



BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

SUPERINTENDENT

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Comet Highlights - April 13, 2021 - Notes from the April 12, 2021 School Board Meeting

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

April 24	Bellevue Athletic Booster "Fun Run" (ATV)
May 17	6-12 Band Concert - 6:30
May 18	6-12 Vocal Concert - 6:30
May 25	High School Awards Night - 6:30
May 28	"Beyond the Blue" Recognition Evening (tentative)
May 29	Graduation - 4:00 PM (Saturday)
June 6-9	Tractorcade - WMT Radio Sponsor (more information to come)
July 25-August 1	Family Week - State Sanctioned - No student
activities in	school during this time period in any schools across the
	state for athletics.
August 9	Fall Sports Practices Start (XC, VB, & FB)
August 23	Tentative 1st Day of School

Consent Agenda

Open Enrollment

- Samantha Leefleur - 5th grade - Andrew to Bellevue - This is due to a family change and moving by the family.
- Caroline Childers - K - Bellevue to Andrew - This is prior to the deadline for K students, and is a result of parents requesting this based on their work, etc.

Approve Recommendations to Hire

- Elementary Music - Victoria Schuler - She has three years of experience at the Galena Schools teaching MS and HS, but wishes to be at the elementary level predominantly. I am recommending that she be a full-time teacher for our district, which will predominantly include elementary music but will also integrate into an hour or so a day in another area potentially (or expand the music and arts at the elementary level).
- High School Head Girls Basketball Coach - Scott Jess - Scott has coached HS and MS in the past, along with experience as a head coach in the past. Scott has the philosophy and skills to continue the strong program, and grow it even further in the future.

- Assistant HS Baseball Coach - Jake Schaefer - Jake has coached at neighboring schools in the past, and appears to be a good fit for the Assistant HS Baseball position for the 2021 summer.
- Assistant HS Softball (9th) - Carli LaCoursiere is being recommended to be an Assistant HS Softball position for the 2021 summer. Carli volunteered in the past season.

Recognize any Visitors

Jeff Recker, Jeanette Hartung-Schroeder, and Tracey Till (Teacher - BEA)

Public Hearing - Budget

Reminder: We will have a public hearing at the start of the board meeting (after the Consent Agenda) in regard to the budget for FY2022. The hearing was for members of the audience to attend and voice their perspectives. The Board will have time to discuss this in the next agenda item.

No one spoke during this time allotment.

APPROVED - Approve the Proposed FY22 Budget

Below are some tax rate trends for Bellevue through the last several years, along with tax rates in some neighboring districts for FY21.

Bellevue Tax Rates:

- FY16 12.2979
- FY17 12.2942
- FY18 12.1923
- FY19 12.1619
- FY20 11.7808
- FY21 10.8840
- FY22 10.87322 (*Published for our hearing on April 12, 2021*)
 - **APPROVED RATE**

Other districts in FY21 (I do not know their proposed rates for FY22):

- Alburnett 15.1722
- Anamosa 15.7822
- Andrew 11.6111
- Cal-Wheat 11.9904
- Camanche 12.6146
- Central City 17.6000
- DeWitt 14.0935
- Clinton 16.7343
- Dubuque 14.6625
- Durant 11.4974
- East Buchanan 13.8952
- Easton Valley 14.7213
- Lisbon 18.2448
- Maquoketa 13.1311

- Midland 14.0086
- Monticello 14.1646
- North Cedar 13.3861
- Northeast 14.8692
- Tipton 11.6035
- Western Dubuque 11.2321

On another note...Some may ask why do we get all the money we can, and why not try to not get all the money and lower taxes even more? My response is that we have a need to fund the programs for our students and to upkeep facilities adequately, and without utilizing the most we can we are going against what every public school across the state does...we are already low on funds, why would we not seek all we can and are told to by the state when they give us the funds, responsibility, and right to do so? Ultimately, it is for student learning and we will continue this in the future as well.

Ultimately, a few things to remember with this and why state aid matters as we move forward and approve our budget:

- The less money that the Iowa Legislature approves for schools, the more local property taxes that schools must levy on their community.
- The more money that the Iowa Legislature approves for schools, the less local property taxes that schools must levy on their community.
- Bellevue has traditionally had lower than average property taxes in our area, and as a whole in the state. The budget that is being published for approval at the public hearing is based on the 2.4% State Aid signed by the Governor. Overall, the budget needs to be fair, and serve our students and community well.

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

I recommend we approve this budget.

APPROVE - Resolutions for the Refinancing of Bonds

The following three agenda items are all related to the \$2,172,000 in School Infrastructure Sales, Services and Use Tax Revenue Refunding Bonds, Series 2021. They are all individual agenda items, and they need to be approved by the Board.

- Act upon the resolution appointing Paying Agent, Bond Registrar, and Transfer Agent, Approving Paying Agent, Bond Register and Transfer Agent Agreement and Authorizing the Execution of Same.
- Act upon the Approval of Tax Exemption Certificate.
- Act upon the Resolution Authorizing the Terms of Issuance and Providing for and Securing the Payment of School Infrastructure Sales, Service, and Use Tax Revenue Refunding Bonds

Comet Curriculum - Graduation and Dropout Rate

The state recently released graduation data for our school district, along with dropout out data. I have included it below, along with trend data for the last several years. You will notice that our graduation data for 2019-2020 was 92.3% for 4-year, but 100% for completing credits in 5 years. One thing to remember is that this data does not include 4 of the 5 students who did graduate due to state reporting discrepancies. For example: 2 students "graduated" but still attend skill for life skills in our district, but since they still attend our district based on IEP data they are listed as non-graduates (I know this does not sound accurate or "right", but it is). In addition, we had two students who completed their credits off-campus at the Kirkwood Center in Monticello, which also count as non-graduates. Therefore in actuality, we had one student who did not graduate last year with the credits needed to graduate.

Graduation Rate - Bellevue's Specific Data and Trends:

(4 & 5-Year Graduation & Dropout Data)

District	4-Year Graduation Rate%	Dropout Rate%	5-Year Graduation Rate%
Bellevue	92.3	0.6	100
Anamosa	95.8	1.3	88.5
Cal-Wheat	97.3	0.5	94.1
Camanche	91.9	1.5	98.6
Clayton Ridge	83.0	2.4	86.4
DeWitt	93.3	0.7	97.4
Clinton	82.6	2.6	89.8
Dubuque	85.7	2.1	91.0
Durant	88.9	2.8	90.2
Easton Valley	100	0.9	89.7
Ed-Co	100	0.9	100
Lisbon	97.3	0.7	97.8
Maquoketa	93.4	1.0	97.7
Maquoketa Valley	95.6	0.3	100
Midland	93.9	1.3	95.5
Mid-Prairie	88.0	1.5	89.5
Northeast	95.3	0.0	98.5
North Cedar	87.3	0.6	92.9
Tipton	90.1	1.4	89.4
West Branch	95.2	0.5	90.6
West Liberty	89.6	2.5	97.2
Western Dubuque	98.9	0.1	99.0
Wilton	96.2	1.8	94.6

4-Year Graduation Rate Trendline

	<u>Bellevue</u>	<u>State</u>
2005	93.44%	90.7%
2006	89.06	90.8%
2007	94.9%	90.5%
2008	100%	88.7%
2009	93.5%	87.2%
2010	100%	88.8%
2011	95.8%	88.3%
2012	100%	92.1%
2013	96.0%	89.7%
2014	98.2%	90.5%
2015	96.5%	90.8%
2016	98.04%	91.3%
2017	93.75%	91.0%
2018	97.78%	91.4%
2019	98.33%	91.6%
2020	92.3%	91.8%

Bellevue CSD Average over the last 5 years: 96.04%; State Average: 91.42

Bellevue CSD Average over the last 16 years: 96.1%; State Average: 90.325

*5-Year Cohort Graduation Rate for Bellevue CSD (2020) is 100%; State Average is 93.5%

Dropout Rate

	<u>Bellevue</u>	<u>State</u>
2005	0.88%	2.14%
2006	2.28%	2.14%
2007	0.94%	2.31%
2008	0.48%	2.85%
2009	0.33%	2.16%
2010	0.31%	2.34%
2011	0.63%	2.32%
2012	0.31%	2.18%
2013	0.90%	2.83%
2014	0.31%	2.70%
2015	1.20%	2.48%
2016	0.32%	2.8%
2017	0.31%	2.8%
2018	0.90%	2.67%
2019	0.57	2.7% (est.)
2020	0.6	2.2%

2021-2022 Calendar - PUBLIC HEARING SET FOR MAY 10, 2021

The following is a close to final draft of the proposed calendar for the 2021-2022 school year. Some key points:

- School year starts for students on Monday, August 23; The final day would be on Wednesday, May 25. This allows for two student days to be made up that week, similar to this year's calendar.
- This calendar includes two-days off prior to a weekend in April, along with two days after a weekend for families (one of the final two days is professional learning for staff). This gives somewhat of a "spring break" around a holiday.
- There are 4-days of Professional Learning for teachers at the start of the school year. We had 5-days earlier this year for professional learning, but one of those days was an optional Teacher Quality Fund Day. This is needed for many aspects of "covering" many things prior to the year starts from legal obligations, instructional and student learning goals, etc.
- 2-Hour Early Dismissals on P/T Conference Dates (not 3-hours as was previously done); No Professional Learning on these days. The consistent time is easier for parents as they plan daycare and for their memory of early-release times.
- There are a total of five early-dismissals (not including parent-teacher conferences); the 2020-2021 school year had six early dismissals. This was reduced as a result of adding an additional full-day of professional learning for staff (which was recommended by many teachers in the DLT). The 2020-2021 school year had three full-days matching this description. This leads to 179 student days (not 180 as the previous year).
- Our early dismissal dates are coordinated with the same dates at Andrew and Maquoketa overall, yet they have more early dismissal dates than we do in a typical month. No-school dates are also coordinated overall, but there is one that is not coordinated with one of the schools at this time.

2021-2022 School Calendar – DRAFT 9C (3.23.21)

Summary of Calendar:
 Days/Hrs. in classroom:
 First Semester 83/529.5
 Second Semester 96/616.0
Total 179/1145.5

Required Hours 1080

CALENDAR LEGEND

Start/End of Quarter/Semester
 Teacher Professional Learning
 Parent-Teacher Conferences
 No School Days
 Early Dismissal Days

HOLIDAYS:

Labor Day (9/6)
 Thanksgiving Day (11/23)
 New Year's Day (1/1)
 Martin Luther King Jr. Day (1/17)
 President's Day (2/21)
 Memorial Day (5/30)

Some Specifics for this Calendar Draft:

- It includes 4-days of Professional Learning for teachers at the start of the school year. We had 5-days earlier this year for professional learning, but one of those days was an optional Teacher Quality Fund Day.
- A Teacher Quality Day will be added to the beginning or end of the school year potentially, depending on the agreement of administration and the TQ Committee. Teachers receive extra compensation for this "optional" day of learning.
- 2-Hour Early Dismissals on P/T Conference Dates (not 3-hours as was previously done); No Professional Learning on these days.
- This calendar has five early-dismissals (not including parent-teacher conferences); the 2020-2021 school year had six early dismissals
- This calendar has four full-day Professional Learning days for staff (no school for students), minus those at the start/end of the school year; The 2020-2021 school year had three. This leads to 179 student days (not 180 as the previous year).

August 2021					Student Days/Hours	
M	T	W	Th	F		
16	17	18	19	20		
23	24	25	26	27	5	32.5
30	31				7	45.5
September 2021						
		1	2	3	10	65
6	7	8	9	10	14	91
13	14	15	16	17	19	121.5
20	21	22	23	24	24	154
27	28	29	30		28	180
October 2021						
				1	29	186.5
4	5	6	7	8	34	215
11	12	13	14	15	39	247.5
18	19	20	21	22	44	278
25	26	27	28	29	49	310.5
November 2021						
1	2	3	4	5	53	336.5
8	9	10	11	12	58	369
15	16	17	18	19	63	401.5
22	23	24	25	26	65	414.5
29	30				67	427.5
December 2021						
		1	2	3	70	447
6	7	8	9	10	75	479.5
13	14	15	16	17	80	510
20	21	22	23	24	83	529.5
27	28	29	30	31		
January 2022						
3	4	5	6	7	87	555.5
10	11	12	13	14	92	588
17	18	19	20	21	96	614
24	25	26	27	28	101	646.5
31					102	653
February 2022						
	1	2	3	4	106	679
7	8	9	10	11	111	709.5
14	15	16	17	18	116	742
21	22	23	24	25	120	768
28					121	774.5
March 2022						
	1	2	3	4	125	796.5
7	8	9	10	11	130	827
14	15	16	17	18	135	861.5
21	22	23	24	25	140	894
28	29	30	31		144	918
April 2022						
				1	145	924.5
4	5	6	7	8	150	957
11	12	13	14	15	153	976.5
18	19	20	21	22	156	996
25	26	27	28	29	161	1028.5
May 2022						
2	3	4	5	6	166	1061
9	10	11	12	13	171	1093.5
16	17	18	19	20	176	1128
23	24	25	26	27	179	1145.5
30	30					
June 2022						
		1	2	3		
6	7	8	9	10		

August 16 New Teacher Orientation
 August 17-20 Teacher Professional Learning
 August 23 First Day of School
 September 6 Labor Day (No School)
 September 15 2-Hour Early Dismissal for (Teacher Professional Learning)
 October 6 & 7 Parent-Teacher Conferences (2-Hour Early Dismissal)
 October 8 No School
 October 20 2-Hour Early Dismissal for (Teacher Professional Learning)
 October 22 End of 1st Quarter (44 days)
 Nov. 1 No School for Students (Teacher Professional Learning)
 Nov. 24-26 No School (Thanksgiving Break)
 Dec. 15 2-Hour Early Dismissal for (Teacher Professional Learning)
 Dec. 22 End of 2nd Qtr/1st Sem (38 days/82 days)
 Dec. 23-Jan. 2 No School (Winter Break)
 Jan. 3 No School for Students (Teacher Professional Learning)
 Jan. 4 Start of 2nd Semester
 Jan. 17 No School (Teacher Professional Learning)
 Feb. 9 2-Hour Early Dismissal for (Teacher Professional Learning)
 Feb. 21 No School (President's Day)
 March 2 & 3 Parent-Teacher Conferences (2-Hour Early Dismissal)
 March 4 No School
 March 11 End of 3rd Quarter (47 days)
 March 14 Start of 4th Quarter
 March 30 Professional Learning (2-Hour Early Dismissal)
 April 14-19 No School
 April 19 Teacher Professional Learning
 May 25 End of 4th Qtr/2nd Sem (51 days/98 days)
 May 26 Teacher Professional Learning
 May 28 Graduation
 May 30 Memorial Day

COVID-19 Update

Things have been relatively quiet in Bellevue (not in all school districts in the state) in regard to COVID-19 quarantines and positive tests at this time, although we have had some instances of exposure where students have been tested. I do know that some neighboring school systems are experiencing some positive tests and some quarantines as a result. I will share more information at our meeting.

We are still following CDC and Iowa Department of Health Guidelines in regard to masking and other procedures. I anticipate this staying the same through the rest of the school year.

Track Meet Protocols

The following are track meet protocols. Each individual meet may have their own rules, but as a whole all meets are requiring participants to have a mask on until their event takes place. Spectator rules may vary, but we will follow what we did at football games in September and October (which is in line with other districts overall in our conference and area, although Durant and Wilton do not have a mask requirement - which we also do not have meets there).

Below is a statement we will be posting for those interested for when we have our first meet.

Guidelines for Home Track Meets for the Bellevue Community School District - March 2021 Update

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

Face Coverings

- *All spectators are strongly encouraged to wear face coverings at games when social distancing cannot be maintained, such as in the bleachers or standing by others.*
- *A face-covering being worn is required for everyone entering the facility, along with ordering items at the concession stand.*
- *Participants are required to wear a face-covering up until the time of their event starting.*

Spectator Expectations

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

Concession Stands

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

Symptom Awareness

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

High Risk Symptoms	Low Risk Symptoms
New cough, shortness of breath or difficulty breathing, new loss of taste or smell	Fever, headache, muscle and body aches, fatigue, sore throat, runny nose, congestion, nausea, vomiting, diarrhea
*Fever indicates a temperature of 100.4 degrees Fahrenheit or higher, and students should stay home with a fever.	

Tom Meyer
Superintendent

Jeff Recker
MS/HS Principal

Dave Wright
Activities Director

School	Track Athletes	Fan Requirements
Anamosa	Wear mask until they compete	MASKS REQUIRED
Bellevue	Require athletes to wear masks until race begins	Must wear masks entering/exiting the facility and while at the concession stand
Camanche	Wear masks until they compete	Masks required - not limiting spectators at this time
Cascade	Wear a mask unless competing in an event	mask optional, not limited, bleachers marked everyother
Durant		
Mid-Prairie		
Monticello	Athletes will wear mask unless competing	Masks required in stadium
North Cedar		
Northeast	Require athletes to wear masks until race begins	Must wear masks entering/exiting the facility and while at the concession stand
Regina		
Tipton	Require athletes to wear masks unless warming up or competing in an event	Masks required in the bleachers and anywhere it is not possible to physically distance
West Branch	Athletes will wear mask unless competing	Masks required in bleachers and at concessions
West Liberty	Athletes wear masks unless competing	Masks required
Wilton		No mask requirement

APPROVED - 28E Agreement with the EICCD - Career Counselor

I am recommending we approve a 28E Agreement with the Eastern Iowa Community College District (EICCD). Jeff Recker, Scott Jess, and I have been working with EICCD to enhance our career planning for students over the last several weeks in regard to having a career counselor (College and Career Transition Counselor (CCTC) work directly with our district. Some key aspects:

- This would be at no expense to the Bellevue CSD as we utilize Operational Sharing funds for this position. The contract would be held by the EICCD, and the salary and benefits would be covered by our contribution of state funds designated specifically for this role.
- While this individual would be employed by the EICCD, this would be for all students planning on attending any type of college in general - not limited to those attending EICCD.
- College and Career Transitional Counselors (CCTC) are shared positions, partially funded by high schools and community colleges. The counselor would tentatively be in Bellevue two days a week, in Maquoketa two days a week, and at the EICC campus one day of the week.
 - CTCC Counselors spend time at partner institutions each week, helping provide students with information about various career options; helping shape their career exploration and studies; and, providing guidance and assistance so that students identify career and educational goals and take the necessary steps and engage in programs to make a successful transition from high school to college and careers. CTCC Counselors can focus solely on these services as they are freed from the heavy loads of traditional high school counselors providing other services.
- CCTC Counselors will assist high school students in exploring college career options and preparing for careers with necessary training and education while in high school, and then successfully transitioning to work or their chosen college or university.
- This type of program is needed to supply Iowa business and industry with the skilled workforce they need to thrive. The percentage of high school graduates pursuing education or training beyond high school has declined for three years in a row—for the first time in American history.
 - Even in the highest performing high schools in Iowa, as many as 20 percent of graduates seek no education or training of any kind beyond high school, including university, community college, apprenticeships, military, or industry-based training.
- This proposal seeks to engage high school juniors and seniors in post-high school planning, especially for students who do not see themselves following a traditional college or university education and degree pathway.
- The demand for skilled workers to fuel America's economic recovery and expansion greatly exceeds the number of skilled adults available to fill open workforce positions in skilled jobs.
 - The U.S. Department of Labor estimates are that 65 percent of jobs vacant or being created require some postsecondary education, training, and credentials that have value in the marketplace. However, only approximately 45 percent of Iowans hold postsecondary credentials, including bachelor's degrees, associate degrees and certificates in technical fields, industry-based credentials, etc. There is a huge mismatch in workforce development needs and adults

with requisite education and skills. The need is a more educated and prepared pipeline of persons interested in requisite training. Iowa's community colleges have the capacity and can expand quickly to deliver training in all high-demand fields.

- A related challenge is that high school counselors currently have average workloads of 400 or more students per counselor. Servicing the needs of these students, including managing mental health, family concerns, discipline and attendance issues, is a huge task. This makes ongoing career exploration and support virtually impossible at the needed scale.
- This Community Project Funding request proposes to provide additional resource specialists to supplement high school counselors and assist students to make the connection between high school, college and careers.

APPROVED - Board Policy 704.2

At the March 29 meeting we will initiated action on the following policy that is recommended by our attorneys in regard to the issuance of Bonds. We will need to approve this policy at the April 12 meeting. An explanation of this is the following:

A few years ago, the IRS changed the 8038G filing (the tax return we file with the IRS after bonds are issued) to have the Issuer (i.e., the District) affirmatively check 2 boxes on whether they have in place "written procedures" for the administration of tax-exempt debt. There are a number of on-going obligations that fall on the "Compliance Officer", such as documenting expenditure of bond funds, investment returns, and the on-going operations for governmental purposes (i.e., monitoring private use in bond-financed facilities, which we discussed). We suggest the District's SBO (School Business Officer) be designated the Compliance Officer/Coordinator since that person usually has or has access to the information required to be monitored under the policy. Remember, it is not that the Compliance Officer/Coordinator know how to resolve the issues, just spot the issues and know who to call to help determine if an issue exists or to help resolve/address the issue.

Current Policy for Debt Management, and additions, are at the end of the notes.

Facilities Discussions

Meyer provided an update on our current projects and some recent discussions on projects, along with providing time for discussion on more long-term planning and projects.

Funds for Capital Improvement Projects

It was outstanding to save money on our current debt, over \$350,000, along with hearing from Matt Gillespie about our future funding avenues for other improvements. Below is the information I gained from that meeting:

General Obligation Bond Funds with a 60%+1 vote:

- \$2.70 GO Bond \$12.5 million

- \$4.05 GO Bond \$19 million

PPEL with board approval, and no vote or public hearing needed

- \$1.34 PPEL \$3.5 million

SAVE with board approval, and a public hearing

- 20 Years \$4.2 million

Some scenarios include the following:

- GO \$2.70 vote and SAVE \$16.7 million
- GO \$.270 vote with PPEL \$16 million

Recognize the following:

- These are estimates (our enrollment also impacts the SAVE...higher enrollment = more funds)
- We also have other needs that we use SAVE and PPEL for, including roofs, building needs, and future building needs (Ag/STEM building, upgrades to current buildings and facilities overall)

I do believe we need to establish a "visual" where facilities will be located in the future. I believe there is a need for an Ag Room (possibly with STEM or even Industrial Tech upgrades in the future), and potentially moving the Industrial Tech and Bus Barn to make room for other upgrades, and many other future needs to be considered.

Another consideration to keep in mind in regard to a new elementary school is to add a daycare to it on-site. I have worked some with a local church on potential space for this at their site, including architectural analysis with Legat Architects, the Iowa Department of Human Services, the Fire Marshall, etc. It is possible, but is this what we want at this time? Do we want to potentially wait until a new building is approved or renovations to our current building. The benefit of having it on-site is the convenience aspect for our parents when dropping off students for school.

Meyer will share past "diagrams" and "maps" of the property to board members in the near future in order to take the next steps in planning and deciding what the best next steps are for the district.

Academic and Athletic Opportunities

Teaching Staff

Below is some information on upcoming positions:

1. **Elementary Music** - This position was approved earlier in the meeting this position to an individual as a full-time position.
2. **TLC** - The Teacher Leadership Core Team (Administrators, 2 Instructional Coaches, and 5 teachers on the team) interviewed current teachers, based on requirements from the state on how the Teacher Leadership Compensation Funds can be utilized. The two positions (and chosen applicants) are listed below, along with a description:

- a. Technology (Matt Jaeger) - 0.5 time; This is necessary in order to allow for the staffing to meet the current needs in our district. Matt Jaeger is the only applicant for this position, and this would mean that he would spend the morning as a Technology Advocate/Coach, with his afternoons mainly being spent with the Bellevue BIG program.
- b. PK-12 Curriculum Specialist (Jessica Hingtgen) - 1.0 time; This is also a need at this time to allow for the district to continue to "grow" the curriculum in multiple ways. This includes the following as a basic description:

Primary Roles (main emphasis):

- Facilitate Curriculum Alignment (K-12)
- Facilitate Cross-Curricular Alignment (K-12)
- Student Learning Interventionist
- Assisting teachers to "reach/connect" with students
- Assisting teachers in meeting learning needs of IEP/Regular Education students

Secondary Roles:

- Assist in Curriculum Development
- Advocate for Student Engagement in Classrooms
- Coordinate Student Learning Data Collection (and use to improve learning)
- Assessment Coordinator for the District
- Collect and Analyze Building and District Attendance and Behavioral Data

The funds are allocated to our district each year, and allow for these positions (along with mentors, model teachers, instructional coaches in our district's case). Recognize this means we will need to potentially replace these positions accordingly for next school year to serve in the classroom.

3. 1st Grade Teacher - We are planning interviews for the week of April 12 at this time. We currently have nearly 30 applicants (which is a very good number to select from for our district).
4. Coaching - We have openings for volleyball and one more position for assistant softball.

Funds

The impact of COVID-19 on our finances in some areas is obviously evident, and while our general fund will be positively impacted by federal funds some of our other areas (activity funds, etc.) will not be assisted.

The Athletic Department is doing okay, although a historical trend would share an increase in costs without an increase in funds to pay for this. But an overview is below:

Athletic Department Funds (as of February of each year...comparing relatively comparable months):

2021	\$15,179
2020	\$18,734
2019	\$28,347
2018	\$17,888
2017	\$28,432

Why the variances and changes? Below are some impacting factors:

- Gate revenue is the same or lower - It is impacted by successful teams, good weather (especially football)
- Official's Pay increase (2012 rate - 2021 rate)
 - Basketball \$85-105
 - Baseball \$90-110
 - Softball \$85-110
- Cross Country and Track expenses have increased dramatically for meets, along with training resources/costs for "tools" for coaches to utilize with athletes has also increased
- Entry Fees went from around \$60/meet to up to \$150/meet (recognize we saved money last year on entry fees for track and golf with no meets)
- Basic "ball" prices have also increased from 2012 until the present
 - Baseballs - \$56/dozen to \$76/dozen
 - Basketballs - \$40 each to \$65-\$70 each
 - Volleyballs - \$34 to \$38 (small increase)

One thing we are looking at doing next year is to run a school-sponsored (athletic department) basketball tournament (girls and boys...age groups...etc. for options). We have also discussed a simple "fund drive" that I had experience with at another school where we chose one night in the Fall to go door-to-door asking for donations (advertising prior) - About 20 years ago this would bring in over \$10,000 in one night (this may not be quite as easy in our community with two schools, this being a new program, etc.). We also have some other things we do through the athletic department and its coaches.

The Athletic Booster Club has noticed a decrease in revenues. While they have done a "Booster Supper" in the past, this has not been done the last several years. They are planning on this in the future, and are scheduling an ATV ride for the future (April 24). The Boosters also suffered from limited concessions and crowds during COVID-19 this school year, along with no track meets last school year and no baseball or softball concessions last Summer.

Booster Balances from February of each year listed below:

- 2021 \$4789
- 2020 \$6537
- 2019 \$8725
- 2018 \$10,138

Are any of the areas "out of money"? No. But, more money is always good to have on hand. The Booster Club's balance is concerning, as they have been hit

significantly by COVID, and some other things being canceled due to the pandemic. But, they are working on some ideas and we have pushed back some uniforms (at my request) for another year - which our jersey rotation is some of the more frequent around from my perspective and knowledge I have gained from other districts. The athletic department area is doing okay at this time, and have a "Cow Pie Bingo" planned for sometime this Summer or Fall (likely Labor Day Weekend) to raise more funds. They also have the "business discount cards" planned and being worked on by a student group at this time for the department.

The Booster Club is a parent organization and anything they do is always beneficial for our district, and GREATLY appreciated. They have a commitment to our programs and students, and are always willing to help out in any way possible.

Sharing Courses and Programs

We have had discussions about this in the past, and continued these at the meeting. Meyer will be talking with Geoff Kaiser at Marquette in regard to future plans for classes and activities in general.

APPROVED - Professional Organization Membership

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

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

- ISFIS \$950
- IASB \$2500
- NSBA \$850

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

APPROVED - Student Teaching Agreement

As a formality, I recommend we approve a student teaching agreement with UNI for next school year.

Comet Board Reading and Reflection

As a building staff in both buildings we discussed the following as a "presentation" and "discussion" as a larger group about these aspects of education that I personally believe we must strive for as professional educators. I would appreciate your feedback at the meeting, as a focus was

placed on the need for “critical thinking” and relevance for our students (and the ever-present need for strong relationships).

What is the relationship between school success and success in life?

Why do you think this?

What are the indicators of success? Are they accurate?

What impacts students?

What is your role as a professional educator?

What about “thinking” for students?

Critical Thinking

- 95% of Americans consider “Critical Thinking” as an essential skill that schools should teach, but our students (nationally) rank among the lowest in the world.
- Students actually show lower brain activity in class than while watching TV or sleeping. Most college students, as well as half of American adults fail critical thinking skills.
- Only 20% of parents frequently or daily ask their to take an opposing view, and only $\frac{1}{3}$ have their children regularly discuss issues without a right or wrong answer (Buoygues, 2018)
- The Educational Testing Services found that 4% of students were proficient in critical thinking....4 Percent!
- 52% of the general population fails critical thinking tests.
- 95% of CEO's (and 95% of the general population) want people with critical thinking skills, and this is more important than a college major/degree

How...

Most K-12 teacher report that they do not train their students in critical thinking for one basic reason: TIME

State requirements....coverage; Courses taught quickly, superficially, and "uncritically", therefore boring students

Most people in education agree that students should learn skills like critical thinking but courses aren't set up that way. (Berrett, 2016); Therefore, we must incorporate this into our classrooms.

If we can't meaningfully teach, not recite or regurgitate information, then we are not doing our job as "educators" for our students.

*Pearlman, S.J. (2020). *America's Critical Thinking Crisis: The Failure and Promise of Education*.

Learning is Defined by....

- Grade Levels
- Knowledge Levels
- Pathways
- Standardized Expectations
- How "teach" with (and for) critical thinking

Essential Learning Targets (ELT)

- What do we need to know 40 years from now?
- Too many facts to teach - Help students to prioritize their learning
- Connected to the Core Concepts/Core Standards

Essential Learning Targets

- Basic Concept of Unit (or lesson)
- Connected to a LARGER theme
- Relevance - Concept will be important 40 years from now
- Question has no definitive answer, potentially
- All content builds toward the ELT
- WHY do we teach this?

Relevance and Engagement

Is there a connection between the two?

Is your classroom engaging? Explain.

Is it engaging to all students or some? Why?

How do students “apply” their learning in your classroom? How often does this happen?

Application of Learning

Examples of Application of Learning.....

“Transfer of Learning”

Explain the core concepts or skills you want your students to remember 40 years from now, and why they are vital for your students? (All teachers must be able to answer this question).

How do you know they have gained these?

What do we stand for? What do we “hang our hat on” as a district?

- How is this related to students “truly” learning for their future?
- Does this impact students’ lives?
- Why do you believe this?

DLT Responses

- Relationships
- Doing what is “good for kids”
 - Beyond the Core Areas
- Options for Students
 - Academics and Extracurriculars
- Meeting Needs of Students as “Needed”

Information Items

Family Week Update

FYI - The message below is from the activity organizations in Iowa at the high school level about Family Week in our schools. This is new this year, and indicates that no activities can take place during this time with our coaches and students. We will also work to have our gym floors completed during this time.

The Iowa High School Music Association, Iowa High School Speech Association, Iowa High School Athletic Association and the Iowa Girls High School Athletic Union, in response to recommendations from input from our "Ad Hoc Committee", have implemented a "Family Week" on the Unified Activities Federation Calendar. "Family Week" is a week in the unified activity federation calendar that prohibits any coach or teacher/student contact and any unified activity federation event from occurring. That period will include Saturday through Sunday of week 3 and Week 4 of the calendar and will begin July 25, 2021 through August 1, 2021. The Iowa High School Music Association supports "Family Week" and therefore there can be no music activities within the IHSMA member schools during that week. All high school students, including incoming 9th graders, are covered under the rule and are not to have contact (on or off school premises) with teachers nor use school facilities during the eight day period.

Events Updates

Graduation and Prom are upcoming, with Prom on May 1 at Horizon Hall and Graduation in the West Gym/Stage on Saturday, May 28. In regard to attendance at this time for both...

- Prom - Juniors and Seniors can bring other Juniors and Seniors from other schools or a guest who has graduated (21 or under). This is limiting attendance to a certain point, and will make the facility more compatible for COVID guidelines. All in attendance will be required to wear a mask except when eating and when 6-feet or more apart (this includes while dancing).
- Graduation - We are finding out how many people will be attending for graduates in their families (specifically parents, grandparents, and siblings - including potential spouses of siblings). At one point we were going to limit it to this number, but are now allowing anyone to attend, but we will seat parents, grandparents, and siblings of graduates together. Masks will be required, but social distancing will be limited (although we will have families, as described earlier, sit together).

The Board was in support of these actions for the upcoming events.

Soccer, Track, and Golf are underway for our students. Participation Numbers are the following:

- Girls Soccer 7
- Boys Soccer 6
- Girls Golf 5
- Boys Golf 12
- Boys Track 30
- Girls Track 26

Comments from Building Principals, Superintendent, and Board Members

Meyer shared information in regard to ESSER funds (COVID-Relief funds for schools). The district will be receiving some funds in the future that must be utilized in specific areas, including assisting students who are falling behind as a result of COVID (or show learning deficits in general), safety and mitigation efforts related to COVID-19, and other similar items to improving services and conditions for our students.

Adjourn

Next meeting is Monday, May 10 2021

Exempt Session - Negotiations

The Bellevue Education Association presented their Initial Proposal on Wednesday morning at 7:30. The district proposal is set for April 14 @ 3:30 PM via Zoom or in-person. The Zoom link is the following:

<https://us02web.zoom.us/j/84405226629?pwd=bWxpRXVZznUyVUhudjIzN2tHemo2OT09>

Meeting ID: 844 0522 6629

Passcode: q3Z3z2

The BEA Proposal is below:

Initial Proposal from the Bellevue Education Association to the Bellevue Community School District April 7, 2021

The Association proposes current contract language for all articles with the following exceptions.

Base Wages The Association proposes 3.22% Total Package: \$325 on base and \$20 additional monthly insurance contribution.

Article XV E. Duration This Agreement shall become effective on July 1, 2021, and shall continue in effect until June 30, 2026. During the term of this agreement, all articles shall remain current contract except for the following: The parties agree Article XVI Base Wages and Salaries including Appendix A and B shall be open to negotiate base wages, in addition, each party may open no more than two (2) language items each year provided the items have gone through the Labor Management Committee process.

You can see their proposal, along with the potential extension of their contract for five years.

As of the end of last week according to IASB, 55 districts had settled contracts for next school year and are reporting a 2.90% average total package settlement.

Reminder: We will receive \$42,517 in new money for this year (in addition to what we have received in the past). Insurance costs for family insurance increased \$127/month for our staff for this upcoming school year (a 9.9% increase approximately).

Below is some information over the last several years in regard to "total package" compensation for staff members, including contribution to family health insurance.

<u>Year</u>	<u>% Total Package Increase</u>	<u>Employee Insurance Contribution (Sing/Fam)</u>
2021-2022	TBD	TBD
2020-2021	2.60%	\$180
2019-2020	3.00%	\$150
2018-2019	2.00%	\$100
2017-2018	2.19%	\$95
2016-2017	3.40%	\$80
2015-2016	4.00%	\$70
2014-2015	3.95%	\$70
2013-2014	3.9%	\$60
2012-2013	3.62%	\$40
2011-2012	3.10%	\$25
2010-2011	2.09%	No contribution
2009-2010	4.55%	No Contribution
2008-2009	4.94%	No Contribution
2007-2008	5.19%	No Contribution
2006-2007	2.54%	No Contribution
2005-2006	4.00%	No Contribution
2004-2005	3.60%	No Contribution
2003-2004	4.06%	No Contribution

DEBT MANAGEMENT

DEBT LIMITS

Credit Ratings

The school district seeks to maintain the highest possible credit ratings for all categories of short- and long-term debt that can be achieved without compromising the delivery of services and the achievement of adopted objectives. The school district recognizes that external economic, natural, or other events may from time to time affect the creditworthiness of its debt. Nevertheless, the school district is committed to ensuring that actions within their control are prudent.

Debt Limits

For general obligation debt, the school district's outstanding debt limit shall be no more than five percent (5%) of the actual value of property within the school district's boundaries, as prescribed the Iowa constitution and statutory restrictions.

For revenue debt, the school district's goal is to provide adequate debt service coverage of at least 1.20 times the annual debt service costs.

In accordance with Iowa law, the school district may not act as a conduit issuer or issue municipal securities to raise capital for revenue-generating projects where the funds generated are used by a third party ("conduit borrower") to make payments to investors.

PURPOSES AND USES OF DEBT

Capital Planning

To enhance creditworthiness and prudent financial management, the school district is committed to systematic capital planning, intergovernmental cooperation and coordination and long-term financial planning.

Capital Financing

The school district may issue long-term debt for capital projects as authorized by Iowa law, which include, but are not limited to, the costs of planning, design, land acquisition, buildings, permanent structures, attached fixtures or equipment, and movable pieces of equipment. Capitalized interest may be included in sizing any capital project debt issue. The types of debt instruments to be used by the school district include:

- General Obligation Bonds
- General Obligation Capital Loan Notes
- Bond Anticipation Notes
- Revenue Anticipation Notes
- School Infrastructure Sales, Services and Use Tax Revenue Bonds
- Lease Purchase Agreements, including Certificates of Participation

Approved June 2000

Reviewed July 2019

Revised August 2013

DEBT MANAGEMENT

Working Capital Financing

The school district may issue debt for working capital for operations after cash flow analysis has determined that there is a mismatch between available cash and cash outflows. The school district shall strive to repay working capital debt by the end of the fiscal year in which the debt was incurred. A Working Capital Reserve may be included in sizing any working capital debt issue.

Refundings

Periodic reviews of all outstanding debt will be undertaken to determine if refunding opportunities exist. Refunding will be considered (within federal tax law restraints) if and when there is a net economic benefit of the refunding or if the refunding is otherwise in the best interests of the school district, such as to release restrictive bond covenants which affect the operations and management of the school district.

In general, advance refundings for economic savings will be undertaken when a net present value savings exceeds three percent of the refunded debt can be achieved. Current refundings, which produce a new present value savings of less than three percent will be considered on a case by case basis taking into consideration bond covenants and general conditions. Refundings with negative savings will not be considered unless there is a compelling public policy objective for doing so.

DEBT STANDARDS AND STRUCTURE

Length of Debt

Debt will be structured for the shortest period consistent with a fair allocation of costs to current and future beneficiaries or users. Long-term debt will not be issued for periods exceeding the useful life or average useful lives of the project or projects to be financed. All debt issued will adhere to state and federal law regarding the length of time the debt may be outstanding.

Debt Structure

Debt will be structured to achieve the lowest possible net cost to the school district given market conditions, the urgency of the capital project, the type of debt being issued, and the nature and type of repayment source. To the extent possible, the school district will design the repayment of its overall debt to rapidly recapture its credit capacity for future use.

Generally, the school district will only issue fixed-rate debt. In very limited circumstances, the school district may issue variable rate debt, consistent with the limitations of Iowa law and upon a finding of the board that the use of fixed rate debt is not in the best interest of the school district and a statement of the reasons for the use of variable rate debt.

All debt may be structured using discount, par or premium coupons, and as serial or term bonds or notes, or any combination thereof, consistent with Iowa law. The school district should utilize the coupon structure that produces the lowest True Interest Cost (TIC) taking into consideration the call option value of any callable maturities.

The school district will strive to structure their debt in sinking fund installments for each debt issue that achieves, as nearly as practicable, level debt service within an issue or overall debt service within a particular classification of debt.

DEBT MANAGEMENT

Derivatives (including, but not limited to, interest rate swaps, caps, collars, corridors, ceiling and floor agreements, forward agreements, float agreements, or other similar financing arrangements), zero-coupon or capital appreciation bonds are not allowed to be issued consistent with State law.

Decision Analysis to Issue Debt

Whenever the school district is contemplating the issuance of debt, information will be developed concerning the following four categories commonly used by rating agencies assessing the school district's credit worthiness, listed below.

Debt Analysis – Debt capacity analysis; purpose for which debt is proposed to be issued; debt structure; debt burden; debt history and trends; and adequacy of debt and capital planning.

Financial Analysis – Stability, diversity, and growth rates of tax or other revenue sources; trend in assessed valuation and collections; current budget trends; appraisal of past revenue and expenditure trends; history and long-term trends of revenues and expenditures; evidences of financial planning; adherence to GAAP; audit results; fund balance status and trends in operating and debt funds; financial monitoring systems and capabilities; and cash flow projections.

Governmental and Administrative Analysis – Government organization structure; location of financial responsibilities and degree of control; adequacy of basic service provision; intergovernmental cooperation/conflict and extent of duplication; and overall planning efforts.

Economic Analysis – Geographic and location advantages; population and demographic characteristics; wealth indicators; types of employment, industry and occupation; housing characteristics; new construction; evidences of industrial decline; and trend of the economy.

DEBT ISSUANCE

Credit Enhancement

Credit enhancements (i.e., bond insurance, etc.) may be used but only when the net debt service on the debt is reduced by more than the costs of the credit enhancement.

Costs and Fees

All costs and fees related to issuing the debt will be paid out of debt proceeds and allocated across all projects receiving proceeds of the debt issue.

Method of Sale

Generally, all school district debt will be sold through a competitive bidding process. Bids will be awarded on a TIC basis providing other bidding requirements are satisfied.

The school district may sell debt using a negotiated process in extraordinary circumstances when the complexity of the issue requires specialized expertise, when the negotiated sale would result in substantial savings in time or money, or when market conditions of school district credit are unusually volatile or uncertain.

DEBT MANAGEMENT

Professional Service Providers

The school district will retain external bond counsel for all debt issues. All debt issued by the school district will include a written opinion by bond counsel affirming that the school district is authorized to issue the debt, stating that the school district has met all Iowa constitutional and statutory requirements necessary for issuance and determining the debt's federal income tax status. The bond counsel retained must have comprehensive municipal debt experience and a thorough understanding of Iowa law as it relates to the issuance of the particular debt.

The school district will retain an independent financial advisor. The financial advisor will be responsible for structuring and preparing all offering documents for each debt issue. The financial advisor retained will have comprehensive municipal debt experience, experience with diverse financial structuring and pricing of municipal securities.

The treasurer shall have the authority to periodically select other service providers (e.g., escrow agents, verification agents, trustees, arbitrage consultants, rebate specialist, etc.) as necessary to meet legal requirements and minimize net debt costs. These services can include debt restructuring services and security or escrow purchases.

Compensation for bond counsel, financial advisor and other service providers will be as economical as possible and consistent with industry standards for the desired qualification levels.

DEBT MANAGEMENT

Investment of Debt Proceeds

The school district shall invest all proceeds received from the issuance of debt separate from the school district's consolidated cash pool unless otherwise specified by the authorizing bond resolution or trust indenture. Investments will be consistent with those authorized by Iowa law and the school district's Investment Policy to maintain safety of principal and liquidity of the funds.

Arbitrage and Record Keeping Compliance

The treasurer shall maintain a system of record keeping reporting and compliance procedures with respect to all federal tax requirements which are currently, or may become applicable through the lifetime of all tax-exempt or tax credit bonds.

Federal tax compliance, record-keeping reporting and compliance procedures shall include not shall not be limited to:

- 1) post-issuance compliance procedures (including proper use of proceeds, timely expenditure of proceeds, proper use of bond financed property, yield restriction and rebate, and timely return filing);
- 2) proper maintenance of records to support federal tax compliance;
- 3) investments and arbitrage compliance;
- 4) expenditures and assets;
- 5) private business use; and
- 6) designation of primary responsibilities for federal tax compliance of all bond financings.

DEBT MANAGEMENT

Financial Disclosure

The school district is committed to full and complete financial disclosure, and to cooperating fully with rating agencies, institutional and individual investors, other levels of government, and the general public to share comprehensible and accurate financial information. The school district is dedicated to meeting secondary disclosure requirements on a timely and comprehensive basis, as promulgated by the Securities and Exchange Commission.

The Official Statements accompanying debt issues, Annual Audits, and Continuing Disclosure statements will meet the standards articulated by the Municipal Securities Rulemaking Board (MSRB), the Government Accounting Standards Board (GASB), the Securities and Exchange Commission (SEC), Generally Accepted Accounting Principles (GAAP) and the Internal Revenue Service (IRS). The treasurer shall be responsible for ongoing debt disclosure as required by any Continuing Disclosure Certificate for any debt issue and for maintain compliance with disclosure standards promulgated by state and federal regulatory bodies.

Additions to the 704.2 Policy for Issuance of Bonds

**BELLEVUE COMMUNITY SCHOOL DISTRICT
POST-ISSUANCE COMPLIANCE POLICY FOR
TAX-EXEMPT OBLIGATIONS**

1. Compliance Coordinator:
 - a) The School Business Official ("Coordinator") shall be responsible for monitoring post-issuance compliance.
 - b) The Coordinator will maintain a copy of the transcript of proceedings in connection with the issuance of any tax-exempt obligations. Coordinator will obtain such records as are necessary to meet the requirements of this policy.
 - c) The Coordinator shall consult with bond counsel, a rebate consultant, financial advisor, IRS publications and such other resources as are necessary to understand and meet the requirements of this policy.
 - d) Training and education of Coordinator will be sought and implemented upon the occurrence of new developments and upon the hiring of new personnel to implement this policy.

2. Financing Transcripts. The Coordinator shall confirm the proper filing of an 8038 Series return and maintain a transcript of proceedings for all tax-exempt obligations issued by the District, including but not limited to all tax-exempt bonds, notes and lease-purchase contracts. Each transcript shall be maintained until eleven (11) years after the tax-exempt obligation it documents has been retired. Said transcript shall include, at a minimum:

- a) Form 8038s;
- b) minutes, resolutions, and certificates;
- c) certifications of issue price from the underwriter;
- d) formal elections required by the IRS;
- e) trustee statements;
- f) records of refunded bonds, if applicable;
- g) correspondence relating to bond financings; and
- h) reports of any IRS examinations for bond financings.

3. Proper Use of Proceeds. The Coordinator shall review the resolution authorizing issuance for each tax-exempt obligation issued by the District, and that the District shall:

- a) obtain a computation of the yield on such issue from the District's financial advisor;
- b) create a separate Project Fund (with as many sub-funds as shall be necessary to allocate proceeds among the projects being funded by the issue) into which the proceeds of issue shall be deposited;
- c) review all requisitions, draw schedules, draw requests, invoices and bills requesting payment from the Project Fund;
- d) determine whether payment from the Project Fund is appropriate, and if so, make payment from the Project Fund (and appropriate sub-fund if applicable);
- e) maintain records of the payment requests and corresponding records showing payment;
- f) maintain records showing the earnings on, and investment of, the Project Fund;
- g) ensure that all investments acquired with proceeds are purchased at fair market value;
- h) identify bond proceeds or applicable debt service allocations that must be invested with a yield-restriction and monitor the investments of any yield-restricted funds to ensure that the yield on such investments does not exceed the yield to which such investments are restricted;

- i) maintain records related to any investment contracts, credit enhancement transactions, and the bidding of financial products related to the proceeds;

4. Timely Expenditure and Arbitrage/Rebate Compliance. The Coordinator shall review the Tax-Exemption Certificate (or equivalent) for each tax-exempt obligation issued by the District and the expenditure records provided in Section 2 of this policy, above, and shall:

- a) monitor and ensure that proceeds of each such issue are spent within the temporary period set forth in such certificate;
- b) if the District does not meet the “small issuer” exception for said obligation, monitor and ensure that the proceeds are spent in accordance with one or more of the applicable exceptions to rebate as set forth in such certificate;
- c) not less than 60 days prior to a required expenditure date confer with bond counsel and a rebate consultant if the District will fail to meet the applicable temporary period or rebate exception expenditure requirements of the Tax-Exemption Certificate; and
- d) in the event the District fails to meet a temporary period or rebate exception:
 - i. procure a timely computation of any rebate liability and, if rebate is due, file a Form 8038-T and arrange for payment of such rebate liability;
 - ii. arrange for timely computation and payment of “yield reduction payments” (as such term is defined in the Code and Treasury Regulations), if applicable.

5. Proper Use of Bond Financed Assets. The Coordinator shall:

- a) maintain appropriate records and a list of all bond financed assets. Such records shall include the actual amount of proceeds (including investment earnings) spent on each of the bond financed assets;
- b) with respect to each bond financed asset, the Coordinator will monitor and confer with bond counsel with respect to all proposed:
 - i. management contracts,
 - ii. service agreements,
 - iii. research contracts,
 - iv. naming rights contracts,
 - v. leases or sub-leases,

- vi. joint venture, limited liability or partnership arrangements,
- vii. sale of property; or
- viii. any other change in use of such asset;

c) maintain a copy of the proposed agreement, contract, lease or arrangement, together with the response by bond counsel with respect to said proposal for at least three (3) years after retirement of all tax-exempt obligations issued to fund all or any portion of bond financed assets; and

d) In the event the District takes an action with respect to a bond financed asset, which causes the private business tests or private loan financing test to be met, the Coordinator shall contact bond counsel and ensure timely remedial action under IRS Regulation Sections 1.141-12.

6. General Project Records. For each project financed with tax-exempt obligations, the Coordinator shall maintain, until three (3) years after retirement of the tax-exempt obligations or obligations issued to refund those obligations, the following:

- a) appraisals, demand surveys or feasibility studies,
- b) applications, approvals and other documentation of grants,
- c) depreciation schedules,
- d) contracts respecting the project.

7. Advance Refundings. The Coordinator, shall be responsible for the following current, post issuance and record retention procedures with respect to advance refunding bonds:

- a) Identify and select bonds to be advance refunded with advice from internal financial personnel, and a financial advisor;
- b) The Coordinator shall identify, with advice from the financial advisor and bond counsel, any possible federal tax compliance issues prior to structuring any advance refunding;
- c) The Coordinator shall review the structure with the input of the financial advisor and bond counsel, of advance refunding issues prior to the issuance to ensure (i) that the proposed refunding is permitted pursuant to applicable federal tax requirements if there has been a prior refunding of the original bond issue; (ii) that the proposed issuance complies with federal income tax requirements which might impose restrictions on the redemption date of the refunded bonds; (iii) that the proposed issuance complies with federal income tax requirements which allow for the proceeds and replacement proceeds of an issue to be invested temporarily in higher yielding investments without causing the advance refunding bonds to become “arbitrage bonds”; and (iv) that the proposed issuance will not result in the issuer’s exploitation of the difference between tax exempt

and taxable interest rates to obtain an financial advantage nor overburden the tax exempt market in a way that might be considered an abusive transaction for federal tax purposes.

d) The Coordinator shall collect and review data related to arbitrage yield restriction and rebate requirements for advance refunding bonds. To ensure such compliance, the Coordinator shall engage a rebate consultant to prepare a verification report in connection with the advance refunding issuance. Said report shall ensure said requirements are satisfied.

e) The Coordinator shall, whenever possible, purchase SLGS to size each advance refunding escrow. The financial advisor shall be included in the process of subscribing SLGS. To the extent SLGS are not available for purchase, the Coordinator shall, in consultation with bond counsel and the financial advisor, comply with IRS regulations.

f) To the extent as issuer elects to the purchase a guaranteed investment contract, the Coordinator shall ensure, after input from bond counsel, compliance with any bidding requirements set forth by the IRS regulations.

g) In determining the issue price for any advance refunding issuance, the Coordinator shall obtain and retain issue price certification by the purchasing underwriter at closing.

h) After the issuance of an advance refunding issue, the Coordinator shall ensure timely identification of violations of any federal tax requirements and engage bond counsel in attempt to remediate same in accordance with IRS regulations.