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BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

Comet Highlights from the July 13, 2020 Board Meeting

August 3 & 4	Registration for the 2020-2021 School Year
August 3-14	Potential Summer School Dates - These could change, as these are only some initial thoughts as we plan <i>We could do this online if needed, but we would prefer a face-to-face process if possible.</i>
August 24	First Day of School

Website Information - Coronavirus (COVID-19) Updates

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

Consent Agenda - Approved

Open Enrollments - None

Approve Resignations

- Josh Kueter - Josh is a 3rd-grade teacher, but he is looking to resign from his role as assistant HS Girls Basketball Coach based on family obligations.

Approve Recommendations to Hire - None

Visitors

Tracey Till and Cris Kellogg - Bellevue CSD Employees, BEA representatives

Conduct a Public Hearing on the Instructional Support Levy

This was time allowed for the public to comment on the Instructional Support Levy. No one commented.

Resolution of Participation for the Instructional Support Levy

The board discussed the Instructional Support Levy (ISL) information and the benefit to the Bellevue CSD, and approved a "Resolution of Participation" after the public hearing.

This is an important funding source for our district. If we would have not chosen to follow-through with this it would likely mean a reduction in the staff for the future, and based on our student numbers and staffing this would be perceived as problematic and cause issues with meeting the needs of students.

Below is information that Meyer shared to increase the knowledge level of the board and the community on the ISL:

- This is an important item for our school funding for the future, and is NOT an additional levy to add (it is already a part of our school funding formula).
- The ISL allows a district to increase its spending per pupil by up to 10 percent.
- At last count, 99 percent (330 of 333) of Iowa school districts have the Instructional Support Levy, with 96 percent (319 of 333) having the maximum 10 percent.
- It generated \$334,952 for FY20 (but we should get about \$478,000, but due to the lack of state follow-thru on their share it is only \$334,952) for our district to use from the General Fund. This is a key...it supports things other than the PPEL Levy, Special Education deficits, etc. It is used for the direct education of students.
- Why do so many schools have the ISL? A basic answer is that the state maximum amount is not viewed as sufficient to provide the level of education that virtually all districts in the state (including Bellevue) believe is necessary to provide their children.
- Uncontrollable costs like diesel, natural gas and other energy price increases (yearly) come from the same pot of money we use to fund our educational program. High energy prices and similar costs compete for the same dollars that would otherwise fund curriculum materials.
- Schools are funded with dollars used for educational programs (staff and materials) that cannot be used for buildings and vice versa. In addition, the state imposes a maximum spending per child each year that cannot be exceeded as a whole. One of these exceptions is through the use of the ISL.
- Basically, it gives local voters the ability to go above the maximum amount by up to 10 percent, but no further. Our current ISL is 10%

and is funded through property taxes (and is reflected in this year's budget). 91.7% of districts in Iowa have the 10% ISL. In future year's budgets it could be funded in other ways (income surtax and/or property taxes)...although the district has traditionally funded it through property taxes, and adjusted the PPEL with some income surtax to reduce property taxes.

- The ISL levy was originally established using a formula that recognized the inequities in property tax per student by allocating different levels of state aid (approximately 25%) as a primary function of property tax valuation per student. Unfortunately, state aid has not been paid to support this fully since FY1993 (it has been frozen, reduced, and recently eliminated).
- If approved again this summer it will not need to be approved again for 5 years.
- I am placing an information sheet from IASB on our financial history with the ISL at the end of the notes. It compares our school to other districts across the state, and the financial impact of the ISL on our district.

Below is a historical perspective on funding from ISL for the Bellevue CSD:

1	INSTRUCTIONAL SUPPORT LEVY									
2	A&L line	10.5	10.27	10.14	10.24	10.23		10.21		
		MAXIMUM	BUDGET	STATE	STATE -	STATE PERCENT	STATE DOLLARS	PROPERTY	STATE	PROPERTY
7	00-01	315,517	270,932	80,741	36,156	0.45	44,585	234,776	0.255901	0.74409937
8	01-02	318,779	268,942	82,500	32,663	0.4	49,837	236,279	0.2588	0.74120002
9	02-03	318,779	270,794	75,296	27,311	0.36	47,985	243,483	0.236201	0.76379874
10	03-04	318,779	270,640	73,510	25,371	0.35	48,139	245,269	0.230599	0.76940137
11	04-05	330,150	274,922	80,722	25,494	0.32	55,228	249,428	0.244501	0.75549902
12	05-06	333,452	277,314	79,828	23,690	0.3	56,138	253,624	0.239399	0.76060123
13	06-07	340,136	282,808	78,605	21,277	0.27	57,328	261,531	0.231099	0.76890126
14	07-08	350,404	286,844	84,833	21,273	0.25	63,560	265,571	0.242101	0.75789945
15	08-09	361,057	296,502	84,704	20,149	24	64,555	276,353	0.2346	0.76539992
16	09-10	364,668	281,159	83,509	16,977	ARRA	66,532	281,159	0.229	0.77099992
17	10-11	365,173	291,569	82,858	9,254	0.11	73,604	282,315	0.226901	0.77309933
18	11-12	361,104	280,794	80,310	0	0	80,310	280,794	0.222401	0.7775987
19	12-13	353,845	279,750	74,095	0	0	74,095	279,750	0.2094	0.7906004
20	13-14	351,281	282,395	68,886	0	0	68,886	282,395	0.196099	0.80390058
21	14-15	372,341	300,516	71,825	0	0	71,825	300,516	0.192901	0.80709887
22	15-16	376,065	304,688	71,377	0	0	71,377	304,688	0.1898	0.81020036
23	16-17	374,575	302,657	71,918	0	0	71,918	302,657	0.191999	0.80800107
24	17-18	385,920	322,626	76,258	0	0	76,258	322,626	0.197601	0.83599192
25	18-19	394,519	321,888	72,631	0	0	72,631	321,888	0.1841	0.81589987
26	19-20	412,364	347,079	77,813	0	0	77,813	334,551	0.1887	0.81130021
27	20-21	425,171	341,412	83,759	0	0	83,759	341,412	0.197001	0.80299926

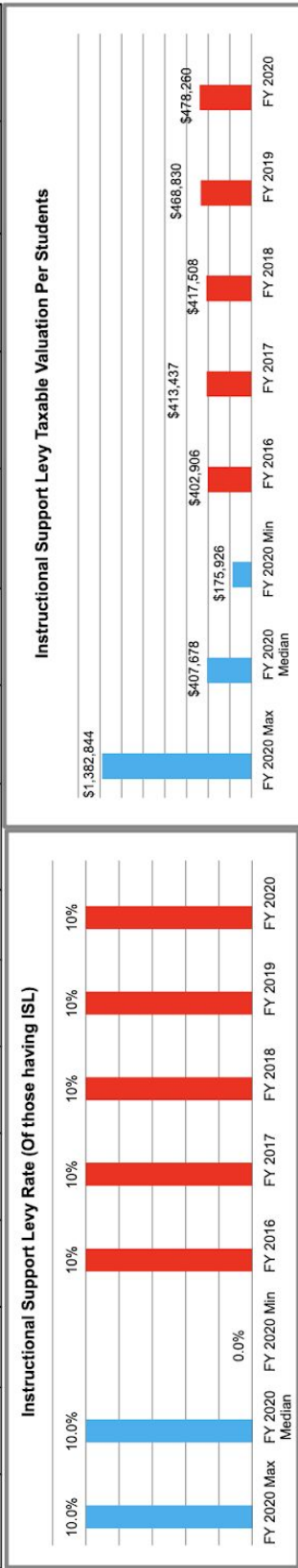
*Note that state dollars are "NOT funded" since 2011-2012, which has a fairly significant impact. You can also see how much is from property taxes overall in our budget each year. This is an extremely worthwhile funding source to continue, and we should set a public hearing for the July 13 meeting.

Select School District from List Below:		Instructional Support Levy Program	
Bellevue		Your ISL Expires at the end of FY 2022	
DoM School District #	585	Total ISL Funding Received in FY 2020 \$ 334,592	

General Information
 A school district may establish an Instructional Support Program (ISP) to provide additional funding in the General Fund. In the early 1990's, the ISP was established as a means of providing a local source for supporting education.
 When started, the ISP was funded through a combination of state aid, property tax, and income surtax. Other than state aid, the district primarily manages the combination of property tax and income surtax.
 When established, state aid was a significant factor and was distributed to school districts with an equity formula that considered taxable valuation per student. Although that formula is still used, the reduction and elimination of state aid for the ISP has put districts with lower taxable valuation per student at a significant disadvantage.
 The Program may be funded by all property tax or a combination of property tax and income surtax. The total Program may not exceed 10% of the district's regular program district cost.
 The revenues from the Instructional Support Program may be expended for any purpose allowed from the General Fund, but may not be used to supplant funding authorized to be received for returning dropout and dropout prevention programs, gifted and talented programs, PPEL levy, Management levy, or special education deficits. Iowa Code section 257.18
 The Program may be established by a board resolution up to five years or approved by the voters up to 10 years.

Instructional Support - Program Percentage Rate														
Fiscal Year 2020 Data						Bellevue								
ISL Program Rate	No Program	1-3%	4-5%	6-7%	8-9%	10%	Total	FY 2020 Median	FY 2020 Min	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Number	1	0	1	5	3	317	327	10.0%	0.0%	10%	10%	10%	10%	10%
Percent	0.3%	0.0%	0.3%	1.5%	0.9%	96.9%	100.0%	10.0%	10.0%	10%	10%	10%	10%	10%

Data, Charts, and Graphs



Instructional Support Levy Taxable Valuation Per Students (Non-TIF)														
Fiscal Year 2020 Data						Bellevue								
Taxable Valuation	Under 200,000	200,000-349,999	350,000-499,999	500,000-649,999	650,000-799,999	800,000 and over	Total	FY 2020 Median	FY 2020 Min	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Number	8	100	118	68	19	14	327	\$ 407,678	\$ 175,926	\$ 402,906	\$ 413,437	\$ 417,508	\$ 468,830	\$ 478,260
Percent	2%	31%	36%	21%	6%	4%	100%	\$ 1,382,844	\$ 407,678	\$ 402,906	\$ 413,437	\$ 417,508	\$ 468,830	\$ 478,260

Comet Curriculum - Return to Learn

This section has several components for discussion and future actions. In addition, the district's Return to Learn plan is on the website (it is still a work in progress, and will continue to be until we start school and into the school year in various areas based on conditions). Below are the topics in bold, along with a brief summary for each area. While we want to make decisions on these areas, we also need to be aware of the need for flexibility as we get closer to the school year and changing conditions and state/national recommendations and requirements (The CDC is to come out with updated school guidance soon).

- **Social Distancing**

- **Classrooms**

- Working on this to make as good as possible
 - Utilization of library, West Gym, Wrestling Room, and stage at the MS/HS

- **Hallways**

- Do we require masks in these areas? Crowded. We may require masks in hallways, but that is undecided at this time.

- **Busing**

- Do we require masks on buses? This may be another area we require masks for students.
 - Do we add another route(s) at additional cost?

- **Groupings of students**

- Keep groups of students similar when working with each other; Do not mix students in different groups as much as possible
 - At MS/HS keep sections similar as much as possible

- **Music**

- Utilization of stage and gym at the elementary
 - 15-minute sections rotating

- **Cleaning**

- **Handwashing and Hand Sanitizer**

- When enter at the elementary; Hand sanitizer in all classrooms PK-12 and use when enter from classes/hallways

- **Electrostatic Cleaner**

- Will clean classrooms, buses, playground equipment. Need to develop a schedule yet for this

- **Hand Santizers**

- Mobile hand sanitizer dispensers in the buildings in hallways and at events

- **Water Fountains**

- Likely turned off at start of school year, except for bottle filling stations (we have a couple in each building)
 - Students may bring a water bottle and/or we can provide cups

- **Lunch**
 - Working on space; Extra lunch shift at the elementary to allow for social distancing, along with utilizing the gym
 - Extra tables for students at lunch at the MS/HS, and other area to be utilized.
- **Recess**
 - Areas on the playground, and grade levels or grade spans; Classroom balls
- **Before School**
 - Emphasis on not dropping students off too early, and allowing students to go to classrooms at the elementary and MS/HS, along with using both gyms at the MS/HS
- **Face Masks and Face Shields**
 - Providing for teachers
 - At this time the district is looking to make face mask/coverings and face shields as strongly encouraged in most areas.
 - The district will have some available to students as well on an as needed basis.
- **Screening of Students**
 - Fever is only one symptom...not 100% accurate
 - As a result, the district is likely NOT going to do temperature checks of students as they enter the building. Instead an emphasis will be placed on parents to take their student's temperatures before they leave for school.
- **Field Trips/Academic Trips**
 - Limited; very few overall if any
- **Visitors**
 - Limited; very few if any
- **Facility Use**
 - Limited to our students and staff
 - Youth programs and outside coaches will be limited, to what extent is not known at this time.
- **Concerts/Assemblies**
 - Small gatherings only
- **Closing School**
 - Local decision-making, not the state decision

If you want to be in school...

In a meeting someone also mentioned the following as words of wisdom to parents, staff, students, and others as it related to returning (and staying) in school and doing what is necessary:

"If you want to be in school, then...."

- Don't come to work if you are ill
- Don't send students to school who are ill
- Take preventative measures - Hygiene, social distancing, etc.
- Etc.

Johnson County - FYI - The Johnson County Health Department is recommending the following, from a letter from their director...

Given the uncertainty and likelihood that transmission of COVID-19 will continue to occur, we are encouraging all schools districts to require that all students, staff, and visitors wear a face covering as practical and evaluate circumstances on a case by case basis. At this present time, the Center for Disease Control and Prevention recommends that everyone should wear a cloth face cover when they are in public. By doing so, this action, among others, helps prevent transmission of COVID-19. We recognize the concerns of stigma, but the risk of transmission outweighs those potential concerns. We believe that they provide some protection along with other public health mitigation measures of:

- *Knowing how it spreads*
- *Washing your hands often*
- *Avoiding close contact*
- *Covering your mouth and nose with a cloth face covering when around others*
- *Covering your cough and sneeze*
- *Implementing appropriate cleaning and disinfection*
- *Monitoring your health* The combination of these actions prevent the transmission of COVID-19.

Survey

Meyer is sending a survey to parents on Tuesday, along with a survey to staff members, in regard to returning to school. While the draft of the Return to Learn plan has been developed with the input of 15-20 staff members, 25+ parents, 30+ students, and the Board of Education and other community members, it is not a final draft. It will likely change again, and parental and staff input is vital for this process as we develop the best plan possible.

Potential Scenario Overview

Below are several possible scenarios and the resulting decisions which may need to be made by the school district.

Schools open on August 24 for students in a regular/traditional on-site learning structure with all students attending school:

- *Students would attend school with everyone in a normal routine.*
-
-

Schools open on August 24 for students in a regular/traditional on-site learning structure, all students attend school, but social distancing requirements are required/recommended for schools (more detailed information on page 13):

- *Students would all attend school, but social distancing practices would be utilized.*
- **AT THIS TIME, THIS IS THE PLAN FOR THE BELLEVUE CSD**

Schools open on August 24 for students in a regular/traditional on-site learning structure, but students do not leave their classrooms for classes:

- *Students would stay in the rooms and teachers would be the ones who change rooms, therefore minimizing exposure risks.*

Schools open on August 24 for students in a regular/traditional on-site learning structure, but students are split into groups and attend on rotating days (Hybrid Model):

- *Students would be split into groups in their grade levels and come on alternating days to maintain social distancing requirements and minimize exposure risks.*

Schools open on August 24 for elementary students in a regular/traditional on-site learning structure, but middle/high school students do school work on-line in a continuous required online learning model (Hybrid Model):

- *Students in elementary school would come to school on a regular basis, while students at the secondary level would attend every other day.*

Schools do not open for on-site learning for students on August 24 (Continuous Required Online Learning Model)

- All students participate in required continuous online learning activities.

Follow-Up to the DE Guidance from the DE on June 30, 2020
(Initial guidance for reopening on June 25, 2020)

The Iowa Department of Education has faced some strong criticism from various educational organizations in the state from IASB, SAI, and ISEA (school boards, administrators, and teaching groups). This is based on their lack of clarity for their actions, and "not taking any leadership" in some ways according to some. I did receive a follow-up on June 30 in regard to the guidance on June 25 and some highlights are below:

Why does the Department not recommend that districts and accredited nonpublic schools require face coverings for all students and staff?

While cloth face coverings can reduce the spread of COVID-19 when worn properly and when other social distancing measures are difficult to maintain, the Department of Education, in collaboration with the Iowa Department of Public Health does not recommend that districts and nonpublic schools require face coverings for all students and staff because of the considerable health and safety, legal and training implications for such a policy (as outlined below). Some individuals might not be able to use cloth face coverings due to a health or safety concern including but not limited to age, developmental disability, underlying condition, or mental health concern. Numerous considerations need to be examined at the local level based on individual staff and student needs.

What should a school or school district consider if it wants to create a policy requiring face coverings?

If a school or school district intends to require face coverings, we encourage them to carefully consider all factors, including the following nonexhaustive list of considerations:

- What type of face coverings will be allowed considering that some face coverings are for temporary use only and should be discarded once they become moist or are handled inappropriately? Who will be responsible for ensuring that the appropriate type of face coverings are worn?
- Who will be responsible for providing face coverings and what measures will be taken to ensure they are sanitary?
- Who will be responsible for tracking the appropriate use and storage of face coverings during lunch and snack times and during physical education and recess when wearing a cloth face covering during high intensity activities may cause difficulty breathing?
- How will schools address students or staff with communication needs that may prohibit the use of a face covering?
- Who in the district is responsible for training staff and students in proper use and disposal/removal of face coverings so they are worn safely and correctly?
- How will the districts and nonpublic schools enforce requirements that face coverings be worn by students and staff, including whether this is considered a discipline infraction?
- Are there other laws or directives from other federal, state, or local agencies that may address the use of face coverings by school personnel?
- What are the implications for students and staff with health or other conditions, including those who may be unable to wear a face covering and, in doing so, may reveal personal health conditions?
- How will students or staff members who do not wish to wear a face covering or cannot due to a medical or other condition be considered? How will schools protect them from being singled out by their peers, and how will schools protect the privacy of students and staff?

What do you mean by proper use of face coverings?

The CDC states: "Cloth face coverings should be washed after each use. It is important to always remove face coverings correctly and wash your hands after handling or touching a used face covering." It is important to wear face coverings correctly. The CDC guidelines advise to wash hands before putting on a face covering, place it over your nose and mouth and secure it under your chin, try to fit it snugly against the sides of your face, do not touch the face covering, and if you do, wash your hands again. Face coverings should be handled only by the ear loops or ties and wearers should be careful not to touch eyes, nose and mouth when removing the covering.

Why doesn't the Department's guidance mention social distancing?

The Department's guidance encourages social distancing whenever possible but recognizes that each school building and setting is unique and there are times when maintaining or guaranteeing a distance of six feet from others in a school setting may not be possible. Examples may include therapy, transportation, recess and class passing time. Social distancing is mentioned and recommended in all of our training modules.

Why doesn't the Department's guidance mention temperature screening?

One symptom is not necessarily indicative of communicable disease. Some individuals may be ill and have no symptoms as symptoms may appear 2-14 days after exposure (CDC, June 24). Obtaining reliable temperature readings is affected by multiple factors, including:

- The ambient environment in which the temperature is measured. If the environment is extremely hot or cold, body temperature readings may be affected, regardless of the temperature-taking device that is used.*
- Proper calibration of the thermometers per manufacturer standards. Improper calibration can lead to incorrect temperature readings.*
- Proper usage and reading of the thermometers. Non-contact infrared thermometers frequently used for health screening must be held at a certain distance from the temporal artery in the forehead to take the temperature correctly. Holding the device too far from or too close to the temporal artery affects the reading.*
- Use of fever-reducing medications prior to screening.*
- Other infections or conditions that may cause elevated temperatures.*

Does the guidance statement authorizing school boards to close a school district due to an outbreak of COVID-19 if the governor proclaims a public health disaster preclude schools from closing if a public health disaster has not been proclaimed?

A school or school district always has the authority to close, but Senate File 2310 gives the board (or board's designee, such as the superintendent) the ability to do so pursuant to a public health disaster proclamation and

continue to operate while meeting the instructional time requirements of Iowa Code 279.10.

Isn't the Department's guidance misaligned with current guidance from the Iowa Department of Public Health (IDPH) and the Centers for Disease Control (CDC)?

All Iowa Department of Education guidance is written and released in collaboration with the Iowa Department of Public Health. We pay close attention to the CDC guidelines and adopt them in all of our training modules, as well. Our guidance on face coverings, for example, is in line with CDC Considerations for Wearing Cloth Face Coverings. While the CDC and Iowa Public Health encourage the use of cloth face coverings when feasible and where social distancing is difficult to slow the spread of COVID-19, they recognize there are specific instances when wearing a cloth face covering may not be feasible. The CDC guidelines state "CDC recognizes that wearing cloth face coverings may not be possible in every situation or for some people. In some situations, wearing a cloth face covering may exacerbate a physical or mental health condition, lead to a medical emergency, or introduce significant safety concerns. Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading if it is not possible to wear one."

*As we have previously noted, it is important to remember that several public health strategies and tools should all be used together to prevent the spread of COVID-19. And finally, continue to emphasize frequent hand hygiene and environmental cleaning to help limit the spread of COVID-19 and other diseases.***Reminder of the highlights of the guidance from June 25:**

- The CDC does not recommend that schools screen students and staff when entering the building (some may be ill and have no symptoms).
- Reinforce washing hands correctly.
- Requiring face coverings for all staff and students is not recommended, but allow for the personal decision to be made in regard to face masks, etc. Also, teach and reinforce the prevention of stigma associated with the use or non-use of facial coverings to support a respectful, inclusive, and supportive school environment.
- Protect the confidentiality of staff and students in regard to personal health
- If a district does something different than the recommendations of the DE, they should do so in consultation with public health and legal counsel (schools should indicate this was a local decision if so).
- Schools may not be able to meet social distancing in all school settings throughout the entire school day, during school activities, or with transportation (like people in the community at times). It is important for schools to implement preventative health changes that can be sustainable and done with fidelity.

- Have a framework for routine cleaning practices of facilities, high touch surface areas, cafeterias, concession stands, health offices, and buses following CDC guidance
- Decisions to close school are made at the local level during a health emergency, and school boards make the decision to close school (recent legislation)

Our students and staff deserve an authentic and realistic plan for returning to school in regard to safety, academics, and beyond. We must act responsibly in our actions and make sure we are doing our part in making appropriate and realistic decisions and plans.

I am meeting with some students via Zoom next week in regard to their ideas and thoughts on social distancing, masks, etc.

Substitute Teachers

In order to supervise students, and potentially monitor online learning we may have to hire a substitute teacher in the MS/HS (and potentially elementary).

Online Learning

Meyer also shared some online learning information in regard to students and families who do not feel comfortable returning to school. A summary of the information is below:

Some families may be forced to make a difficult decision about whether or not to have their students return to school during the 2020-2021 school year. These decisions, based upon significant health risks of the student or caretaker may have that make them more susceptible to complications from COVID-19. If families have these health concerns/reasons to not send their students to school there will be some quality learning options available. These include the following:

1. Short-Term Absence (a month or less) - In this scenario, the students would be transitioning back into school within a month at the Bellevue CSD. As a result, the district and its teachers would provide learning times with their normal subject areas/classes throughout the day. This would allow students to keep in contact with the learning in the classroom through Zoom learning sessions during normal class times, completing assigned work, and still being a "class member" with their peers.
2. Long-Term Absence (Over a month) - In this scenario, the students would join an online learning platform where courses would be offered online for a semester or the entire school year. The district has worked with other districts in the area to adopt an online learning system for students. This system would allow students to complete online assignments and assessments with online tutorials, and some assistance would be provided from the school district through a curricular teacher or other teachers.

The goal of the district is to successfully work with families to provide the most appropriate learning environment for students. While the pandemic has created

issues that were never considered in the past in many ways, it has also allowed our district to discover new learning opportunities and approaches for our students and their learning.

Facilities Update

Two parts of this section:

1. Update on current projects will be provided, along with the current use of buildings and facilities.
 - a. Meyer shared a summary of work being completed including the floors in the MS/HS being completed in most areas, while the elementary will be completed by the end of next week.
 - b. An air-conditioning duct(s) was added to the kitchen area in the elementary school, as this has always been a warm area and will be warmer this year due to glass partitions being added for the protection of students and staff as they go through the lunch line (response to COVID-19).
 - c. New lights and ceiling tile were placed in the high school hallway.
 - d. Many other things as well...

Use of Facilities

The district opened facilities to a certain point after the July 1 date, with outdoor on July 1 and indoor on July 6.

We are requiring students in the weight room to wear masks, and encouraging them in the gym overall during morning workouts. We are also requiring all coaches to wear masks when inside. During outdoor activities coaches do not have to wear masks. We have also posted the following:

Facility Use

In order to maintain a safe environment and to secure our facilities and the spread of COVID-19...

- **No one outside of the school district staff associated with the extra-curricular activities is allowed to use the facilities or be in the facilities with students.**
- **Only high school students attending Bellevue High School in the 2020-2021 school year are permitted into the building for workouts. No middle school students, past graduates, or other community members or staff are allowed to utilize the indoor facilities.**
- **Outdoor facilities are open for anyone to utilize.**

2. Overview of a new design for a new elementary school, and plans to re-ignite work on this project. Very little time was spent on this topic, but Meyer wanted to share some recent work that had been completed in regard to this topic for when we move forward in the future. Meyer believed we needed to talk about this in some manner to keep on our minds, as the need is still there. Cost is reduced from before in this draft, but some things would need to be adapted/changed to match our needs.

Some information from Matt Gillespie on sales tax funding for a portion of the new building:

Sales Tax borrowing capacity, current ESTIMATES:

- *Capacity to borrow NOW without renewing the RPS. Repayment would only extend to 2030 since the RPS is not yet extended. Approx net amount you could fund: \$1,500,000*
- *Capacity to borrow SUMMER 2021* after you have renewed your RPS. Repayment would cover a 20-year amortization period which becomes possible once the RPS has been passed. Approx net amount you could fund: \$3,900,000*

**The reason I've calculated this as of 2021 and not "now" is that your 2009 SAVE Bonds become callable as of 7/1/2021 and in order to capture as much new project funding capacity as possible you'll need to restructure the 2009 Bonds (i.e. roll them into the new 2021 bond.) That can only begin to happen in Spring 2021 and not before. But, you also need to pass*

the RPS extension anyway...and the next available date for you to do that is September 2020 or March 2021.





LEGAT ARCHITECTS
 SUSTAINABILITY | PERFORMANCE | DESIGN

BELLEVUE SCHOOL DISTRICT JR/SR HIGH - ADDITION OPTION
 SCALE: 1" = 30'-0"
 April 23, 2020

Board Policies - COVID-19 Related

Attached in a separate document are several documents recommended for our district in reaction to the COVID-19 pandemic. This was an initial review of these, and will be up for approval at the August 2020 Board meeting.

Board Policies 200 and 400

Approved - We initially looked at the 200 Series of policies at our last meeting, along with some in the 400 section. These were approved accordingly at this meeting. They follow IASB guidelines, and are good guiding principles for our district as a whole.

Legislative Priorities

Each year the Board submits the Bellevue CSD "priorities" for the upcoming legislative session in January. These are determined by the Board. Last year's priorities which were submitted were the following:

- #7 Mental Health Support
- #8 Special Ed Funding
- #19 School Funding Policy
- #21 Bond Issues

The Board will make a decision on these at our August Board meeting.

Health Spending Plan

Approved - The district's Health Flexible Spending Account and Dependent Care Flexible Spending account must have an update. This is the fund where staff members can have funds deducted for health expenses and childcare (as examples) prior to taxes. It save our staff money as a whole and is utilized by multiple staff members. The resolution provided is below:

ADOPTING RESOLUTION

The undersigned authorized representative of Bellevue Community School District (the Employer) hereby certifies that the following resolutions were duly adopted by the Employer on _____, and that such resolutions have not been modified or rescinded as of the date hereof:

RESOLVED, that the form of Cafeteria Plan including a Health Flexible Spending Account and Dependent Care Flexible Spending Account effective July 1, 2020, presented to this meeting is hereby approved and adopted and that an authorized representative of the Employer is hereby authorized and directed to execute and deliver to the Administrator of the Plan one or more counterparts of the Plan.

The undersigned further certifies that attached hereto as Exhibits A and B, respectively, are true copies of Bellevue Community School District Flexible Benefits Plan, and the Summary Plan Description approved and adopted in the foregoing resolutions.

Date: _____

Signed: _____

[print name/title]

I recommend we approve this.

Driver's Education

Approved - We have been working with the Mississippi Bend Area Education Agency for the last 14 years to provide driver's education to our students. The cost has not risen in several years as it still remains at \$370/student (with free and reduced pricing available for those families who qualify for free/reduced lunches). Our students are not required to utilize this service, but many do (they can utilize other services in the area). The price is reasonable overall, and the staff that provides the classroom and driving instruction have been great to work with. I recommend we approve this, as the AEA has done a great job in providing service to our students and their families.

Board Secretary

Approved - Meyer recommended we appoint Penny Medinger as Board Secretary/Treasurer for the 2020-2021 school year. Penny is absolutely outstanding in her role with her knowledge, "common sense" approach, and overall efficiency in so many ways.

Level I Investigators

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

Level II Investigators

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

Equity Coordinators

Approved - As a formality as well to a point, I recommend we have Jeff Recker and Jeanette Hartung-Schroeder serve as Co-Equity Coordinators for the district for the 2018-2019 school year.

Student Teaching

Approved - The district has two agreements to approve in regard to student teaching for this school year...Iowa State University and the University of Dubuque. It is outstanding to learn from these student teachers, along with them gaining experience in our school settings.

Information Items

Rural Innovation Grant

The Bellevue CSD was granted a \$20,000 grant from the Iowa Economic Development Authority in the state of Iowa. An outline of the funds are below, but I worked closely with the Jackson County Economic Alliance on this grant. It will provide our students in grades K-8 with some learning opportunities with the Creative Adventure Lab from Dubuque, work for our Bellevue BIG students and FBLA and Business Education students with entrepreneurial experiences and connections, and more. The summary is below, along with the award letter. Dave Heiar and Nic Hockenberry from the Jackson County Economic Alliance assisted me in the writing of this, along with Jason Neises from the Dubuque Foundation.

"Innovating Bellevue" is an extension of the existing Bellevue BIG program and other STEAM-based learning concepts currently deployed in the Bellevue Community Schools. By establishing this program in a public building used by local entrepreneurs, we will be creating synergy between students and mentors. We need to

create intentional connections between the creativity & enthusiasm of the students with the community knowledge and business savvy of our existing small business owners.

Using the data we've collected through the Heart & Soul and Hometown Pride processes, we can show our students the kinds of services and amenities that our residents want, and then use the experience & skills of the business mentors to translate those ideas into actual business plans. This direct connection between improving the quality of life in Bellevue with actual economic development opportunities will be the key to the program's success.

Our Heart & Soul research showed that over 70% of the high school-aged youth in Bellevue wanted to live here as adults, but they have the perception that there are not enough quality jobs to keep them here. This program will show them the potential for creating their own path to a rewarding, fulfilling career while raising their families in a community that they already love.

The primary goals and implementation objectives are:

1. Establish meaningful relationships between local business mentors and youth who are interested in entrepreneurship.

IMPLEMENTATION OBJECTIVE: In the first year, six mentor relationships will be established.

2. Create more opportunities for STEAM learning activities for all Bellevue students.

IMPLEMENTATION OBJECTIVE: Creative Adventure Lab (CAL) & Bellevue Schools will create an annual plan for STEAM activities open to all Bellevue youth with various funding streams.

3. Local business mentors will be inspired by the ideas, creativity, enthusiasm, and ambition of local youth.

IMPLEMENTATION OBJECTIVE: A process will be created to collect testimonials from mentors about what they learned from the students.

4. The Bellevue School District will develop more expertise in STEAM programming and project-based learning.

IMPLEMENTATION OBJECTIVE: CAL & Bellevue Schools will create a plan for in-service training for teachers about how to integrate STEAM activities into their classrooms and how to use the Innovation Lab as an on-going resource.

What are the specific goals the project seeks to achieve? (2,500 character maximum)

Goals for the project will focus on the following essential learning standards for students in connection with community innovation and success:

1. Students will develop valuable relationships with area business leaders and entrepreneurs through regular, intentional conversations focused on business approaches, keys for success, and entrepreneurial strategies.
2. Students will enhance their STEAM-related learning concepts through regular involvement in the Creative Adventures Lab activities, both at the Innovation Lab and in their classrooms.
3. Community business leaders will learn from students and their approaches to learning and interest areas, gaining insight into how they make their businesses more relevant to youth and families in Bellevue while also tapping into the interests and aspirations of a younger generation.
4. The school district will expand its knowledge level of STEAM and creativity-based learning, and best-practices for project-based learning.
5. While the Bellevue School District already focuses on Problem-Based Learning, this endeavor will increase its focus on personalized learning strategies and student success that taps into student interests, values, and individualized learning needs. In particular, these student interests will be connected with the Heart & Soul values so students can see how their contributions and leadership are needed to help the community reach its goals.
6. The Bellevue Community School District also works collaboratively with the City of Bellevue and various civic organizations. Part of the work consists of a "Welcoming Committee" to introduce new community members to Bellevue and a reflection on their experiences as they moved to the community.

Describe the relevance of the project to the Empower Rural Iowa Initiative Mission: (2,500 character maximum)

This project connects directly with the grant goals of supporting creative, non-traditional ideas that focus on current issues and challenges in rural communities. There is no more relevant way to address the future of small towns than making investments in the youth that we need to be the future leaders of our communities. It is easier to retain youth in a community that they already love than to compete with every other small town in America that is trying to attract new residents to come live in their communities. Community investment will be supported through the creation of collaboration & creativity infrastructure at the Innovation Lab. Growth for Bellevue will be a priority, both with our small businesses and economic development, but also in leadership skills among our business mentors and youth. Connection across generations is a primary goal, creating a shared vision for the future that takes advantage of the skills, interests and assets of residents of all ages.

While the focus area for "Innovating Bellevue" is on "Growing Rural Iowa", it also has direct connections with the areas of "Investing" and "Connecting". For example, if our youth want to live here as adults we know they will need solid, affordable housing options. Most 17 year-olds are not thinking about affordable housing, but by involving them in the town's strategic planning initiatives we will help them stay connected to this critical activity and see that town leaders care about them coming back to live here as adults. Housing improvement is a primary activity of the Hometown Pride initiative which already involves youth and school administrators on its leadership team.

Bellevue already has blazing fast fiber-optic Internet to all homes & businesses supplied by the municipal utility. This capability will be critical for the success of the Innovation Lab, so Bellevue will serve as a shining example for the "Connecting Rural Iowa" task force of the creativity & innovation that is possible when high-speed Internet is easy & affordable.

Describe the impact the project will have on the vibrancy of rural Iowa: (2,500 character maximum)

There are essential things that every community needs to survive like health care facilities, childcare, schools, jobs, roads, water treatment, etc., but these things alone are not going to be enough to retain or recruit young families to live in our communities. In our mobile society, people can live anywhere and (often) work remotely. To be truly vibrant, a community must plan beyond the essentials and think more broadly about quality of life. All the job openings in the world are meaningless if no-one wants to live in your town because it is boring: no recreation, no family activities, no arts & culture, no quirky small businesses, no unique restaurants.

The "Innovating Bellevue" project is the kind of thing that will set Bellevue apart as a community of choice. One of the perceived drawbacks for young families in small towns is the comparative lack of options and "extra" activities to enhance educational experiences like you might find in larger communities. "Innovating Bellevue" is a program that will make people sit up and pay attention. Not only is it unique (even when compared to offerings in larger communities), but it is actually better because it showcases the small-town assets of connections and personal relationships. The kinds of meaningful, long-term relationships that will potentially emerge between the youth and their business mentors are less likely to happen in larger communities. Simultaneously offering a "big city" amenity like entrepreneurship incubation while showcasing our "small town" values will be a unique way for this project to contribute to rural vibrancy.

The City of Bellevue is also contributing funds to the project in the amount of \$5000, along with the Water Street Partners (Ernst) who are also contributing \$5000. The Bellevue BIG program will continue to operate and will also contribute in the amount of \$5000 to student learning. A key is the work with STEM/STEAM (including the Arts) for our elementary students to expand our makerspace programming and continue to engage students in learning.

In all honesty, this is an outstanding grant to receive, and I was surprised we were awarded with it for our students.

IOWA ECONOMIC DEVELOPMENT AUTHORITY

1963 Bell Avenue, Suite 200 | Des Moines, Iowa 50315 USA | Phone: 515.348.6200

iowaeda.com



June 29, 2020

Tom Meyer
Bellevue Community School District
1601 State Street, Superintendent
Bellevue, Iowa 52031

SUBJECT: 2020 Rural Innovation Grant Award (20-RIG-002)

Dear Tom:

I am pleased to inform you the Iowa Economic Development Authority (IEDA) has awarded the Bellevue Community School District a Rural Innovation Grant in an amount not to exceed \$20,000. These funds are to be used for Innovate Bellevue in the City of Bellevue as stated in the grant application.

The disbursement of funds is conditional upon completion of the specified project(s) as defined in the contract within a time period of 12 months and pursuant to the satisfactory fulfillment of all requirements and stipulations made by the Iowa Economic Development Authority. Said terms will be defined in a contract to be entered into by the Iowa Economic Development Authority and the Authorized Organization. Your contract is currently under review by staff within our department. Following review, your contract will be sent to you electronically for signature. **If the Contract is not signed and returned to IEDA within 30 days of receipt, IEDA may rescind the Grant.**

IF ANY CONDITIONS CONTAINED IN THIS LETTER ARE NOT SATISFIED IN THE SOLE DISCRETION OF IEDA, OR THE CONTRACT IS NOT FULLY EXECUTED, THIS AWARD OF FUNDS SHALL BE RESCINDED, AND NO REIMBURSEMENT IS AVAILABLE FOR ANY COSTS INCURRED BY THE CONTRACT RECIPIENT WITH RESPECT TO THIS AWARD.

If you have any questions, please contact your project manager, Liesl Seabert, at 515.348.6154 or by email at Liesl.Seabert@iowaeda.com.

IEDA looks forward to working with the Bellevue Community School District on its Rural Innovation Grant project **once all conditions to the award have been met and the contract is fully executed.**

Sincerely,

A handwritten signature in blue ink, appearing to read "Debi", is written over the printed name of Deborah V. Durham.

Deborah V. Durham
Director

Congratulations!

Legislative Summary

Meyer provided a summary of legislative action.

Employees and the Families First Coronavirus Response Act

I found this information interesting as an "information item"

Families First Coronavirus Response Act

American Fidelity
Administrative Services
a different opinion

The Families First Coronavirus Response Act ("FFCRA," or "Act"):

- Requires public agencies of any size, and private employers with fewer than 500 employees, to offer two weeks of paid leave to employees (Emergency Paid Sick Leave Act),
- Offers up to 12 weeks of FMLA (10 paid) to employees whose children's schools or childcare providers have closed due to COVID-19 (Emergency Family and Medical Leave Expansion Act),
- Increases funding for food assistance programs,
- Expands unemployment insurance, and
- Guarantees free coronavirus testing and diagnosis.



American Fidelity
Administrative S
a different opinion

Families First Coronavirus Response Act

The paid leave provided under the Families First Coronavirus Response Act:

- took effect April 1, 2020
- expires on December 31, 2020
- is not retroactive.

American Fidelity
Administrative Services
a different opinion

Returning to work

You may be considering a number of different measures to keep employees safe as they return:

- Taking employees' temperatures
- Asking about symptoms and possible COVID-19 exposure
- Offering or requiring COVID-19 testing

Scenario: fearful of virus

- Your employee informs you they cannot return to work onsite because they fear contracting the coronavirus.
- The employee is not sick, experiencing symptoms, under a directive to isolate due to COVID-19, or caring for an individual who is.

Can this employee take paid leave under the FFCRA?

Scenario: fearful of virus

Being nervous about the coronavirus is likely not enough, however:

- Dangerous or unsafe conditions may be addressed by collective bargaining, occupational safety guidelines, or other state, federal and local worker protections.
- The Americans with Disabilities Act (ADA) requires employers to engage in an “interactive process” to try and provide reasonable accommodations for an employee with a disability who requests accommodation.

Scenario: vulnerable family member

American Fidelity
Administrative Services

- Your employee informs you they cannot return to work onsite because a member of their household is in a population that is particularly vulnerable to COVID-19.
- The employee asks to telework, but you cannot accommodate the request due to the nature of their job.

Can this employee take paid leave under the FFCRA?



Scenario: vulnerable family member

AI
AI
5.4

Maybe.

An employee may take paid sick leave to care for a self-quarantining individual if:

- A health care provider has advised that individual to stay home or otherwise quarantine because they may have COVID-19 or be particularly vulnerable to COVID-19; AND
- Providing care to that individual prevents the employee from working (or teleworking).

Scenario: employee exhausts Emergency Paid Sick Leave

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- Your employee is infected with COVID-19 and falls ill. After exhausting their two weeks of emergency paid sick leave, they inform you their doctors says they are not well enough to return to work (or to telework).
- The employee has no paid leave left, but has worked more than 1,250 hours over the past 12 months, and has not used any FMLA so far during your organization's current designated 12 month period.



Can this employee take unpaid leave? Is their job protected?

Scenario: employee exhausts Emergency Paid Sick Leave

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Administrative Services

Yes, and yes.

After an employee has exhausted FFCRA leave options, you should look to see what additional leaves may apply, including

- Your organization's existing leave policies
- Collective bargaining agreements
- FMLA, or similar state/local job-protected leaves
- A leave of absence as a reasonable accommodation under the ADA (or similar state disability laws).



Scenario: employee refuses telework

American Fidelity
Administrative Services

- Your employee has been assigned telework. Upon receiving their assignment, they inform you they are unwilling to telework, as they are uncomfortable with the technology requirements.
- Can they take leave?

Scenario: employee refuses telework

American Fidelity
Administrative Services

- There are a number of COVID-19-related reasons your employee might be unable to telework. In this specific example, the reason for the refusal is not related to one of the qualifying reasons for FFCRA leave.
- You should take special care to understand why your employee is refusing telework to determine whether the reason is related to one of the FFCRA-qualifying reasons for leave.



Scenario: employer policies require a doctor's note

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- Your employee is using emergency paid sick leave for a qualifying COVID-19 related reason.
- Existing policies and procedures require employees to submit a doctor's note for any absence of three days or more.

Can you enforce this requirement? Does the answer change if instead of emergency paid sick leave, the employee requests FMLA?



Scenario: employer policies require a doctor's note

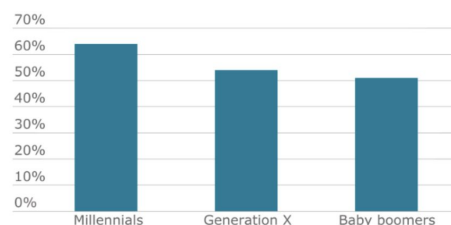
Administrative Services
a different opinion

Documentation requirements for emergency paid sick leave under the FFCRA are less stringent than many existing employer policies.

- Department of Labor guidance states if an employee requests leave due to COVID-19 symptoms to seek a medical diagnosis, you may require the employee to identify his or her symptoms and specify a date for a test or medical appointment.
- For FMLA due to a serious health condition *not* covered by the FFCRA, follow your existing process to obtain an appropriate medical certification.

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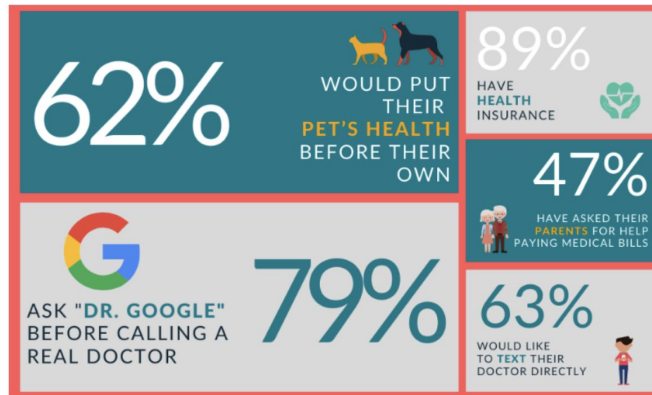
LinkedIn survey: Which workers put the most importance on workplace benefits?



Source: LinkedIn

Millennials' Take on Healthcare

AMERICA
is different



American Fidelity
Administrative Services

Communicating Change

Your employees have a preferred communications method. Do you know what it is?

Consider:

- Generational differences
- Cultural differences
- Familiar methods of communication in your organization

Extracurricular Updates

HS Practices at this time are to start on Monday, August 10 for football, volleyball, and cross country.

Camps are the following dates for a variety of activities:

- Volleyball and Football - Week of August 3 (only for students in high school, and possibly grades 7 & 8)
- Color Guard - August 3, 4, & 5
- Band Camp - Week of August 10

The summer conditioning began last week, and the turnout for boys was strong overall (girls was smaller based on the softball situation of not being involved in activities during the time period) with about 25-30 students present. Masks were required in the weight room, all students washed their hands prior to starting workouts, equipment was wiped down after rotations of groups, students stayed in the same/similar groups daily, and coaches were required to wear a mask inside. There is also an outside component to the workouts and coaches did not have to wear masks outside. Masks are now required in the weightroom and the gym.

Hometown Ticketing

The district is in the process of instituting an online ticketing system for events (e-ticketing). This is at NO cost to the district. It would allow for people to pay for admission via credit card (with a small extra charge), buy tickets ahead of time to have on their phone for automatic admission, and to keep family passes on their phone. We would be able to scan the "ticket" with an app on a phone or iPad, and is something that we would be one of the first in the state and our area doing this.

Dave Wright researched this process, gained information from the two other schools in Iowa using it (Ankeny Centennial and another one at this time), and gained clarifications to questions that were asked by several involved in the process. It will also provide us a much better "accounting" measure of funds for our auditing purposes and meets many of the desires of more and more of our stakeholders. This could also be utilized beyond admissions for athletics, including at music events/concerts and other events, along with at the concession stand.

New Teachers Social Evening

Do we want to have this evening for our new teachers as we have done for the past six years? It is a good way for you to meet new staff, but the timing is always a challenge. If we are going to do this, I am proposing a date of Tuesday, August 18 at 6:30 at Flatted Fifth.

Comments from Building Principals, Superintendent, and Board Members

Other - Child Care - I visited with some representatives last week in regard to having a potential child care center in their location. They are interested in potentially partnering with the Bellevue CSD in some way to create this. The Board agreed to evaluate this situation and have someone check out the site and its capability to be utilized for child care in the future. After this the Board will make some decisions on the next steps for the district. This is an interesting opportunity possibly for our district, as they would like us to be the "operator" of the center if we would move in that direction.

Adjourn

Next meeting is August 10, 2020 @ 6:30