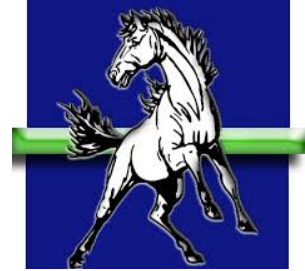


**Belmond-Klemme Community
School District**
Belmond, Iowa 50421



Superintendent's Report

TO: The Belmond-Klemme School Board
FROM: Dan Frazier, Superintendent
DATE: Tuesday, May 17, 2022
RE: Superintendent's Report on School District Business

Hiring Update

<u>Posting</u>	<u>Position</u>	<u>Hiree</u>
2201.	Art, Elementary	Mikayla Hennigar
2202.	Physical Education, Elem.	Brooke O'Connell
2203.	Teacher, Elementary, 5th	Dani Schon
2204.	Physical Education, H.S.	Derek Varner
2205.	English/Language Arts	Erin Slifer
2206.	Computers, Elementary	_____
2207.	TAG	_____
2208.	Kindergarten	Kristiana Reinsmoen
2209.	Teacher, Elementary, 2nd	Annabelle Jensen
2210.	Teacher, Elementary, <i>Utility</i>	Nicole Van Hooser
2211.	Social Studies, Secondary	Ethan Krogman
2212.	Teacher, Elementary, 6th	_____
Staff:	Board Secretary	McKenna Pentico
Staff:	Transportation Director	_____

New Addition Not Progressing

At the April board meeting, I showed the latest construction schedule. It called for the following:

- On April 11, the new interior tile will begin to be installed.
- By April 15, the roofing and the brick work should be complete.
- By April 27, the drywall should be hung.
- By May 6, the painting should be finished.

Since then, no part of the timeline has come close to being met.

Bargaining Agreement Update

As of May 11, 2022, 148 districts submitted their FY 2023 tentative agreements (TAs) to the Iowa Association of School Boards with an average total package settlement of 3.62%.

Our BK total package settlement with our teachers was 3.46%. This settlement is only 0.16% away from the current state average. It also compares well with several other neighboring school districts listed below:

Aplington-Parkersburg	3.13%
BCL-UW	2.5%
Belmond-Klemme	3.46%
CAL	5%
Central Springs	3.475%
Clear Lake	3.77%
Eldora-New Providence	2.58%
Grundy Center	3.58%
Hampton-Dumont	3.5%
Hubbard-Radcliffe	3.16%
Iowa Falls	3.12%
Jesup	6.57%
Marshalltown	3%
North Tama	5.26%
Sumner-Fredricksburg	3.84%
Tripoli	2.66%
Union	3.0%

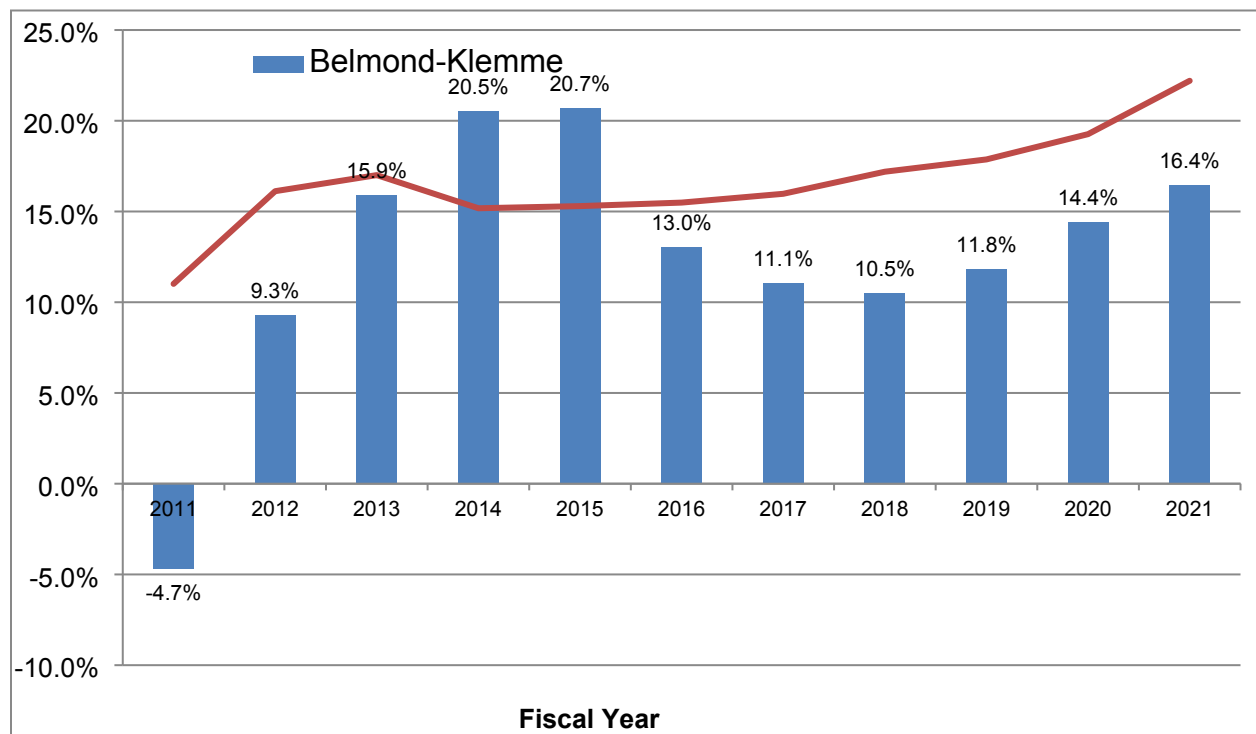
Calendar of Upcoming Board Events

May 19, 2022	Seniors' Last Day
May 19, 2022	7:00 P.M., Regular School Board Meeting
May 22, 2022	2:00 P.M., Commencement
May 26, 2022	Ascension Day
May 30, 2022	Memorial Day – No School
May 31, 2022	Statutory deadline for completion of bargaining
June 1, 2022	Students' Last Day
June 2, 2022	Teacher Check-out Day
June 6, 2022	D-Day
June 14, 2022	Flag Day
June 16, 2021	7:00 P.M., Regular School Board Meeting
June 19, 2022	Father's Day

Change in the IASB Financial Solvency Target Recommendation

For many years, IASB's recommended target for financial solvency has been 5% – 15%, not to exceed 25%. A Financial Solvency Ratio is one of the Key financial indicators in measuring a district's financial health, and it is calculated by dividing the sum of the assigned and unassigned General Fund balances by the actual General Fund revenues (less AEA flow-through) of the school district for the financial year.

Iowa school business officials were surveyed and greatly supported the increased target range. After careful consideration, IASB is increasing the target range for the Financial Solvency Ratio from 5%–15% recommended, not to exceed 25% to **7% – 17% recommended, not to exceed 25%**.



Solvency Ratio equals:	<u>Assigned plus unassigned fund balances</u> Total revenue minus AEA Flowthrough
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Statewide and Selected District Solvency Ratios												
Measure		FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
State Maximum		89.1%	97.1%	91.6%	82.2%	86.7%	98.7%	102.6%	114.1%	118.8%	118.4%	92.4%
State Median		11.0%	16.1%	17.0%	15.2%	15.3%	15.5%	16.0%	17.2%	17.9%	19.3%	22.2%
State Minimum		-20.4%	-17.0%	-23.3%	-11.5%	-7.8%	-9.0%	-4.5%	-13.6%	-19.8%	-21.8%	-18.5%
State Average		11.3%	16.5%	17.8%	16.8%	16.3%	17.1%	14.8%	15.4%	15.9%	17.2%	19.9%
Belmond-Klemme		-4.7%	9.3%	15.9%	20.5%	20.7%	13.0%	11.1%	10.5%	11.8%	14.4%	16.4%

Effective Schools Research

Successful school boards often focus on the important research that defines what makes a school or school system effective. The following is a list of the research-proven elements of effective schools:

- ❖ **Clear School Mission** - In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures and accountability. Staff accept responsibility for students' learning of the school's essential curricular goals.
- ❖ **High Expectations for Success** - In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential content and school skills, and the staff also believe that they have the capability to help all students achieve that mastery.
- ❖ **Instructional Leadership** - In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.
- ❖ **Frequent Monitoring of Student Progress** - In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.
- ❖ **Opportunity to Learn and Student Time on Task** - In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential content and skills. For a high percentage of this time students are engaged in whole class or large group, teacher-directed, planned learning activities.
- ❖ **Safe and Orderly Environment** - In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.
- ❖ **Home - School Relations** - In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve that mission.