



**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

**SUPERINTENDENT**

Tom Meyer  
Phone: 563.872.4001 ext. 260  
Fax: 563.872.3216

**OFFICERS**

Mike Reed  
President  
Penny Medinger  
Secretary/Treasurer

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Janet Sieverding Vice President  
Allysen Bonifas Member  
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1601 State St. | Bellevue, IA 52031 | 563.872.4001 | [www.bellevue.k12.ia.us](http://www.bellevue.k12.ia.us)

**Comet Highlights**

**From the Board Meeting on September 14, 2020**

**"Face Coverings, Social Distancing, Hand Washing and Hand Sanitizing"**

September 16	2-Hour Early Dismissal
October 4-10	Homecoming Week (notes on this below with changes)
October 7 & 8	Parent-Teacher Conferences; 3-Hour Early Dismissal
October 23	End of 1st Quarter

**Bellevue CSD "Return to Learn Plan" and "Key Components of the Plan"**

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**Board Notes for Meeting on Monday, September 14, 2020**

**Consent Agenda**

**Open Enrollment Requests**

- Calahan Cornelius - Kindergarten - Bellevue to Andrew
- Elyse June Berendes-Greene - 7th Grade - Dubuque to Bellevue; This student has attended Bellevue in the past.
- James Charles Frost - Bellevue to Maquoketa
- Isabella Theisen - Bellevue to CAM (online); Not currently a student at Bellevue CSD

**Approve Recommendations to Hire**

- Associates/Substitute Teacher/Part-Time Custodia as discussed at our last board meeting based on needs for COVID-19
  - Pete Bonifas - Substitute Teacher and other duties; Pete has worked as a substitute teacher in the past, and also coaches in the district.
  - Brandi Bailey - Associate at the Bellevue MS/HS; Brandi has extensive experience working with students prior to her move to Bellevue a year ago, and is also certified as a substitute teacher.
  - Lauri Feller - Associate at the Bellevue Elementary; Lauri has been a substitute associate in the past, and has worked well with students.
  - Jane Steines - Associate at the Bellevue Elementary; Jane has an interest in working with students and appears to be a good fit for her role.
  - Casey Skrivseth - PK-12 Custodial work with COVID-19 and Food Service at the elementary school; Casey is "spraying" rooms with cleaner and

the electrostatic cleaner on a daily basis, along with buses, playground, etc. for the district; In addition, he was hired as the food service worker for serving food at the elementary based on a opening from a retirement at the end of the school year last year.

### **Recognize any Visitors**

No one has contacted me, but they would have to speak online at this time through Zoom.

### **Comet School Finance Review**

Penny Medinger shared some information on the "ending balances" for the fiscal year. See at end of notes.

Meyer will share more in the future, but shared that the district ended the last fiscal year with a budget of a little over \$300,000 unspent from last year's projections...a positive note as we spend more this year on COVID-Related items and needs. Funding for the next school year will be dependent on enrollment overall in our district. Enrollment is later in the notes.

### **Comet Curriculum**

Meyer reviewed the procedures in place for virtual learning that have been established in the district for students who are out due to COVID-19 (positive test, quarantine, etc.).

## ***Instructional Plan for Missing Students 2020-2021 (from Jeff Recker's Document for Bellevue MS/HS Staff)***

### **Traditional Absent Student**

Teachers are posting activities, resources and assignments to Google Classroom. Students are expected to keep up with their work on Google Classroom and have assignments completed in a reasonable time when they return.

### **Student who tests Positive for Covid 19**

Teachers are posting activities, resources and assignments to Google Classroom. If students feel up to it, they should keep up with their work on Google Classroom and turn assignments in electronically if possible. Any other assignments should be completed in a reasonable time when they return. If students are able to, they should connect virtually with their classes for any instruction or lecture time. Staff will email students to let them know of class plans for their "joining the class".

### **Student who is quarantined**

Teachers are posting activities, resources and assignments to Google Classroom. Students should keep up with their work on Google Classroom and turn assignments in electronically if possible. Any other assignments should be completed in a reasonable time when they return. Students should connect virtually with all their classes for any instruction or lecture time on a daily basis. Staff will email students to let them know of class plans for their "joining the class".

## **How will staff be alerted to the health status of these students?**

Staff should know the status of the students that are out and why. Staff will be told of students in their classroom at the elementary, and in their classes at the MS/HS - Confidentiality and Privacy are very important. Once notified, staff needs to email the students to tell them to connect to class accordingly at certain times. That way they can contact the students and facilitate virtual learning. Administration will reach out to parents and students to explain the process for virtual learning.

### Internet

Internet at Home - Students at home without internet access can be provided a "hot spot" the district has purchased. We used a few of these in April and May last year, and will continue this as needed for our students.

Internet at School - It has improved at school. We do still have a couple of spots we are working on with increased usage based on classes...Commons area as one of them. We have a couple of spots we are looking at yet though.

We are having an analysis done of our system from another organization to gain their perspectives, and this has been analyzed with a full report of issues to arrive this week. We are also examining a different system in comparison to what we utilize, and I will provide more information at the meeting.

Meyer also reviewed the following information in regard to the start of the school year with COVID-19, learning, etc...

### Contact Tracing

When someone tests positive in the district we are following CDC guidance, that is used by the Iowa Department of Health. Some basics with this are listed below, but some specifics we are doing are the following (after conversation with our local health department):

#### Bellevue Community School District Positive Test Contact Tracing

1. Who nearby in classroom or other areas where learning takes place?
  - a. Was 6-foot+ maintained?
  - b. Wearing a face covering?
  - c. 15-minutes of continuous contact?
2. Peers around?
  - a. In-School
  - b. Out-of-School
3. Lunch?
  - a. On-Campus/Off-Campus
  - b. Sitting by?
  - c. Outside?
4. Bus?
  - a. Who sitting by?
5. Before/After School Contacts

## CASE INVESTIGATIONS AND CONTACT TRACING

Public health will conduct a case investigation and identify close contacts.

- Public health investigates cases by calling the person who tests positive for COVID-19 infection to direct them to isolate and asking questions about their illness, risk factors, and who they have been in close contact with while infectious.
- Public health investigators then call the identified close contacts to direct them to self-quarantine for 14 days after their last exposure to the COVID-19 infected person.
- Public health will notify the K-12 COVID-19 Contact to provide names of students, faculty or staff testing positive for COVID-19 and the names of those who have been identified as close contacts of confirmed cases.
- Public health will ask for assistance from the K-12 COVID-19 Contact to identify contacts in schools.

## WHEN CAN COVID-19 INFECTED PEOPLE PASS THE VIRUS TO OTHERS?

If the infected person has symptoms:

- 2 days before their first symptom until 10 days after (should be fever free and other symptoms should have improved for at least 24 hours)

If the infected person does not have symptoms:

- 2 days before they were tested until 10 days after

Additionally...

- The 14 days is still the quarantine time period, as the virus can still develop within the body up to that time. This includes even if a student has a negative test(s).
- Masks prevent droplets, as I mentioned, but do not stop a possible quarantine. The glass shields that we have provided in classrooms also do not impact the close contact rule, BUT they are recommended in lessening the potential impact of COVID-19 spreading.
- People who have symptoms of COVID-19, but do not get tested, are recommended by the Health Department to stay home 14 days. The Bellevue CSD is also following this guidance.
- Quarantine is to be a joint decision by the Health Department and the school.

## NATIONAL CONTACT DEFINITION FROM CDC

### Within 6 feet for 15 minutes or longer

- Mask wearing decreases the risk of transmission, but does not alter the close contact definition

### Recommendations for contacts

- Contacts without symptoms should self-quarantine for 14 days from their last exposure
- Contacts with symptoms should self-isolate for 10 days after their symptoms began (and fever has resolved and other symptoms have improved for at least 24 hours)



## Financial Impact on the District

Penny has been working to "code" all expenses related to COVID-19 to account for our additional costs. A review of plans up to this point is below:

*Supplies (Cleaning)/Software	\$11,000
*Instructional Supplies	\$25,000
*Staffing (Expected for full year); Associates for students; Cleaning	<u>\$110,000</u>
<u>Total</u>	<b>\$146,000</b>

A few things that this figure does not include:

- Extra buses for events (taking double the amount of buses typically)
- Additional cleaning supplies and PPE that will be needed
- Extra substitute teaching staff potentially based on COVID-19 symptoms, quarantine, or positive test (this has already increased significantly).

There is also a reduction in costs for travel to meetings outside of the district though for student experiences and staff professional learning (both having more things happening online); This also impacts substitute teaching costs for coverage when staff is gone.

The state has given us two different disbursements to utilize, \$38,700 (Marquette received nearly \$10,000 of this federal money, totaling a true disbursement to our district of around \$28,000 and \$29,000 (Marquette had a separate share of \$8000), therefore **totaling \$57,000**.

The DE also provided us with some disposable masks, disinfectant wipes, bleach, and a few other things. In addition, we received a \$5000 check from Bob Ernst Insurance, and \$3000 from Bellevue State Bank for needs (we are putting these toward the electrostatic sprayers (we have a "backpack" sprayer and are getting our larger sprayer in mid-September).

## Legal Aspects of COVID-19

### COVID-19 Immunity – SF 2338

- This bill prohibits a civil action due to COVID unless:
  - 1) A diagnosis of COVID-19 results in hospitalization or death.
  - 2) An act was intended to cause harm.
  - 3) An act constitutes actual malice.
- A business or governmental entity will not be liable if a person contracts or is exposed to COVID-19 if the building is in **substantial compliance** with all current public health, federal and state statutes, regulations, and orders.

Critical Workers - Who can come back to work if they were exposed, but do not have any symptoms...This includes school staff at nearly all levels.

## Critical Infrastructure Employees

- The current Department of Homeland Security list of critical employees includes (as of July 30, 2020):
    - Bus drivers
    - Food service workers
    - Technology services
    - Vehicle and building maintenance
    - Medical professional
    - Childcare workers
    - Social workers
    - Janitorial staff
    - Security
- Governor Reynolds and the DE confirmed on July 30 that teachers and other staff members in shortage areas may be considered critical employees and would not have to quarantine if they are exposed to COVID but asymptomatic!!!

Absentee Rate Clarifications are below as well....I do not agree with everything on here, especially when we talk about not counting those who are quarantined as a student who is gone from school that day (they are still connecting virtually, but not allowed to be in school).

## PLEASE CONTINUE TO REPORT TO PUBLIC HEALTH WHEN 10% OF STUDENTS ARE ABSENT DUE TO ILLNESS

### DO COUNT

- Students expected to attend in-person classes who are absent today due to reported illness of any kind
- Students expected to attend in-person classes who are absent today because they are in isolation due to a positive COVID-19 result and/or COVID-19 symptoms

### DO NOT COUNT

- Students absent for reasons not related to illness (e.g., vacation)
- Students who are quarantined at home (not currently ill or positive for COVID-19) due to an exposure to COVID-19
- Students attending schools online as expected for the day

The Iowa Department of Health stated the following on Thursday late afternoon in a webinar...Ultimately, people who are sick need to stay home. Cloth face coverings do reduce the transmission of droplets, and should be worn. They do

not stop someone from being quarantined if they are within 6-feet for 15 minutes, but they do assist in the process.

### Quarantine

We have two students in quarantine at this time (siblings of the positive test individual). Some other districts similar in size have far more...over 100!

Our "Report" for this Board meeting is the following: 2 Positive Tests; 22 Quarantined Individuals

The district has also had 6 staff members impacted in some manner from testing to being quarantined. They are teaching from home in most cases, and if they are asymptomatic they can come to work and the district is working with them on an individual basis based on staff choice and staffing needs.

### Positivity Rate - Updates 9.10.20

The positivity rate for the last 14 days in Jackson County has increased to one of its highest levels (if not the highest), and we are now 12th (two weeks ago we were 57th) out of 99 counties in Iowa (three weeks ago we were in the top 25% also, in a high positivity rate). The rate now is 13.1% (last week it was also 11.4%; Two weeks ago it was 7.1%).

Updates from 9.14.20:

- Jackson County 11.7% (16th highest in the state)
- Dubuque 11.3%
- Clinton 9.3%
- Jones - 8.6%
- Cedar - 8.5%





# Contact Tracing: Do your part to keep your family, friends, and community safe.

## WHAT YOU CAN EXPECT TO HAPPEN DURING CONTACT TRACING IF YOU HAVE BEEN DIAGNOSED WITH COVID-19.

1

If you have been diagnosed with COVID-19, a public health worker will call you to check on your health.



They will ask you who you've been in contact with and where you spent time while you were sick and may have spread COVID-19 to others.

Any information you share with public health workers is **CONFIDENTIAL**.

This means that your personal and medical information will be kept private.

2

You will also be asked to **stay at home and self-isolate**, if you are not doing so already.

Self-isolation means **staying at home in a specific room away from other people and pets, and using a separate bathroom, if possible.**

**Self-isolation helps slow the spread of COVID-19** and can keep your family, friends, and community safe.



3



**If you need support or assistance** while self-isolating, the health department or a local community organization **may be able to provide assistance.**

Continue to monitor your health. **If your symptoms worsen or become severe, you should seek medical care.** Severe symptoms include trouble breathing, persistent pain or pressure in the chest, confusion, inability to wake or stay awake, or bluish lips or face.

## CONTACT TRACING: WHAT TO EXPECT IF YOU MAY HAVE BEEN EXPOSED TO SOMEONE WITH COVID-19

1

If you have been in close contact with someone who has COVID-19, a public health worker will call you to inform you that you may have been exposed to COVID-19.

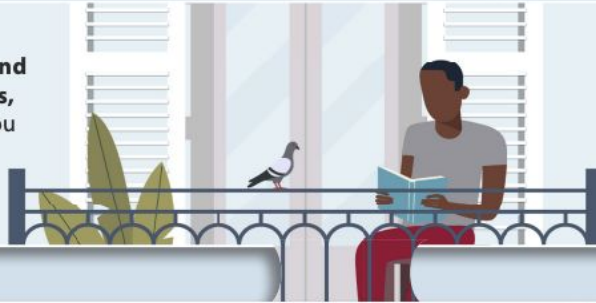


Any information you share with public health workers is **CONFIDENTIAL**. This means that your personal and medical information will be kept private.



2

You should stay at home and self-quarantine for 14 days, starting from the last day you were possibly exposed to COVID-19.



Self-quarantine means staying home, monitoring your health, and maintaining social distancing (at least 6 feet) from others at all times.

3

The public health worker can provide information about COVID-19 testing in your area.

If you need support or assistance with self-quarantine, your health department or community organizations may be able to provide assistance.

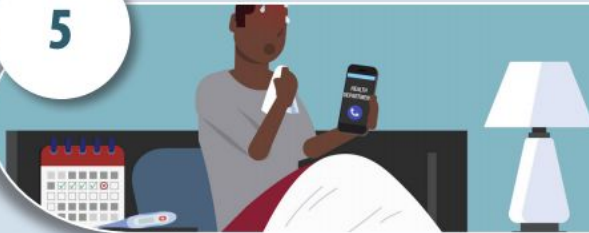


4

You should take your temperature twice a day, watch for fever and other symptoms of COVID-19, and notify your health department if you develop symptoms.



5



If you become ill during the 14 days of self-quarantine, you should notify the health department and seek medical care if your symptoms worsen or become severe. Emergency warning signs include **trouble breathing, persistent pain or pressure in the chest, confusion, inability to wake or stay awake, or bluish lips or face.**

We can all work together to help slow the spread of COVID-19.

Do your part to keep your family and your community safe: **Answer the call to slow the spread.**



## Enrollment

Enrollment numbers are still tentative and we are down, as expected in many ways based on a large graduating class and a smaller incoming kindergarten class. Additionally, it is important to recognize the following:

- Students who are enrolled with the district and take Edgenuity are still counted as a full-time student for the district with full funding. We will pay for these students (see the breakdown below), but we do get the cost per pupil from the state.
- Students who are home-schooled are not funded by the state, and we do not get any funding for these students. This does have an impact. You can see that we have 12 homeschooled students. Financially...12 students X \$7000 = \$84,000

It is important to remember that the "Certified Enrollment" and "Actual Enrollment" are different according to open enrollment, etc. But, regardless you can see the overall impact when you consider we are down a minimum of 10 students in the school building itself. Financially...10 students X \$7000 = \$70,000

It is also important to recognize that the official "count" for funding is not until October so numbers can still change.

Enrollment for the elementary lower grades justified the three sections in grades K, 1, and 2, but we have to start thinking about next year as the one grade moves into 3rd grade.

Year	ECSE	TK	K	1	2	3	4	5	6	7	8	Enrollment Trends					Elem (TK-5)	MS/HS Total	Dist Total	4PK/3PK Total
												9	10	11	12	(TK-12)				
2010/2011	7	8	34	35	34	55	50	39	43	45	50	58	47	60	49	262	352	614	45/21 (680)	
2011/2012	3	10	46	34	33	37	53	52	40	42	43	61	62	56	58	265	362	627	33/34 (694)	
2012/2013	4	12	34	49	33	38	36	55	50	43	44	49	60	61	55	262	362	624	32/28 (684)	
2013/2014	2	9	43	38	45	37	35	41	55	54	43	51	56	63	61	248	383	631	36/35 (702)	
2014/2015	3	7	36	39	36	49	37	43	42	59	59	45	52	55	62	250	374	624	40/31 (695)	
2015/2016	2	15	42	35	42	37	49	39	45	43	59	67	44	53	53	259	364	623	37/18 (678)	
2016/2017	4	12	37	44	37	43	38	53	45	49	48	65	64	46	50	264	367	631	35/32 (698)	
2017/2018	3	10	37	38	42	40	49	40	54	49	50	61	64	63	47	256	388	644	42/33 (719)	
2018/2019	6	14	48	41	39	44	42	48	44	55	53	55	60	68	60	276	395	671	40/48 (769)	
2019/2020	5	10	54	52	43	42	44	44	52	45	57	51	54	58	67	289	384	673	58/34 (765)	
2020/2021	3	15	56	54	53	41	41	44	46	52	46	56	50	51	58	304	359	663	47/30 (740)	
2021 (Including 25 Online Students = Edgenuity-25; Odysseyware-1)																				
(In-School)	3	15	55	52	52	38	40	41	46	48	45	55	49	48	52	293	343	636	47/30	
Homeschool	0	0	2	2	0	3	0	0	0	2	1	2	0	0	0	7	5	12		
(Not included)																				

### **Summer Project and Facilities Update**

Meyer shared the cleaning procedures we are following this year as we started the school year, and provided videos at the meeting of the two buildings and classrooms. It is hard to explain the spacing of students, so the video gave a better overview of 6-foot spacing in classrooms, how lunch seating works, etc.

We are cleaning with two different electrostatic cleaners in both buildings, buses, playground equipment, and similar areas where students are at during the day and at night.

The videos are also on the website under the "District" and "Superintendent" page.

### **Childcare Awareness**

Meyer provided an update on childcare perspectives for the district, and is investigating possible sites with a community partner.

### **IASB Conference**

Meyer encouraged board members to consider attending the virtual Iowa Association of School Boards Conference on November 18 & 19. A positive is that we do not have to drive to Des Moines this year! I believe the organization will do a very good job of putting this conference on for its members.

### **Delegate at IASB and Jackson County Conference Board**

Mike Reed agreed to continue in this role for the Bellevue CSD Board of Education.

Each year the district selects a member to serve as a delegate at the IASB Delegate Assembly. This meeting is held in order to set the legislative platform for IASB from its members perspectives, along with recommending by-laws and electing a President-Elect for IASB and to select candidates for the IASB Board of Directors in selected regions.

IASB bylaws give each member board a delegate who casts the board's votes on issues before the Delegate Assembly. School board members provide input on IASB's legislative platform and your priorities help influence legislators and the governor. By participating in this debate process, school, AEA and community college boards contribute to IASB's legislative program and ultimately the unified legislative interests of all Iowa school boards.

The Delegate Assembly and Annual Meeting will be held November 17. The delegate must be a board member, but the official delegate packet may be transferred to another member on your board.

All IASB members will receive an email in late September containing the proposed legislative platform. We will review and discuss the platform at the

October or November board meeting to make sure our delegate is prepared to vote based on our board's position.

One set of Delegate Assembly materials will be mailed in October to the district's delegate.

The Board president has also been a member of the Jackson County Conference Board in the past, and we need to determine this again for this year. This role is involved in meetings with other county school board members and municipal leaders.

### **Comet Reading and Reflection**

People (educators and others) often talk a lot about "summer slippage" and the "loss of learning". We had been out of school for over 5 months, but...so was everyone else. Also, the slip may not be as bad as some may want you to believe. See the attached article from Alfie Kohn (a former speaker at state and national conferences). I am not agreeing with everything he says in this article or his other thoughts, but there may be some aspects to reflect upon and discuss.



BOSTON GLOBE

September 6, 2020

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## Is Learning “Lost” When Kids Are Out of School?

By Alfie Kohn

Anguish and even anger are entirely appropriate reactions to the fact that Covid-19 infection rates are still too high in most areas to permit the safe reopening of schools. Not only do many of our kids miss their friends and the chance to make new ones, but school attendance is a prerequisite for millions of parents to go to work. Also, schools provide healthy meals, which matters in a country with appalling levels of poverty and hunger.

The lockdown is bad enough. Must we also deal with the fear that children who aren't going to school are destined to fall behind academically?

Not necessarily. The research that fuels dire warnings, which largely extrapolates from claims about “summer learning loss” (SLL), is much less persuasive than most people realize. For example, Paul T. von Hippel at the University of Texas at Austin **looked carefully** last year at a foundational study on SLL in low-income students and discovered he was unable to replicate its findings, partly because of problems with its methodology, such as a failure to adjust for the difficulty level of the questions.

More important, none of the research on this topic actually shows a diminution in *learning* – just a drop in standardized test scores (in some subjects, in some situations, for some kids).

By now we shouldn't be surprised that older studies on SLL, along with attempts to apply it to our current situation, uncritically conflate the results of standardized tests with broader concepts like learning, achievement,



educational excellence, or academic success. After all, many politicians, journalists, parents, and even educators make the same mistake.

But as numerous analyses have shown, standardized tests are not just imperfect indicators; they measure what matters least about teaching and learning. And their flaws aren't limited to specific tests or to how often they're administered or to the way their results are used. Standardized testing itself, particularly when exams are timed or consist primarily of multiple-choice questions, mostly tell us about two things: the socioeconomic status of the population being tested and the amount of time that's been spent training students to master standardized tests.

It is entirely possible to raise scores without improving the quality of teaching and learning at all, which means that a bump in those scores isn't particularly meaningful. Worse, concerted efforts to raise scores often have the effect of *lowering* the quality of teaching and learning, which means that improved test results may actually be bad news. Indeed, **several studies** have found that higher scores can signify shallower thinking.

Standardized testing simultaneously overestimates students who are just skilled test-takers and underestimates talented thinkers who aren't. Sadly, these flawed scores are still widely used to evaluate students, teachers, and schools, which makes them hard to ignore, at least for the time being. But we should view skeptically any claims about education based on these scores – including the supposedly negative effects of missing school.

So, too, for those who are rightly concerned about race- or class-based “achievement gaps”: If these gaps are defined mostly by test results, the goal will be to narrow the test-score gap, which may *widen* the gap in high-quality instruction and deep learning. Anyone who warns that poor children will suffer disproportionately from closed schools may be romanticizing what was really going on in their schools. The pressure to raise test scores exacerbates an already disturbing dynamic by which the rich get richer and the **poor get worksheets**.



But is there a real academic "slide" from being out of school, as judged by high-quality, nonstandardized assessments? The honest answer is: We just don't know. To its credit, the **meta-analysis** that's still the most widely cited source on the topic, conducted by Harris Cooper and his colleagues, was accurately titled "The Effects of Summer Vacation on Achievement Test Scores," not "...on Learning." But even given that narrow focus, it's noteworthy that the declines were mostly confined to "factual and procedural knowledge" such as "math computation and spelling skills."

In fact, some studies have shown that the capacity for thinking not only isn't lost over the summer but may show greater gains than during the school year. As Peter Gray at Boston College, who reviewed some of that research, puckishly **proposed**, "Maybe instead of expanding the school year to reduce a summer slide in calculation, we should expand summer vacation to reduce the school-year-slide in reasoning."

What, after all, does it mean to say that children can "lose what they've learned"? True, time away from school may entail less exposure to academic content, but that shouldn't be equated with – nor does it imply the absence of – intellectual development. (Similarly, let's not forget that time away from school doesn't mean kids can't flourish in all sorts of other ways: emotionally, physically, artistically, socially, and morally.) Too often, schooling consists of cramming bits of knowledge into students' short-term memories – by means of lectures, textbooks, worksheets, quizzes, and homework – all enforced with grades. Many of these facts and skills are indeed forgotten, but that doesn't mean that being out of school is calamitous. Rather, it suggests that we should reexamine what too often takes place *in* school.

Suppose our kids end up missing a full year of school. When they finally return, they may be unable to recall some of what they were told: the six stages of cell division, or the definition of a simile, or the approved steps for doing long division. Heck, they'll forget even more facts once they've graduated. (Haven't you?) But over the course of a summer or a year spent at home, they are much less likely to forget how to set up an experiment to test



their own hypothesis (if, when they were last at school, they had the chance to do science), or how to write a story that elicits a strong reaction from a reader (if they had been invited to play with prose with that goal in mind), or what it *means* to divide one number into another (if they were helped to understand mathematical principles from the inside out).

Warnings about academic loss are not just dubious; they're dangerous. They create pressure on already-stressed-out parents to do more teaching at home – and, worse, to do more of the most traditional, least meaningful kind of teaching that's geared toward memorizing facts and practicing lists of skills rather than exploring ideas. Parents may just assume this is what instruction is supposed to look like, partly because that's how they were taught (and no one ever invited them to rethink this model). And if standardized tests rather than authentic kinds of assessment will eventually be used to evaluate their children, parents, like teachers, will be inclined to do what is really just test prep.

We've been here before. Claims of slippage in reading proficiency over the summer have led to an awful lot of kids, disproportionately Black and Latino, being sentenced to highly structured remedial summer programs. Richard Allington, a professor at the University of Tennessee at Knoxville who specializes in this issue, points out that such programs, or summer homework assignments, aren't necessary or even sensible. Rather, he and his colleagues **recommend** "easy and continuing access to self-selected books for summer reading"—a solution that's also much less likely to cause kids' *interest* in reading – a key predictor of proficiency – to evaporate.

When schools are finally able to open their doors again safely, let's not return to the *status quo ante covid*, with its emphasis on the kind of test-focused instruction that can be lost. The good news – at a time when we're all desperate for some – is that when the learning was meaningful to begin with, it doesn't slip away.

## Information Items

### Extracurricular Activities

An evaluation of what other districts are doing in regard to football (and other outdoor events) has been ongoing, along with conversations about other things. Some districts are requiring masks for all fans at all times (but they are not sure how they will enforce this, and one district mentioned issues with enforcing it last week at a home game). Our requirements, are to require masks at indoor events, but that you must have a MASK ON TO ENTER THE GAME for outdoor events...this is to ensure that people have one with them when social distancing cannot take place. This is also where many people enter at the same time. We also require it to be on as they leave in the crowd exiting the game.

Some discussion was held about talking to people individually about their lack of use of a mask when it is required based on social distancing at outdoor events, and the need to wear at all times at indoor events (eating/drinking is an exception to both of these situations).

**Guidelines for Home Football Games and Cross Country Meets  
for the Bellevue Community School District - September 2020**

The Bellevue Community School District is working to provide a safe environment for our students, staff, and spectators at all Comet events. By working together as a team of dedicated community members and supporters of the Comets, we hope we can all work to provide an exciting and safe experience for all in attendance at events. The following are regulations for attendance at outdoor events at the Bellevue Community School District. These specific regulations may be adapted as the season progresses based on environmental conditions and specific recommendations from the Iowa Department of Public Health and similar organizations.

**Face Coverings**

- All spectators are strongly encouraged to wear face coverings at games when social distancing cannot be maintained, such as in the bleachers or standing by others.
- In order to assist in increasing the likelihood of social distancing in the bleachers, every other row will be unavailable for seating.
- A face-covering being worn is required for everyone entering the facility, along with ordering items at the concession stand. A face covering must also be worn when the game is over and when people are exiting the bleachers and other to exit the facility.
- Coaches, players, and officials are not required to wear a face-covering, but are encouraged to wear masks when not competing or directly involved.

**Spectator Expectations**

- Spectators must accept personal responsibility and follow public health and school guidelines. Spectators should sit or stand with people who they live with and social distance from other spectators.
- Spectators are encouraged to bring their own "fold-up" lawn chair to watch the game.
- Practice safe social distancing as much as possible, and wear a face-covering when that is not possible. Be patient and use common sense.

**Concession Stands**

- The Concession Stand will be open, and all workers are required to wear a face covering and gloves at all times. Spectators are required to wear a face-covering when ordering items from the concession stand and when standing in-line at the concession stand.

**Student Information**

- The HS Band will be sitting in the South End Zone area during the 1st half of the game to allow for more social distancing by the band and others in attendance.
- Due to the potential spread of COVID-19, no athletic balls will be allowed at the facility by visitors. Students are encouraged to stay in groups of no more than 4-6, and face coverings are strongly encouraged when social distancing cannot be maintained.

**Symptom Awareness**

- Stay home if you show any of the symptoms indicated below, or if you have been in contact with someone with a confirmed positive case of COVID-19 in the last 14 days.

*Tom Meyer*  
*Superintendent*

*Jeff Recker*  
*MS/HS Principal*

*Dave Wright*  
*Activities Director*

**Homecoming**

Below is an update on Homecoming that has been shared publicly.

We are not canceling Homecoming Week, although some events associated with the week traditionally are being delayed or canceled. Some specifics include the following:

- We will have **Dress-Up Days** for students.
- We will have activities outside, including **Class Competition Activities**.
- We will have a **"Tailgate Cookout"** for students and staff on Thursday of Homecoming Week.
- We will not be having a **Homecoming Dance** this year, but we will have a "Winter Formal Dance" during a "Spirit Week" during the Winter sports seasons (basketball, wrestling, and bowling).
  - With social-distancing, dance is simply not reasonable for our students or school community.
- We will not be having a **Homecoming Parade** this year.
  - This is also not reasonable with the gathering of our students (all of our students PK-12), plus community members (parents, business owners, relatives, past graduates, etc.). While the parade is outside, it still gathers large groups of people.
  - The parade also includes students on floats for a variety of extracurricular activities at the elementary, middle school, and high school. The floats are usually "packed-in" with students side-by-side with candy often being throw
  - Class members also make floats the week of Homecoming in small enclosed surroundings typically that are not recommended. This also encourages gatherings of students outside of the school day during the evenings that are not supervised by staff when students leave the school.
- We will not be having our traditional Friday morning "Pep Rally".
  - We have made efforts to keep the two schools separated and made efforts to maintain social distancing, the pep rally would not make these things possible.
  - We are hoping to have a "Pep Rally" during the tailgate cookout.

With everything the district is doing in school to enforce social distancing and "doing the right thing", we need to make some other changes to our normal practices, and Homecoming is one of these.

Mr. Meyer  
Superintendent

Mr. Recker  
MS/HS Principal

Mr. Wright  
Activities Director

### Food Service

The district is working on finalizing details in regard to **free meals for all students** based on federal/state legislation. Rhonda Roth, Jessica Bormann, and I had a meeting on Wednesday with the State of Iowa Bureau of Nutrition and Health. The details are still being finalized at the state level, along with our correct documentation for the state and adding the elementary site as a location to our free meals that were only offered at the MS/HS building for all



students during closure as this would be a continuation of our summer food service program (utilized in April and May predominantly during our school closure). A few specifics are the following:

- It would be for all students enrolled in the Bellevue CSD (K-12). This would include preschool students at Bellevue Elementary through seniors in high school, and any students who are enrolled in our online program at this time.
- It would not include "homeschooled" students or other students attending our school in our buildings.
- Our reimbursement rate from the state will actually be larger than it is under the current program in most cases. Ultimately, we are not losing money by offering it this way based on the reimbursement rates and funds that are available. This program is to last through December, but could end earlier if funds nationally run out earlier (no one knows when this may be).
- This is for ALL families and ALL families will receive free breakfast and lunch, and the meals will resemble the meals that are typically served in school.

A basic summary is below:

*Last week, U.S. Secretary of Agriculture Sonny Perdue announced the U.S. Department of Agriculture (USDA) will extend several flexibilities through as late as December 31, 2020. The flexibilities allow summer meal program operators to continue serving free meals to all children into the fall months. This unprecedented move will help ensure - no matter what the situation is on-the-ground - children have access to nutritious food as the country recovers from the COVID-19 pandemic. USDA has been and continues to be committed to using the Congressionally appropriated funding that has been made available.*

## **NSLP/SBP Meal Pattern Flexibility Survey**

On August 21, USDA informed states of a court case that resulted in reinstating the 2012 National School Lunch and School Breakfast Program meal pattern requirements. This means for SY 2020-21 flavored milk may only be non-fat, all grains served in the NSLP and SBP must be whole-grain rich, and school meals must meet Target 2 weekly sodium levels.

As a result of the Families First Coronavirus Act of 2020 and based on the exceptional circumstances of this public health emergency, the USDA Food and Nutrition Service has issued meal pattern waiver opportunities to support access to nutritious meals while minimizing potential exposure to COVID-19. Local education agencies (LEAs) must submit a waiver to identify areas where flexibility is needed (i.e. whole grains, non-fat flavored milk, sodium target 2, vegetable sub-groups, and age/grade groupings).

**SUPERINTENDENT**

Tom Meyer  
Phone: 563.872.4001 ext. 260  
Fax: 563.872.3216

**OFFICERS**

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Penny Medinger  
Secretary/Treasurer

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1601 State St. | Bellevue, IA 52031 | 563.872.4001 | [www.bellevue.k12.ia.us](http://www.bellevue.k12.ia.us)

**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

## **FREE MEALS BEGIN SEPTEMBER 21, 2020 for ALL students enrolled at the Bellevue Community Schools**

### ***USDA to temporarily provide free breakfast and lunch for ALL children 18 and under!***

The Bellevue Community School District in coordination with the USDA Food and Nutrition Service (FNS) is extending nationwide waivers for the Summer Food Service Program (SFSP) through the end of 2020, or until available funding runs out. At this point, it is unknown when the funding will be exhausted by school systems across the nation, but we will be offering free meals until that point and will notify families as soon as possible of any changes.

This flexibility allows all students enrolled at Bellevue Elementary and Bellevue Middle/High School to receive free meals in the fall months. This is an unprecedented move, and will help ensure that all children have access to nutritious food as the nation continues to battle the COVID-19 pandemic.

#### **Key Points of the Free Meals Plan:**

- All children ages 18 and under will be eligible for free meals (one breakfast and one lunch daily). A la carte (extra entrée, milk, etc.) and double breakfast/lunch options will still be available for purchase by students at an additional cost.
- The district will serve in-person learners at both school locations (Bellevue Elementary and Bellevue Middle/High School).
- Students enrolled in online learning through the Bellevue CSD (or out of school based on a required quarantine by the school district) will have an option for a "Grab and Go" meal daily from 10:30-11:30 at the Bellevue MS/HS building at the main entrance. If interested, families need to call the Bellevue MS/HS office at 563.872.4001 (Ext. 1) by noon on the day before.
- When funds run out, the district will return to the National School Breakfast and Lunch programs and students will be charged according to their eligibility.

**BELIEVE IN THE BLUE**

*It is the policy of the Bellevue Community School District not to discriminate on the basis of race, color, creed, gender identity, marital status, sex, sexual orientation, national origin, religion, age, disability or socioeconomic status in its educational programs, services, or employment practices.*

Comments from Building Principals, Superintendent, and Board Members

Adjourn

The next meeting will be on October 12, 2020.

BELLEVUE COMMUNITY SCHOOLS  
CASH REPORT

2019-2020	JULY	AUGUST	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	TOTAL
<b>30 - OPERATING FUND</b>													
BEG BALANCE	\$2,276,017.98	\$1,909,488.55	\$1,421,323.21	\$1,415,827.24	\$2,468,470.17	\$2,458,904.75	\$2,313,783.63	\$2,231,577.50	\$2,160,882.64	\$2,085,904.23	\$2,905,263.50	\$3,013,925.95	\$2,276,017.98
REVENUES	\$107,494.50	\$149,790.46	\$535,024.66	\$1,608,796.17	\$564,053.44	\$442,485.02	\$721,277.39	\$544,218.72	\$486,875.45	\$1,339,216.49	\$906,393.72	\$780,151.13	\$8,185,777.17
EXPENDITURES	\$474,023.93	\$637,955.80	\$540,520.65	\$556,153.24	\$573,618.86	\$587,608.14	\$803,483.52	\$614,913.58	\$561,853.86	\$519,857.22	\$797,731.27	\$889,740.39	\$7,557,458.46
END BALANCE	\$1,909,488.55	\$1,421,323.21	\$1,415,827.24	\$2,468,470.17	\$2,458,904.75	\$2,313,783.63	\$2,231,577.50	\$2,160,882.64	\$2,085,904.23	\$2,905,263.50	\$3,013,925.95	\$2,904,336.69	\$2,904,336.69
<b>21-STD ACTIVITY FUND</b>													
BEG BALANCE	\$58,947.08	\$58,677.27	\$66,731.22	\$78,798.65	\$82,267.06	\$89,714.65	\$84,231.43	\$85,009.97	\$87,000.63	\$78,008.42	\$69,585.42	\$71,204.85	\$58,947.08
REVENUES	\$2,821.32	\$19,709.54	\$26,406.18	\$22,078.35	\$27,664.51	\$10,711.88	\$9,304.26	\$14,824.23	\$3,549.09	\$1,604.61	\$3,958.54	\$5,570.97	\$148,203.48
EXPENDITURES	\$3,091.13	\$11,655.59	\$14,338.75	\$18,609.94	\$20,216.92	\$16,195.10	\$8,525.72	\$12,833.57	\$12,541.30	\$10,027.61	\$2,339.11	\$8,332.21	\$138,706.95
END BALANCE	\$58,677.27	\$66,731.22	\$78,798.65	\$82,267.06	\$89,714.65	\$84,231.43	\$85,009.97	\$87,000.63	\$87,000.63	\$78,008.42	\$71,204.85	\$68,443.61	\$68,443.61
<b>22-MANAGEMENT FUND</b>													
BEG BALANCE	\$417,612.62	\$314,808.36	\$317,246.72	\$322,229.22	\$363,745.10	\$369,185.11	\$372,648.81	\$373,428.89	\$376,737.35	\$379,744.96	\$412,278.44	\$418,507.59	\$417,612.62
REVENUES	\$2,341.74	\$2,438.36	\$4,982.50	\$41,515.88	\$5,440.01	\$3,760.70	\$780.08	\$3,308.46	\$3,007.61	\$32,533.48	\$6,229.15	\$2,575.84	\$108,913.81
EXPENDITURES	\$105,146.00	\$0.00	\$0.00	\$0.00	\$0.00	\$297.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$105,443.00
END BALANCE	\$314,808.36	\$317,246.72	\$322,229.22	\$363,745.10	\$369,185.11	\$372,648.81	\$373,428.89	\$376,737.35	\$379,744.96	\$412,278.44	\$418,507.59	\$421,083.43	\$421,083.43
<b>33 - CAPITAL PROJECTS (LOSST) FUND</b>													
BEG BALANCE	\$693,073.14	\$746,259.80	\$797,477.88	\$848,760.89	\$900,081.47	\$917,648.95	\$1,024,018.61	\$1,040,063.39	\$1,084,506.81	\$1,128,959.64	\$1,173,343.62	\$1,224,376.68	\$693,073.14
REVENUES	\$53,186.66	\$51,218.08	\$51,283.01	\$51,320.58	\$17,567.48	\$106,369.66	\$82,368.53	\$44,443.42	\$44,452.83	\$44,393.98	\$52,033.06	\$53,524.98	\$652,152.27
EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$66,323.75	\$0.00	\$0.00	\$0.00	\$1,000.00	\$311,323.75	\$378,647.50
END BALANCE	\$746,259.80	\$797,477.88	\$848,760.89	\$900,081.47	\$917,648.95	\$1,024,018.61	\$1,040,063.39	\$1,084,506.81	\$1,128,959.64	\$1,173,343.62	\$1,224,376.68	\$966,577.91	\$966,577.91
<b>36 - PPEL FUND</b>													
BEG BALANCE	\$897,611.20	\$878,438.60	\$811,159.82	\$803,798.24	\$812,160.14	\$808,719.87	\$944,460.46	\$935,926.05	\$980,928.03	\$995,425.92	\$1,072,952.32	\$1,082,474.54	\$897,611.20
REVENUES	\$3,205.50	\$432.17	\$14,404.42	\$131,354.39	\$16,485.77	\$136,456.32	\$2,267.75	\$49,930.71	\$30,102.05	\$97,527.66	\$17,744.12	\$8,890.79	\$508,801.65
EXPENDITURES	\$22,378.10	\$67,710.95	\$21,766.00	\$122,992.49	\$19,926.04	\$715.73	\$10,802.16	\$4,928.73	\$15,604.16	\$20,001.26	\$8,221.90	\$125,079.07	\$440,126.59
END BALANCE	\$878,438.60	\$811,159.82	\$803,798.24	\$812,160.14	\$808,719.87	\$944,460.46	\$935,926.05	\$980,928.03	\$995,425.92	\$1,072,952.32	\$1,082,474.54	\$966,286.26	\$966,286.26
<b>40-DEBT SERVICE FUND</b>													
BEG BALANCE	\$305,730.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$305,730.00
REVENUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$66,323.75	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$377,647.50
EXPENDITURES	\$305,730.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$66,323.75	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$372,053.75
END BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$311,323.75
<b>61 - NUTRITION FUND</b>													
BEG BALANCE	\$149,513.99	\$149,552.09	\$176,409.84	\$188,370.50	\$211,932.32	\$225,773.91	\$241,709.98	\$201,081.03	\$217,274.51	\$218,812.39	\$218,254.24	\$232,175.98	\$149,513.99
REVENUES	\$38.10	\$27,888.58	\$22,988.36	\$42,198.45	\$35,864.39	\$31,783.58	\$40,089.87	\$38,516.89	\$22,235.44	\$8,623.55	\$22,148.12	\$13,918.44	\$306,293.77
EXPENDITURES	\$0.00	\$1,030.83	\$11,027.70	\$18,636.63	\$22,022.80	\$15,847.51	\$80,718.82	\$22,323.41	\$20,697.56	\$9,181.70	\$8,226.38	\$88,169.69	\$297,883.03
END BALANCE	\$149,552.09	\$176,409.84	\$188,370.50	\$211,932.32	\$225,773.91	\$241,709.98	\$201,081.03	\$217,274.51	\$218,812.39	\$218,254.24	\$232,175.98	\$157,924.73	\$157,924.73
<b>91 - AGENCY FUND (Penny)</b>													
BEG BALANCE	\$13,763.04	\$14,462.20	\$1,677.40	\$1,241.75	\$3,440.31	\$12,115.63	\$11,066.98	\$4,935.06	\$2,500.93	\$6,470.91	\$3,897.18	\$3,897.18	\$13,763.04
REVENUES	\$1,800.00	\$15,163.04	\$800.00	\$1,500.00	\$5,641.75	\$3,698.56	\$8,417.07	\$4,935.06	\$50.00	\$6,520.91	\$0.00	\$3,947.18	\$52,473.57
EXPENDITURES	\$2,499.16	\$2,378.24	\$364.35	\$3,698.56	\$14,317.07	\$2,649.91	\$2,285.15	\$2,500.93	\$4,019.98	\$3,947.18	\$0.00	\$7,373.01	\$46,033.54
END BALANCE	\$14,462.20	\$1,677.40	\$1,241.75	\$3,440.31	\$12,115.63	\$11,066.98	\$4,935.06	\$2,500.93	\$6,470.91	\$3,897.18	\$3,897.18	\$7,323.01	\$7,323.01
<b>91 - SCHOLARSHIP/AGENCY FUND (Rhonda)</b>													
BEG BALANCE	\$5,430.74	\$4,830.74	\$4,380.74	\$5,365.74	\$6,865.46	\$11,304.06	\$12,894.86	\$12,991.86	\$12,612.86	\$12,701.86	\$14,393.86	\$14,893.86	\$5,430.74
REVENUES	\$1,944.00	\$600.00	\$985.00	\$4,323.72	\$6,588.60	\$2,140.00	\$2,497.00	\$2,217.00	\$265.00	\$1,692.00	\$500.00	\$2,007.66	\$25,759.98
EXPENDITURES	\$2,944.00	\$1,050.00	\$0.00	\$2,824.00	\$2,150.00	\$549.20	\$2,400.00	\$2,596.00	\$176.00	\$0.00	\$0.00	\$0.00	\$14,296.86
END BALANCE	\$4,830.74	\$4,380.74	\$5,365.74	\$6,865.46	\$11,304.06	\$12,894.86	\$12,991.86	\$12,612.86	\$12,701.86	\$14,393.86	\$14,893.86	\$16,893.86	\$16,893.86