



**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

**SUPERINTENDENT**

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**Comet Highlights from the Board Meeting on April 13, 2020**  
**From Tom Meyer, Superintendent**

May 1	Return to School from Pandemic Closure
May 16	Prom ( <i>alternative dates are being discussed if necessary</i> )
May 18	6-12 Vocal Concert
May 19	6-12 Band Concert
May 21	Elementary Music Concert
May 22	Beyond the Blue Social and Induction - 6:00 PM
May 23	Graduation - 8:00 PM ( <i>alternative dates are being discussed if necessary</i> )
May 28	Last Day of School for students (Thursday - Make-up Day #1) - TENTATIVE
August 3 & 4	Registration for the 2020-2021 School Year

**Website Information - Coronavirus (COVID-19) Updates**

<http://www.bellevue.k12.ia.us/coronavirus-covid19-updates>

**Consent Agenda**

**APPROVED - Open Enrollment Requests for the 2020-2021 School Year**

- Jaxton Michael Leach - 6th grade - Andrew to Bellevue
- Colt Roman Kunde - 6th Grade - Andrew to Bellevue

**APPROVED Resignations**

- Laura Garrudo Carrasco - HS Spanish - Laura is planning on returning to Spain at the end of the school year. She has been a great addition to our school community, and will be missed.

**APPROVED Recommendations to Hire**

- Alex Wulfekuhle and Makenna Christensen - These candidates were selected for the 2nd and 5th grade positions open in our district. They are outstanding candidates (see their resume highlights below).

# Alex Wulfekuhle

## Objective

- Obtain a elementary teaching position in the Bellevue district.
- Collaborate with instructional coaches, parents and other educational staff in effort to maximize student achievement.

## CERTIFICATION

K-6  
General  
Education  
Classroom

K-8  
Reading  
Endorsement

- Mandatory Reporting
- CPR/First Aid
- Dyslexia

## EDUCATION

### College or University

Upper Iowa University  
August 2014-May 2018  
K-6 Education & Reading  
Endorsement  
Deans List 2016-2018

### High School

North Fayette Valley  
August 2010- May 2014  
Spanish Club & Honor Roll

## CONTACT

Address

205 Montgomery Street  
Griswold Iowa, Iowa, 52142

PHONE  
EMAIL

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wulfekuhlea26@gmail.com

### Other Pertinent Information

- Volunteered to run Little League Baseball.
- Volunteered to run clock at Griswold School athletic events.
- Main Street Matters Committee Member
- Supporter of continued education.
- EII Food, Farming, Climate Professional Development Training.
- Capturing Kids Heart Training (2018)

## WORK EXPERIENCE

### • Griswold Schools- Fourth Grade Teacher

- Served as a member on the Griswold Schools Technology Committee.
  - Served as a member on the Griswold SIAC Committee.
- August 2019-Current Nigel Horton 712-309-5050**

### • Griswold Schools- Third Grade Teacher

- Created and implemented engaging lessons tied to Iowa Core to fourteen third grade students.
- Effectively established a classroom community where life-long learners establish a sense of pride in their work.

**August 2018- May 2019 Nigel Horton 712-309-5050**

### NFV Rainbow Land After School/Summer Program Teacher

- Initiated enrichment activities at different grade levels.
- Collaborated with parents.

**May 2016-August 2018 Amanda Kalb (563-608-1058)**

### Student Teaching

- **Wapsie Valley Rural School #4**
- Built curriculum units of study for grades K-8 for twenty-three ESL students. I also collaborated in PLC's, and presented at a PD on Iowa- Core DOK levels.
- Jan-March. Kayla Lincoln (563-920-1811)
- **Decorah Carrie Lee (4<sup>th</sup> Grade) March-May.**
- Built and differentiated content for twenty- six students across a wide range of academic levels.

### References

Donna Oster (Griswold Mentor Teacher/TLC) 712-370-3059  
Taryn (Griswold Instructional Coach) 712- 789-2882  
Jan Prochaska (Retired NF Teacher) 563-425-4153

# Makenna Christensen

207 Grove Street, Calamus, IA 52729  
563-212-9623  
makennalchristensen@gmail.com

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## PHILOSOPHY

As an educator, I believe that every child has an immeasurable capacity to achieve high goals. As my future students' teacher, I am committed to persistently advocating for each of their diverse academic and social-emotional. I will do this by creating a safe and optimal learning environment where they will feel supported, valued, and cared for.

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## EDUCATION

Iowa State University, Ames, Iowa

August 2016 – December 2019

Bachelor of Human Science: Elementary Education

Minors:

- Learning and Leadership Sciences
- Learning Technology

Endorsements:

- Reading
- English Language Arts

Cumulative GPA: 3.99/4.0

## CERTIFICATION

Iowa Teaching License

- K-6, Teacher Elementary Classroom 102
  - K-8, Reading 148
  - K-8, English Language Arts 119
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## TEACHING EXPERIENCE

### Substitute Teaching

February 2020 - Present

**K-8<sup>th</sup> grade in Central DeWitt Community School District, Calamus-Wheatland Community School District, Delwood Community School District, and Northeast Community School District**

- Established clear expectations as a guest teacher in the classroom to ensure meaningful learning and productivity
- Followed daily lesson plans provided by the lead teacher
- Collaborated with school staff to ensure understanding of specific student needs and effective strategies for classroom success

**Delwood Elementary, Delmar, IA – 4<sup>th</sup> Grade Long-Term Sub**

January 2020 – February 2020

- Designed daily lesson plans around standards provided by the lead teacher to ensure student growth and learning during time of leave
- Utilized specific student behavior plan/chart created by general education and special education teachers
- Implemented classroom management strategies unique to personal teaching craft in order to maintain student engagement and overall classroom success
- Administered FAST testing and progress monitoring to track students' specific literacy needs in order to plan targeted instruction
- Collaborated with lead teacher to identify quarter grades using standards based grading
- Used assessment data to strategically group students based of specific needs around standard RL.4.2 for differentiated instruction

## Student Teaching

**North Scott Junior High, Eldridge, IA - Student Teacher 7<sup>th</sup> ELA** October 2019 – December 2019

- Planned and developed standards-based curriculum to meet the needs of 7<sup>th</sup> grade students
- Differentiated mindfully and intentionally for all students learning needs using
- Implemented IEP accommodations consistently to ensure success in the general education classroom
- Co-constructed strategies with PLT to support social-emotional needs of students with BIP's
- Utilized hand signals as a form of formative check-ins and student engagement

**Delwood Elementary, Delmar, IA - Student Teacher** August 2019 – October 2019

- Collaborated with cooperating teacher to create individualized instruction to meet unique student needs within the classroom
- Independently led and managed a 5<sup>th</sup> grade classroom for two consecutive weeks
- Developed and taught a cross-disciplinary literacy unit with emphasis in women's & civil rights
- Fostered a safe learning environment to support inclusiveness for student learning

## Field Experience

**Delwood Elementary, Delmar, IA – Practicum** March 2019

- Designed educational tools to support multi-sensory student learning needs
- Interpreted and assessed student understanding through standard-based formative assessments in order to determine next steps to ensure continued student knowledge development

**Bridgeview Elementary, Le Claire, IA – Practicum** October 2018 – November 2018

- Attended weekly PLC discussions and school leadership team meetings
  - Stimulated differentiated learning through intentional practice of whole-group, small-group, and individual instruction
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## **RELATED EXPERIENCES**

**Curriculum & Instruction Course 405 – Speaker** April 2019

- Spoke about experience in advocating for students of color in a low diversity school to School of Education students at Iowa State University
- Collaborated with students on inclusive strategies to use when advocating for minority groups

**Ames Public Library STEM Kit – Co-Developer** Spring 2019

- Produced a student friendly standards-based STEM lesson plan for library checkout purposes
  - Compiled books and hands-on materials to support student learning
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## **CERTIFICATIONS AND TRAININGS**

- Mandatory Reporter: Child and Dependent Adult Abuse
  - Right to Know Training
  - Suicide Prevention and Postvention
  - Adverse Childhood Experiences: From Toxic Environmental Stresses to Success
  - Dyslexia Awareness Training
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## **ACADEMIC HONORS**

- Recipient of the College of Human Sciences Dean's Recognition Award December 2019
- Academic Top 2% of College of Human Sciences May 2017 – December 2019
- Dean's List earner December 2016 – December 2019

**Recognize any Visitors**

Visitors to the meeting via Zoom were Tracey Till (BEA) and Cris Kellogg (BEA), along with principals Jeanette Hartung-Schroeder and Jeff Recker who were available online based on the limited seating in the Board Room and overall gathering number recommendations from the state.

**Public Hearing - Budget**

No one spoke during the public hearing.

**Approve the Proposed Budget**

APPROVED -

Meyer shared the proposed rate of \$10.95367 is one of the lowest in the area (see information after this narrative on neighboring tax rates for districts), and we are also utilizing a 3% income surtax rate to more equally distribute the tax burden of property owners.

Penny Medinger shared some information on the tax rates, including the proposed rate being \$0.83 lower than last year's rate. This equals out to approximately a \$64 yearly savings on a \$100,000 home.

Some notes on tax rates:

Published for this year by some neighboring/nearby districts:

- Andrew is published at 11.61 with a 5% income surtax
- EV is published at \$14.72 with a 4% income surtax
- Maquoketa is published at \$13.12825 with an 8% income surtax
- Bellevue published at \$10.95367 with a 3% income surtax
- Northeast published at \$14.88

Tax Rates for the current school year from 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

Bellevue Tax Rates through the last 5 years, plus the proposed rate::

- FY16 12.2979
- FY17 12.2942
- FY18 12.1923
- FY19 12.1619
- FY20 11.7808
- FY21 10.9536

Ultimately, a few things to remember with this process 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 (see above). I do not see this changing for the upcoming year. The budget that is being published for approval at the public hearing will be based on 2.3% State Aid (as I mentioned earlier).

Remember...We are limited regardless on what we can tax for. The system does not allow the school to tax more than is legal based on state regulations. In other words, we cannot simply raise our taxes by \$5.00 to get more money to spend. What we spend on students is still part of our "Unspent Budget"

\*Later in the meeting Meyer recommended that the Board passes the "Budget Guarantee Resolution" for FY21. What this means is that if the state does not fund the Bellevue Schools at the agreed upon amount that was legislatively approved due to the pandemic and potential budget concerns, it will allow us to rely on the guarantee of money that we would have had last year without the Budget Guarantee. The thing to remember with this as well is that our "new monies" for the 2020-2021 year will be based upon the money that we were approved for based on the 2019-2020 school year (not the budget guarantee amount).

#### School Calendar Hearing

No one spoke during this public hearing.

## Approve the School Calendar

APPROVED -

Meyer shared that the calendar could change if the state says we can start earlier and extend days (and pay for it), but I am not hearing this as being likely at this time.

We discussed the calendar several times in the last few months, but some highlights are the following:

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

- 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.
- Meyer also included a statement (left blank yet) signifying we would not extend into June as long as we have met the required 1080 hours.
  - This means we would possibly have to make-up teacher work days in a different manner since some student days may not be made up.

## 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



## Comet Curriculum

These are obviously very odd times during an extremely unique time in our lives personally, professionally, and in school. We have made the decision within the district to pursue the "Voluntary" route instead of the "Required" route for a variety of reasons. Below is some information on the different perspectives

### Required or Voluntary (Expected)

Required - We can offer "Required" courses/opportunities that also require attendance and participation, along with work that is graded. This could be online or "packets" or a combination of the two or something similar. Grades are determined by local school district control, but most believe a Pass/Fail grade is appropriate for the 3rd quarter and the work done this "required" time.

Voluntary - We can offer "Voluntary" courses/opportunities. The "expectation" would be (AND IS THE EXPECTATION) that students would participate in class meetings, do online work or packets (or something similar), but the work is not directly graded. Grades are also locally determined by the district, and most would say the Pass/Fail grading based on the 3rd quarter grade is the most appropriate grading (we could not grade any of this material technically)

As you may have noticed by my language, I believe the wording with the voluntary must be *"expected.. and the expectation is that students will participate"*

### Required

Some general comments with the "required" aspect that have been shared by some in the past are the following:

- Rigor - It is to be the same rigor as the classroom (which I believe is impossible for any district in most cases in our state).
  - Can it still be quality? Yes, but...
- Equity - It also brings up issues with equity if all students have internet access, or have the ability to do it on their own.
  - Forcing some students to do things in a different way than everyone else may not be the "fairest" of all ways.
- Identified and Non-Identified Students - While special education students often require assistance during the normal school process, so do other students who need a teacher encouraging them in a face-to-face manner to get things completed.
  - How can you motivate from a computer screen?
- Participation - What if students do not participate or attend? Do they fail? Do we pass them regardless, in spite of their lack of attendance and participation when others have attended?
  - Does this raise more issues?

- This will hold students accountable, along with teachers.
  - It will hold students more accountable, possibly...depending on the approach and participation. I still see teachers preparing the same either way and offering feedback to students.
- We need students doing something.
  - Yes. Let's make it worthwhile also and having it required may for some. Some may also not do it.
  - I still believe a great deal of "significant learning" can be gained from following your passions, and then relating them to the coursework at any age level.

### Voluntary (Expected)

Some general comments with the "voluntary" aspect that have been shared by some in the past are the following:

- Learning - Will students participate if it is only an "expectation"? Will students be ready for their next grade or next class?
    - Regardless, we will need to address this next school year to discover where the learning levels of students are at. It will look different than previous years for sure.
  - Fairness - This is not fair. How can students choose to continue or not?
    - We need to make it an expectation, and recognize that some will perform well and some will not. Teachers must make it engaging, and share how this is important for their future.
  - Other Schools - Other schools are offering online opportunities that are required, why would our school district not?
    - The large majority of districts are NOT making it required (well over 80%).
    - Just because it is "required" does not mean it is quality or students are learning.
    - \*Voluntary alone means PK-12, or district-wide for those schools only offering a K-8 or K-6 system
- AEA School Districts (from Meyer's conversations...roughly accurate)
    - Andrew - Voluntary
    - Bellevue - Voluntary
    - Bettendorf - Voluntary K-8; Required 9-12 (likely)
    - Cal-Wheat - Voluntary
    - Camanche - Voluntary PK-8; Required 9-12 (likely)
    - Clinton - Required
    - Columbus - Voluntary
    - Davenport - TBD
    - Delwood - Voluntary
    - DeWitt Central - Voluntary
    - Durant - Voluntary
    - Easton Valley - Voluntary

- Louisa Muscatine - Voluntary
- Maquoketa - Voluntary
- Muscatine - Voluntary
- North Scott - Voluntary K-8; Required 9-12
- Northeast - Voluntary
- Pleasant Valley - Required likely K-12
- West Liberty - Voluntary
- Wilton - Voluntary

■ Other River Valley Schools:

- Anamosa - Voluntary
- Mid-Prairie - Voluntary PK-8; Required 9-12
- Monticello - Voluntary
- North Cedar - Voluntary
- West Branch - Voluntary
- Western Dubuque - Voluntary (includes Cascade and the rest of the WD District)

- Tri-River Conference Schools - All are going to be voluntary, except the parochial or private schools from my understanding (Cedar Valley Christian, Marquette, and Prince of Peace).

- Quality - It needs to be high quality, and it needs to be required.
  - I agree it needs to be of high quality, but...I still do not believe any district will provide high quality learning during this time. Do I think it can be quality? Yes, but we will learn as we go through the process. I believe this is a time to "fine-tune" our practices so when we must go online we will be successful. I believe some schools moving directly into online may find it very difficult without the proper training (that is more than a few days or weeks...it takes time).
- Parent Support - Parents can assist the students in both ways, and they can make their kids do the work.
  - I believe we also must recognize that some parents are still working outside of the home, are working at home where they need to concentrate on their "job" and work, and/or some families may be stressed about upcoming bills (especially if they are not working or getting paid). Do we believe we should expect parents in all cases to assist and devote time to their students? Some time is realistic, but if there is more than one student at home this may be difficult.
  - It may also be difficult for some students to work on school work when they are also watching younger brothers and sisters in the home during the day. This can be stressful for the students.

In regard to the "required".....Ethically, at this time at least, I have a hard time with this and "jumping into this" and requiring. Could we move to required on May 1 if we do not return and this is not working? Yes, and that may be something to consider. But, what if a student does not participate? What about parents who are both working and do not have time to assist their students, encourage their students, or have the "time" overall?

### Seniors

The plan is to graduate all seniors, although some will need to complete some credit recovery based on having a failing grade at the time we left school. This can be done, and we have some seniors working on this currently. Additionally, we have some other students in high school who will need to do the following to gain credit for the course and toward graduation (pass/fail grade regardless).

### Bellevue CSD Staff Meetings

We have staff meetings weekly, along with a variety of specific teacher meetings. Jeff and Jeanette had grade level and curricular area meetings this week (which I sat in on those I could) with the elementary, middle school, and high school teachers to discuss curriculum planning items. We are adding some more structure to our delivery process in both buildings and grade levels regardless.

### Assigning of Work

The two buildings are developing finalized plans for the "sending" of assignments to students. While the elementary will be "delivering" information electronically 2-3 times/week (based on time spans for student learning), the MS/HS will have a schedule for each class to provide learning one time/week. The MS/HS Schedule is below, while the elementary is finalizing their schedule today:

#### *Bellevue MS/HS Learning Opportunities Schedule (for teachers)*

*This will be the schedule the MS/HS will follow for sending out learning opportunities. Please send the majority of what you expect for the week on your assigned day. This is for all grade levels. The idea is to prevent students/parents from feeling overwhelmed on any particular day and give you some structure to your planning. If you are going to have Zoom or Google Hangouts with a class, please schedule it on your day. It is fine to follow up with answers or follow up information/communication on different days. Your office hours can be at any three times as long as one is after 5:00 pm. Please feel free to communicate with students at any time and provide feedback as work is turned in. Thank you for all of your flexibility and hard work during this unprecedented time!*

Monday

English / Literacy / Reading  
Business  
Spanish  
Physical Education/ Health

Tuesday

Math  
Family Consumer Science  
Band  
Real Life

Wednesday

Science  
Industrial Arts  
Chorus  
MS Exploratories

Thursday

Social Studies  
Agriculture  
Art  
Study Skills/At Risk

Friday

Flexible time  
Check ins  
Anything else you would like to share - Fun things, STEM, Social  
Emotional

More information: See the attached FAQ handout and the Continuous Learning Plan for more information

## Pandemic Response Action by the Board

APPROVED -

See the proposed board resolution from IASB. Note it authorizes a suspension of some board policies and authorizes pay for hourly staff and classified employees (custodians, bus drivers, associates, etc.). This will also address the type of courses offered.

### **Resolution - Pandemic Response and Emergency Suspension of Policy**

The resolution below provides boards the method to suspend certain policies which may conflict with guidance being issued by state or federal agencies in response to the COVID-19 pandemic. It ensures the superintendent has authority to act to comply with public health directives.

The sample resolution also includes language authorizing continued payment of wages to hourly employees to a date certain. IASB recommends boards consider this action to ensure stability for employees, morale, and employee retention. Alternative language is also available in relation to furloughs for classified employees. Information on the potential use of furloughs continues to evolve over time. There are many unknowns regarding the impact of federal stimulus funds on both the district and the employee. In addition, there are indications that this will be viewed by state and federal policy makers as "taxpayers paying twice," as public funds have been allocated to the district and additional public funds would then be required for unemployment benefits. Schools who wish to furlough employees should work with their legal counsel.

Some keys with the paying of employees:

- This is part of our budget, that was funded initially by the state of Iowa, and the legislature has expressed to continue their payment.
- The budget is set for the year. We would be paying our staff if we were in school. The money is already allocated, and we are a nonprofit organization.
- Our support staff are valuable. They make "our district run" in many ways.
- They rely on this for regular income within our community, and spending within our community.

**Official Resolution (From IASB)  
Pandemic Response and Emergency Suspension of Policy**

**WHEREAS**, Iowa Code Ch. 279.8 authorizes local school boards to govern their respective districts, including adopting policies for their own governance; and

**WHEREAS** the Board may, by formal, action suspend or rescind board policy as deemed necessary, appropriate or in the best interests of the District; and

**WHEREAS**, on March 11, 2020, the World Health Organization characterized COVID-19 as a pandemic; and

**WHEREAS**, on March 13, 2020, the President of the United States declared a national state of emergency and on March 15, 2020 Iowa Governor Kim Reynolds recommended closure of all public and private K-12 schools in Iowa until April 13, 2020 to contain the spread of COVID-19; and

**WHEREAS**, on March 17, 2020, Iowa Governor Kim Reynolds declared a State of Public Health Disaster Emergency under the authority granted through Iowa Constitution, Art. IV, §§ 1, 8 and Iowa Code §§ 29C.6(1), 135.140(6), and 135.144 and directed implementation of the Iowa Department of Homeland Security and Emergency Management's Iowa Emergency Response Plan in response to the novel coronavirus (COVID-19); and

**WHEREAS**, most hourly non-exempt employees will be unable to report to work due to the District's closure and certified contract employees may be asked to work at remote locations to help provide continuity in educational services; and

**WHEREAS**, it fulfills a public purpose to continue to pay District hourly and classified non-exempt employees during this closure to prevent or contain the spread of COVID-19, to promote morale and to help retain current employees following the closure; and

**WHEREAS**, on March 17, 2020 the Iowa Legislature passed and the Governor signed SF 2408 granting waiver of the instructional time requirements in Iowa Code Ch. 279.10 for all public school districts closing before April 12, 2020 in order to prevent or contain the spread of COVID-19; and granting Governor Reynolds the ability to waive instructional time requirements for any public school district which closes on or after April 12, 2020 to prevent or contain the spread of COVID-19; and

**WHEREAS**, on April 2, 2020 Iowa Governor Kim Reynolds recommended extended closure of all public and private K-12 schools in Iowa until April 30, 2020 to contain the spread of COVID-19; and

**WHEREAS**, the Iowa Department of Education, which has the authority to establish and interpret graduation requirements, and to oversee other

crucial aspects of public education is providing written guidance to Iowa school districts on issues related to COVID -19, including but not limited to student attendance, distance/online learning, high school credit, meal distribution, and other issues; and

**WHEREAS,** the Iowa Department of Education issued COVID-19 Guidance: Provision of Continuous Learning. This guidance allows school districts to provide either voluntary educational enrichment opportunities to students or required educational services. Voluntary educational enrichment opportunities include educational opportunities provided to students where participation by students is not required and will not be graded other than voluntary completion of concurrent enrollment courses and credit recovery. Required educational services include educational services provided to students who are required to participate. Student work will be graded and credit may be awarded. Equity must be considered and AEA services resume, to the extent possible, for required educational services. Work completed during the school closure may be considered on a competency-based system with required educational services.

**NOW, THEREFORE BE IT RESOLVED,** that the Bellevue Community School Board hereby suspends provisions of its board policies and/or whole policies, as identified by the District Superintendent or designee, if such suspension is necessary to implement written guidance from state or federal agencies relating to containing COVID-19 for the duration identified in the Governor's State of Public Health Emergency declaration of March 17, 2020, or as otherwise determined by the Board.

**BE IT FURTHER RESOLVED** that the District Superintendent will consult with and report to the Board as feasible and appropriate regarding the emergency closure and efforts to implement written guidance from health and government agencies.

**BE IT FURTHER RESOLVED** that the District Superintendent is authorized to close any school facility without further action by the Board of Directors. Such closure shall continue during the emergency created by the COVID-19 pandemic until such time as the Superintendent, in consultation with appropriate health and government authorities, deems it in the best interests of the District and its students to open schools.

**BE IT FURTHER RESOLVED** that the District Superintendent is authorized, based upon the needs of the District and guidance from health and government agencies, to direct staff assignments during District closures, including but not limited to essential employees who must report to work, employees who may be reassigned, and employees whose services are not needed.

**BE IT FURTHER RESOLVED** that access to public school grounds and public school buildings of the District may be limited as directed by the Superintendent during District closures.



**BE IT FURTHER RESOLVED** that certified, exempt employees will remain employed during the school closure and until the number of days expressed on the contract have been fulfilled, unless otherwise approved by the Board. Days that contracted employees do not report for duty either onsite if deemed an essential employee; or from a remote location for all other employees due to closure, do not constitute a fulfilled contract day except to the extent those days are forgiven by the District.

**BE IT FURTHER RESOLVED** that in light of this District-wide emergency closure, the Board authorizes the Superintendent to place hourly and classified non-exempt employees on paid administrative leave and to continue to pay them until the number of days expressed in the contract have been fulfilled during the period of school closure. *The Superintendent may require hourly employees to come to work to perform essential jobs for the district.*

**BE IT FURTHER RESOLVED** that the District has elected to provide voluntary educational enrichment opportunities to students in the district during this period of school closures

**BE IT FURTHER RESOLVED** that in the interest of public health and/or to comply with federal or state health department recommendations or guidance, the Board encourages the public to attend or listen to its open public meetings via telephone or video conference, and the Board may also limit public comment to written comments.

**BE IT FURTHER RESOLVED** that the board reserves the right to adjust board meeting dates, times, and locations during the district-wide emergency closure in a manner consistent with the Open Meetings law, and notes that any or all board members may attend board meetings electronically as permitted by law.

**BE IT FURTHER RESOLVED** that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution will remain in full force and effect until it is rescinded or amended by subsequent action of the Board.

Adopted and approved this \_\_\_\_\_ day of \_\_\_\_\_.

By: \_\_\_\_\_  
Board President or Designee

Attest: \_\_\_\_\_  
Board Secretary

### **Budget Guarantee Resolution**

As I mentioned earlier in the notes after the approval of our budget, we need to also approve this in case funding is lowered.

*Iowa law provides for a minimum amount of growth in the regular program district cost for any school district where regular program district cost will decrease due to declining enrollment or low allowable growth or a combination of the two. In Iowa Code Sec. 257.14, the legislature has provided for a budget guarantee of 101% of the preceding year's regular program district cost (without budget guarantee). For the Bellevue Community School District, the potential for a zero percent allowable growth for the 2020-2021 fiscal year will result in a regular program district cost increase of less than 1% of the current year.*

To utilize the budget guarantee, Districts must adopt a resolution and file with the Department of Management by April 15.

*Some other information in regard to budgets and finances for schools and beyond from Margaret Buckton and Larry Sigel from the Iowa School Finance and Information Services (ISFIS):*

Year-to-Date Receipts (impacting sales tax revenue, etc.)

## **Current YTD Receipts**

- **Won't see impact in the actual numbers yet**
- **First two areas we'll see:**
  - **Individual Income Tax withholding – Returns will not be significantly impacted when it's all said and done because those impacts will be seen next fiscal year**
  - **Sales tax – especially monthly filers we should start seeing the impact in the April payments**

## State Budget Implications of COVID-19

<https://www.cbpp.org/sites/default/files/atoms/files/4-2-20sfp.pdf>

### Center for Budget and Policy Priorities, April 2, 2020 “States Start Grappling with Hit to Tax Collections”

- COVID-19 has triggered a state budget crisis;
  - States, tribes, and local governments are incurring *huge new costs*
  - Projecting *sharply lower tax revenues* due to the widespread collapse of economic activity brought about by the virus' spread and needed containment activities.
  - The federal stimulus bills to date include fiscal relief — but it's already clear that it will fall far short of what states, tribes, and localities will need.
- “It's impossible to predict what the precise impact of the pandemic will be on the economy, but the consensus is that the country appears to have already entered a recession that could be much worse than the Great Recession. For example, Goldman Sachs projects that the unemployment rate will hit 15% in the third quarter (July-September) and remain at 7% through the end of the year.”

### Potential State Actions

## State Responses

- CBPP says: “States will first draw on their rainy day funds and other budget reserves to address these shortfalls but, as in the last recession, those reserves are going to be far from adequate.
- States will worsen the recession if they respond to this dire fiscal crisis by laying off employees, scaling back government contracts for businesses, and cutting public services and other forms of spending.”

## Iowa Specifics

- REC will likely be called back to estimate impact on FY 2021 revenues.
- Positioned well fiscally, with combined reserves/surplus are around 15% of FY 2020 expenditures (although Governor has already used some of EEF for .
- Education funding already set for FY 2021
  - 2.3% SSA
  - Transportation and Formula Equity
- Continuing Resolution concept – Legislature appropriated 2/12ths of FY 2020 budgets to get through July and August so further late budget decisions won't shut down state government.
- Future tax cut triggers: phase in of income tax reductions and property tax relief from SAVE fund

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## Iowa Law on ATB cuts

- Section 8.31, Code of Iowa, states that if the Governor determines that the estimated budget resources during the fiscal year are insufficient to pay all appropriations in full, the reductions shall be uniform and prorated between all departments, agencies, and establishments upon the basis of their respective appropriations.
- ATB cut means withholding of state aid, but does not impact spending authority.
- IC 257.16 exempts categorical funds from ATB cut (TSS, PD, EICS and TLC)

## Facilities Update

At this time I have not allowed any outside contractors in the building. If we stay closed for the rest of the school year, we will likely begin the two carpeting projects at the elementary. We may also be able to move the gym floor up in the schedule to get finished prior to the school year beginning (it seems possible they will move us up). But...I hope we come back in May yet.

Custodial staff has come in as needed for some things. A few of these have been for the bus and other vehicle inspections on Monday the state still required us to do (note the amount of vehicles we have, without the school buses to transport students for a variety of reason, lunch, maintenance, etc. - We likely have the oldest suburbans in town also!). Tires are also being changed on all of the buses at this time from the "winter" tires, along with making some repairs from the inspection (minor repairs that were noted). All buses were also cleaned inside and outside, along with the process for the suburbans.

A note to be aware of is the suburbans are used for preschool transportation, specialized IEP transportation, athletic events (golf usually takes a suburban based on split-sites for meets as an example), small "clubs" in the school for events (FBLA, Ag/FFA, Student Council, and many similar things. The one van is for food service transportation to the elementary, while the truck is only used for maintenance.

We also needed to add "back-up sound" for each vehicle which transports students for the first time this year, and have every vehicle like this inspected. At a cost of \$50+/vehicle. It is a requirement!



We will also start mowing sometime soon, and some staff will be coming into do this along with some other things.

The board discussed having an in-depth facilities meeting when larger gatherings are allowed, and to include the Facilities Committee.

### Beyond the Blue Recipients

As of this time we plan on having the "Beyond the Blue" program at the gallery on May 22, but this could change. Regardless, the recipients selected by the committee are the following:

- Steve Griebel (1996)
- Nancy Kieffer (Roling) (1982)
- Greg Schulte (1973)
- Art Sunleaf (1985)

I recommend we approve these recipients selected by our committee.

The specific documentation of these graduates is included in an attachment, but some other specifics for their recognition is below:

*This award is specifically awarded to graduates who have impacted society in a positive manner through their outstanding accomplishments and contributions. Some criteria for the recognition of graduates (out of school a minimum of 10 years) include the following:*

- *Community, State, National or World Impact*
- *Professional Careers*
- *Military Service*
- *Humanitarian Contributions*
- *Leadership Positions/Actions*
- *Intercollegiate Accomplishments*
- *Lifetime Achievements*
- *Contributions and accomplishments to the school district*

*In addition, "Beyond the Blue" recipients will have their names displayed on a plaque in the Bellevue High School Hall of Pride, along with a short summary of their accomplishments.*

*As a result of your recognition, we are cordially inviting you and your family to attend several events at Bellevue High School and in the community during graduation weekend. Some of these include:*

1. *Briefly speaking to students and staff at Bellevue MS/HS on **Friday, May 22 at 2:30, with a tour of the Bellevue MS/HS beginning at 2:00.***
2. *Attending a "social" gathering at the **Great River Gallery in Bellevue on Friday, May 23 at 6:00 PM** for social hour. This is also when the official recognition of Beyond the Blue recipients will take place. Appetizers will be available at the event from Flatted Fifth, along with water (River Ridge Brewery will also be open at this time, and accessible to guests). Your family and others from the community are invited and encouraged to attend.*

3. *You will also be recognized at the Bellevue CSD Graduation on Saturday, May 26. You will be introduced as a recipient in the crowd, along with a brief overview of your actions and accomplishments. While you will be mentioned at this time to stand and acknowledge your presence, if you cannot attend Graduation it is understood.*

This once again shows the outstanding things the Bellevue CSD graduates do in their lives after graduation.

### **Professional Organization Membership**

I am recommending the district continue its membership in the Iowa School Finance Information Services (ISFIS), the Iowa Association of School Boards (IASB), and the National School Boards Association (NSBA) for FY2021.

These organizations provide valuable information on school finance, school leadership, school policies, and school issues in general. The *approximate costs* associated with these are the following:

- ISFIS           \$925
- IASB           \$2400
- NSBA           \$825

We have been involved with these organizations for many years, and we do so as they are a resource to contact in times of concern and to keep up-to-date overall about school issues. They typically save the district money in the long run.

### **Information Items**

Events Update - Some tentative dates are below, along with some other thoughts.

- Prom - May 16 in Bellevue MS/HS Gym
  - After-Prom has also raised money for their event as parents.
    - If it is not on May 16, we may move to June or work with After-Prom for ideas on their funds. We can only extend so far into the summer without interfering with other things (or hopefully things that will be scheduled!)
- Graduation - May 23 at 8:00 PM (West Gym)
  - If graduation is not allowed and/or we are not in school...
    - We have discussed some time in June or a "Drive-by" graduation, along with some other things
    - Other Ideas?
- Food Service - Daily at this time, but for the safety of others and the supply being offered to the district we may revise this to three days/week at some point in the future.

o We have been serving between 170-200 meals/day at this time.

● Athletic Seasons

	<u>1st Prac</u>	<u>1st Meet</u>	<u>Postseason</u>	<u>State</u>
● Track (B & G)	May 1	May 4	May 28	June 4-6
● Golf (Girls)	May 1	May 4	May 26 & June 1	June 8&9
● Golf (Boys)	May 1	May 4	May 29 & June 5	11 & 12
● Soccer (Girls)	May 1	May 8	June 4,5,9 & 11	16,18,20
● Soccer (Boys)	May 1	May 8	June 8,10 & 12	15,17,19

Baseball and Softball are still scheduled to start on May 4 and May 11 respectively.

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

Hartung-Schroeder shared information about devices being sent home to some families (15 at this time) who do not have devices at home.

Recker shared the philosophy about Pass/Fail grades, and about an upcoming teacher meeting for MS/HS staff.

Meyer also shared information about the Creative Adventure Lab in Bellevue and the partnership of the school in this endeavor, along with Bellevue BIG.

**Adjourn**

Next Meeting is May 11 @ 6:30 PM.



### STEAM and Mobile Lab Program

There has been some recent discussion with the Creative Adventures Lab in Dubuque and the Jackson County Economic Alliance about a joint effort in Bellevue in the "Button Factory" that is being redone. At this point it is still planned for the Bellevue BIG program to be in the building (now the 2nd floor), and the space would be shared with the Creative Ventures Lab and other "business people" who would use this as entrepreneurial space. It could be a great learning space for our students, but it may cost us some to be involved with the program and to be in the building. I am working out some details for this and will share more later, but please check out the links below for more information on the Creative Adventure Lab. I will share more later.

<https://creativeadventurelab.org/steam-programs>

<https://creativeadventurelab.org/kendall-hunt-play-lab>

### Economic Impact in Iowa...Schools and Beyond

Some notes from a finance meeting last week (ISFIS)...Could they lower our funding for this school year? Yes.

## **The COVID-19 Economy Moody's Analytics**

- Dan White, an economist with Moody's Analytics, presented information on economic impact.
- The abrupt economic downturn due the COVID-19 epidemic has never been experienced and has come after the longest economic expansion in history.
- Because of this, economists are having a difficult time evaluating the economic impact.
- Prior to the COVID-19 pandemic, Moody's did not anticipate a recession in the immediate future.
- Highlights that were presented by Mr. White on the economic impact of COVID-19:

# Economic Impact Highlights

- All states will be negatively impacted by the COVID-19 crisis. Large metropolitan areas will be affected more severely than less densely populated areas.
- Almost every country around the world will go into a recession sometime in 2020 or 2021. This will not be a typical recession, in which there is more supply than demand. This recession will result because people's demand for goods and services cannot take place or in many cases cannot legally take place.
- The industries impacted the most will be those involved in trade, commodities, tourism and hospitality, and energy.
- Unemployment claims rose to over 3.0 million during the week of March 21, 2020, which is unprecedented. This will put significant stress on many states' unemployment trust funds.
- Most states were well prepared to weather a moderate recession based on Moody's fall 2019 stress testing.
- On average, most states will experience a 10.0% loss in General Fund revenue and increased expenses of another 2.0% to 5.0% for programs such as Medicaid.
- The impact to state budgets could be a reduction of 15.0% to 25.0%.
- Epidemiological assumptions for when COVID-19 cases peak will largely determine how soon the economy begins to improve. Using Moody's moderate baseline forecast, in which COVID-19 cases peak in mid-May,

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## Iowa's Position to Weather the COVID-19 Crisis

- Iowa ranks 38 among states considered most vulnerable to economic fallout, based on 10 metrics such as the share of GDP and percentage of workforce in industries hit hardest by the COVID-19 pandemic, which include accommodation and food services, arts, entertainment and recreation. Iowa ranks 40 in terms of the vulnerability of its industries and workforce.
- Analysis also looked at states' digital preparation and percentage of workers who are working from home, the work-from-home infrastructure were also considered, as well as workers' access to paid sick leave. The state's fiscal condition and reserve funds factored into the ratings as well. Iowa ranks 20 in its resources to manage the crisis.

## State Economies Most Exposed to Coronavirus

State	Ranking
Louisiana	1
Rhode Island	2
Illinois	10
Minnesota	17
Kansas	18
Wisconsin	34
<b>Iowa</b>	<b>38</b>
Missouri	40
Nebraska	43
California	50
Georgia	51

**Employment Law and Considerations from IASB**  
**(Repeated From Last Week's Notes)**

Below is a summary of a few items on employment law to use as guidance for our district from IASB...

**If the district/athletic union cancels a sport, will employees who have a coaching contract be paid their contractual salary?**

Salaried employees: Yes. They should be paid unless and until their contract with the board is terminated.

Hourly employees: Hourly employees are usually not paid when they are not assigned hours and/or do not work the hours they are assigned. Pay is available only when authorized by existing policies, collective bargaining agreements, work rules, or a special order of the School Board.

**Can I ask an employee if they have the coronavirus?** We are in an officially declared pandemic and if the employee is exhibiting symptoms consistent with COVID-19 you can generally inquire if they are infected with the virus.

**What if my employees share personal health updates through district e-mail?** You can act appropriately if the email comes to the attention of the district. While many emails using a district provided email service do not have an expectation of privacy an email of this nature may be protected, especially if it is sent to district HR, and the contents should not be disclosed or re-disseminated except to the extent reasonably necessary to protect other district staff and students.

**What can I tell employees if an employee has tested positive for the coronavirus?** The district should work with local public health agencies or the Iowa Department of Public Health as they may want to determine with whom the employee had contact and notify those people. Depending on the circumstances (i.e. the number of employees the person had contact with), a district should carefully consider whether telling other employees is the best course of action. Also, given confidentiality laws, the district will likely not be able to provide the name of the employee who tested positive.

**What can I tell my board if an employee has tested positive for the coronavirus?** The board can be informed if the district becomes aware that an employee has tested positive for the coronavirus. However, the employee's identity and any other personal information regarding the employee should not be shared with the board unless absolutely necessary after consultation with the employee. Any such information provided to the board regarding the employee's health is confidential and when providing that information, it should be made

clear that the board should keep this information confidential and not be shared.

**What can/should we do if an employee has been in contact with someone who has the coronavirus?** If the district becomes aware an employee has been in contact with someone who has the coronavirus, the district should determine the nature of the contact, review the district's contagious disease policy, and consult with the Iowa Department of Public Health or the local department of public health regarding appropriate measures. If the employee is recommended to be quarantined and/or tests positive for the coronavirus, the district should contact the employee and discuss the employee's available leave options, including any possible additional leave options that may be enacted by Congress and/or the State Legislature.

**What can I do if an employee is sick?** Can I require them to go or stay home? Yes, if it appears that an employee is sick enough that they will not do their best at work, or they may make others sick at work, employers may send the employees home on sick leave. You may restrict an employee from work until the illness (and the risk of making others ill) is passed. You can require the employee to provide verification from a health care provider that they are no longer displaying symptoms and/or are not contagious prior to allowing them to return to work.

**If employees are sent home for quarantine but are not sick, will they receive normal wages?** The Administration may have some authority and flexibility regarding paid leaves within existing policies, collective bargaining agreements, and work rules. Employers may choose to authorize use of paid sick leave for quarantined employees, for example. If no such flexibility is available to the administration, then the board should decide if paid leave will be provided to these employees.

**How would school closures due to the coronavirus impact the contract days of certified staff?** Absent a special order of the school board, school closures for public health reasons should resemble school closures for snow, extreme heat, or other natural disasters. Plan on making up days of closure at a later date.

**How would school closures due to the coronavirus impact the pay of classified and certified staff?**

Certified staff - Employees paid an annual salary should continue pay without interruption while the days of service may be postponed.

Classified staff - Hourly employees are usually not paid when they are not assigned hours and/or do not work the hours they are assigned. Hourly employees who lose hours may lose pay while work is

interrupted. Paid leaves may be available under existing policies, collective bargaining agreements, and work rules. Otherwise, it may take school board action to make pay available to hourly employees during a closure.

**Can we restrict employees from traveling out of state for personal reasons?** No, but employees should be warned that their travels might result in them being unable to return to home or work. Such circumstances may result in jobr-related action. Employers can request employees voluntarily share with the district their personal travel plans to better plan and prepare for possible risks of exposure and spread of coronavirus.

**Should we restrict work-related travel out of state? Do we need to cancel our school trip to out of state?** Most travel is not recommended by public health officials currently. Consult local public health officials with specific questions. School-sponsored trips should be seriously reconsidered and probably postponed or cancelled for the time being.

