



**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

**DIRECTORS**

Janet Sieverding Vice President  
Allysen Bonifas Member  
Marty Ploessi Member  
Matt Wedeking Member

1601 State St. | Bellevue, IA 52031 | 563.872.4001 | www.bellevue.k12.ia.us

**Board Notes**

**November 5, 2020**

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

**Teacher Quote from a Meeting on Wednesday After-School  
(representing herself and others):**

***"No matter what it takes we want to be in our classrooms."***

November 11	Professional Learning - Two-Hour Early Dismissal
November 18-19	IASB Virtual Conference
November 25-27	Thanksgiving Break
December 9	Professional Learning - Two-Hour Early Dismissal
December 23-January 4	Winter Break (Semester Ends on December 22)

**Regular COVID-19 Updates for the Bellevue CSD**

[www.bellevue.k12.ia.us](http://www.bellevue.k12.ia.us)

**Board Notes for the Regular Board of Education Meeting on Monday, November 9**

**Consent Agenda**

APPROVED - Resignations - The district has several resignations from volleyball. These are not related to the direction of the program, but more for personal and family reasons. I am attaching their resignation letters.

- Tracey Till - Assistant HS Volleyball Coach -
- Trisha Pickett - Assistant HS Volleyball Coach
- Judy Michels - MS Volleyball Coach - Judy has been coaching volleyball in the district at the MS through Head HS Volleyball coach during the past 33 years.
- Kelsey Ernst - MS Volleyball
- Scott Jess - MS Girls Basketball
  
- Paula Reed - Associate at Bellevue Elementary for family reasons; We will consider the steps in replacing this position as we enter the second semester and analyze where we are at with COVID-19, student needs, etc as we may be able to "move people" around in the buildings or district to cover the needs.

## Recommendations to Hire

Assistant Girl's Basketball Coach - I recently advertised for an assistant high school girls basketball coach for the 2020-2021 season. While he hired one assistant at the last meeting, with the ages of the participants it seems appropriate to add one more position.

- Matt Wedeking - Matt has been a volunteer for several years, and is interested in becoming a paid assistant coach. Matt has spent a considerable amount of time with the team at open gyms, camps, games, etc. over the last several years and is a good fit at this time.

### Assistant Boys Basketball Coach

- Tim Roth - Based on last month's resignation due to work conflicts, we also advertised this position. Tim Roth has applied and I am recommending we hire him for the 2020-2021 school year. Tim has been a coach at a variety of levels for the school and the community in the past (from youth basketball to HS Girls Basketball Assistant and HS Girls Basketball Head Coach, Head Softball Coach, and more)

### MS 8th Grade Girls Basketball Coach

- Dave Wright - Dave has coached a variety of levels of basketball in the past, and is interested in taking this position for this season.

### Substitute Bus Driver

- Andy Griebel - Andy has passed his tests and will be ready to drive bus for activity trips and other times.

## **Recognize any Visitors**

Jeff Recker (MS/HS Principal), Jeanette Hartung-Schroeder (Elementary Principal), and Tracey Till (BEA)

## **Board Meeting Times**

Each year the board determines future meeting dates for regular board of education meetings. While these could change based on circumstances, the board needs to have a regular scheduled time. For the last several years it has been the 2nd Monday of the month at 6:30, and it will remain at that time.

## **Comet Budget Information**

In simple terms, refinancing our bonds for the late 2000 addition will save us over \$300,000.

## Refinancing

There are some different options, but the best one (and the one that saves the district the most money) is the option where the district would save over \$300,000 (\$327,000 approximately). This is based on having our interest rate reduced to approximately 1.5%, from the current rate of 4.0% to 4.7% over the next 9 years.

The current amount of debt we have left to pay is a little over \$2.1 million. We could pay some of this now, but our Matt Gillespie at Piper Sandler advised us that with the interest rate so low and a potential other project in the future it would make sense to take this rate now and have this money to put toward a new project, other projects, etc.

The proposed rate would allow us to pay a good share of the principal off early, and therefore creating this better rate from banks or other entities that would bid on our bonds.

Another key with this is that we need to start this process in November or December, and he is recommending November in the following information. We would need to have a public hearing for this, which should not create any opposition to stop the process as we are refinancing to save over \$300,000 for our taxpayers overall! Recognize the process for this step in the summary, and that by not doing this we would be fiscally irresponsible in many ways.

I believe this is an extremely good idea and recommend we proceed at this time.

Some specifics are:

1. The current interest rate of 4.0% to 4.7% on the left-hand side of the document below. I will also have a paper copy of this at the meeting.
2. The proposed interest rate estimate of 1.5% on the right-hand side (toward the top)
  - a. A district recently in our area refinanced for 1.36%...and this could vary from 1.3% to 1.8% (1.5% is an estimate, but fairly conservative overall).
3. The savings estimate is \$327,268.73 (under the "B" arrow).
4. The current "call payoff" which we would be eligible to do is 2.5 million with all of the inclusions in it. We do not have this much currently in PPEL and SAVE combined, but we are close. Yet, by using all of that it would also mean we would not have funds to use for emergencies (roofs, boilers, buses, smaller building projects, etc.).
5. The option to do this (and get the best savings return) allows us to pay more the first few years since we believe we have enough in our PPEL and SAVE to cover the emergency needs if they would appear.
6. By not doing this we would be fiscally irresponsible in many ways. I am sharing an overall step-by-step process for this action below as well.

FINAL RESULT: Bankers Bank purchaser

**\$4,830,000.00**

Belleve Community School District, Iowa  
School Infrastructure Sales, Services & Use Tax Revenue Bonds  
Dated 11/11/2009

**Debt Service Schedule**

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total	Minus Earnings on DSPF	Est'd P&I Payments
07/01/2010	-	-	120,990.00	120,990.00	120,990.00	-	-
07/01/2011	-	-	90,742.50	90,742.50	336,485.00	-	-
07/01/2012	155,000.00	1.500%	89,580.00	244,580.00	339,160.00	-	-
07/01/2013	160,000.00	2.000%	87,980.00	247,980.00	375,960.00	-	-
07/01/2014	200,000.00	2.250%	85,730.00	285,730.00	371,460.00	-	-
07/01/2015	200,000.00	2.500%	83,230.00	283,230.00	366,460.00	-	-
07/01/2016	210,000.00	3.000%	80,480.00	290,480.00	370,960.00	-	-
07/01/2017	220,000.00	3.250%	77,330.00	297,330.00	374,660.00	-	-
07/01/2018	230,000.00	3.500%	73,755.00	303,755.00	377,510.00	-	-
07/01/2019	235,000.00	3.750%	69,730.00	304,730.00	374,460.00	-	-
07/01/2020	245,000.00	3.900%	65,323.75	310,323.75	375,647.50	-	-
07/01/2021	255,000.00	4.000%	60,546.25	315,546.25	376,092.50	-	-
07/01/2022	270,000.00	4.100%	55,446.25	325,446.25	380,892.50	(5,749.95)	375,142.55
07/01/2023	280,000.00	4.200%	49,911.25	329,911.25	379,822.50	(5,749.95)	374,072.55
07/01/2024	295,000.00	4.250%	44,031.25	339,031.25	383,062.50	(5,749.95)	377,312.55
07/01/2025	305,000.00	4.300%	37,762.50	342,762.50	380,525.00	(5,749.95)	374,775.05
07/01/2026	320,000.00	4.400%	31,205.00	351,205.00	382,410.00	(5,749.95)	376,660.05
07/01/2027	335,000.00	4.500%	24,165.00	359,165.00	383,330.00	(5,749.95)	377,580.05
07/01/2028	350,000.00	4.800%	16,627.50	366,627.50	383,255.00	(5,749.95)	377,505.05
07/01/2029	365,000.00	4.700%	8,577.50	373,577.50	382,155.00	(369,079.95)	(6,924.95)
07/01/2029	-	-	8,577.50	373,577.50	382,155.00	(429,329.60)	\$2,626,122.90
<b>Total</b>	<b>\$4,830,000.00</b>	-	<b>\$2,395,297.50</b>	<b>\$7,215,297.50</b>	<b>\$7,215,297.50</b>	-	-

Bonds First Callable: July 1, 2021  
Debt Service Reserve Fund: \$363,330  
Additional Bonds Test (ABT): 1.20x

**Current Interest Rate**

**ESTIMATED NEW BONDS - REFINANCING OLD BONDS**

Dated Date Assumed: June 25, 2020  
New Reserve Fund: \$0.00

Date	Principal Maturity	Interest Rate	Semi Annual Interest Payment	Semi Annual P & I Payment	Annual P & I This Issue
7/1/2020					
1/1/2021					
1/1/2021					
7/1/2022	341,000	1.500%	16,804	16,804	374,154
1/1/2023					
7/1/2023	346,000	1.500%	13,793	13,793	373,585
1/1/2024					
7/1/2024	354,000	1.500%	11,198	11,198	376,395
1/1/2025					
7/1/2025	357,000	1.500%	8,543	8,543	374,085
1/1/2026					
7/1/2026	364,000	1.500%	5,865	5,865	375,730
1/1/2027					
7/1/2027	371,000	1.500%	3,135	3,135	377,270
1/1/2028					
7/1/2028	47,000	1.500%	353	353	47,705
1/1/2029					
7/1/2029					
1/1/2030					
7/1/2030					
<b>Totals:</b>	<b>2,180,000</b>		<b>118,924</b>	<b>2,299,924</b>	<b>2,298,924</b>

PIPER SANDLER

**SOURCES OF FUNDS**

New Refinancing Bond Principal: 2,180,000.00  
Release of Prior Reserve Fund: 383,330.00  
Accrued Interest Paid from Prior Sinking Fund: 0.00

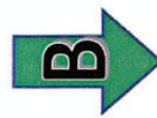
**Total Sources of Funds: 2,563,330.00**

**USES OF FUNDS**

Call Prior Bond Principal: 2,520,000.00  
Accrued Interest on Old Bonds: 0.00  
Bonding Costs: 43,260.00

**Surplus / Deficit: 70.00**

**Total Sources of Funds: 2,563,330.00**



Estimated Savings	Current Approx D/S Coverage
988.38	1.62
487.55	1.62
917.55	1.61
690.05	1.62
930.05	1.61
310.05	1.61
329,800.05	12.72
<b>327,198.73</b>	

70.00 Plus Surplus  
327,268.73 Total Est'd Savings



**Savings**

# Bellevue Community School District, Iowa



Approx \$2,180,000 School Infrastructure Sales, Services & Use Tax Revenue Refunding Bonds  
(Current Refunding Series 11/1/2009)

## PRIVATE PLACEMENT

### Estimated 2021 Timetable

*Monday, November 9 <sup>th</sup> (2020)	<b>REGULAR BOARD MEETING</b> -Board approves Engagement Letter with Piper Sandler (Placement Agent) -Board approves Engagement Letter with Ahlers & Cooney (Bond Counsel) <i>*subject to A&amp;C timeline</i> -Board <u>sets date</u> of public hearing for the SAVE Bonds
After 11/24, but Before 12/4	Penny Medinger has Notice of Hearing published in area newspaper
*Monday, December 14 <sup>th</sup>	<b>REGULAR BOARD MEETING</b> -Board Conducts Public Hearing for Issuance of Approximately \$2,500,000 Sales Tax Refunding Bonds (the amount published is higher than expected actual issuance to assure the hearing covers any amount possible)
<b>December 14<sup>th</sup> – 28<sup>th</sup></b>	<b>Waiting Period for Potential Hearing Response</b>
Week of March 8 <sup>th</sup>	Piper Sandler distributes Offering Terms to prospective purchasers for review
*Monday, March 29 <sup>th</sup>	11:00AM Interested Bond Purchasers provide bid details to Piper Sandler. <b>INTEREST RATES SET THIS DATE.</b> 12:00PM Piper & District Admin review proposals to determine most favorable and Piper circulates details to Ahlers & Cooney ahead of evening meeting & 4/12 meeting <b>X:XXPM SPECIAL BOARD MEETING (2:00PM or later in the day; can be by telephone, may last 5+ minutes)</b> -Board reviews results of proposals received -Board takes action to award or reject best proposal; award resolutions provided by Ahlers & Cooney
<b>+++ IF ACCEPTABLE PROPOSALS ARE NOT RECEIVED VIA THIS DIRECT SOLICITATION ON THIS DATE THE PROPOSAL(S) RECEIVED MAY BE REJECTED AND THE PROCESS FOR THE SALES TAX BONDS COULD BE ADJUSTED FOR A CONVENTIONAL SALE &amp; THIS TIMELINE WOULD BE ADJUSTED ACCORDINGLY +++</b>	
*Monday, April 12 <sup>th</sup>	<b>REGULAR BOARD MEETING</b> -All legal documents for bonds executed at this meeting; Provided by Ahlers & Cooney -Included in these documents is the Call Notice resolution to be filed with UMB Bank
Monday, April 27 <sup>th</sup>	Transactions closes. Bond proceeds are delivered to District's Fund 33 bank account awaiting pay-off of prior bonds on 7/1/2021.
Not Later Than June 1 <sup>st</sup>	UMB Bank provides notice of call to existing bondholders (at least 30-days' notice required)
Thursday, July 1 <sup>st</sup>	UMB Bank calls remaining 2009 SAVE Bonds in full = \$2,520,000 using bond proceeds + prior DSRF
<b>* Board Action Dates</b>	
January 1, 2022	-District makes initial interest payment on the new refunding SAVE Bonds; semi-annually thereafter
July 1, 2022	-District makes initial principal payment on the new refunding SAVE Bonds; annually thereafter

APPROVED - Approve Engagement Letter with Piper Sandler (Placement Agent)  
for Refinancing of Bonds

October 26, 2020

Bellevue Community School District  
Attn: Board of Directors, Penny Medenger & Tom Meyer  
1601 State Street  
Bellevue IA 52031-0976

Re: Private Placement Engagement Letter (2021 Sales Tax Refunding Bonds)

Dear Board:

This letter confirms the agreement between Piper Sandler & Co. (“Piper Sandler” or “we” or “us”) and the Bellevue Community School District, Iowa (the “Issuer” or “you”) as follows:

1. **Engagement.** The Issuer engages Piper Sandler to act as your exclusive representative for the proposed private placement (the “Transaction”) by sale of securities, (the “Securities”), and we accept this engagement upon the terms and conditions set forth in this agreement.

During the term of our engagement, we will, as appropriate to the Transaction:

- consult with you in planning and implementing the Transaction;
- assist you in preparing any transaction materials (the “Transaction Materials”) we mutually agree are beneficial or necessary to the consummation of the Transaction;
- assist you in preparing for due diligence conducted by potential investors;
- identify potential investors and use our reasonable commercial efforts to assist in arranging sales of the Securities to investors;
- consult with you in structuring the investment; and
- assist you in negotiating definitive documentation.

As currently contemplated, the Transaction will be a private placement of approximately \$2,180,000 School Infrastructure Sales, Services & Use Tax Revenue Refunding Bonds in 2021. You acknowledge and agree that our engagement pursuant to this letter is not an agreement by us or any of our affiliates to underwrite or purchase any Securities or otherwise provide any financing, nor an agreement by you to issue and sell any Securities. You may in your discretion postpone, modify, abandon or terminate the Transaction prior to closing. We may decline to participate in the Transaction if we reasonably determine that the Transaction has become impractical or undesirable.

2. **Fees.** For our services, you agree to pay us a selling commission equivalent to not exceeding 1.20% of the par amount of bonds sold (not exceeding 1.00% of the par amount of bonds sold if the bonds are purchased by a local financial institution within the District’s footprint and does not require a DTC closing), payable by check or wire transfer, in our sole discretion, in immediately available funds, due at closing. The fee shall not be payable in the event the Transaction does not occur, other than for non-performance by You.

3. **Expenses** We do not expect to incur expenses in the transaction other than legal expenses. However, in the event that we incur other expenses in pursuit of the Transaction, upon receipt of an invoice, you agree to reimburse us for our reasonable expenses incurred, all of which are to be pre-approved by You prior to expenditure by Us.
4. **Termination.** The term of this engagement shall begin on the date of execution set forth above. Neither You nor We may terminate this engagement at any time prior to completion of the sale of Securities other than (a) You may terminate Us for non-performance, in which case no fees are due and payable unless agreed to previously in writing; or (b) We may terminate You for non-performance, in which case, upon such termination, all fees due to Us, shall be due and payable immediately by You.
5. **Non-performance by Us.** Attached to this engagement is a form of term sheet in support of the Transaction, and a timeline for the Transaction. Said term sheet is hereby approved by You in form substantially as attached. Minor deviations that would be usual and customary in a private placement transaction shall be allowed between the initial term sheet and any final proposals received. However, any material deviations that could be reasonably treated as less favorable to You shall be presented to You for consideration and approval. Receipt of proposals with market interest rates from one or more lenders consistent with the term sheet, or with minor deviations as noted herein, shall constitute performance by Us.
6. **Non-performance by You.** Any action or failure to take action to approve the Transaction after We have performed pursuant to this engagement shall be considered non-performance by You.
7. **Representations, Warranties and Agreements of the Issuer.** You represent and warrant to, and agree with us, that:
  - a) the Securities will be sold by you in compliance with the requirements for exemptions from registration or qualification of, and otherwise in accordance with, all federal and state securities laws and regulations;
  - b) you agree to be responsible for the accuracy and completeness of any Transaction Materials to the extent of federal securities laws applicable to the Transaction. You agree to notify us promptly of any material adverse changes, or development that may lead to any material adverse change, in your business, properties, operations, financial condition or prospects and concerning any statement contained in any Transaction Material, or in any other information provided to us, which is not accurate or which is incomplete or misleading in any material respect;
  - c) you will make available to us such documents and other information which we reasonably deem appropriate and will provide us with access to your officers, directors, employees, accountants, counsel and other representatives; it being understood that we will rely solely upon such information supplied by you and your representatives without assuming any responsibility for independent investigation or verification thereof; and
  - d) at the closing, you will permit us to rely on your representations and warranties, and cause your counsel to permit us to rely upon any opinion, furnished to any purchaser of Securities.

8. **Other Matters Relating to Our Engagement** You acknowledge that you have retained us solely to provide the services to you as set forth in this agreement. In rendering such services, we will act as an independent contractor. You acknowledge and agree that: (i) the primary role of Piper Sandler, as a placement agent, is in an arms-length commercial transaction between you and Piper Sandler and Piper Sandler has financial and other interests that differ from your interests (ii) Piper Sandler is not acting as a municipal advisor, financial advisor or fiduciary to you or any other person or entity and has not assumed any advisory or fiduciary responsibility to you with respect to the transaction contemplated hereby and the discussions, undertakings and proceedings leading thereto (irrespective of whether Piper Sandler has provided other services or is currently providing other services to you on other matters) (iii) the only obligations Piper Sandler has to you with respect to the Transaction contemplated hereby expressly are set forth in this Agreement and (iv) you have consulted your own legal, accounting, tax, financial and other advisors, as applicable, to the extent you deem appropriate in connection with the Transaction contemplated herein.
9. **Miscellaneous.** This agreement, and all claims or causes of action (whether in contract or tort) that may be based upon, arise out of or relate to this agreement or the negotiation, execution or performance of this agreement, will be governed by and construed in accordance with the laws of Iowa. You and we hereby waive all right to trial by jury in any action, proceeding, or counterclaim (whether based upon contract, tort or otherwise) in connection with any dispute arising out of this agreement or any matters contemplated by this agreement. This agreement embodies the entire agreement and understanding between you and us and supersedes all prior agreements and understandings relating to the subject matter of this agreement. This agreement may be executed in any number of counterparts. The invalidity or unenforceability of any provision of this agreement will not affect the validity or enforceability of any other provisions of this agreement, which will remain in full force and effect. You and us will endeavor in good faith negotiations to replace the invalid or unenforceable provisions with valid provisions the economic effect of which comes as close as possible to that of the invalid or unenforceable provisions. This agreement is solely for the benefit of you and us, and no other person will acquire or have any rights by virtue of this agreement.

Please confirm that the foregoing correctly and completely sets forth our understanding by signing and returning to us the enclosed duplicate of this engagement agreement.

Sincerely,

---

Piper Sandler & Co.  
Matthew R. Gillaspie  
Managing Director

Agreed and accepted as of the date first above written. Acknowledgement of Approval of Engagement, including acknowledgement of Appendixes A and B disclosures attached to this document.

---

Belleve Community School District, Iowa  
Name:  
Title: Board President

Date on which this letter was signed by the Issuer: \_\_\_\_\_



We are providing you with certain disclosures relating to the captioned bond issue (the Bonds), as required by the Municipal Securities Rulemaking Board (MSRB) Rule G-17 in accordance with MSRB Notice 2012-25 (May 7, 2012). Under new federal regulations, all underwriters and placement agents are now required to send the following disclosures to you (as the Issuer of the Bonds) in order to clarify with you the role of an underwriter or placement agent and other matters relating to an underwriting or placing of the Bonds.

Piper Sandler intends to serve as an underwriter or placement agent respecting the Bonds and not as a financial advisor or municipal advisor to you. As part of our services as an underwriter or placement agent, Piper Sandler may provide advice concerning the structure, timing, terms, and other similar matters concerning an issue of municipal securities that Piper Sandler is underwriting or placing.

If Piper Sandler is engaged to act as your underwriter in a negotiated underwriting, and by engaging Piper Sandler as your underwriter, you determined to sell the Bonds by negotiated sale. A negotiated sale is the sale of a new issue of municipal securities by an issuer directly to an underwriter or underwriting syndicate selected by the issuer. A negotiated sale is distinguished from a sale by competitive bid, which requires public bidding by the underwriters. Piper Sandler did not advise you as to what method of sale (competitive or negotiated sale) you used for this issuance of municipal securities.

***Our Role as Underwriter:***

In serving as underwriter for the Bonds, these are some important disclosures that clarify our role and responsibilities:

- (i) MSRB Rule G-17 requires an underwriter to deal fairly at all times with both municipal issuers and investors;
- (ii) The underwriter's primary role is to purchase securities with a view to distribution in an arm's-length commercial transaction with the Issuer and it has financial and other interests that differ from those of the Issuer;
- (iii) Unlike a municipal advisor, the underwriter does not have a fiduciary duty to the Issuer under the federal securities laws and is, therefore, not required by federal law to act in the best interests of the Issuer without regard to its own financial or other interests;
- (iv) The underwriter has a duty to purchase securities from the Issuer at a fair and reasonable price, but must balance that duty with its duty to sell municipal securities to investors at prices that are fair and reasonable; and
- (v) The underwriter will review the official statement for the Issuer's securities in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of the transaction.<sup>1</sup>

***Our Role as Placement Agent:***

In serving as placement agent for the Bonds, these are some important disclosures that clarify our role and responsibilities:

- (i) MSRB Rule G-17 requires us to deal fairly at all times with both municipal issuers and investors;
- (ii) Our primary role in this transaction is to facilitate the sale and purchase of municipal securities between you and one or more investors for which we will receive compensation;
- (iii) Unlike a municipal advisor, we do not have a fiduciary duty to you under the federal securities laws and are, therefore, not required by federal law to act in your best interests without regard to our own financial or other interests;
- (iv) We have a duty to arrange the purchase securities from you at a fair and reasonable price, but must balance that duty with our duty to arrange the sale to investors at prices that are fair and reasonable; and

- (v) In the event an official statement is prepared, we will review the official statement for your securities in accordance with, and as part of, our responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of the transaction.

***Our Compensation:***

As underwriter, compensation will be by a fee and/or an underwriting discount that will be set forth in the bond purchase agreement to be negotiated and entered into in connection with the issuance of the Bonds. As placement agent, compensation will be by a fee that was negotiated and entered into in connection with the issuance of the Bonds. Payment or receipt of the underwriting fee, discount or placement agent fee will be contingent on the closing of the transaction and the amount of the fee or discount may be based, in whole or in part, on a percentage of the principal amount of the Bonds. While this form of compensation is customary in the municipal securities market, it presents a conflict of interest since the underwriter or placement agent may have an incentive to recommend to the Issuer a transaction that is unnecessary or to recommend that the size of the transaction be larger than is necessary.

***Conflicts of Interest for Underwritings Only:***

We have entered into a separate agreement with Charles Schwab & Co., Inc. that enables Charles Schwab & Co., Inc. to distribute certain new issue municipal securities underwritten by or allocated to us which could include the Bonds. Under that agreement, we will share with Charles Schwab & Co., a portion of the fee or commission paid to us.

You may elect to retain us to serve as a bidding agent with respect to the investment of the proceeds of the Bonds. We will be separately compensated for serving in that capacity.

***Risk Disclosures:***

In accordance with the requirements of MSRB Rule G-17, attached as Appendix B is a description of the material aspects of a typical fixed rate offering, including the Bonds. This letter may be later supplemented if the material terms of the Bonds change from what is described here.

If you have any questions or concerns about these disclosures, please make those questions or concerns known immediately to me. In addition, you should consult with your own financial, legal, accounting, tax and other advisors, as applicable, to the extent you deem appropriate.

---

## Appendix B – Risk Disclosures

The following is a general description of the financial characteristics and security structures of fixed rate municipal bonds (“Fixed Rate Bonds”), as well as a general description of certain financial risks that you should consider before deciding whether to issue Fixed Rate Bonds.

### **Financial Characteristics**

***Maturity and Interest.*** Fixed Rate Bonds are interest-bearing debt securities issued by state and local governments, political subdivisions and agencies and authorities. Maturity dates for Fixed Rate Bonds are fixed at the time of issuance and may include serial maturities (specified principal amounts are payable on the same date in each year until final maturity), one or more term maturities (specified principal amounts are payable on each term maturity date), a combination of serial and term maturities, or bullet maturities, in which all the Bonds mature on a single maturity date. The final maturity date typically will range between 10 and 30 years from the date of issuance. Interest on the Fixed Rate Bonds typically is paid semiannually at a stated fixed rate or rates for each maturity date.

***Redemption.*** Fixed Rate Bonds may be subject to optional redemption, which allows you, at your option, to redeem some or all of the bonds on a date prior to scheduled maturity, such as in connection with the issuance of refunding bonds to take advantage of lower interest rates. Fixed Rate Bonds will be subject to optional redemption only after the passage of a specified period of time, often approximately ten years from the date of issuance, and upon payment of the redemption price set forth in the bonds, which may include a redemption premium. You will be required to send out a notice of optional redemption to the holders of the bonds, usually not less than 30 days prior to the redemption date. Fixed Rate Bonds with term maturity dates also may be subject to mandatory sinking fund redemption, which requires you to redeem specified principal amounts of the bonds annually in advance of the term maturity date. The mandatory sinking fund redemption price is 100% of the principal amount of the bonds to be redeemed.

***Other Financial Characteristics Specific to Direct Purchases of Bonds.*** Purchasers of bonds in a direct purchase, private placement context sometimes ask for certain financial terms not typically included in publically offered bonds. These could include provisions that raise your interest rate during the term of the bonds. For example, a margin rate clause (also known as “gross up” or “increased cost”) triggers an automatic interest rate increase should federal corporate tax rates be reduced, allowing the purchaser to offset the decreased value of the bonds. Other potential interest rate increases could include a higher rate triggered by an event of default (a “default rate”), an increase in the interest rate if there is a determination that interest on the bonds is includable in gross income for federal income tax purposes or a higher interest rate if the instrument fails to be bank-qualified. For any of these scenarios, the resulting interest rate may or not be capped by a maximum interest rate. If a rate cap applies, purchasers may ask that any interest that would have accrued but for a rate cap be deferred and paid out in later years. Another example of terms that may apply in a private placement include acceleration clauses, which may permit the bank purchaser to request immediate payment of outstanding principal in an event of default or otherwise force a restructuring of the bonds to a more accelerated amortization schedule. Lenders may also seek provisions requiring that any interest that would have accrued but for legal maximum rate restrictions to be deferred and paid if and when the applicable rate goes below such maximum rate (commonly known as a “clawback” or “recapture provision”).

These features could impact your liquidity, debt service coverage ratios or force you to divert funds to pay debt service on the Bonds that were intended for other purposes. Unexpected increases in interest rates could also impact your outstanding credit rating.

### **Security**

Payment of principal of and interest on a municipal security, including Fixed Rate Bonds, may be backed by various types of pledges and forms of security, some of which are described below.

#### **General Obligation Bonds**

“General obligation bonds” are debt securities to which your full faith and credit is pledged to pay

---

principal and interest. If you have taxing power, generally you will pledge to use your ad valorem (property) taxing power to pay principal and interest. Ad valorem taxes necessary to pay debt service on general obligation bonds may not be subject to state constitutional property tax millage limits (an unlimited tax general obligation bond). The term “limited” tax is used when such limits exist.

General obligation bonds constitute a debt and, depending on applicable state law, may require that you obtain approval by voters prior to issuance. In the event of default in required payments of interest or principal, the holders of general obligation bonds have certain rights under state law to compel you to impose a tax levy.

#### **Revenue Bonds**

“Revenue bonds” are debt securities that are payable only from a specific source or sources of revenues. Revenue bonds are not a pledge of your full faith and credit and you are obligated to pay principal and interest on your revenue bonds only from the revenue source(s) specifically pledged to the bonds. Revenue bonds do not permit the bondholders to compel you to impose a tax levy for payment of debt service. Pledged revenues may be derived from operation of the financed project or system, grants or excise or other specified taxes. Generally, subject to state law or local charter requirements, you are not required to obtain voter approval prior to issuance of revenue bonds. If the specified source(s) of revenue become inadequate, a default in payment of principal or interest may occur. Various types of pledges of revenue may be used to secure interest and principal payments on revenue bonds. The nature of these pledges may differ widely based on state law, the type of issuer, the type of revenue stream and other factors.

#### **General Fund Obligations**

“General Fund Obligations” are debt securities that are payable from an issuer’s general fund and are not secured by a specific tax levy like a general obligation bond or a specific revenue pledge like a revenue bond. General fund obligations come in many varieties and may be a continuing obligation of the general fund or may be subject to annual appropriation. Often general fund obligations are issued in the form of certificates of participation in a lease obligation of the issuer.

## **Financial Risk Considerations**

Certain risks may arise in connection with your issuance of Fixed Rate Bonds, including some or all of the following:

### *Risk of Default and Fiscal Stress*

You may be in default if the funds pledged to secure your bonds are not sufficient to pay debt service on the bonds when due. The consequences of a default may be serious for you and may include the exercise of available remedies against you on behalf of the holders of the bonds. Depending on state law, if the bonds are secured by a general obligation pledge, you may be ordered by a court to raise taxes or other budgetary adjustments may be necessary to enable you to provide sufficient funds to pay debt service on the bonds. If the bonds are revenue bonds, subject to applicable state law and the terms of the authorizing documents, you may be required to take steps to increase the available revenues that are pledged as security for the bonds.

Bonds payable from the general fund, particularly bonds without a defined revenue stream identified to pay debt service, reduce your flexibility to balance the general fund. Because a fixed debt service payment is required to be paid regardless of how your general fund is impacted by revenue losses or by increased expenses, you have less flexibility in the options available to you in assuring a balanced budget for your general fund.

General Fund Obligations that are Project Based. Some general fund obligations are issued for projects which are expected to generate revenues that will pay for some or all of the debt service on the bonds. In the event the project does not generate the anticipated levels of revenues available for debt service, or, in the extreme case, does not create any revenue available for debt service, you may need to make payments from other available general fund revenues. This may force you to reduce other expenditures or to make difficult decisions about how to pay your debt service obligation while meeting other expenditure needs.

---

General Fund Obligations that are Subject to Annual Appropriation. Some general fund obligations require that debt service is subject to annual appropriation by your governing body. If your governing body decides not to appropriate payments for debt service, your credit ratings may be negatively impacted and you may be forced to pay a higher interest rate on future debt issuance or may be unable to access the market for future debt issuance.

For all bonds, a default may negatively impact your credit ratings and may effectively limit your ability to publicly offer bonds or other securities at market interest rate levels. Further, if you are unable to provide sufficient funds to remedy the default, subject to applicable state law and the terms of the authorizing documents, it may be necessary for you to consider available alternatives under state law, including (for some issuers) state-mandated receivership or bankruptcy. A default also may occur if you are unable to comply with covenants or other provisions agreed to in connection with the issuance of the bonds.

### Redemption Risk

Your ability to redeem the bonds prior to maturity may be limited, depending on the terms of any optional redemption provisions. In the event that interest rates decline, you may be unable to take advantage of the lower interest rates to reduce debt service.

### Refinancing Risk

If the financing plan contemplates refinancing some or all of the bonds at maturity (for example, if there are term maturities, bullet maturities or if a shorter final maturity is chosen than might otherwise be permitted under the applicable federal tax rules), market conditions or changes in law may limit or prevent the refinancing of those bonds when required. Further, limitations in the federal tax rules on advance refunding of bonds (an advance refunding of bonds occurs when tax-exempt bonds are refunded more than 90 days prior to the date on which those bonds may be retired) may restrict the ability to refund the bonds to take advantage of lower interest rates.

### Reinvestment Risk

You may have proceeds of the bonds to invest prior to the time that you are able to spend those proceeds for the authorized purpose. Depending on market conditions, you may not be able to invest those proceeds at or near the rate of interest that you are paying on the bonds, which is referred to as "negative arbitrage".

### Tax Compliance Risk

The issuance of tax-exempt bonds is subject to a number of requirements under the United States Internal Revenue Code, as enforced by the Internal Revenue Service (IRS). You must take certain steps and make certain representations prior to the issuance of tax-exempt bonds. You also must covenant to take certain additional actions after issuance of the tax-exempt bonds. A breach of your representations or your failure to comply with certain tax-related covenants may cause the interest on the bonds to become taxable retroactively to the date of issuance of the bonds, which may result in an increase in the interest rate that you pay on the bonds or the mandatory redemption of the bonds. The IRS also may audit you or your bonds, in some cases on a random basis and in other cases targeted to specific types of bond issues or tax concerns. If the bonds are declared taxable, or if you are subject to audit, the market price of your bonds may be adversely affected. Further, your ability to issue other tax-exempt bonds also may be limited.

APPROVED - Approve Engagement Letter with Ahlers & Cooney (Bond Counsel)  
for Refinancing of Bonds



**Ahlers & Cooney, P.C.**  
*Attorneys at Law*

100 Court Avenue, Suite 600  
Des Moines, Iowa 50309-2231

**Phone:** 515-243-7611

**Fax:** 515-243-2149

**www.ahlerslaw.com**

Elizabeth A. Grob

515.246.0305

bgrob@ahlerslaw.com

October 20, 2020

**VIA E-MAIL**

Tom Meyer  
Bellevue Community School District  
1601 State Street  
Bellevue, IA 52031

Re: Bellevue Community School District  
Approximately \$2,500,000 School Infrastructure Sales, Services and Use Tax  
Revenue Refunding Bonds, Series 2021 (the "Bonds")

Dear Tom:

The purpose of this Engagement Agreement (the "Agreement") is to disclose and memorialize the terms and conditions under which services will be rendered by Ahlers & Cooney, P.C. as bond counsel to the Bellevue Community School District (the "Issuer") in connection with the issuance of the Bonds. The Bonds will be secured by the statewide School Infrastructure Sales, Services and Use Tax Revenues and are being issued to refund outstanding School Infrastructure Sales, Services and Use Tax Revenue Bonds, Series 2009 dated November 1, 2009. We understand you have hired Piper Sandler & Co. as Placement Agent to assist the District with this transaction and have not hired a financial adviser. While additional members of our firm may be involved in representing the Issuer on other matters unrelated to the Bonds, this Agreement relates to the agreed-upon scope of bond counsel services described herein.

**SCOPE OF ENGAGEMENT**

In the role of Bond Counsel, we will provide the following services:

- (1) Subject to the completion of proceedings and execution of documents to our satisfaction, render our legal opinion (the "Bond Opinion") regarding the validity and enforceability of the Bonds, the source of payment and security for the Bonds, and the tax status of the Bonds for federal income tax purposes.
- (2) Prepare and review documents necessary or appropriate to the authorization, issuance and delivery of the Bonds, and coordinate the authorization and execution of such documents.
- (3) Review legal issues relating to the structure of the Bond issue.
- (4) Upon request, assist the Issuer in presenting information to bond rating organizations and providers of credit enhancement relating to the issuance of Bonds.

- (5) File an appropriate Form 8038 with the IRS after Closing.

As bond counsel, our examination will extend to the actions and approvals necessary to authorize the issuance and initial delivery of the Bonds to the original purchaser thereof. Our Bond Opinion does not extend to any re-offering of the Bonds by the original purchaser or other persons. The Bond Opinion will be delivered by us on the date the Bonds are exchanged for their purchase price (the "Closing") and will be based on facts and law existing as of its date. In rendering our Bond Opinion, we will rely upon the certified proceedings and other certifications of public officials and other persons furnished to us without undertaking to verify the same by independent investigation, and we will assume continuing compliance by the Issuer with applicable laws relating to the Bonds. During the course of this engagement, we will rely on the Issuer, and authorized officials, to provide us with complete and timely information on all developments pertaining to any aspect of the Bonds and their security.

The duties covered by a fee for Bonds issued under this engagement are limited to those expressly set forth above. Our fee for a Bond issue *does not* include the following services, or any other matter not required to render our Bond Opinion:

- (a) Assist in the preparation or review of the Offering Documents with respect to the Bonds, or perform an independent investigation to determine the accuracy, completeness or sufficiency of any such document or rendering advice that the Offering Documents do not contain any untrue statement of material fact or omit to state a material fact necessary to make the statements contained therein, in light of the circumstances under which they were made, not misleading.
- (b) We have not been engaged as, and should not be viewed as, disclosure counsel.
- (c) Preparing requests for tax rulings from the Internal Revenue Service, or "no action" letters from the Securities and Exchange Commission.
- (d) Drafting state constitutional or legislative amendments.
- (e) Pursuing test cases or other litigation, such as contested validation proceedings.
- (f) Representing the Issuer in Internal Revenue Service examinations or inquiries, or Securities and Exchange Commission investigations.
- (g) After Closing, providing continuing advice to the Issuer or any other party concerning actions necessary to assure that interest paid on the Bonds will continue to be excludable from gross income for federal income tax purposes (e.g. this Bond Counsel engagement for the Bonds does not include rebate calculations, nor continuing post-issuance compliance activities).

We will provide one or more of the services listed in (a)–(g) upon your request, however, a separate, written engagement will be required before we assume one or more of these duties. The remaining services in this list, specifically those listed in subparts (h)–(k) below, are not included in this Agreement, nor will they be provided by us at any time.

- (h) Acting as an underwriter, or otherwise marketing the Bonds.



- (i) Acting in a financial advisory role.
- (j) Preparing blue sky or investment surveys with respect to the Bonds.
- (k) Making an investigation or expressing any view as to the creditworthiness of the Issuer or of the Bonds.

#### ATTORNEY-CLIENT RELATIONSHIP

Upon execution of this Agreement, the Issuer will be our client and an attorney-client relationship will exist between us with respect to the issuance of the Bonds. We assume that all other parties will retain such counsel as they deem necessary and appropriate to represent their interests in this transaction. We further assume that all parties understand that in this transaction we represent only the Issuer, we are not counsel to any other party, and we are not acting as an intermediary among the parties. Our services as bond counsel are limited to those contracted for in this Agreement; the Issuer's execution of this Agreement will constitute an acknowledgement of those limitations. Our representation of the Issuer will not affect, however, our responsibility to render an objective Bond Opinion.

Our representation of the Issuer and the attorney-client relationship created by this Agreement will be concluded upon issuance of the Bonds. Nevertheless, subsequent to Closing, we will mail the completed Internal Revenue Service Form 8038-G and prepare and distribute to the participants in the transaction a transcript of the proceedings pertaining to the Bonds.

#### OTHER REPRESENTATIONS

As you are aware, our firm represents many political subdivisions, companies and individuals. It is possible that during the time that we are representing the Issuer, one or more of our present or future clients will have transactions with the Issuer. We do not believe such representation, if it occurs, will adversely affect our ability to represent you as provided in this Agreement, either because such matters will be sufficiently different from the issuance of the Bonds so as to make such representations not adverse to our representation of you, or because the potential for such adversity is remote or minor and outweighed by the consideration that it is unlikely that advice given to the other client will be relevant to any aspect of the issuance of the Bonds. We will decline to participate in any matter where the interests of our clients, including the Issuer, may differ to the point where separate representation is advisable. The firm historically has arranged its practice to hold such occasions to a minimum and intends to continue doing so. Execution of this Agreement will signify the Issuer's consent to our representation of others consistent with the circumstances described in this paragraph.

#### FEES

##### *Bond Fees:*

The fee we charge for services rendered under this Agreement for the Bonds for which we give a Bond Opinion is based upon: (i) our current understanding of the terms, structure, size and schedule of the financing represented by the Bonds; (ii) the duties we will undertake pursuant to this Agreement; (iii) the time we anticipate devoting to the financing; and (iv) the responsibilities we will assume in connection therewith, we estimate that our fee will not exceed \$7,500. If, at any time, we

believe that circumstances require an adjustment of our original fee estimate, we will advise you. Such adjustment might be necessary in the event: (a) the principal amount of Bonds actually issued differs significantly from the amount stated above; (b) material changes in the structure or schedule of the financing occur; or (c) unusual or unforeseen circumstances arise which require a significant increase or decrease in our time or responsibility. It is not anticipated that it will be necessary for us to personally attend meetings in order to provide the Bond Counsel services outlined above but we will do so in the event that circumstances require.

In addition to our Bond fee, we will bill for all customary client charges made or incurred on your behalf, such as travel costs reimbursement, photocopying, deliveries, computer-assisted research, bond printing, and other related expenses. We estimate that such charges will not exceed \$500. We will contact you prior to incurring expenses that exceed this amount.

*Billing Matters:*

We will submit a summary invoice for the professional services described herein after Closing. In the event of a substantial delay in completing the financing, we reserve the right to present an interim statement for payment. Unless other arrangements have been agreed upon in advance, we anticipate our statements to be paid in full within thirty (30) days of receipt.

If, for any reason, the financing represented by an issue of Bonds is not consummated or is completed without the delivery of our Bond Opinion, or our services are otherwise terminated, we will expect to be compensated at our normal hourly rates, plus client charges, as described above (not to exceed the fee we would have received if we had rendered our Bond Opinion). My current hourly rate is \$325. Work performed by other attorneys will be billed at their current hourly rate. Associate attorneys begin at \$200, and work by legal assistants will be billed at \$125. The hourly rates reflected herein are subject to our periodic review and adjustment – typically annually.

*Other Advice:*

If requested, we will maintain one or more separate accounts for periodic services rendered to the Issuer in connection with other matters unrelated to any particular Bond financing. Such services may involve the rendering of advice, opinions or other assistance in connection with such issues including, but not limited to (i) financing alternatives in connection with a particular project, (ii) compliance with lending programs, (iii) the impact of specified actions on tax-exempt status of outstanding Bonds, or (iv) other matters the Issuer may seek advice or guidance upon. Billings for such separate services will be based on our standard hourly rate of the individual attorney performing the services. Statements for any such additional services shall be submitted periodically, but no less frequently than semi-annually.

## RECORDS

At your request, papers and property furnished by you will be returned promptly upon receipt of payment for outstanding fees and client charges. Our own files, including lawyer work product, pertaining to the transaction will be retained by us. For various reasons, including the minimization of unnecessary storage expenses, we reserve the right to dispose of any documents or other material retained by us after the termination of this Agreement. It is our practice to retain transcripts for each financing for at least the life of the Bonds. You will be notified prior to destruction of our file, and will have the option to request them, should you desire.

Please carefully review the terms and conditions of this Agreement. *If the above correctly reflects our mutual understanding, please so indicate by returning a copy of this letter signed and dated by the Board President, retaining the original for your file.*

If you have questions regarding any aspect of the above or our representation as Bond Counsel, please do not hesitate to write or call.

It has been a pleasure to serve you in the past, and we look forward to our continued relationship.

Very truly yours,

AHLERS & COONEY, P.C.

Elizabeth A. Grob

Elizabeth A. Grob

EAG:nj  
Enclosures

Accepted and Approved this \_\_\_\_\_  
day of \_\_\_\_\_, 2020:

BELLEVUE COMMUNITY SCHOOL DISTRICT

By \_\_\_\_\_  
President of the Board of Directors

**Set a Resolution Fixing Date for a Hearing on the Proposed Issuance of  
Approximately \$2,500,000 School Infrastructure Sales, Services and Use Tax  
Revenue Refunding Bonds**

The district must have a hearing for this process, and it was approved to have this at our Regular Board Meeting on December 14 at 6:30 PM.

The Board's following steps are then the following:

- Then, after November 24 but before December 4 a Notice of the upcoming hearing will be published in the Bellevue Herald-Leader.
- On our meeting on December 14, we will conduct a public hearing for the issuance of approximately \$2,500,000 Sales Tax Refunding Bonds. After this approval, there is a waiting period from December 14-28 for a potential hearing response from community members, etc.
- The Board then does not do anything until March 8 when Piper Sandler will then look for prospective purchasers. This is followed by Monday, March 29 when at 11:00 AM bond purchasers will share their interest, and actual interest rates are set at this time. We will need to have a special board meeting this day, and it will be brief. I will work on a time for this as well, but this is the time the board will take action to accept the best proposal (or potentially reject if we are not pleased with the interest rate, etc.).
- At the April 12 Board meeting we will finalize all documents for the process, and the transaction will close on April 27.

**Comet Curriculum - COVID-19 Impact**

Health Update

Below is this week's update as of Thursday, November 5 on quarantined students (along with the last few week's), positive tests, etc. I am sharing these in the Weekly Comet each week or on our website in some manner.

	<b><u>Building</u></b>	<b><u>Quarantined</u></b>	<b><u>Positive Tests</u></b>	<b><u>Absentee Rate</u></b>
<b>November 5</b>	Bellevue Elem	38	<6	4.0%
	Bellevue MS/HS	12	0	3.2%
	District Total	50	<6	3.4%
<b>October 30</b>	Bellevue Elem	31	<6	
	Bellevue MS/HS	17	0	
	District Total	48	<6	Estimate of <3%
<b>October 23</b>	Bellevue Elem	15	<6	
	Bellevue MS/HS	8	0	
	District Total	23	<6	Estimate of <3%
<b>October 16</b>	Bellevue Elem	<6	0	
	Bellevue MS/HS	0	0	

	District Total	<6	0	Estimate of <3%
<b>October 8</b>	Bellevue Elem	11	<6	
(AM of 8th)	Bellevue MS/HS	7	1	
	District Total	18	--	Estimate of <3%
<b>October 2</b>	Bellevue Elem	13	<6	
	Bellevue MS/HS	14*	12	
	District Total	27	—	Estimate 3.1%
<b>September 24</b>	Bellevue Elem	10	<6	10 (1.7%)
	Bellevue MS/HS.	49*	10*	6 (3.7%)
	District Total.	59	—	(2.7%)

**Other Information on the Impact on School from Monday, November 9 and some previous dates in comparison (illness absence rates for the previous two years are also included).**

**Absentee Rates Comparison**

**Illness Absences**

	<b>2020-2021</b>	<b>2019-2020</b>	<b>2018-2019</b>
<b>Oct. 15</b>			
Elementary	4 (1.1%)	10 (2.9%)	8 (2.3%)
MS/HS	6 (1.6%)	7 (1.8%)	9 (2.3%)
<b>Oct. 22</b>			
Elementary	6 (1.7%)	9 (2.6%)	9 (2.6%)
MS/HS	6 (1.6%)	8 (2.1%)	5 (1.3%)
<b>Oct. 30</b>			
Elementary	10 (2.9%)	4 (1.2%)	7 (2.0%)
MS/HS	12 (3.2%)	13 (3.3%)	8 (2.1%)
<b>Nov. 3</b>			
Elementary	10 (2.9%)	6 (1.7%)	9 (2.6%)
MS/HS	10 (2.6%)	13 (3.3%)	14 (3.6%)
<b>Nov. 6</b>			
Elementary	10 (2.9%)	10 (2.9%)	2 (0.6%)
MS/HS	4 (1.1%)	9 (2.3%)	9 (2.3%)
District Total	14 (1.9%)		
<b>Nov. 9</b>			
Elementary	10 (2.9%)	7 (2.0%)	7 (2.3%)
MS/HS	21 (5.5%)	11 (2.8%)	10 (2.6%)
District Total	31 (4.2%)		

**Students in Quarantine 2020-2021 School Year**

**Oct. 15**

Elementary	7 (2.0%)
MS/HS	1 (0.2%)

**Oct. 22**

Elementary	15 (4.3%)
MS/HS	11 (2.9%)

**Oct. 30**

Elementary	24 (6.9%)
MS/HS	12 (3.2%)

**Nov. 3**

Elementary	36 (10.3%)
MS/HS	11 (2.9%)

***District Total = 6.4%***

**Nov. 6 (Quarantine and Classroom Home)**

Elementary	47 (13.4%)
MS/HS	13 (3.4%)

***District Total = 8.2%***

**Nov. 9 (Quarantine and Classroom Home)**

Elementary	58 (16.6%)
MS/HS	27 (7.1%)

***District Total = 11.6%***

**Total Students Not in School Due to Illness and "Quarantine" 2020-2021 School Year**

**Oct. 15**

Elementary	11 (3.1%)
MS/HS	7 (1.8%)

**Oct. 22**

Elementary	21 (6.0%)
MS/HS	17 (4.5%)

**Oct. 30**

Elementary	34 (9.7%)
MS/HS	24 (6.3%)

**Nov. 3**

Elementary	46 (13.1%)
MS/HS	21 (5.5%)

***\*District Total = 9.2%***

**Nov. 6**

Elementary	57 (16.3%)
MS/HS	17 (4.5%)

***\*District Total = 10.1%***

**Nov. 9**

Elementary	68 (18.4%)
MS/HS	48 (12.6%)

***\*District Total = 15.9%***

## **Overall Positive Tests for the school year (11.5.20)**

- Bellevue Elementary Students = 10
- Bellevue Middle/High School Students = 13
- Total Bellevue CSD Students = 23
- Staff Members at all levels and positions = 11 (including full-time, part-time substitute positions, etc.)

## **Jackson County Positivity Rate - COVID-19**

- September 24 - 13.1% (21st highest in the state - out of 99 counties)
- October 2 - 13.0% (18th highest in the state; it has been in this area all week)
- October 7 - 12.3% (21st highest in the state)
- October 16 - 12.1% (36th highest in the state)
- October 23 - 14.4% (19th highest in the state) - Not a good trend for our county, and ultimately our school district (note the letter below sent to me from the department of health).
- November 3 - 25.9% (Highest in the state)
- November 5 - 27.9% (2nd Highest in the state)
- November 9 - 30.4% (5th Highest in the state)

Remote Learning - There is no plan at this time to go to remote learning for all students. While we can do this if needed, we believe both buildings are operating effectively at this time. We are getting short on staff, but have been able to cover this. Staffing shortages are not necessarily due to positive tests, but more so for staff being quarantined based on a family member or other close contact. Student positive tests went up in the last week by about three at the elementary level and two at the middle/high school level, but we are not convinced these are school spreading situations necessarily.

When students are in school the school does have some safety controls of students and their use of PPE. When they are not in school, some safety measures by some students are not followed.

Testing and Family Members - At this time we are going to be requesting/recommending that families keep students home if there is someone in the family who is testing at the time due to symptoms. We are not requiring it, but requesting and recommending it. This is what most districts are doing (only one other district in our area is requiring it). Kelley Humphrey is having the conversations with parents most often about the health situations, and some families are keeping students home already when this is the case.

Masks and Gaiters - Additionally, note the guidance in regard to masks and gaiters...Gaiters may be acceptable from the CDC if they are two or more layers, but not effective if only one layer. We have some staff and students who wear gaiters at the current time, along with a student who has tested positive. It is fairly clear-cut if students have masks on in class and one of them tests positive, but less simplistic if one has a gaiter on as we do not inspect gaiters (or masks) to see if they meet the guidelines below.



**SUPERINTENDENT**  
 Tom Meyer  
 Phone: 563.872.4001 ext. 260  
 Fax: 563.872.3216

**OFFICERS**  
 Mike Reed  
 President  
 Penny Medinger  
 Secretary/Treasurer

**DIRECTORS**  
 Janet Sieverding Vice President  
 Allysen Bonifas Member  
 Marty Ploessl Member  
 Matt Wedeking Member

1601 State St. | Bellevue, IA 52031 | 563.872.4001 | www.bellevue.k12.ia.us

**BELLEVUE COMETS**  
 COMMUNITY SCHOOL DISTRICT

To: Bellevue Community School District Parents, Students, and Community Members  
 From: Tom Meyer, Superintendent of Schools  
 Re: Neck Gaiters  
 Date: November 3, 2020

The Bellevue Community School District continues to recognize the impact of COVID-19 on our school system and community as a whole. **The Jackson County Positivity Rate for COVID-19 is 25.9%, which is the highest rate in the state.** We must all work together to lower this rate, keep our students and staff safe, and ultimately continue in our face-to-face learning environment.

Additionally, the district is continually evaluating the health and safety situations in our schools and making needed adjustments based on professional health guidance. One change at this time based on recent guidance is the aspect of neck gaiters and their proper use to mitigate COVID-19 effectively. While masks are still the most prevalent and most widely accepted face covering, neck gaiters can be utilized IF they are either made with two layers of cloth or folded in order to make two layers that cover the mouth and nose completely (from the nose to the bottom of the chin). See the graphics below for more specific information.

Gaiters & Face Shields	DO choose masks that	DO NOT choose masks that
 <p><b>Wear a gaiter with two layers, or fold it to make two layers</b></p>	 <p>Have two or more layers of washable, breathable fabric</p>	 <p>Are made of fabric that makes it hard to breathe, for example, vinyl</p>
 <p><b>Caution: Evaluation is ongoing but effectiveness is unknown at this time</b></p>	 <p>Completely cover your nose and mouth</p>	 <p>Have exhalation valves or vents, which allow virus particles to escape</p>
	 <p>Fit snugly against the sides of your face and don't have gaps</p>	 <p>Are intended for healthcare workers, including N95 respirators or surgical masks</p>

Additionally, if you have questions about a specific neck gaiter or mask, please contact the school nurse in order for an evaluation of the neck gaiter to take place.

Additionally, face shields have been another form of face-covering utilized in the past. Face shields are not allowed in the school system by students except for special circumstances.

For those choosing to wear neck gaiters, the "two-layer" specifics will become effective on Monday, November 9 for all students and staff members. As always, if you have any questions, please feel free to contact the school/district office at any time.

Did you know...The pandemic had a clear impact on teenagers lives (nationally):

- 63 percent were concerned about being infected with Covid-19.



- Two-thirds were concerned about not being able to see their friends.
- 29 percent knew someone who had been diagnosed with the coronavirus.
- 27 percent said a parent had lost a job.
- 25 percent worried about their family not having enough to eat.

### Remote Learning in the State

The following are the schools/districts that have transitioned to remote learning as a result of absentees, COVID-19 rates, etc. as of 10.30.20:

## Requests to Move to Remote Learning for a School Building or District

The following is a list of school districts and nonpublic schools that have submitted requests and have been either granted or denied to temporarily move to 100 percent remote learning for a school building or district. Approvals are issued for two weeks at a time.

Application Date	School District or Nonpublic School	Request Application	Supporting Documentation	Response and Date
11-6-10	Colfax-Mingo	<a href="#">11-6-20 Colfax-Mingo Remote Learning Request</a>	<a href="#">Support Document 1 for 11-6-20 Colfax-Mingo Remote Learning Request</a>	<a href="#">Granted on 11-6-20</a>
11-6-10	Burlington	<a href="#">11-6-20 Burlington Remote Learning Request</a>	<a href="#">Support Document 1 for 11-6-20 Burlington Remote Learning Request</a>	<a href="#">Granted on 11-6-20</a>
11-6-10	Newton	<a href="#">11-6-20 Newton Remote Learning Request</a>	<a href="#">Support Document 1 for 11-6-20 Newton Remote Learning Request</a>	<a href="#">Granted on 11-6-20</a>
11-6-10	Cedar Rapids - Hoover Elementary School	<a href="#">11-6-20 Cedar Rapids - Hoover Elementary School Remote Learning Request</a>	<a href="#">Support Document 1 for 11-6-20 Cedar Rapids - Hoover Elementary School Remote Learning Request</a>	<a href="#">Granted on 11-6-20</a>
11-6-10	Glenwood - Northeast Elementary School	<a href="#">11-6-20 Glenwood - Northeast Elementary School Remote Learning Request</a>		<a href="#">Granted on 11-6-20</a>
11-5-10	West Liberty Early Learning Center	<a href="#">11-5-20 West Liberty Early Learning Center Remote Learning Request</a>	<a href="#">Support Document 1 for 11-6-20 Glenwood - Northeast Elementary School Remote Learning Request</a>	<a href="#">Granted on 11-5-20</a>
11-3-10	Cedar Rapids Summit	<a href="#">11-3-20 Cedar Rapids Summit Remote Learning Request</a>	<a href="#">Support Document 1 for 11-3-20 Cedar Rapids Summit Remote Learning Request</a>	<a href="#">Granted on 11-4-20</a>
11-3-10	Anamosa St. Patrick	<a href="#">11-3-20 Anamosa St. Patrick Remote Learning Request</a>	<a href="#">Support Document 1 for 11-3-20 Anamosa St. Patrick Remote Learning Request</a>	<a href="#">Granted on 11-4-20</a>
11-2-10	Anamosa	<a href="#">11-2-20 Anamosa Remote Learning Request</a>	<a href="#">Support Document 1 for 11-2-20 Anamosa Remote Learning Request</a>	<a href="#">Granted on 11-3-20</a>
11-2-10	Marshalltown St. Francis	<a href="#">11-1-20 Marshalltown St. Francis Remote Learning Request</a>		<a href="#">Granted on 11-3-20</a>
11-1-10	North Tama	<a href="#">11-1-20 North Tama Remote Learning Request</a>	<a href="#">Support Document 1 for 11-1-20 North Tama Remote Learning Request</a>	<a href="#">Granted on 11-3-20</a>
10-21-20	West Burlington	<a href="#">10-21-20 West Burlington Remote Learning Request</a>	<a href="#">Support Document 1 for 10-21-20 West Burlington Remote Learning Request</a>	<a href="#">Granted on 10-23-20</a>
10-21-20	Seymour	<a href="#">10-21-20 Seymour Remote Learning Request</a>		<a href="#">Granted on 10-23-20</a>
10-14-20	Madrid	<a href="#">10-14-20 Madrid Remote Learning Request</a>	<a href="#">Support Document 1 for 10-14-20 Madrid Remote Learning Request</a>	<a href="#">Granted on 10-16-20</a>

10-02-20	Hamburg	<a href="#">10-02-20 Hamburg Remote Learning Request</a>	<a href="#">Support Document 1 for 10-02-20 Hamburg Remote Learning Request</a>	<a href="#">Granted on 10-02-20</a>
9-29-20	AHSTW	<a href="#">9-29-20 AHSTW Remote Learning Request</a>	<a href="#">Support Document 1 for 9-29-20 AHSTW Remote Learning Request</a>	<a href="#">Granted on 10-1-20</a>
9-24-20	Fremont-Mills	<a href="#">9-24-20 Fremont-Mills Remote Learning Request</a>	<a href="#">Support Document 1 for 9-24-20 Fremont-Mills Remote Learning Request</a>	<a href="#">Granted on 9-27-20</a>
9-23-20	Lynnvile-Sully	<a href="#">9-23-20 Lynnvile-Sully Remote Learning Request</a>		<a href="#">Granted on 9-25-20</a>
9-18-20	North Iowa	<a href="#">9-18-20 North Iowa Remote Learning Request</a>		<a href="#">Granted on 9-18-20</a>
9-17-20	North Scott	<a href="#">9-17-20 North Scott Remote Learning Request</a>	<a href="#">Support Document 1 for 9-17-20 North Scott Remote Learning Request</a>	District's decision did not require a request.
9-13-20	West Des Moines	<a href="#">9-13-20 West Des Moines Remote Learning Request</a>		District withdrew its request on 9/15/20.
9-9-20	Iowa City	<a href="#">9-9-20 Iowa City Remote Learning Request</a>	<a href="#">Support Document 1 for 9-9-20 Iowa City Remote Learning Request</a>	<a href="#">Granted on 9-10-20</a>
8-31-20	Ames	<a href="#">8-31-20 Ames Remote Learning Request</a>	<a href="#">Support Document 1 for 8-31-20 Ames Remote Learning Request</a>	<a href="#">Granted on 9-1-20</a>
8-26-20	Iowa City	<a href="#">8-26-20 Iowa City Remote Learning Request</a>	<a href="#">Support Document 1 for 8-26-20 Iowa City Remote Learning Request</a> <a href="#">Support Document 2 for 8-26-20 Iowa City Remote Learning Request</a>	<a href="#">Granted on 8-26-20</a>
8-24-20	Twin Cedars	<a href="#">8-24-20 Twin Cedars Remote Learning Request</a>	<a href="#">Support Document 1 for 8-24-20 Twin Cedars Remote Learning Request</a>	<a href="#">Granted on 8-25-20</a>
8-18-20	Des Moines	<a href="#">8-18-20 Des Moines Independent Remote Learning Request</a>	<a href="#">Support Document 1 for 8-18-20 Des Moines Independent Remote Learning Request</a>	<a href="#">Denied on 8-20-20</a>
8-17-20	Ames	<a href="#">8-17-20 Ames Remote Learning Request</a>	<a href="#">Support Document 1 for 8-17-20 Ames Remote Learning Request</a>	<a href="#">Denied on 8-19-20</a>
8-3-20	Iowa City			<a href="#">Denied on 8-5-20</a>
	Urbandale			<a href="#">Denied on 7-31-20</a>
7-20-20	Urbandale			<a href="#">Granted on 7-21-20</a>

#### Facility Use (All areas are subject to change)

I have discussed with several staff members about when to allow youth to use our facilities. Our plan at this time, with board discussion at the meeting, is to wait until at a minimum until after Thanksgiving. Meyer and other administrators will discuss this prior to that date and analyze positivity rates in the county, student absences in both buildings, quarantine numbers of students in both buildings, and related local, area, and state factors and data.

When facilities are available, the use will be limited. This is due to no elementary access due to space limitations as a result of tables, shields on tables, and Promethean panel. In addition, these areas are cleaned daily, and to clean them multiple times is unnecessary based on staffing needs in other areas.

Several things outlined below are going to be necessities, but some keys are:

- "Pods" of similar age students (grades) - Including in basketball camp starting on November 9.
- Hand sanitizer available and utilized.
- No siblings at practices
- One-hour practices

- Sharing gyms, but separate sides

All people entering the building must be wearing a face mask upon entry. These are the same guidelines we have for the regular school day with students and staff.

Youth Basketball/Volleyball - *Only students enrolled in the BCSD*

- Decision: Saturday and Sundays only in most cases, but there will be some nights available during the week based on game schedules, etc.; NO Wednesday nights.
- Reasoning: The gym is used during the week for grades 7-12 basketball in most cases.
- Practice will be scheduled when gyms are not being used by school activities. No practices will start after 7:30 PM; All practices will end by 8:30 PM.
- Practice times will be limited to one hour.
- Practices in gyms may need to be shared with another youth team (splitting the gym for each team, with three baskets available and cross-court scrimmaging).
- Cleaning will take place each night by Bellevue CSD staff
- Players/Coaches must bring their own basketballs (no school basketballs or volleyballs will be allowed to be utilized by teams)
- Hand sanitizer will be available in the gym
- Kids need to be spaced out as much as possible during drills, and small groups and stations may assist in this.
- Parents who stay for practice must social distance and wear a mask. If this is not enforced by the coaches or leaders of the team practicing the practice times will be eliminated for the team for a period of time.
- Coaches will sign-up electronically for available times, with more information to come in regard to this process for youth coaches.
- Volleyball practices will be limited to one consistent day/night, and priority is given to teams associated with the Bellevue CSD volleyball program.

Youth Wrestling - *Only students enrolled in the BCSD*

- Decision: Youth wrestling will take place.
- Reasoning: Bellevue CSD students only; Cleaning is regular in the room
- The program will follow the MS/HS state wrestling guidelines.
- Kids need to be spaced out as much as possible during drills, and small groups and stations may assist in this.
- Coaches must clean after each use nightly.
- Hand sanitizer is available in the wrestling room
- Parents who stay for practice must social distance and wear a mask. If this is not enforced by the coaches or leaders of the group the program may have to halt times for practices and/or not allow any parents to stay for the sessions.

Archery - *Only students enrolled in the BCSD*

- Decision: Only half the gym in the elementary
- Reasoning: Tables and glass panels are set up and will not be moved continuously (No one should sit at the tables)
- Hand sanitizer is available in the area.
- Kids need to be spaced out as much as possible during drills to meet social distancing requirements and the requirements of the state association.
- Parents who stay for practice must social distance and wear a mask. If this is not enforced by the coaches or leaders of the team practicing the practice times will be eliminated for the team for a period of time.

Old Man's League (Wednesday night)

- Decision: Not at this time
- Reasoning: Space in the gym; Outside people utilizing other facilities

MS Basketball

- MS Basketball Practice
  - On game nights for HS, practice until 4:45 in the West Gym; JV game in the gym will not start until 5:00 (JV girls still start at 4:30)
- All team personnel are required to be sitting.
- If seating is on bleachers, there must be at least two rows of bleachers separating team members from spectators.
- Visiting teams must bring their own warmup balls.
- Players should sanitize their hands at each quarter break.
- The scorer's bench will only have essential personnel - Timer and home scorekeeper; If there is room the visitor team scorekeeper may sit at the scorer's bench, but the team should plan to have room on their bench for their scorer.
- All guidelines from the state association/union are required to be followed.

#### MS Wrestling

- Provide space for teams to socially distance at their "bench" or in bleachers.
- Mandatory breaks to wash/sanitize hands every 10-15 minutes...social distancing during this time.
- Mandatory cleaning of mats at the beginning of the competition, after 15 matches have been wrestled on the specific mat, and at the conclusion of the meet (state recommendation).
- Players should sanitize their hands prior to the match, and at the completion of the match.
- Assign the same color ankle bands to a team for as much of the night as possible, or bring their own ankle bands.
- Disinfect or wipe down ankle bands after each match.
- Arrive at the site in singlets/warmups to eliminate the use of locker rooms as much as possible. The host school should clearly communicate this with the visiting teams.
- All guidelines from the state association are required to be followed.

#### Concerts

\*All people in attendance at concerts must wear a mask.

\*See recommendations at the end of the notes from the state music associations.

##### *Elementary Concert*

- Decision: Record prior to the scheduled date
- Reasoning: Lack of space in any facilities for families to attend and maintain an adequate type of social distancing based on the number of students (including rotating performance dates)
- Concerts will be made available on a certain date and time for families to watch "live" - Dates TBD
- Concert performances will be kept online for a limited time (these are not allowed to be archived)

##### *Middle/High School Concerts*

- Decision: Concerts in the Main Gym
- Reasoning: There is not enough room on the stage for the performers with 6-foot side-by-side and with 10-foot front-back for choir
- Seating in socially-distanced areas in the bleachers and on the floor with chairs.
- Performance Details
  - Performers will be on the north side of the gym; Seating on the south side in chairs and on bleachers to the east and west side.
- Separate nights for MS/HS Band and MS/HS Choir - Dates TBD
- Social distancing will be required on the floor, and household members should sit together.
- The concerts will be recorded and shared in a non-archived format and viewable for approximately one week.

Musical - On the stage

- Move Dave Ripperger classroom from the stage in late February, for a late March or early April musical
- Musical practice in the music room until the stage is available

#### Future Discussions

Tournaments - Pods of 3-4 teams if hosting a tournament

Sunday Men's League and Women's Volleyball League

- Decision: This may be allowed to begin in January of 2021 (official date and decision TBD)
- Reasoning: Must clean afterward
- No school-owned basketballs may be utilized. People need to bring their own basketballs for warmups and games.
- Individuals are only allowed in the main gym. The West gym is not to be utilized.
- All spectators must social distance and masks are required in the gym by spectators.

#### School Surveys

In a separate document are the surveys from both staff and parents. I did make some comments to clarify some perspectives for readers of the survey on a few of the topics shared by parents specifically. **Overall, 91.85% of parents are very satisfied or satisfied with how the year has went to this point, with 1.63 dissatisfied.** In regard to staff, 87.3% were very satisfied or satisfied, with 6.35% very dissatisfied or dissatisfied.

Additionally, **58% of parents would be in favor of remote learning days due to the weather, while 17% were opposed to this.** When reviewing the data more in-depth more parents in favor of this were at the secondary level, but also some at the elementary level as well. As I mentioned earlier, there are some other "things" that play a part in making this a remote learning day as well. Staff members in favor of remote learning days were predominantly at the secondary level, with most elementary teachers not in favor of this approach at this time (until we have extensive days of missed school).

A few of the issues with remote learning:

- Getting technology to elementary students on days of weather-related closings; This includes the device (Chromebook, iPads, etc.), chargers, etc.
- Who is supervising students at home, specifically at the elementary-level? Are parents staying home and taking off work? How does this impact their work?
- Will students stay home (especially at the secondary level) and not gather when they are supposed to be in school? Will they gather to learn remotely in one location with several students present (at a peer's house)?

While there are more issues, these are some of these.

At the same time, the district will look to make up days at the end of the year, but also recognizing that if we recognize an imminent storm or weather event is likely to occur we will notify parents and students in advance if days begin to accumulate and making up days in this manner would be realistic. Also,

something to remember is that students have an excess of hours scheduled during the year beyond the 1080 hours required by the Iowa Department of Education and may not have to make up all days.

Below is the school-year calendar...With two days available during our last week of the school year.

# BELLEVUE COMMUNITY SCHOOL DISTRICT 2020-2021 CALENDAR

<p>AUG</p> <table border="0" style="margin-left: 20px;"> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					<p>Aug 17 New Teacher Orientation            Aug 18-21 <b>PROFESSIONAL DEVELOPMENT</b>            Aug 24 First Day of School</p>
3	4	5	6	7																						
10	11	12	13	14																						
17	18	19	20	21																						
24	25	26	27	28																						
31																										
<p>SEPT</p> <table border="0" style="margin-left: 20px;"> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </table>		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			<p>Sep 7 <b>NO SCHOOL - LABOR DAY</b>            Sep 16 <b>CLASSES DISMISS AT 1:20 PM</b> - Professional Development</p>
	1	2	3	4																						
7	8	9	10	11																						
14	15	16	17	18																						
21	22	23	24	25																						
28	29	30																								
<p>OCT</p> <table border="0" style="margin-left: 20px;"> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	<p>Oct 7 <b>CLASSES DISMISS AT 12:20 PM</b> - Professional Development 12:30-2:00 PM  <b>Parent/Teacher Conferences 3:30-8:00 PM</b>            Oct 8 <b>CLASSES DISMISS AT 12:20 PM</b> - Professional Development 12:30-2:00 PM  <b>Parent/Teacher Conferences 3:30-8:00 PM</b>            Oct 9 <b>NO SCHOOL - Teacher Comp. Day</b>            Oct 23 End of 1<sup>st</sup> Quarter (44 Days)            Oct 28 <b>CLASSES DISMISS AT 1:20 PM</b> - Professional Development</p>
			1	2																						
5	6	7	8	9																						
12	13	14	15	16																						
19	20	21	22	23																						
26	27	28	29	30																						
<p>NOV</p> <table border="0" style="margin-left: 20px;"> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td></tr> </table>	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					<p>Nov 11 <b>CLASSES DISMISS AT 1:20 PM</b> - Professional Development            Nov 25-27 <b>NO SCHOOL - THANKSGIVING VACATION</b></p>
2	3	4	5	6																						
9	10	11	12	13																						
16	17	18	19	20																						
23	24	25	26	27																						
30																										
<p>DEC</p> <table border="0" style="margin-left: 20px;"> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		<p>Dec 9 <b>CLASSES DISMISS AT 1:20 PM</b> - Professional Development            Dec 22 End of 2<sup>nd</sup> Quarter (39 Days)/End of 1<sup>st</sup> Semester (83 Days)            Dec 23-Jan 4 <b>NO SCHOOL - WINTER BREAK</b></p>
	1	2	3	4																						
7	8	9	10	11																						
14	15	16	17	18																						
21	22	23	24	25																						
28	29	30	31																							
<p>JAN</p> <table border="0" style="margin-left: 20px;"> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </table>					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	<p>Jan 4 <b>NO SCHOOL - PROFESSIONAL DEVELOPMENT</b>            Jan 5 Classes Resume            Jan 18 <b>NO SCHOOL - PROFESSIONAL DEVELOPMENT</b></p>
				1																						
4	5	6	7	8																						
11	12	13	14	15																						
18	19	20	21	22																						
25	26	27	28	29																						
<p>FEB</p> <table border="0" style="margin-left: 20px;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> </table>	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	<p>Feb 10 <b>CLASSES DISMISS AT 12:20 PM</b> - Professional Development 12:30-2:00 P  <b>Parent/Teacher Conferences 3:30-8:00 PM</b>            Feb 11 <b>CLASSES DISMISS AT 12:20 PM</b> - Professional Development 12:30-2:00 PM  <b>Parent/Teacher Conferences 3:30-8:00 PM</b>            Feb 12 <b>NO SCHOOL - Teacher Comp. Day</b>            Feb 15 <b>NO SCHOOL - PRESIDENTS DAY HOLIDAY</b></p>					
1	2	3	4	5																						
8	9	10	11	12																						
15	16	17	18	19																						
22	23	24	25	26																						
<p>MAR</p> <table border="0" style="margin-left: 20px;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			<p>Mar 12 End of 3<sup>rd</sup> Quarter (47 Days)            Mar 24 <b>CLASSES DISMISS AT 1:20 PM</b> - Professional Development</p>
1	2	3	4	5																						
8	9	10	11	12																						
15	16	17	18	19																						
22	23	24	25	26																						
29	30	31																								
<p>APR</p> <table border="0" style="margin-left: 20px;"> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	<p>Apr 2- 6 <b>NO SCHOOL - SPRING BREAK</b>            Apr 6 <b>NO SCHOOL - PROFESSIONAL DEVELOPMENT</b>            Apr 28 <b>CLASSES DISMISS AT 1:20 PM</b> - Professional Development</p>
			1	2																						
5	6	7	8	9																						
12	13	14	15	16																						
19	20	21	22	23																						
26	27	28	29	30																						
<p>May</p> <table border="0" style="margin-left: 20px;"> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					<p>May 26 End of 4<sup>th</sup> Quarter (50 Days)/End of 2<sup>nd</sup> Semester (97 Days)            May 27 <b>PROFESSIONAL DEVELOPMENT</b>            May 28 <b>Teacher Quality Day</b>            May 29 Graduation            May 31 MEMORIAL DAY            May 28-Jun 4 POTENTIAL SNOW MAKE-UP DAYS</p>
3	4	5	6	7																						
10	11	12	13	14																						
17	18	19	20	21																						
24	25	26	27	28																						
31																										

## Facilities Discussion and Revenue Purpose Statement

During the work session on Monday, November 2 we discussed future planning, but came down to the fact of approving the Revenue Purpose Statement as the main goal. Some other areas that caught my attention when reflecting on the meeting included the following:

- The group must add some other members (there are not any non-school related people on this committee at this time). Who are these members?
- The group must define what we want in a new building, where we want it, and other general specifications (this may mean going through an activity to weigh the pro's and con's of various sites and locations).
- We may need to explore a new architectural firm for work on this, along with the Iowa City CSD individual from the past and some local contractors.
- The board must decide on plans for the current Bellevue Elementary building.

These are only a few things. Any other comments?

### TENTATIVE PLAN TO VOTE ON THIS IN MARCH, BUT WILL DISCUSS AT OUR DECEMBER BOARD MEETING - Revenue Purpose Statement

#### Discussion on the District's Revenue Purpose Statement (RPS)

Some basics with this from previous notes and discussions:

*Iowa schools have previously passed multiple times a R.P.S. question over the past 20 years within their districts. **Those prior voted authorizations will all expires on 1/1/2031** (this does not impact the prior conversation about refinancing our bonds) as a result of legislation that went into effect 7/1/2019 which extended the sales tax until 1/1/2051 and also placed an absolute expiration date on all prior R.P.S.*

*Thus, **each school will need to have another R.P.S. election at some point to put in place the authority for their school board to spend (including borrowing, if desired) the revenue from the sales tax in the period beyond 1/1/2031. The R.P.S. is not increasing or decreasing anyone's taxes and it is not extending or shortening the period during which we will pay the penny tax; it is simply setting out in writing those purposes that the local school board will have the authority to spend the revenues.***

*Most R.P.S. are fairly vague and cover almost any legal purpose, and the language itself is generally derived from discussions between the school board or school administration and the school's bond attorney. \*\*If a school has no need to borrow against the SAVE with bond repayment that extends beyond 1/1/2031 there is no immediate hurry to renew the R.P.S. as the board already has the authority to spend/borrow up to that 1/1/2031 expiration. The renewal election could be completed any time between now and 1/1/2031.*

*But, if the school thinks they may need to borrow from the SAVE for a period longer than just the 1/1/2031 final payment it will become necessary to have the*



*R.P.S. extended by election prior to completing any such borrowing with bond payments that extend beyond that 1/1/2031 date. Many schools have already held the R.P.S. election in the fall of 2019, spring 2020 or September 2020; not because they felt there was an imminent need to borrow for longer periods of time, but simply to get the requirement to extend out of the way so it isn't a hindrance at some point in the future when the school might want or need to borrow for a longer repayment period. The renewal vote requires 50%+1 approval when voted. (Note that it does not require 60% like a referendum).*

When to do this?

Even though this does NOT IMPACT THE TAX RATES OF PEOPLE AT ALL, it is still recommended we do this early in case it does not pass. Remember, this is only for the approval to spend money IF we would have a need to that would be voted on.

Also, by having it in March it is SEPARATE from a referendum vote and would not be an additional question on any potential future school election ballot.

#### Election Dates in Future Years:

- Odd Years
  - 1st Tuesday of March
  - 2nd Tuesday of September
  - 1st Tuesday after the 1st Monday of November
- Even Years
  - 1st Tuesday in March
  - 2nd Tuesday of September

Penny and I spoke with our attorney in regard to the RPS last week. Some specifics with this are the following:

- We will need to adopt a resolution for this at our December 14 Board meeting
  - I will have a draft of this by Thanksgiving, but it will be fairly broad to allow for multiple uses.
- We will need to deliver the resolution to the auditor's office in Maquoketa by no later than January 15.
- The County Auditor will publish a Notice of Election with specific legal language, and we will need to post somewhere on our website 4-20 days before the election.
- If it does not pass we can have an election for it again in September or November, but if that would not pass we would not be able to do it again until November (my mistake and misunderstanding before about this date).

Some basics to include in an article may include the following:

*The Bellevue Community School District will be conducting a special election on Tuesday, March 2 to reauthorize our current Revenue Purpose Statement for SAVE funds (Secure an Advanced Vision for Education). The current statement will*

expire on January 1, 2031 for all school districts in the state, as a result of the 2019 Iowa Legislature approving the use of revenue from the SAVE (sales tax) to be extended to January 1, 2051.

As a result, each school district will need to have an election to authorize the school board to spend the revenue from the revenue beyond January 1, 2031. The Revenue Purpose Statement is NOT increasing anyone's taxes. It is simply putting in writing the purposes the local school board will have the authority to spend the revenue generated from the sales tax funds.

The money is used for various purposes, including:

- Purchasing Transportation Equipment to Transport Students
- Purchasing Equipment for General School District Purposes
- Repairing, Remodeling, Reconstructing, Improving, or Expanding School Facilities or Buildings
- Expenditures for Energy Conservation
- Purchasing and Improving Grounds

Without this authority to spend funds, the district would not be able to complete various projects in the district. Some of these include:

- Purchasing Buses for Student Use, including school buses with improved safety equipment
- Purchasing and Installing Security Cameras throughout the district
- Construction and Renovation of the Addition to the Bellevue MS/HS Building
- Roof Repairs at the Bellevue Elementary School and the Bellevue MS/HS Building
- Construction and Renovation to the Elementary Office Area
- Improved Lighting in Hallways and Classrooms
- Renovations to the Music Room and Art Room

As you can see, these funds may be used for a variety of purposes. Future utilization of these funds may include the following:

- We can discuss these in the future...

This was not an action item at this month's meeting, but something to consider to establish for the meeting in December to start the process for having this election for the RPS. Remember: It is something that is not costing anyone anything at this time as it is the SAVE Fund...not property tax. It is simply for future use if a bond referendum would pass in the future for any amount we want to borrow from SAVE, etc. or for any other uses to simply be able to spend the money.

### **Enrollment Review and Budget Discussion**

#### **Enrollment Review**

The following is a review of our enrollment for state funding purposes as of enrollment on October 1. Since that time we have had four students return to

school from online learning and homeschooling, plus around four students move into the district and start school.

## Certified Enrollment 2020

### Summary Comparison

Description	Current	Previous	Change
Resident Public Students Attending your District (1)	577.00	583.00	-6.00
Resident Public Students Attending another Iowa Public School District (2, 3)	13.00	14.00	-1.00
Non Public Shared Time and CPI Students Dual Enrolled for District Classes (4, 5)	0.72	3.12	-2.40
Non Public Shared Time and CPI Students Dual Enrolled for PSEO Classes (4, 5)	0.00	0.00	0.00
Residential Facility Students Enrolled for District Classes (5)	0.00	0.00	0.00
Actual Enrollment (7)	590.72	600.12	-9.40
Non-Resident Public Students Attending your District (8, 9)	88.00	93.00	-5.00
PK 4 Students Attending your Statewide Voluntary Preschool Program (10)	36.00	32.50	3.50
Total School Age Students Provided Instructional Programs/Services by your District	665.72	679.12	-13.40
Limited English Proficient Weighting (13)	0.22	0.44	-0.22

## Certified Enrollment 2019

### Summary Comparison

Description	Current	Previous	Change
Resident Public Students Attending your District (1)	583.00	575.00	8.00
Resident Public Students Attending another Iowa Public School District (2, 3)	14.00	16.00	-2.00
Non Public Shared Time and CPI Students Dual Enrolled for District Classes (4, 5)	3.12	4.32	-1.20
Non Public Shared Time and CPI Students Dual Enrolled for PSEO Classes (4, 5)	0.00	0.00	0.00
Residential Facility Students Enrolled for District Classes (5)	0.00	0.00	0.00
Actual Enrollment (7)	600.12	595.32	4.80
Non-Resident Public Students Attending your District (8, 9)	93.00	101.00	-8.00
PK 4 Students Attending your Statewide Voluntary Preschool Program (10)	32.50	31.50	1.00
Total School Age Students Provided Instructional Programs/Services by your District	679.12	680.32	-1.20
Limited English Proficient Weighting (13)	0.44	0.44	0.00

## Certified Enrollment 2018

### Summary Comparison

Description	Current	Previous	Change
Resident Public Students Attending your District (1)	575.00	559.00	16.00
Resident Public Students Attending another Iowa Public School District (2, 3)	16.00	18.00	-2.00
Non Public Shared Time and CPI Students Dual Enrolled for District Classes (4, 5)	4.32	3.96	0.36
Non Public Shared Time and CPI Students Dual Enrolled for PSEO Classes (4, 5)	0.00	0.22	-0.22
Residential Facility Students Enrolled for District Classes (5)	0.00	0.00	0.00
Actual Enrollment (7)	595.32	581.18	14.14
Non-Resident Public Students Attending your District (8, 9)	101.00	89.00	12.00
PK 4 Students Attending your Statewide Voluntary Preschool Program (10)	31.50	26.00	5.50
Total School Age Students Provided Instructional Programs/Services by your District	680.32	652.18	28.14
Limited English Proficient Weighting (13)	0.44	0.00	0.44

## Certified Enrollment 2017

### Summary Comparison

Description	Current	Previous	Change
Resident Public Students Attending your District (1)	559.00	552.00	7.00
Resident Public Students Attending another Iowa Public School District (2, 3)	18.00	20.00	-2.00
Non Public Shared Time and CPI Students Dual Enrolled for District Classes (4, 5)	3.96	2.04	1.92
Non Public Shared Time and CPI Students Dual Enrolled for PSEO Classes (4, 5)	0.22	0.15	0.07
Residential Facility Students Enrolled for District Classes (5)	0.00	0.00	0.00
Actual Enrollment (7)	581.18	574.19	6.99
Non-Resident Public Students Attending your District (8, 9)	89.00	84.00	5.00
PK 4 Students Attending your Statewide Voluntary Preschool Program (10)	26.00	23.50	2.50
Total School Age Students Provided Instructional Programs/Services by your District	652.18	638.19	13.99
Limited English Proficient Weighting (13)	0.0	0.00	0.00

Some specific things of note:

1. Resident public students attending the district in 2016 was 552; This year it is 577 (down from 583 the previous year).
2. Resident students attending another public school district decreased from 20 in 2016 to 13 this year.
3. Actual Enrollment has moved from 571 students in 2016 to 590 this school year (down from 600 last school year).
4. Non-resident public students attending our district (Open Enrollment "In") has went from 84 in 2016 to 88 this school year (down from 93 last school year).
5. PK 4 Students Attending the Preschool Program has increased from 23.5 in 2016 to 36 this school year.
6. Non-Public students attending courses at Bellevue CSD went down from 3.96 in 2017 to 0.72 this year (recognize we are not sharing hardly any courses this school year during the first semester).
  - a. **What are our thoughts for the second semester for Marquette students sharing courses?** (We can continue with our current practice or change it in December).
    - i. No;
    - ii. Yes, but only through video at this time in specific courses; This does take extra planning for our teachers involved.
    - iii. Yes, but only through video at this time in any normal courses they are enrolled in typically; As mentioned before, this does take extra planning for our teachers.
    - iv. Yes, in-person; I hesitate with this based on the "mixing of students". This could be possible later if online learning is offered, but I would not recommend initially.

#### Budget Impact of COVID-19

Less enrollment means less state funding. But, we are still in a strong financial standing at this time. But, things can change at any time and the pandemic has caused significant concern across the state, nation, and the world (and in our own community).

At the same time, the State of Iowa has asked the district to categorize and calculate some savings from last school year and not having school for over two

months extending to the end of the fiscal year on June 30. Below is a brief summary:

- Transportation Costs - \$6500
- Summer School - \$7500
- CAPS - \$3500
- Zero/9th Block - \$3100
- Utilities - \$11,000
- Substitute Teachers/Associates/Etc. - \$20,000

Meyer also shared some budget projections for 3-5 years at the meeting, and they show that our Unspent Budget will still remain at roughly 12%-20% at year five (with recommendations to be between 5% to 15% at minimums).

This leads to a discussion on how to control some spending for staffing needs...

#### APPROVED - Early Retirement

*The following outline of an Early Retirement Plan is similar to what we have offered in the past, along with similarities to what other school districts have offered in the last few years. Additionally, the plan complies with the requirements set out in federal and state law.*

Some Basics of the plan for the seven eligible employees in the district:

1. \$25,000 stipend for teachers 55+ years of age with 15+ years of seniority and/or Step 15 of the salary schedule with 10 years of service in the district;
2. An additional \$250 stipend based on years of seniority to reward longevity, enrollment due by... (January date)
3. An additional bonus, based on \$75/day buy-back of unused sick leave days on June 30, 2021 would be available to those enrolling by... (January date)

If this type of plan would be offered, retiring staff members would get an amount between \$40,000 and \$47,000 approximately. This is based on their standing for points #1-3 above. In past years we discussed how many staff to allow for this. At this time we could afford this as needed likely, but having a maximum number of five may be beneficial.

#### Some information with this...

1. Would it save the district money? Yes. It would save approximately \$30,000/teacher per year and possibly up to over \$37,000. This is dependent on the experience of a new teacher in the district, as new teacher in the field enter the system with a starting salary of approximately \$35,000, where experienced teachers are granted some or all of their years of experience (usually not exceeding 8-10 years of experience on the salary schedule).

- a. Retiree Salary Average - \$62,000 estimate
- b. New Teacher Salary @ Step 1 on salary schedule - \$35,000
  - i. Potential Savings on salary - \$27,000

- c. Family Insurance/Year - \$15,000
- d. Single Insurance/Year - \$7000
  - i. Potential Savings on insurance - \$8000
- e. FICA/IPERS savings on salaries of new teacher - \$4000
- f. Overall Savings estimate -  $\$25,000 + \$8000 + 4000 = 37,000/\text{teacher}$

2. Would we for sure hire a new teacher with no experience? No;  
We would want to get the best teacher for our needs, but they would not receive all of their years of experience either. Even with this, we would save about \$25,000 roughly.
3. Do we need to offer it this year? No;
  - We are not in financial need. Yet, offering it could allow us to save additional funds as well for our future drop in enrollment and less funding for our district.
4. Could we wait until next year or another year? Yes
5. Do we ever have to offer it? No, it is not a mandatory action we need to do as a district.
  - It can assist us with cost savings, but it also takes away valuable experience at the same time. Can new teachers offer services to students? Yes, obviously (but lack some of the experience).
6. Does our enrollment impact this decision? Yes, potentially.
  - Our enrollment in the past school years has went up in the Certified Enrollment, but there is a decrease this year. Enrollment determines our state funding overall. As I mentioned, it is down this year and I cannot predict the future.
  - One way to gain funds and keep funds in a positive direction is to actually offer an Early Retirement Incentive. As I said earlier, it is not vital at this time...but, something which we must at least examine and consider in my opinion. I do not know how many would take the incentive, but...it is likely that some would. I also do not want to make this an every year event, but we can offer it when it will assist our district overall in designing programs and curricular areas. The last two times have been after three years.

**APPROVED - School Budget Review Committee - Modified Allowable Growth**

We are eligible to apply to the Iowa Department of Education School Budget Review Committee (SBRC) for extra spending authority for our increasing enrollment this year and for Open Enrolled Out students not enrolled in the 2018-2019 school year.

The amount we are eligible to apply for in regard to "Increasing Enrollment" is \$0 (As a reference, last year it was \$33,942.30). The amount for "Open Enrollment Out not in Fall 2019" is \$27,520 (Last year it was \$7409). We will

also receive authority for ELL of \$1558 (we did not receive any for this the last several years). I recommend we approve this at the meeting, as this is a normal procedure to fund for students that we did not receive money from last year's enrollment (which determines this year's budget). This is only authority, not cash. I recommend we approve this.

### Increasing Enrollment

Actual Enrollment Fall 2019	600.1
Actual Enrollment Fall 2020	590.7
Increase	0
Current Year DCPP	7085
Maximum On-Time Funding Modified Supplemental Amount for Increasing Enrollment	0
Request \$	<input type="text" value="0"/> <input type="button" value="Request Max"/>

(Changes to student data are reflected immediately)

### Open Enrollment Out not in Fall 2019

Open Enrollment Out Students on Fall 2020 Certified Enrollment but not on the Fall 2019 Certified Enrollment	<u>4</u>
Open Enrollment Out Students Minus Increase (previous section)	4
Last Year's State Cost Per Pupil for Open Enrollment Out	6880
Maximum Modified Supplemental Amount for Open Enrollment Out	27520
Request \$	<input type="text" value="0"/> <input type="button" value="Request Max"/>

(Changes to student data are reflected immediately)

### ELL Beyond 5 Years

Students Served Beyond 5 Years	<u>1</u>
Weighting	0.22
Total Weighting	0.22
Current Year DCPP	7085
Maximum Modified Supplemental Amount for LEP Instruction Beyond 5 Years	1558.7
Request \$	<input type="text" value="0"/> <input type="button" value="Request Max"/>

## Comet Reading and Reflection - Education Innovation and Preparation

While we have focused a significant amount of time on having school in a face-to-face environment this school year, maintaining healthy environments for students, staff, and others, and simply "making it work", we must also focus on educational innovation and preparation for our students and staff. I have been having this conversation with our administrators and the instructional coaches for the last few weeks, and will continue with the DLT and others in the future. But, I felt this excerpt from a book the teachers are reading as a group.

### Why Innovation in Education Is Critical

Visiting more than 500 classrooms across the world has provided me insight into the tremendous shifts in education. It's inspiring to see educators who are looking to their learners, ensuring relationships are the core, continually learning to evolve in their practice, making evidence-informed decisions, and creating empowering learning experiences based on the needs of the learners. I have also noticed the discrepancy in the range of access and opportunities kids have in schools. As I am encouraged to see more and more learner-centered practices, I also feel a sense of urgency to make these experiences and environments the norm throughout education for all children.

The challenge I see in classrooms and hear about in conversations with students, teachers, administrators, and families is that there is misalignment between our aspirations—what we believe that learners need—and what we actually do in schools. Too often, our past practices and mindsets about change prevent us from developing learner-centered experiences aligned with our vision. I get it. The potential cost of failure feels far more risky and potentially damaging than managing the status quo. The more I think about this though, the more I realize that failure is what happens when we allow zip codes to predict test scores and student engagement and motivation to decline rapidly the longer kids are in school. The fact that the tutoring industry outside of the school day is a goldmine is an indication that, although students want to learn and prepare for their future, they are increasingly ill-prepared for the workforce, underemployed, or just plain lost when it comes to life after school. It's also evidence that the high-stakes



standardized accountability systems in our schools are at odds with authentic learning.

To redefine success, we also have to define what it really means to fail. If we were really afraid of failing our students and our communities, we would be relentless about looking at the learners we serve, evolving our pedagogical practices, and creating the systems and policies that support a more holistic view of success that aligns with the world we live in and ridding them of ones that impede authentic learning, growth, and innovation.

Educators are working harder than ever, but I wonder if sometimes we are getting better at the wrong things. Our system was designed for a different era where standardization was the goal and, as a result, is not intended to develop the skills our students need to be successful today. Changing the education system can seem daunting if we focus on all the barriers, but then we must remind ourselves that it was designed by people. The Committee of 10 (in 1892) created the rules that reflected the values of the late 1800s and designed a system to prepare learners for an industrial era. Our world and our needs have changed, and will continue to, and the only way to change the system is through people who believe in themselves and our collective future enough to make the changes that are necessary today. That means you are part of the solution, and that is why we must innovate inside the box.

### Information Items

#### Extracurricular Updates

The River Valley Conference Board of Control (mainly superintendents) met on Thursday morning to discuss the upcoming winter sports seasons. Some decisions from this meeting are below:

1. Coaches and anyone on the bench will be required to wear a mask. Obviously when a player comes out of a basketball game, etc. they will have some time to put it on.

2. Two rows will be "no seating" behind the team benches/areas.
3. All fans who are in attendance and in the building will be required to wear a mask (if eating or drinking they do not have to have a mask on).
4. There was significant discussion about limiting seating for all districts, but at this time this is not going to be the case. The BOC is going to meet in early January to evaluate our current situations with attendance and seating, along with activities directors from the districts.
  - a. Individual schools may have their own seating requirements and regulations, including limiting attendance, designated seating areas where some rows or areas are "blocked off", etc. Every school has a different amount of seating in their bleachers as well.
    - i. Bellevue is planning on having the one section on the visitor side near our bench area for basketball for pep band (which we are going to allow).
  - b. Individual schools will publicize to their fans their requirements, along with the requirements for visiting other districts and schools.
  - c. The conference wrestling tournament at the end of the regular season, a well-attended event, will likely have limited seating based on space and gyms being overcrowded quite normally.
5. All cheerleaders must wear masks at all times (cheering or not).
6. The state is not recommending wrestling cheerleading, but most schools are going to allow it.

On another note, earlier in the year the RVC Band and Vocal Festivals were canceled.

Below is an outline of the Winter Sports Coaches Meeting that was held on Sunday evening.

1. Facemask Requirements
  - a. In locker room
  - b. Coming to practice in hallways
  - c. Leaving the facilities
  - d. Getting on the bus (possibly on the bus ride)
  - e. entering/exiting other facilities
  - f. While on the bench
  - g. Coaches
2. Sanitizing
  - a. Equipment
  - b. Practice
  - c. Games
  - d. Hands- games/practices - *Coaches squirt team members; At scorer's table*
  - e. facilities
3. Locker Room usage (*Keep your "bubble" or "pod"*)
  - a. Wrestling and Basketball at different times
  - b. Visiting Teams for Wrestling and basketball
  - c. Officials
4. Separating groups

- a. Keep same pods as much as possible
  - b. Split JV and varsity teams for practice
  - c. Separate busses for boys and girls?
  - d. Attendance at Practice
  - e. *Open Gyms - Only our students as a whole*
5. Other Items
- a. Shirts and skins for boys basketball
  - b. Washing of practice gear
  - c. Assigning lockers
  - d. Towels and water bottles
  - e. Transportation
  - f. *Mask placement during games (two rows)*
  - g. *Be mentally prepared to miss games due to COVID*

### **Free Breakfast and Lunch**

At this time meals will be free for the rest of the school year.

### **IASB Convention**

November 17 in the evening for delegate convention; November 18 & 19 for annual convention (all online). Let Meyer know if interested.

### **Midterm Superintendent Evaluation**

This is an informal evaluation as the official evaluation is in June, but this allows board members to share their thoughts at the January Meeting.

## Covid-19 Guidance for Indoor Music Performances

IHSMA makes no claim that following these mitigations create a risk free environment. Following the mitigations listed below can reduce the risk of in-person performance while still moving forward with live performances.

### Performers:

1. Mask all performers
2. Mask all woodwind and brass instruments (adhere to latest NFHS instrument masking guidance)
3. Social distance all performing ensembles
4. Limit concert time to between 30-45 min or less

### Audience:

1. Mask all concert attendees
2. Limit attendees so the audience can be socially distanced.
3. Have hand sanitizer stations available.
4. Create one-way movement in and out of the facility
5. (might need to consider multiple concerts).

Each school should consult with their local health departments in making the determination as to how and when it is appropriate to proceed with in-person indoor music performances that include a live audience and what mitigations should be employed when doing so.

## Covid-19 Guidance for Pep Bands

IHSMA makes no claim that following these mitigations create a risk free environment. Following the mitigations listed below can reduce the risk virus transmission while still moving forward with live music performances.

### Performers:

1. Mask all performers (at all times if possible - requires mask with opening for mouthpiece; if not, then at least when not playing)
2. Mask all woodwind and brass instruments (adhere to latest NFHS instrument masking guidance)
3. Seat the band in a socially distant manner

Each school should consult with their local health departments in making the determination as to how and when it is appropriate to proceed with in-person indoor music performances that include a live audience and what mitigations should be employed when doing so.

**NOTE:** If host sites do not plan to require masks of spectators and/or require social distancing of spectators it makes no sense to require the above mitigations for the pep band. The aerosols emitted while performing on a musical instrument or singing are no greater than those emitted by someone cheering at a ball game. - [University of Colorado-Boulder Aerosol study, pg. 33](#)

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

- Jeanette Hartung-Schroeder discussed coverage in the buildings for illness and quarantine, and the learning at the elementary level.
- Jeff Recker discussed sub coverage, along with the Student Council Veteran's Day Meal on Wednesday, and a leaf raking activity. Additionally, he spoke about eSports and the leader of this being community member Josh Richter and Quiz Bowl with Math teacher Adam Smith.
- Meyer shared some potential interest in a soccer program at Bellevue HS, and exploring more daycare options for students.

**Adjourn**

Next meeting is on December 14, 2020.