

- **Flooring in Elementary Rooms** **Estimated Total: ~~\$15,000~~ \$8500**

This would be for two areas where the carpet should be replaced:

Current Rooms: Pickett (carpet is fraying) and Library (water stains from the past leaks and other issues).

- **Gym Floors** **Estimated Total: \$3000-\$7000**
- **Redo Main Gym Floor** **Estimated Total: ~~\$75,000~~  
\$25,000**

Gym Floors - This is the normal process for the summer, and I believe we only need to do the west gym and the main gym...therefore, waiting on the elementary gym another year as we do not utilize it nearly as much and it is still acceptable for use by classes at the elementary, our school groups/teams, and outside groups. ~~but this year all three need to be done (we have been doing the elementary every other year the last several years).~~

Redo Main Gym Floor - This is needed at some point, and I am checking on this price with a couple of vendors. My estimate is only my "best guess" from past conversations, but things change, and I want to make sure I am remembering correctly.

- **Paint Elementary Rooms** **Estimated Total: \$150/room**

If we are moving classrooms this year in the summer it would make sense to paint the classrooms as well.

- **Paint in West Gym (striping)** **Estimated Total: \$100-\$150**

This would include some type of "highlighting" the white walls with some blue paint (possibly with another color) to make the area more "lively" in some ways.



- **HS Restroom Renovation** **Estimated Total: \$5,000**

These are our main restrooms during activities, and the appearance and usefulness need some potential updating. Possibly putting some type of partition up between new urinals would be a benefit for privacy; This is the low number and would need some more exploration on costs overall but it is in this range overall

- **Sidewalk:** Concrete north side of MS/HS **Estimated Total: \$10,000**

The sidewalk is used is cracked and needs repairs at some time

- **Utility Tractor** **Estimated: \$25,000-\$30,000**  
**\$21,558.78 (see quote below)**

This would be utilized at the MS/HS likely, and moving the current one to the elementary. This is used for snow removal and would need a blade and brush. It is also used to mow, etc. other times of the year. Some other specifics are the following..

The MS/HS has the following:

- John Deere 455 (Diesel) utilized for mowing, diamonds, etc. - 1,146 hours - Early-mid 1990's model
- John Deere 445 utilized for mowing, diamonds, etc. - 1,681 hours - Early-mid 1990's model
- John Deere "Triple-Cut" mower bought used in Michigan about two years ago - Large area mowing use - 1,170 hours
- Massey Ferguson used for moving small areas of snow; Was going to utilize for mowing but it is not good at mowing overall. Purchased locally in 2013; It has not held up well as the quality seems lower overall; It was also cheaper, but we wanted to try to buy something locally, but it has not turned out well for larger areas and its efficiency.

Elementary

- John Deere 445 - Bought in early 1990's - 3,294 hours; It is on its last run in many ways; We would look to sell this for parts or outright; Its value is limited

The plan would be to move the Massey to the elementary for its limited use and have the new John Deere (information attached) at the MS/HS for snow removal, and possibly

We utilize three mowers at a time at points in the summer to get the grass mowed (needed for the efficiency overall and having people working in the buildings and outside on other things, and working around rain and having things mowed for the weekends typically).

**Quote Summary**

**Prepared For:**

Bellevue Community School Dst Bellevue High School  
 1601 State St  
 Bellevue, IA 52031  
 Business: 563-872-4001

**Prepared By:**

Steven Roeder  
 Roeder Outdoor Power  
 2580 Rockdale Road  
 Dubuque, IA 52003  
 Phone: 563-556-2071  
 steve@lawnpower.com

The broom price includes the drive shafts and the quick hitch needed for both the blower and the broom.

**Quote Id:** 21180886  
**Created On:** 04 February 2020  
**Last Modified On:** 05 February 2020  
**Expiration Date:** 25 February 2020

Equipment Summary	Suggested List	Selling Price	Qty	Extended
JOHN DEERE Signature Series X738 Tractor Less Deck	\$ 11,785.00	\$ 9,193.38 X	1 =	\$ 9,193.38
JOHN DEERE ROPS Hard Cab	\$ 5,863.67	\$ 4,448.30 X	1 =	\$ 4,448.30
JOHN DEERE 47 In. Quick-Hitch Two-Stage Snow Blower	\$ 2,546.00	\$ 1,958.08 X	1 =	\$ 1,958.08
JOHN DEERE 60 In. Heavy-Duty Rotary Broom	\$ 5,706.00	\$ 4,392.02 X	1 =	\$ 4,392.02
JOHN DEERE 60-in. Shaft Drive High Capacity Mower Deck (60 HC)	\$ 2,123.00	\$ 1,567.00 X	1 =	\$ 1,567.00
<b>Equipment Total</b>				<b>\$ 21,558.78</b>

**Quote Summary**

Equipment Total	\$ 21,558.78
SubTotal	\$ 21,558.78
Est. Service Agreement Tax	\$ 0.00
Total	\$ 21,558.78
Down Payment	(0.00)
Rental Applied	(0.00)
<b>Balance Due</b>	<b>\$ 21,558.78</b>

- Transportation: Bus district

Estimated: \$85,000 (the

received a 25% grant for this Purchase if completed)

*This would be for a route bus. This bus would also have seatbelts on it (our first, and all future buses are required to have seat belts).*

- Transportation: Bus Barn Hoist (used?) Ease/capability of doing repairs

**Estimated Total: \$2500-\$7500**

### Athletic Areas

- **Football Field/Track Area and rental** Estimated Price: Our own labor of equipment

*Basic annual care; Fertilizer, etc.*

- **Press Box** Estimated Price:TBD

*The building is aging (1st and 2nd floor are from 1972 approximately, and the top floor is from an addition built on to it in the mid-1980s). We are going to be examining the flooring on the upper levels to make sure it is still solid and able to hold the appropriate weight of the number of people in the area (we have also done this in the past). Additionally, we will be looking at the stability of the building overall. This will be a future project, to build a new press box, the question if it is this year or a later year. Also, is the current location the right location for a future parking lot by a new elementary potentially in the future.*

- **Football Scoreboard** Estimated Price: \$13,500

*This could include a fundraising drive in some manner with the community, especially if we would want to do a larger board or have athletics pay for this solely. I received the impression from the Board that you would prefer a basic scoreboard, and not to include a video board, etc. at this time. This may also be connected with upgrading further in the future after a referendum, etc.*

- **Play Clock for Football** Estimated Price: \$4500-\$6500

*This could be connected with the scoreboard project, and the higher cost is a playclock that is on the same scoreboard as the time.*

### Vehicles

- Suburban (2019-2020 purchase) Estimated Total: \$55,000
  - Currently
    - 2001 - 167,000 miles; OK mechanically, but rust holes (student trips)
    - 2001 - 184,000 miles; OK mechanically and body (student trips)
    - 2007 - 145,000 miles; OK mechanically, but starting to rust (PK/SE)
    - 2007 - 175,000 miles; OK mechanically, but a little rust(Student trips)
    - 2008 - 92,000 miles; OK condition mechanically and body (PK/SE)
    - 2009 - 184,000 miles; OK condition mechanically and body(Student Trips)

- 2015 - 80,000 miles in good condition (Student Trips)
- **Cars/Etc.**
  - 1992 Snow Truck - Fair condition at best (not used much)
  - 1994 Truck - 75,000 miles; OK...at best; Maintenance Truck
  - 2000 Buick - 130,000 miles; OK mechanically and some rust (lunch)
  - 2002 Buick - 180,000 miles; OK mechanically, and rust-gravel (PK/SE)
  - 2005 Van - 100,000 miles; OK mechanically, some rust starting (lunch)
  - 2006 Impala - 178,000 miles; OK mechanically and body (Staff/Students)
  - 2015 Impala - 78,000 miles; OK mechanically and body (Staff/Students)

*A future idea may be to buy a new suburban from Special Ed or Preschool Funds (to only use to transport those students legally) and then purchase one of our current suburbans we purchased with SE funds at a used price from the general fund. There are also some new requirements for inspections with the state which may play a part in purchasing a new suburban*

Other

- **PK-12 Innovation Center (AG and STEM) Estimated Total:**

*Utilized by students in all grade levels to replace the current Voc. Ag building which is not used by students at this time due to safety and learning concerns. This may be a potential "Wick-type" building in the future.*

- **Family and Consumer Science Room Update Estimated Total: TBD**

*Cost is dependent on actions*

*This room has been the same for quite some time and is in need of some updates in sink, cook and prep areas. Microwaves need to be replaced.*

*We did purchase a new refrigerator and two stoves in the last few years. There are currently 6 stations for students, but this could likely be reduced to 4 or 5 stations.*

## Technology & Instructional Items

### Instructional Items

- \*Chromebooks: Estimated Total: \$200 X 100 =  
\$20,000

*Buying annually for 3rd grade & 6th Grade at this time. Likely look for approval on this for February or March of 2020 to order and get ready for the next school year.*

- **Promethean Boards: Elementary** **Estimated Total: \$4,500 each**

*We have been updating these in the last few years. These are both boards on carts or mounted on walls. When on carts it allows for the "front of the room" to be anywhere. They are interactive and utilized a great deal by our staff at the elementary. We may add one for the MS in the future also. I am waiting on this until later this school year to evaluate where we are at overall, but we will likely need one in the third-section of 2nd grade at a minimum.*

- Technology "Backbone" - Servers/etc. Estimated Total: \$10,200

We need to update our servers in school, basically by eliminating some and upgrading to get to a server for each building. Currently we are operating on an old Windows system that is past its "glory days". We can reduce from about 4 to 5 servers being used to the one for each building with more and more things being cloud-based. With this change though, we will have to update our "timeclock and payroll system" which is also due for an upgrade which will also make it cloud-based. The cost of servers will be about \$2000 each, plus an update for the Attendance Enterprise system for payroll, etc. will be \$6200 the first year, and then \$4400 annually.

### Elementary Needs

(Likely wait on these until decisions about building made)

- Elementary Cafeteria Updates \$50,000-\$75,000  
(Windows/Tables) Depends on future of building
- Elementary Playground Equipment; Green Space; Windows; Boiler?

## Graduation

**Approved to have the 2021 Graduation at 4:00 on Saturday, May 29.  
(Note this is for next year, not this year's graduation).**

Last May and June we had some discussion as a Board about the date of future graduations. We did not change it this year due to people already reserving spots for their graduation parties, etc. for the Class of 2020. Some notes from this discussion include the following, but do we want to consider moving graduation to earlier in the day on Saturday? If so, we would need to make it on a weekend that is not connected to the state track meet in Des Moines.

A few key points to consider:

State Track - One thing to remember in the decision-making process is that a Saturday afternoon/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. This year state track 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.

*(Marquette also has graduation this same weekend and this makes it easier on relatives traveling to Bellevue, etc)*

<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)
o Last day of school is scheduled for May 26 at this time.		
• 2021-2022	May 19-21	May 28 (tentative)

This indicates that graduation could be held after state track the next two years, and the time could change.

Required Days for Seniors - 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 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.)

Survey Information - Below are the responses from the Graduation Survey from the past. Over 100 parents responded (including last year's graduate parents)

**Results of Separate Graduating Class Parents**

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

Other comments of note (I can share a more in-depth comment by comment narrative to anyone interested).

- The West Gym Location was a positive location.
- "Crank up" the air conditioning earlier in the gym.
- Nice to see the graduates on stage (seeing their faces was nice, instead of the back of their heads).

- An earlier graduation time would give family time to celebrate, and 8:00 is late for some elderly people.
- Some people are forced to spend the night if they want to see graduation and go to the party.
- Trying to stay away from Memorial Day weekend would be nice.
- Keeping graduation the same weekend, and different day, than Marquette is good for families.
- Saturday night graduation is a good tradition and does not conflict with other graduations in the area for high school or colleges.
- 8:00 is a good time as it allows people to celebrate prior to graduation, and is nice for families.

### Comet Reading and Reflection

Below is an excerpt on innovation of students/teachers by Suzie Boss, "Bringing Innovation to School: Empowering Students to Thrive in a Changing World". My focus on this is that I believe we must focus on innovation in classrooms, with both teachers and students being willing and open to "learn beyond the textbook" on a regular and continual basis.

This week we also hosted 6-8th grade students and 3rd-5th grade students in the Industrial Tech building. This appeared to be an exciting time for the students visiting (along with our student presenters). How do we change our curriculum to match the interests AND needs of our students? We are working on this.

Board members commented on the need for teachers to be innovative, be allowed to try different things, and overall the need to do things differently.



# Seeing Educators as Innovators

Michael Thornton's fourth-grade classroom sits a stone's throw from the birthplace of Meriwether Lewis in the foothills of the Blue Ridge Mountains. Not surprisingly, the school is named for the legendary explorer who risked life and limb to catalog the wonders of the American West. But although history is abundant in Albemarle County, Virginia, the future is where Thornton tries to focus his students' attention.

"I'm always telling them, *you can be the one*," says the young teacher as he folds himself into a chair designed for a ten-year-old. He grew up not far from where he now teaches and hasn't lost the energy and curiosity that sometimes made him restless as a student. Thornton's message to today's students: "*You can be the one* who makes the technology or tool that will change everything." He regularly introduces students to powerful tools like Skype, which he uses to connect his classroom with people around the world, including parents who are traveling on business. "How cool is that?" he says. "I remind them that someone had to invent this technology. I tell them to think ten years into the future. What's it going to be? Who's going to invent the next tool? They all need to be thinking this way."

His radar is always up for chances to reinforce this message. In late 2010, when Thornton heard that thirty-three miners were about to be rescued from a cave-in deep in the earth in Chile, he made sure his students were tuned in to the television coverage. Getting them to empathize with the miners and their dramatic story was part of his motivation. He also wanted to make sure his students knew about the team of scientists and engineers who had been working around the clock to make the rescue happen. As wide-eyed students watched the rescue pod make its vertical ascent, bringing the first miner toward daylight, they understood that designing this contraption had required overcoming a host of challenges and recovering from one failure after another.

Thornton first had to go through his own mental calculus before deciding that the miners' rescue was worth an investment of class time. Would this conversation connect to the fourth-grade curriculum and learning standards, or would it be an interesting distraction? On standardized tests, there was not likely to be a single question about the Chilean miners. But in his grade-level science standards, Thornton could point to several learning goals about simple and complex machines. Problem solving and global awareness are also important learning goals for 21st century students, and there were strong connections here to social studies standards. For a number of reasons, he recognized this as a topic worth pursuing.

Was it time well spent? The short answer came while students were still watching the rescue unfold. One boy said, "Maybe I'll be the one who comes up with something to save someone's life someday." Thornton was quick to chime in. "Yes! That's the concept you need to have in your minds all the time. Anything you learn, think about how it can be used in life. *You can be the one.* That's what innovation is about."

Fortunately for these students and this teacher, Albemarle County Public Schools is a district that has chosen to embrace innovation. When Superintendent Pam Moran talks about pursuing innovation, she's not giving lip service to a popular phrase. Innovative thinking is something she welcomes—indeed, encourages—from teachers like Thornton. He doesn't have to fly under the radar when he wants to test-drive a new approach. Instead, he can submit a proposal to the district to get an action research idea funded for his classroom. (In chapter 4, we'll hear more about the district's strategies for building an innovation culture across the thirteen-thousand-student district.)

The first step in teaching students to innovate is making sure that educators have opportunities to be innovators themselves. Although some teachers attempt this hard work alone, the culture of a school or district can set the stage for innovation to flourish—or flounder. The right conditions include a shared vision and common language for talking about innovation, both of which we'll explore in more detail. With those pieces in place, educators have more room to design, improve on, and share learning experiences that will stretch their students' thinking skills.

In schools across the United States, teachers across grade levels, subject areas, and diverse contexts are employing deliberate approaches to nurture a new generation of thinkers. As you'll see, their efforts

don't diminish learning goals related to mastering content. Instead, they extend standards-based instruction to emphasize the 21st century skills of collaboration, critical thinking, creativity, and global awareness that can lead to innovation.

## Model Innovators

Some of the instructional ideas in this book are still in the pilot stage, too new to have an extensive research base. More formal study is underway and will be important for making the case for expanding programs like design thinking and children's engineering within the standards-based, K–12 curriculum, or community-based tinkering studios for informal learning.

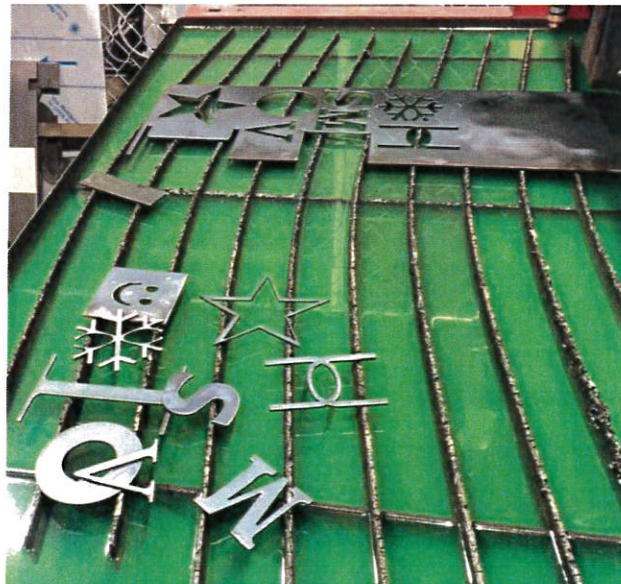
Yet even at this early stage, we can learn plenty from classrooms on the leading edge of teaching innovation. They offer us a Skunk Works—a research-and-development lab—where students aren't waiting to innovate. They're already hard at work on projects that have the potential to improve the world or even just fix a nearby corner of it. Students are becoming not only better thinkers, but also makers, doers, and problem solvers.

Consider just a few examples. At St. Gregory College Preparatory School in Tucson, Arizona, students can earn a special high school diploma in innovation if they can prove they have the chops by developing a mobile app, solar-powered charging station for electronic devices, or other product or approach that addresses a real need. In Redmond, Washington, youth are teaching adults how to lessen their carbon footprint, starting with a classroom-by-classroom Cool School Challenge. In North Carolina, middle-school students are global philanthropists with their own microlending club and portfolio of investments in low-income communities around the world.

These aren't random projects. Each was started deliberately, with a considered approach to providing more relevant learning opportunities. They give students the chance to learn and apply core academic concepts, providing real-world contexts for standards-based content. They incorporate authentic assessment, challenging students to demonstrate what they know or can do as a result of their learning experience.

Through these experiences, students develop and practice the skills for innovative thinking described in broad strokes in the Framework for 21st Century Skills and the National Educational Technology

Student Learning in the Industrial Tech Building





## Information Items

### Graduation Rates and Dropout Rates

This information was officially released last week, and you can see our district's data from the most recent year and going back in time for several years. We are still above the state average by far in graduation rates, and have a lower dropout average than the state. We must continually work to meet the needs of our students, as they MUST get a minimum of a high school diploma in this time in our society.

#### **Graduation Rates**

	<u>Bellevue</u>	<u>State</u>
2005	93.44%	90.7%
2006	89.06	90.8%
2007	94.9%	90.5%
2008	100%	88.7%
2009	93.5%	87.2%
2010	100%	88.8%
2011	95.8%	88.3%
2012	100%	92.1%
2013	96.0%	89.7%
2014	98.2%	90.5%
2015	96.5%	90.8%
2016	98.04%	91.3%
2017	93.75%	91.0%
2018	97.78%	91.4%
2019	98.33%	91.6% (est.)

Bellevue CSD Average over last 5 years: 96.88%

*\*5-Year Cohort Graduation Rate for Bellevue CSD is 97.78%; State Average is 93.5%*

#### **Dropout Rate**

	<u>Bellevue</u>	<u>State</u>
2005	0.88%	2.14%
2006	2.28%	2.14%
2007	0.94%	2.31%
2008	0.48%	2.85%
2009	0.33%	2.16%
2010	0.31%	2.34%
2011	0.63%	2.32%
2012	0.31%	2.18%
2013	0.90%	2.83%
2014	0.31%	2.70%
2015	1.20%	2.48%
2016	0.32%	2.8%
2017	0.31%	2.8%
2018	0.90%	2.67%

2019

0.57

2.7% (est.)

### Student Activities and Academic Highlights

Below are some specifics on some student accomplishments in activities beyond the classroom, and I will share some other items as well.

#### All Conference Basketball

- Lindsey Banowetz- Elite Team, IBCA All District, IGCA All-Region, Selected to Eastern Iowa All-Star Game and IGCA All-Star Game
- Maddie Schmidt- 1st Team North Division
- Teresa Paulsen- 1st Team North Division
- Mariah Hueneke- Honorable Mention
- Paxton Felderman- 1st Team North Division
- Colby Sieverding- Honorable Mention

#### Wrestling

- Ty'Quan Strowder- 5th place RVC
- Luke Giesemann- 5th Place RVC, District Champion, State Qualifier
- Zach Roeder- State Qualifier

#### Bowling

- River Schiefer- 1st Team All State

#### Large Group Speech State Qualifiers

- Jamison Spann, Allison Eggers, Jaina Crist- Ensemble Acting
- Brady Griebel, Jacob Bakey- Musical Theater

#### Individual Event Speech State Qualifiers

- Jamison Spann- Poetry and Prose
- Sally Paulsen- Poetry
- Lisa Dixon- Poetry
- Allison Eggers- literary program and acting
- Allison Wright- musical theater and Original Oratory

### Parent-Teacher Conferences

Conferences are on March 11 & 12. Also at this time, Mr. Recker and Mr. Jess are going to be having some parent-student scheduling meetings to attempt to get parents more involved/engaged in the development of student schedules for the year and beyond. It will ideally serve as a time to complete schedules, along with clarifying questions about courses and answering general questions.

Open House - See the information below about upcoming dates...

— BELLEVUE COMMUNITY SCHOOLS —

# Little Stars Preschool

Offering 3yr. old, 4 yr.old, and Transitional Kindergarten

# OPEN HOUSE

Thursday, March 19, 2020

5:00-7:00PM

100 South 3rd St. Bellevue, IA

All interested families are welcome to drop in and visit the classroom and meet the teachers at your convenience.

*Three Early Childhood Certified Teachers with degrees in early childhood, regular & special education*

Teachers lower left: Mrs. Sam Van Gorp and Ms. Alesha Ries (not pictured is Mrs. Trisha Pickett)

Below:

Bus safety occurs annually for all Bellevue students.

Breakfast and lunch facilities on site along with a salad bar.



**If you are interested in learning more about Bellevue CSD's preschool,  
then mark your calendar to attend!  
If unable to attend, please call 872-4001 to arrange for an individual visit.**

## **Believe in the Blue!**



# Kindergarten Roundup 2020-2021

## MARCH 26, 6:30PM-7:30PM

*Help us plan for the kindergarten class of 2020-2021*

*The Bellevue Community School District is proud of an excellent staff that maintains high standards and offers a top-quality education to all students.*



### Bellevue Community School District Offerings:

- Highly Trained Professional Staff: Teachers, Elementary Principal/Curriculum Coordinator, Elementary Counselor, Title I Teacher, Technology Coordinator, Nurse, and a 4-year old Preschool Director
- Progressive District with Visionary Leadership
- Test Scores Above Average
- Transition Kindergarten Class option
- Safe, Caring Learning Environment
- Balanced Literacy Program  
(Guided/Shared Reading, Writing, Small Group Reading)
- Hands-On Math Series
- Small Class Sizes
- Support Services to meet individual needs of all students
  - STEM Coach
  - Reading and Math Technology
  - Counseling Services
  - Special Education Inclusion
  - Speech and Language Consultant
  - Occupational Therapy Services
- CAPS After School Program
- Active PTA
- Lessons on Character Education, Careers, and Diversity Education
- Promethean Interactive Whiteboards and 1:1 iPads
- Breakfast and Lunch Program



Students must be 5 on or before September 15, 2020, to qualify for kindergarten. Please return the following form to the Bellevue Elementary School Office at 100 South 3rd Street, Bellevue, IA 52031 or call 872-4001 by March 22 to be placed on the Kindergarten Roundup schedule. For more information or a building tour, contact Jeanette Hartung-Schroeder, Principal at 872-4001.

### KINDERGARTEN ROUNDUP REGISTRATION FOR 2020-2021

Child's Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_ Parent's Name: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Preschool Attended \_\_\_\_\_

**I would like to attend the Kindergarten Roundup at Bellevue Elementary on March 26, 2020 at 6:30 p.m. RSVP by calling the office 872-4001.**

## Student Learning Experiences

What kind of culture do we have in our buildings/district for both students and staff? I am planning to move forward with a "culture survey" for our staff this Spring to assist in driving our professional learning and emphasis in some areas for the 2020-2021 school year and beyond. Below is some general information on the surveys:

The *Culture* survey would measure multiple aspects, including the following from the perspective of the staff in each building and the district as a whole:

- Engagement
- Pride
- Innovation
- Continuous Improvement
- Satisfaction
- Quality
- Curriculum Development
- Position-Fit
- Grasp of Mission
- Performance Plan
- Relevance
- Relationships
- Training and Development
- Communication

It would focus on four areas when looking at this information:

- Individual perspectives;
- Team/department;
- Supervisor; and the
- Organization as a whole.

## Comments from Building Principals, Superintendent, and Board Members

Recker shared information on upcoming graduation in May and general senior information. Hartung-Schroeder shared information on a benefit for a 4th grade student on March 28 in Farley from 11:00-5:00.

## Adjourn

Next meeting is on Monday, April 13 at 6:30 PM

**NOTICE OF PUBLIC HEARING**  
**Proposed Bellevue School Budget Summary**  
**Fiscal Year 2020-2021**

Location of Public Hearing: **Bellevue Community School District - Board Room**  
 1601 State Street  
 Bellevue, IA 52031

Date of Hearing: **4/13/2020** Time of Hearing: **6:30 PM**

The Board of Directors will conduct a public hearing on the proposed 2020/21 school budget at the above-noted location and time. At the hearing, any resident or taxpayer may present objections to, or arguments in favor of, any part of the proposed budget. This notice represents a summary of the supporting detail of revenues and expenditures on file with the district secretary. A copy of the details will be furnished upon request.

		Budget 2021	Re-est. 2020	Actual 2019	Avg %19-21
Taxes Levied on Property	1	3,141,043	3,358,231	3,320,697	-2.7%
Utility Replacement Excise Tax	2	22,703	24,476	25,897	-6.4%
Income Surtaxes	3	203,246	171,091	150,893	16.1%
Tuition/Transportation Received	4	715,578	707,159	771,629	
Earnings on Investments	5	64,083	65,809	60,152	
Nutrition Program Sales	6	249,579	247,108	234,997	
Student Activities and Sales	7	199,711	191,585	174,408	
Other Revenues from Local Sources	8	155,889	172,081	164,115	
Revenue from Intermediary Sources	9	1,145	1,132	1,132	
State Foundation Aid	10	3,735,475	3,571,065	3,368,236	
Instructional Support State Aid	11	13,241	0	0	
Other State Sources	12	714,493	695,964	671,080	
Commercial & Industrial State Replacement	13	33,343	34,744	37,706	
Title I Grants	14	51,828	51,218	56,733	
IDEA and Other Federal Sources	15	348,297	344,474	416,159	
<b>Total Revenues</b>	<b>16</b>	<b>9,649,654</b>	<b>9,636,137</b>	<b>9,453,834</b>	
General Long-Term Debt Proceeds	17	0	0	0	
Transfers In	18	397,216	393,716	393,936	
Proceeds of Fixed Asset Dispositions	19	1,700	3,580	157,402	
Special Items/Upward Adjustments	20	0	0	0	
<b>Total Revenues &amp; Other Sources</b>	<b>21</b>	<b>10,048,570</b>	<b>10,033,433</b>	<b>10,005,172</b>	
Beginning Fund Balance	22	4,775,332	4,084,073	3,889,964	
<b>Total Resources</b>	<b>23</b>	<b>14,823,902</b>	<b>14,117,506</b>	<b>13,895,136</b>	
<b>*Instruction</b>	<b>24</b>	<b>7,053,985</b>	<b>5,001,642</b>	<b>4,940,264</b>	<b>19.5%</b>
Student Support Services	25	349,692	253,027	242,759	
Instructional Staff Support Services	26	435,157	349,625	371,324	
General Administration	27	415,000	300,411	274,753	
School Administration	28	605,011	478,981	391,457	
Business & Central Administration	29	186,389	161,768	163,413	
Plant Operation and Maintenance	30	1,150,000	723,195	644,998	
Student Transportation	31	735,000	510,873	368,349	
This row is intentionally left blank	32	0	0	0	
<b>*Total Support Services (lines 25-32)</b>	<b>32A</b>	<b>3,876,249</b>	<b>2,777,880</b>	<b>2,457,053</b>	<b>25.6%</b>
<b>*Noninstructional Programs</b>	<b>33</b>	<b>588,926</b>	<b>360,666</b>	<b>354,918</b>	<b>28.8%</b>
Facilities Acquisition and Construction	34	1,700,000	154,122	1,024,528	
Debt Service (Principal, interest, fiscal charges)	35	378,093	377,648	376,460	
AEA Support - Direct to AEA	36	307,283	276,500	263,904	
<b>*Total Other Expenditures (lines 34-36)</b>	<b>36A</b>	<b>2,385,376</b>	<b>808,270</b>	<b>1,664,892</b>	<b>19.7%</b>
<b>Total Expenditures</b>	<b>37</b>	<b>13,904,536</b>	<b>8,948,458</b>	<b>9,417,127</b>	
Transfers Out	38	397,216	393,716	393,936	
Other Uses	39	0	0	0	
<b>Total Expenditures, Transfers Out &amp; Other Uses</b>	<b>40</b>	<b>14,301,752</b>	<b>9,342,174</b>	<b>9,811,063</b>	
Ending Fund Balance	41	522,150	4,775,332	4,084,073	
<b>Total Requirements</b>	<b>42</b>	<b>14,823,902</b>	<b>14,117,506</b>	<b>13,895,136</b>	

Proposed Property Tax Rate (per \$1,000 taxable valuation) 10.95367

BELLEVUE COMMUNITY SCHOOLS

\*\*\*Able to change numbers shaded blue  
 ? % Allowable Growth

	FY20			FY21			FY21			OPTIONS		
	Utility Replace AND Prop Tax \$\$\$	Levy Rate	2.06% SSA (AG)	Utility Replace AND Prop Tax \$\$\$	Levy Rate	2.30% SSA (AG)	Utility Replace AND Prop Tax \$\$\$	Levy Rate	2.30% SSA (AG)	Utility Replace AND Prop Tax \$\$\$	Levy Rate	2.50% SSA (AG)
Levy to Fund Combined District Cost (A&L 15.3)	2,322,300	8.15678		2,347,781	8.22607		2,347,781	8.22607	2,347,781	8.22607	2,349,019	8.23041
+Educational Improvement Levy (A&L line 15.5)												
+Cash Reserve Levy - SBRC (A&L line 15.9)	95,711	3.3617		31,419	.11008		31,419	.11008	31,419	.11008	31,419	.11008
+Cash Reserve Levy - Other (A&L line 15.10)	235,234	8.6263										
=Use of Fund Balance to Reduce Levy (A&L line 15.11)	0	0		0	0		0	0	0	0	0	0
+Subtotal General Fund Levy (A&L line 15.14)	2,653,245	9.31918		2,379,200	8.33615		2,379,200	8.33615	2,379,200	8.33615	2,380,438	8.34049
+Instructional Support Levy (A&L line 15.13)	334,592	1.12176		341,370	1.12961		341,370	1.12961	341,370	1.12961	342,044	1.13184
=Total General Fund Levy (A&L line 15.12)	2,987,837	10.44094		2,720,570	9.46576		2,720,570	9.46576	2,720,570	9.46576	2,722,482	9.47233
+Management	100,001	3.5124		110,000	3.8541		110,000	3.8541	110,000	3.8541	110,000	3.8541
+Amana Library	0	0		0	0		0	0	0	0	0	0
Voted Physical Plant & Equipment (Loan Agreement)	0	0		0	0		0	0	0	0	0	0
+Voted Physical Plant & Equipment (Capital Project)	196,440			233,450			176,284		176,284		233,450	
=Subtotal Voted Physical Plant & Equipment	196,440	6.5859		233,450	.77250		176,284	.58333	176,284	.58333	233,450	.77250
+Regular Physical Plant & Equipment	98,430	3.3000		99,726	.33000		99,726	.33000	99,726	.33000	99,726	.33000
=Total Physical Plant & Equipment	294,870	6.9859		333,176	1.10541		276,010	0.91433	276,010	0.91433	333,176	1.10256
Reorganization Equalization Levy												
Emergency Levy (for Disaster Recovery)												
Public Education/Recreation (Playground)												
Debt Service												
<b>GRAND TOTAL</b>	3,382,708	11.78077		3,163,746	10.95367		3,106,580	10.76450	3,106,580	10.76450	3,165,658	10.96024
<b>Total Increase/Decrease in Tax Rate</b>												
Taxable Valuation WITH Gas & Electric Utilities	284,707,898			285,407,457			285,407,457		285,407,457		285,407,457	
Tax Increment Valuation WITH Gas & Electric Utilities	13,565,963			16,793,200			16,793,200		16,793,200		16,793,200	
Debt Service & PPEL Valuation WITH Gas & Electric Utilities	298,273,861			302,200,657			302,200,657		302,200,657		302,200,657	
<b>PPEL Income Sur Tax dollars</b>	203,247	4%		171,499	3%		228,665	4%	228,665	4%	171,499	3%
(Must be 1%-20%)												
(Limit = \$1.34)	\$1.34	\$0.33		\$1.34	\$0.33		\$1.34	\$0.33	\$1.34	\$0.33	\$1.34	\$0.33
<b>Total PPEL dollars generated:</b>	498,117			504,675			504,675		504,675		504,675	
District Income Tax Paid in	2017			2018			2018		2018		2018	
	5,081,150			5,716,622			5,716,622		5,716,622		5,716,622	
	203,246			228,665			228,665		228,665		228,665	
	152,435			171,499			171,499		171,499		171,499	
	101,623			114,332			114,332		114,332		114,332	
	50,812			57,166			57,166		57,166		57,166	

...for GF Combined District Cost & Cash Reserve, Management  
 ...for GF Instructional Support, PPEL

	FY20 Commercial	FY20 Industrial	FY21 Commercial	FY21 Industrial	FY21 Commercial	FY21 Industrial
<b>Taxable Valuation:</b>						
Non-TIF	21,417,268	2,300,850	21,218,648	2,300,850	21,218,648	2,300,850
TIF	6,814,500	0	6,843,200	0	6,843,200	0
Total	28,231,768	2,300,850	28,061,848	2,300,850	28,061,848	2,300,850
Difference from prior yr			(169,920)			
<b>100% Valuations:</b>						
Non-TIF	24,554,129	2,556,500	24,336,629	2,556,500	24,336,629	2,556,500
TIF	6,814,500	0	6,843,200	0	6,843,200	0
Total	31,368,629	2,556,500	31,179,829	2,556,500	31,179,829	2,556,500
Difference from prior yr			(188,800)			

Cash reserve will effect solvency ratio; will NOT affect UAB  
 Don't really NEED any here for FY21, but OK to keep cash up \$0-\$31,419  
 Don't really NEED any here for FY21 unless offering Early Reit \$0-\$???

Change from prior year  
 699,559  
 3,227,237  
 3,926,796  
 1%-20%  
 0.25%  
 23.79%  
 1.32%