



BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

SUPERINTENDENT

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Comet Highlights from the August 9, 2021 Bellevue CSD Board of Education Meeting

August 9 Fall Sports Practices Start (XC, VB, & FB)
Approximately 30 students out for FB, and 35 for VB

August 16 New Teacher Orientation

August 17-20 Teacher Professional Learning

August 18 New Teacher Social Event - 7:00 PM at River Ridge Brewery.
This event will be after student orientations for grades 6-12 (6:00 and 6:30) and Unpack the Backpack at the PK-5 building (3:30-7:00).

I am inviting the 11 new teachers we have in our district over the last two years (recognizing this number is higher than normal due to retirements, extra grade level sections, and new positions)

August 23 1st Day of School

September 4 "Cow Pie Bingo" athletic fundraiser at Cole Park

September 6 Labor Day - No School

September 15 2-Hour Early Dismissal - Teacher Professional Learning

October 6 & 7 Parent-Teacher Conferences - 2-Hour Early Dismissal

October 8 No School

November 18 Iowa Association of School Boards (IASB) Convention

First Extracurricular Contests for the 21-22 School Year

August 23 HS Volleyball at Easton Valley

August 24 HS XC at Wahlert

August 27 HS FB at Northeast

Board Notes for the August 9, 2021 School Board Meeting

Consent Agenda

APPROVED Open Enrollments

- Brailyn Diane Elizabeth Steines - 5th Grade - Andrew to Bellevue - This is a result of a family move from Bellevue to the Andrew CSD.
- Flint James Glasgow - Kindergarten (met the deadline for K of 9.1.21) - Bellevue to Dubuque - The reasoning was stated as the parent works in Dubuque and their daycare is also in Dubuque.
- David Oresto Canganelli -1st Grade - Dubuque to Bellevue

- Ardo Allan Canganelli - 1st Grade - Dubuque to Bellevue
 - Both of these students are the new Art teachers' children (Amanda Canganelli); Both have been approved by the Dubuque CSD

Approve Resignations

None at this time.

APPROVED Recommendations to Hire

- Kelley Humphrey - Assistant HS Volleyball Coach - Kelley is working on her certification for a "conditional licensure" for coaching, but is interested in this position based on some prior coaching experiences in the past.
- Brittni Decker - Assistant HS Volleyball Coach - Brittni has coached at the MS level in the past and is interested in this position as well and working with students.
- Chase Junk - Volunteer Coaching (Football at this time, but could expand to other areas)

Recognize anY Visitors

No visitors were present

Comet Curriculum

Registration Update

Registration went well overall, with Monday being a very steady and busy day, with a slightly slower day on Tuesday (which is somewhat normal). We do have some new families/students planning to attend. Roughly, we will have about 10-14 new students in the MS/HS, and several at the elementary as well.

Class sizes at the MS/HS look to be the following approximately at this time (with the recognition this may decrease slightly, but right now we look to have an increase in enrollment):

Enrollment Numbers
August 9, 2021

<u>Grade</u>	<u>21-22</u>	<u>20-21</u>		
Kind.	62	(56)		
1st	59	(54)		
2nd	55	(53)		
3rd	53	(41)		
4th	41	(41)		
5th	41	(44)	K-5 = 311	(289)
6th	46	(46)		
7th	50	(52)		
8th	56	(46)		
9th	46	(56)		
10th	62	(50)		
11th	50	(51)		
12th	56*	(58)	6-12 = 366	(359)
			Total K-12 = 677	(648)

*This includes three graduates who are still attending, and we get funding for as well)

Projected Cohort Increases/Decreases from 20-21 to the 21-22 class

<u>21-22 Grade</u>	<u>Cohort +/-</u>
Kind	No Cohort (But 62 this year compared to 59 in 20-21)
1 st	+3
2 nd	+1
3 rd	0
4 th	0
5 th	0
6 th	+2
7 th	+4
8 th	+4
9 th	0
10 th	+6
11 th	0
12 th	+5

Curricular Planning

Students picked up schedules and made some changes to their schedules, which will continue up until school starting (and likely for the first two days of school). It has went well overall.

A discussion also took place in regard to sharing of courses with other schools. As I have stated before, our first priority needs to always be with

students enrolled in our school system. Every student in Bellevue has an opportunity to enroll at our school.

The proposal shared with Marquette (Mr. Kaiser, Administrator at Marquette) on April 19 was an offer for the sharing of ALL courses, along with ALL extracurriculars. A meeting was also held on May 4 with a small group of board members from Marquette, and they mentioned meeting again after they had an opportunity to discuss it with their stakeholders/board. The next contact from Marquette to the Bellevue CSD was in a letter from Mr. Kaiser on July 12, the day of a board meeting. Since that time, Meyer responded to Mr. Kaiser on July 13 about discussion at the August meeting and Mr. Kaiser sent a list of courses that Marquette has participated in at times through the years as courses of interests.

The decision was that the Bellevue CSD will not be sharing courses with Marquette for the 21-22 school year.

The following is the proposal presented in a face-to-face meeting with Mr. Kaiser on April 19.



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Sharing between the Bellevue Community School District and Marquette Catholic

The Bellevue Community School District is open to sharing courses and more with students from Marquette Catholic. The Bellevue CSD will share any course with students from Marquette Catholic, but this sharing is dependent on sharing all athletic and other extracurricular programs (to be hosted by the Bellevue CSD) in future years.

While the Bellevue CSD has provided courses for Marquette Catholic in previous years, it appears that a change in the partnership is necessary in order to continue this in the future for the enhancement and furtherance of key educational opportunities for students within our entire community.

The district believes the sharing of extracurricular programs will be beneficial to both schools in preparing them at a high-quality level whether it is in the Arts, Athletics, or other similar areas. Some specifics include the following:

- Unite the community in the long run with one high school team in the community.
 - Brings "one high school team for each sport" to our community.
- Increase in participation numbers to field teams at all levels.
 - Larger and more successful teams may bring in more coaches, increase revenue (spectators, etc.).
 - This may also lead to being more competitive and higher achieving levels of excellence than either school is capable of individually at times.
 - Allows students to play at the "level of competition" that is appropriate for them and their talent level, grade level, or age.
 - Students being forced to play varsity before they are physically or mentally ready to do this is an issue in many activities at high schools throughout the state.
- One consistent team for all youth to participate in, along with potentially strengthening youth programs.
- Less "fundraising" commitments for local businesses with only one set of high school teams to support.

April 19, 2021

Tom Meyer

Comet Reading and Reflection

APPROVED RETURN TO LEARN PLAN

One of the requirements this year once again is to develop a Return to Learn plan for the Iowa Department of Education. The following is the plan, which I have consulted with another district and some staff in the Bellevue CSD. This plan was approved, with the recognition that it could be changed based on changing conditions in the upcoming days, weeks, and months. Specifically, note the aspects of:

1. No masks are required in schools.
2. Students can continue online learning IF they were involved last year in online learning (Edgenuity) AND a medical condition in their household documented by a medical doctor is present.
3. Close Contacts do NOT need to stay home.
4. There is a conflict in regard to masks on school buses and other school transportation. Federal/CDC regulation state that masks are required on school buses, while state law states that masks cannot be required by schools. After consulting with school district attorneys for our district and districts across the state, the Bellevue CSD will have masks as optional, recognizing that they "should" be worn on buses according to CDC guidance.

RETURN TO LEARN PLAN/RETURN TO SCHOOL PLAN

Bellevue CSD 2021-2022 Operational Plan - August 3, 2021 Update

August 3, 2021

PLEASE NOTE: THE BELLEVUE COMMUNITY SCHOOL DISTRICT IS REQUIRED BY THE DEPARTMENT OF EDUCATION TO UPDATE OUR RETURN TO SCHOOL PLAN EVERY SIX MONTHS. RECOMMENDATIONS WITHIN THIS PLAN ARE FLUID AND SUBJECT TO CHANGE. ALL FINAL DECISIONS ABOUT SCHOOL OPERATIONAL PLANS WILL CONTINUE TO BE INFORMED BY THE MOST RECENT LOCAL HEALTH DATA IN PARTNERSHIP WITH THE IDPH, IOWA DEPARTMENT OF EDUCATION, AND JACKSON COUNTY HEALTH DEPARTMENT OFFICIALS. ULTIMATELY, SPECIFIC DETAILS COULD CHANGE AT ANY TIME BASED ON GUIDANCE FROM HEALTH PROFESSIONALS AT THE STATE LEVEL AND OTHERS IN LEADERSHIP POSITIONS.

Bellevue CSD will be providing full on-site instruction for all students in the district's two buildings for the 2021-22 school year. This plan will be re-evaluated and updated as necessary based on guidance from the Iowa Department of Public Health and the Department of Education.

All students in grades Preschool through 12th Grade will attend on-campus for on-site instruction. Students will attend school Monday through Friday following the Bellevue CSD 2021-2022 School Calendar approved in May of 2021. All students and staff will follow a typical school schedule. Remote Learning option will not be offered for the 2021-22 school year, unless there are extenuating circumstances with health concerns with the student's family documented by a medical official (along with being involved in online learning last school year). The district will continue enhanced cleaning and sanitization protocols throughout the school day in each building to help prevent the spread of any illness.

On-site, In-Person Instruction

Bellevue CSD will resume using all existing classroom and resource space for instruction. Current health/safety social distancing recommended guidelines will be implemented whenever possible and accommodations will be made if/when necessary.

Temporary Remote Learning Plan

While this is not an expected outcome for the 21-22 school year, a Temporary Remote Learning plan will be implemented for up to 14 days if directed by the Iowa Department of Education and/or Iowa Department of Public Health. Such plans may be implemented at the classroom, grade, or school level based on guidance from the public health department. Student learning will continue online through the remote period. In these cases, students will be provided synchronous and/or asynchronous required online learning activities for core academic areas. Students will be provided a device and access as necessary.

HEALTH & SAFETY MEASURES

Face Coverings (face masks)

- Face coverings will be OPTIONAL for students, staff, and visitors throughout the day.
- Face coverings or masks worn must meet CDC/IDPH guidelines.
- All students and staff will be responsible for providing their own face covering if it is desired. The district will not regularly supply masks to students at this time, but will have some available for students if needed.
- Face coverings are OPTIONAL for students and staff using district transportation (bus, vans, etc.). *Note that CDC guidance suggests that students “should” wear masks on school transportation, which is in conflict with state mandates forbidding the requirement to wear masks.

Independent Health Screening

Bellevue CSD will continue to encourage daily health screening practices for students and staff. It is recommended that staff complete daily self-reporting screening of their health, while families will also be encouraged to complete health screenings for their students daily, and sending a child to school is a statement by a parent/guardian that the student is symptom-free. School health staff will screen students and staff that report symptoms during the school day.

District Health Screening Checklist for Staff & Students (IDPH Symptom Screening Guidance) According to CDC, COVID-19 symptoms may appear 2-14 days after exposure to the virus. People with these symptoms or combinations of symptoms may have COVID-19:

- Cough
- Shortness of breath or difficulty breathing

Or at least two of these symptoms:

- Fever
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Diarrhea or other gastrointestinal symptoms

In addition, the Appendix at the end of the document includes information on “Common Childhood Illnesses and Exclusion Criteria for Education and Child Care Settings”.

Health Protocols

Healthy hygiene practices and routines will be part of each school’s schedule. Teachers and staff will support students in the proper protocols to help against the spread of COVID-19 and other illnesses.

Hand Washing/Sanitizing

As has been known for many years, health guidelines indicate that students should wash their hands for at least 20 seconds after blowing their nose, coughing, or sneezing, before/after eating, upon entering classrooms, before/after riding on district transportation, etc. Breaks will be provided for hand washing if needed. If soap and water are not readily available, hand sanitizer will be provided.

COVID-19 POSITIVE CASE PROCEDURES

Stay at Home Guidelines/Exclusion Criteria for Education Settings (Iowa Department of Public Health Guidance)

Students and staff who have tested positive for Covid-19 are excluded from school for 10 days after symptoms start and 24 hours with no fever and improved symptoms OR 10 days after positive test (if no symptoms). The district will follow the guidance from the Jackson County Health Department and the Iowa Department of Public Health (see appendix).

Suspected/Confirmed COVID-19 Cases - School Decision Criteria

- Symptomatic staff and students in the building will need to go to the nurse's office, schools may use an isolation space until they can safely leave the building.
- The district will coordinate with Jackson County Health Officials regarding suspected and confirmed cases.
- Close contact is defined as persons within 6 feet of a confirmed case for at least 15 consecutive minutes.
- Parents/Guardians will be contacted if their child had close contact with a positive case in school.
- Necessary information, case by case, will be logged into the district's tracking system.

Close Contact Notification: All individuals who have been in a classroom or other area of the school (including athletic fields) with a COVID positive individual will receive a personal notification. Families of students will be contacted to let them know a student or staff member with whom they have class or an extracurricular activity tested positive.

Students/staff who were in close contact as defined by IDPH will not be required to isolate and not attend school, but parents will have that option available if desired. If parents choose to have the student not attend school during this time, remote learning from the school will be available from the school for the length of time for the exposure using health department guidance. Regardless, students should be closely monitored for 14 days for symptoms such as fever, cough, trouble breathing, or loss of taste/smell. Additionally, families should consider limiting contact between these individuals and high-risk family members.

Positive Test Communication Protocol (In the event of a positive test case):

- The staff/student needs to stay home.
- The school nurse contacts Jackson County Health Officials.
- District's reporting form will be used to document.

Upon the recommendations of Jackson County Health Officials the District may notify:

- Respective District Administrators (if the case involves an adult).
- Student contact(s) (if there are recommendations relating to the student).
- Any pertinent school personnel related to the positive test protocol.

Other

- Staff members are responsible for contacting their direct supervisor upon learning of a positive test or if they have been exposed and are experiencing symptoms
- Parents and Guardians are responsible for notifying their building principal upon learning of a positive test in the family home.
- Jackson County Health Officials, if deemed necessary, will contact the school district upon any positive case.

SCHOOL HEALTH SERVICES

Students exhibiting symptoms consistent with COVID-19, while at school, will be sent to the school nurse's office for further evaluation. Normal nurse's office procedures and treatments will continue daily. COVID-19 symptomatic staff and students may utilize an isolated space in the school building. The number of students in the nurse's office will be regulated at all times, following social distancing guidelines.

CLEANING & SANITIZATION PROTOCOLS

The district will continue preventive facilities cleaning strategies to combat the spread of disease. Strategies include an increase in the scope of enhanced daily disinfecting routines/procedures and an increased inventory of disinfecting supplies to support the scope of work. The District will use safe cleaning and disinfecting supplies approved by the FDA.

Modes of Cleaning

- Routine cleaning is performed on a regularly scheduled basis by district custodial staff assigned to that building or area. Routine cleaning includes daily cleaning and disinfecting of all restrooms, scheduled sweeping, vacuuming and auto-scrubbing of all floors, emptying trash, and other building-based tasks.
- Supplemental cleaning is also performed by regular custodial staff and others (which could include substitute custodial staff or temporary custodial staff assigned to perform cleaning over and above what is considered routine). Supplemental cleaning is focused on cleaning and disinfecting high-touch surfaces, specifically for the purpose of slowing the spread of disease.
- Personal area cleaning is performed by all employees in their personal workspace, which may include their desk, telephone, keyboard, chair, student furniture, and shared items in a classroom. This cleaning is customized to personal preference and is done using district-supplied cleaning products.
- Emergency cleaning is performed by custodial or maintenance staff on an emergency basis, in response to a particular, identified incidence of disease. The emergency cleaning plan will be implemented at the direction of District Administrators in response to an actual infection located at or attributed to a particular school or location or when directed by County or State health authorities. If the emergency cleaning plan is implemented, the Superintendent will communicate the district's plan with staff and the public.

FOOD SERVICE

Preschool – 12th Grade Breakfast and Lunch

- Students will wash/sanitize their hands before and after meals.
- Students go through designated serving lines.
- Food service personnel monitor and assist placement of items on students' trays, along with assisting students in hand-selecting and/or requesting specific items to be placed on their trays.
- Students will eat in assigned areas (cafeteria and/or classroom).
- Food/drink will not be shared.

RECESS

Preschool - 5th grade

- Hands will be washed/sanitized before and after recess.
- Assigned areas for each class and/or student cohorts may be used by schools during recess time.
- Playground equipment will be cleaned per the district's sanitation guidelines.

TRANSPORTATION

Face masks for drivers and passengers are *optional*. The “optional” terms follow state law, while the CDC guidance states that masks “should” be worn. The Bellevue CSD is allowing students and families the option at this time on buses. As normal, students may be assigned seats on the bus going to and returning from the school. The assigning of seats may include:

- Assigned seats for all students.
- Siblings or members of the same household will sit together whenever possible.
- No guest riders.
- Buses are cleaned and sanitized on a regular basis.
- During trips, increase circulation of outside air as necessary.
- District transportation staff will clean bus interiors (or other vehicles) focusing on “high-touch” surfaces such as entrance handrail, seats, steering wheel, and door handles.

EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

Extra-Curricular Co-Curricular activities will be based on current guidelines provided by state governing associations (IHSAA/IGHSAU/IHSMA). Participants in activities will utilize their own water source (individual water bottles), and will not utilize common drinking areas outside of the school. This allows for fewer people gathering in an area and getting water and less opportunity for any illness to spread.

COMMUNITY USE OF DISTRICT FACILITIES

Community Groups must follow district Health and Safety Protocols including:

- Optional Face Coverings
- Independent Health Screening and Stay at Home Requirements, with an emphasis on if a participant is sick they should not attend events/practices in the facility.
- Stay at Home Requirements
- Suspected/Confirmed Cases
- Hand Washing/Sanitizing

Community groups must communicate to the district office any suspected/confirmed cases. There is no guarantee the request will be approved and the district has the authority to close facilities at any time due to failure to follow district procedures/protocols. The purpose of possibly closing facilities is to slow the spread of the disease.

RESOURCES

[Iowa Department of Public Health Guidance: Exclusion Criteria for Education and Child Care Settings](#) (Prohibits K-12 schools from mandating face masks effective 5-19-21)

[Iowa Department of Education](#) (IDOE)

[Iowa Department of Public Health](#) (IDPH)

[Centers for Disease Control](#) (CDC)

[IHSAA](#) / [IGHSAU](#) / [IHSMA](#)

APPENDIX



COMMON CHILD ILLNESSES AND EXCLUSION CRITERIA FOR EDUCATION AND CHILD CARE SETTINGS

A child should be temporarily excluded from an education or child care setting when the child's illness causes one or more of the following:

- Prevents the child from participating comfortably in activities.
- A need for care that is greater than the staff can provide without compromising the health and safety of other children.
- An acute change in behavior: lethargy, lack of responsiveness, irritability, persistent crying, difficulty breathing, or a quickly spreading rash.
- Fever with behavior change or other signs and symptoms in a child older than 2 months (e.g., sore throat, rash, vomiting, diarrhea).
- For infants younger than 2 months of age, a fever with or without a behavior change or other signs and symptoms.
- A child with a temperature elevated above normal is not necessarily an indication of a significant health problem. A fever is defined as:
 - For an infant or child older than 2 months, a fever is a temperature that is above 101 degrees F [38.3 degrees C] by any method.
 - For infants younger than 2 months of age a fever is a temperature above 100.4 degrees F [38 degrees C] by any method.
 - Temperature readings do not require adjustment for the location where the temperature is taken.
 - In education settings please refer to your district's policy regarding fever definition.

ILLNESS	EXCLUDE	RETURN TO CHILD CARE/SCHOOL
Chicken Pox	Yes.	When all blisters are crusted with no oozing (usually 6 days) and resolution of exclusion criteria.
COVID-19	Yes.	10 days after symptoms start and 24 hours with no fever and improved symptoms OR 10 days after positive test (if no symptoms).
Diarrhea (infectious)	Yes (there are special exclusion rules for <i>E.coli</i> 0157.H7, <i>Shigella</i> and cryptosporidiosis).	When diarrhea stops and health care provider and public health official states the child may return.

Diarrhea (non-infectious)	Yes, if stool cannot be contained in the diaper, or if toileted child has 2 or more loose stools in 24 hours, or blood in stool.	When diarrhea stops and resolution of exclusion criteria.
Fifth Disease	No. Unless child meets other exclusion criteria.	If excluded due to presence of other exclusion criteria, resolution of exclusion criteria.
Hand and Mouth	No. Unless child meets other exclusion criteria. Or is excessively drooling with mouth sores.	If excluded due to presence of other exclusion criteria, resolution of exclusion criteria.
Head Lice (Pediculosis)	No. Unless child meets other exclusion criteria.	Treatment of an active lice infestation may be delayed until the end of the day. Children do not need to miss school or child care due to head lice. Treatment recommendations can be found here: https://www.cdc.gov/parasites/lice/head/treatment.html
Impetigo	Yes, exclude at the end of the day if blisters can be covered.	After child has been seen by the doctor, after 24 hours on antibiotic, and blisters are covered.
Influenza	Yes.	When child is fever free for 24 hours and resolution of exclusion criteria.
Molluscum Contagiosum	No. Unless child meets other exclusion criteria.	Skin disease similar to warts. Do not share towels or clothing and use good hand hygiene.
MRSA	No. Unless child meets other exclusion criteria.	Wounds should be kept covered and gloves worn during bandage changes. Do not share towels or clothing and use good hand hygiene.
Otitis Media (ear infection)	No. Unless child meets other exclusion criteria.	If excluded due to presence of other exclusion criteria, resolution of exclusion criteria.
Pertussis (Whooping Cough)	Yes.	Child may return after 5 days of antibiotics and resolution of exclusion criteria.
Pink Eye (Conjunctivitis)	No. Unless child meets other exclusion criteria.	Child does not need to be excluded unless health care provider or public health official recommends exclusion. Resolution of all exclusion criteria.
Ringworm	No. Unless child meets other exclusion criteria.	Treatment of ringworm infection may be delayed to the end of the day. Child may be readmitted after treatment has begun. Cover lesion(s) if possible. Do not share

		clothing, bedding or personal items.
Strep Throat	Yes.	When resolution of exclusion criteria and after 24 hours of antibiotic.
Vomiting	Yes.	When vomiting has resolved and resolution of exclusion criteria.

Please refer to Caring for Our Children: National Health and Safety Performance Standards (Online Database) <https://nrckids.org/CFOC> or the Iowa Department of Public Health EPI Manual <https://wiki.idph.iowa.gov/epimanual> for guidance on specific diseases not included in this list. Contact your local Child Care Nurse Consultant <https://idph.iowa.gov/hcci/consultants> for additional information.

References:

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. CFOC Standards Online Database. Aurora, CO; National Resource Center for Health and Safety in Child Care and Early Education; 2020. <https://nrckids.org/CFOC/Database/3.6.1.1> (Accessed on 05212021)

Iowa Department of Public Health EPI Manual: Guide to Surveillance, Investigation, and Reporting. Reportable Disease Information. Revised 6/201

Busing - Additionally, as the RtL Plan indicates there has been some discussion on the need for masks on buses. The reason for this is based on a federal order to wear masks on public transportation. We have not been following this, nor have other schools in our area (and beyond) for summer sports, etc. Legally, I was given information from two different school law firms. They recommend we do NOT require masks based on the state mandate. Having "two laws" in contrast with each other is not preferable for this, or anything!

ESSER III Funds

The transparency of how the district will utilize the COVID-Relief funds (ESSER III Funds) is important for the school board to be aware of, along with our staff and community as a whole.

The district received some federal government funds to assist with overcoming hardships from the pandemic. At this time, we plan on utilizing these funds for multiple aspects to assist students and their learning, both directly and indirectly (they must be used by September 30, 2024):

- Staffing - 3rd Grade Section (Erin Roeder);
- Life Connections Mental Health Services;
- Challenge to Change;
- Summer School;
- Associates as needed at the elementary and middle/high school;
- Reading software for the district students.

These plans may change, but this is an overall perspective at this time of plans.

For the 2021-2022 school year, we will utilize between \$100,000 and \$125,000 likely, out of the total amount in ESSER III of about \$390,000.

*The latest portion for our district is around \$390,000, and about \$20,000 of this has been utilized at this time. Future plans will be to utilize for the uses mentioned earlier, along with other needs as the year continues. Staff members paid predominantly from ESSER funds last year included the following: Associates: Brandi Bailey, Pete Bonifas, Lauri Feller, and Jane Steines. All of the associates will be returning next year, but some of their funding sources will change to Special Education funds, Nutrition Services, and general associates. Yet, some will still be from the ESSER funds.

APPROVED - Handbooks

I am attaching copies of student handbooks for both buildings, along with handbooks for support staff, etc. These are similar to prior years. Per legislative action, a website to contact the Iowa Department of Education has been included in the student/parent handbooks.

Summer Projects and Facilities Updates

Summer Work

Summer work is nearing completion. Floors and rooms are available to students and staff as a whole, with some areas being finished in the last few days or will be in the upcoming week (Art Room, Band Room, and similar areas). The buildings are open for students and parents to be in at this time. It has been an extremely busy summer with projects and other normal cleaning work. Some specific work included the following:

- Ceiling Tile and Lights in the MS Hallway classrooms (largest project of this type we have completed in one summer).
- Therapy room in the Bellevue MS/HS completed, with one yet to be completed in the elementary school (likely later this school year).

Some other future projects (yet this summer or in future months or years):

Scoreboard at FB Field and Track - One thing that has been discussed in the past is a new scoreboard for football. I believe one is needed based on age and the issues in replacing bulbs, but I would recommend we wait until we know more about an elementary school potentially being placed on the land purchased near the football field. The elementary school would also have a parking lot that would be closer to the field and would be a better place to park in some ways and I could envision the "home side" for events to be on that side (east side).

As a result, we have contacted Peter Hoff (A & P Graphics in Maquoketa who have done other work for us in the past) about some graphics for the current board to brighten it up, including Comet decals. This is still a work in process but

Peter is working on this, and Tim Roth will paint the areas prior to decals being placed on the board. This will be completed prior to the first home game.

Facilities Update

I have had meetings with a few groups in the last month on developing proposals for an assessment/evaluation of the current elementary building. I will have these at the September board meeting. Note: This is only a proposal to go through the building to give detailed estimates on costs to bring the building up to "code" in various areas:

- a. ADA
- b. Fire Systems
- c. Windows
- d. Electrical
- e. Heating and Cooling (Energy Use)
- f. Air Quality
- g. Mechanical (in general)
- h. Classroom Space
- i. Outside Space and Safety (Playground, etc.)
- j. Walls
- k. Asbestos

Some key points to potentially keep in mind as we progress through the process:

If the estimate is more than 50% cost of a new building to remodel, a new building is likely the best route. If it is $\frac{1}{2}$ the cost of a new building, there is not a reason to renovate the building as a whole (no doubt). A new building may mean connected to the current building or a separate building.

Election Dates in Future Years for Bond Referendums:

- 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

Financial Options for Construction

General Obligation (GO) 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 \$2.70 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)

Facilities - Some other general information to consider:

- Primarily
 - What do our students need to assist them to learn effectively for both the present and the future?
 - Do we have the facilities and staff to accomplish this?
 - What needs to be done to make us the most effective as possible

I believe there is a need for a new **Bellevue Elementary** in the future, along with the following:

- **Ag Room** (possibly with **STEM** or even **Industrial Tech** upgrades in the future)
- Potentially moving the **Industrial Tech and Bus Barn** to make room for other upgrades
- **Music/Art Room**
- **Secure entrance at the Bellevue MS/HS**
- **Daycare**
- **Recreation Center (community-focused and utilized - indoor pool, indoor track, weightroom, VB/BB Courts, etc.)**
- **Auditorium**
- **Other**

APPROVED - IASB Legislative Priorities

I shared the IASB Legislative Priorities for the 2022 Legislative Session last month, and the following were selected to by the Board to be presented to IASB for discussion from our board. Additionally, the previous two year's priorities from the Bellevue CSD are also listed below:

APPROVED - August 2021

- Mental Health Support
- School Funding Policy
- Bond Issues
- Teacher Licensure and Recruitment (Over 50% of districts in the state are short on staff as of last week, with some districts in need of 15-40 teachers!).

August 2020

- #3 Preschool Funding
- #7 Mental Health Support
- #8 Special Ed Funding
- #18 School Funding Policy

August 2019

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

APPROVED - Board Policy Approval - Iowa Legislature - Policies

This year's legislative session created a need for a few other policies to be added for our district. I shared these last month, and I recommend we approve them this month. They are attached, but include the following:

- 401.19 (Employee Expression)
- 502.5 (Student Expression and Student Publications)
- 905.3 (Weapons in the School District)

School Finance Update

Meyer provided a brief overview of our budget at this time. Right now it appears that we are very close to being balanced with no deficit for the last fiscal year (if we are over it will only be slightly, and is not a significant financial issue based on our Unspent Budget Authority being around 25% - which is higher than the recommended of 5-15%). This is good overall, as we predicted that we could be over by about \$100,000. At the same time, recognize that we also added staff for the upcoming school year with another section of 3rd grade, an elementary teacher, and not saving as much as normal on early retirement replacements.

Finally, please remember that our enrollment with the district impacts our funds directly. Projected enrollment numbers are earlier in the notes.

APPROVED - Depositor Banks

I recommend the Bellevue CSD name Bellevue State Bank, Fidelity Bank, ISJIT, and UMB Bank as depositor banks for 2021-2022 school year up to an amount of \$21,000,000. We have done this for several years, and it allows us options in depositing funds. Penny can explain more about this process at the meeting.

APPROVED - Memorials

We first approved this at our February 2020 Board meeting, but we should do this at the start of each school year, and it is a gesture that is appreciated (and in many ways expected) in our community.

In the interest of public perception, the Board (District) may recognize the death or serious illness of current or past employees and board members with a contribution of flowers or a certificate declaring a financial contribution to student groups based on the individual's perceived interests. Additionally, the Board (District) may recognize the death of immediate family members of employees

and board members which occur during their employment or term of service. The amount will not exceed \$50.

APPROVED - Homeless Liaison

The state requires that the district has a homeless liaison to assist children and other youth and their families. Jeanette Hartung-Schroeder has served in this role as needed.

Information Items

Iowa Masonic Lodge Teacher of the Year - Abby Veach

As you likely know, Abby Veach was selected by the district administration as teacher of the year for the Bellevue Masonic Lodge, and then when submitted to the Iowa Masonic Lodge by the Bellevue Masonic Lodge she was notified that she had won the state award. This is the same award that Emily Reeg and Lisa Roth won in 2017. Wow! This is unique to have this many winners in a short amount of time for the Iowa Masonic Lodge. Congratulations to Abby! The district will be posting the photos of Abby, Lisa, and Emily in the Hall of Pride area in the MS/HS showcases in frames made by Bob Baugh, Masonic Lodge member.

Professional Learning

I am sharing a tentative schedule for professional learning for all staff below. Recognize that all staff will be in the building on Tuesday, August 17. New teachers to the district and the TLC staff come to school on Monday, August 16. Also, note some training on mental health, literacy at the elementary (Patterns of Power and Max Scholar), and Rigor, Relevance, Relationships - Culture at the MS/HS building. There are also other meetings, but this gives you an overview of the days.

Legislative Summary

While I discussed this at last month's meeting, I believe it is important to share this information again in regard to CRT (Critical Race Theory) and the attention it has gained from the media and some in our community.

I put together the following with some resources from other districts in regard to Critical Race Theory and effective non-biased teaching in our school setting. Ultimately, this should be a natural process for teachers anyway as we need to be "apolitical" in our approaches with students (ultimately, they should not know our personal feelings about politics and any other potentially controversial subject matter). But, this will be emphasized to all teachers (and others). A key part of this is, "The law does not ban instructors from answering questions about these concepts." But, it must be taught with "thought" and an impartial and unbiased manner.



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BELLEVUE COMETS
 COMMUNITY SCHOOL DISTRICT

Curricular Conversation Expectations

The purpose of this checklist is to guide teachers through a step-by-step process that will ensure a balanced approach is taken when discussing or incorporating potentially controversial and politically polarizing topics into classroom instruction.

Remaining balanced when incorporating controversial and politically polarizing topics into classroom instruction is a district expectation. Staff must appear neutral to their students - our students should not know where district employees stand on polarizing, political, and/or highly publicized topics.

<input type="checkbox"/>	The topic will support student learning of a standard in my class
<input type="checkbox"/>	I am introducing a new topic/theme OR expanding on a topic/theme in a new way (rather than focusing on a singular <i>theme</i> all semester)
<input type="checkbox"/>	The topic will be presented in a grade-level appropriate manner
<input type="checkbox"/>	In my preparation for instruction and the creation of assignments, I used balanced sources. I am purposeful when choosing sources to meet desired learning outcomes.
<input type="checkbox"/>	I use balanced resources and terminology in directions, assignments, prompts, etc.
<input type="checkbox"/>	I have talked to my colleagues (teaching partner, department, etc.) about the topic and the approach I will take when presenting information. They agree I am taking a balanced/neutral stance.
<input type="checkbox"/>	I have drafted a letter to parents that explains the learning objectives of the unit of study, lesson, etc. The letter provides context and background information. The letter is timely and invites parents to reach out with questions or concerns.
<input type="checkbox"/>	I have consulted with an administrator. They are aware of the unit of study or lesson. They have viewed the letter I will send to parents
<input type="checkbox"/>	I will provide an optional lesson for students to work on should the assignment not be appropriate for them.
<input type="checkbox"/>	I will include building administration in any parent or student follow-up to the lesson.

BELIEVE IN THE BLUE

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

When to use this checklist

- When a teacher knows/expects they will be potentially discussing or incorporating controversial and politically polarizing topics into instruction.
- At the beginning of a unit of study.

Examples of controversial and politically polarizing topics in the Fall of 2021

- Defunding the Police
- Black Lives Matters Movement
- Capital Insurrection
- 2020 Election Results and 2021 Political Unrest
- COVID-19
- Critical Race Theory

This list is not all-encompassing and will evolve over time. If you are questioning whether a topic is controversial or politically polarizing, please check with your curricular and grade-level colleagues and administration. Ultimately, when in doubt check with someone.

Contacting Parents about Curriculum - Outline of Email to send home prior to the unit of study:

- Rationale for Assignment
- Acknowledgment of why this letter is being sent
 - State the controversial topic (be open and direct)
- Standards and Learning targets addressed in the unit
- Example activities and resources
- Instructional plan to ensure balanced viewpoints in discussions and assignments
- Offer option for alternative assignment stated
- Contact information for the teacher



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COMMUNITY SCHOOL DISTRICT

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Dear _(Class Name) Parents and Caregivers,

In the spirit of transparency, I wanted to inform all of you of the next book and unit we will be studying in _____. You may recall from past conversations and the goals of the class that we will be discussing the topic of race. We will begin our unit on race and the human condition using the novel, *The Hate U Give* (T.H.U.G.), by Angie Thomas. This novel has been used in English Literature classes for three years and has been met with positive reactions from students and generated wonderful conversations about current affairs while exercising critical thinking skills.

I am aware tensions are high regarding race and policing, so the purpose of examining this particular text in a literature class is two-fold:

1. The nature of the course, to examine how literature informs and depicts the human condition, is designed to guide students in attaining the skills necessary to work through such a piece of literature, and
2. The curricular standards do require the class to dive into topics that are "relevant to current conditions and affairs" and "examine themes that appear across genres" of which race is a suggestion mentioned by name.

By examining this publicized, complex topic, students will be able to empathize with all parties and, instead of villainizing one or the other, they can see both sides of the issue and hopefully consider ways we can bridge these divides by considering aspects of the human condition and what makes us unapologetically human.

We will have a list of activities on the first day that will include...This is carefully curated to give a comprehensive background to the text and establish the author's purpose and influences for this particular text in addition to addressing the course outline.

The video establishes issues in the community and the article talks about...The final project is _____. This ties together the....

I will continuously monitor students to ensure they are having balanced and productive conversations relating the text to the human condition and that they are doing so in a respectful manner to all sides. This includes not generalizing all cops and villainizing the policemen and women who serve our communities, and not generalizing and drawing false equivalencies of the Black Lives Matter movement and the mission they are forwarding. By analyzing topics from different viewpoints, we will ensure to have a balanced representation of both aspects of complicated issues.

If you have any questions about the content, please feel free to contact me directly through email and I will be more than happy to clarify how this work meets the expectations for the district. In addition, if you would like to discuss the option of an alternative assignment for your students, please don't hesitate to reach out.

Sincerely,
Your Name
Email:
Phone Number: 563.872.4001

BELIEVE IN THE BLUE

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Transportation

The district is planning to offer some additional busing for students who live in town. We are planning a bus pick-up and drop-off around Cole Park at the entrance of the baseball diamond. This will likely be a route bus(es) that is coming into town. We already pick up two off of Sieverding Ridge Road in town and Mill Creek Road, and this would expand this offering to our students. At the same time I recognize that students have walked some of these distances in some areas for years, but in our society today it makes sense to make it more convenient for students (this is coming from someone who walks to and from work almost every day!).

Iowa Youth Advisory Council

Tait Giesemann, a 9th grade student, will be a student representative on the Iowa Youth Advisory Council (SIYAC) for the 2021-2022 school year (actually a 2-year term). The letter is at the end of the notes, and I want to commend Tait for this application and willingness to be involved.

IASB Convention

The School Board Convention in Des Moines this year is on November 18. Please think about attending this, and I will share more information at a later date.

New Staff Welcoming

The New Teacher Social Event will be at 7:00 PM at River Ridge Brewery. This event will be after student orientations for grades 6-12 (6:00 and 6:30) and Unpack the Backpack at the PK-5 building (3:30-7:00).

I am inviting the 11 new teachers we have in our district over the last two years (recognizing this number is higher than normal due to retirements, extra grade level sections, and new positions)

Comments from Building Principals, Superintendent, and Board Members

Comments from Principals, Superintendent, and Board Members

Three things:

1. See the article after the next section about "externships", and especially in regard to Matt Cook (Bellevue MS/HS Science Instructor)
2. The Iowa Girls High School Athletic Union is gathering input on the potential addition of Girl's Wrestling to school programs. Would we have a lot of girls out for this initially? Likely not. Would the numbers increase in the future? Possibly with younger student programs. Do other schools already offer opportunities at some levels for this? Yes. Anamosa, West Liberty, Tipton, and more (I do not have a complete list, but Anamosa hosted a tournament last year for this). This is an information item, but wanted to share this and gain any perspectives.
3. River Valley Conference Information - Beckman and Maquoketa CSD school boards have both indicated an official interest in joining the River Valley Conference for the 2022-2023 school year, and will be making

official applications for approval. We will talk about this more at next month's meeting, but wanted to share some basic information.

- a. While Maquoketa is larger than Bellevue obviously, Beckman's enrollment is very similar (see the information below for grades 9-11, which is what is utilized by the state for classifications for sports).
- b. This addition would dramatically reduce our travel (which is one of the most significant complaints in our community about games and travel), and would also allow for several more contests with local schools outside of our conference as we would only have 14 conference games...right now we have about 18 conference games. This reduction is based on splitting the conference into divisions likely with their potential addition.
- c. Likely divisional play in the RVC with additions of Maquoketa and Beckman (along with enrollments last year in grades 9-11):

<u>1. North</u>	<u>South</u>
Bellevue (157)	Mid-Prairie (252)
Northeast (222)	West Liberty (298)
Camanche (220)	Durant (170)
Anamosa (309)	Wilton (189)
Cascade (172)	West Branch (169)
Monticello (282)	Tipton (242)
Maquoketa (370)	Regina (Iowa City) (171)
Beckman (Dyersville) (196)	

*Recognize our number in two years will be approximately 170 or so likely); The classification for us in basketball and baseball nearly all years is a solid 2A team, which is what most of the schools in our conference are in boys (girls have 5 classes, and boys have 4 classes in basketball, volleyball, softball, baseball, and similar sports - wrestling has three classes)

Maquoketa is a 3A team traditionally, and Monticello has jumped up some years with Anamosa to 3A as well.

Other nearby BEDS Numbers

Alburnett	157
Cal-Wheat	96
Central City	100
Clayton Ridge	152
Easton Valley	117
Edgewood Colesburg	109
Lisbon	134
Maquoketa Valley (Delhi)	142
Marquette (Bellevue)	40
Midland	112
North Cedar	157 (left the RVC this year; declining enrollment)
North Linn	136
Prince of Peace	40

Adjourn

Next meeting is on September 13, 2021 at 6:30 PM

Externships give hands-on education to area teachers

Program through Iowa Governor's STEM Advisory Council includes spending 6 weeks in workplaces to gain experience, as well as a stipend and graduate credit.

BY ALLIE HINGA
allie.hinga@thmedia.com

With her students out of school, Stacey Sigwarth decided to spend part of her summer at the National Mississippi River Museum & Aquarium in Dubuque.

Sigwarth, a seventh-grade math teacher at Eleanor Roosevelt Middle School in Dubuque, spent several weeks helping museum staffers develop outreach program opportunities, an experience she hopes to integrate into her classroom when students return this fall.

"I've visited the museum as a guest before, but to actually be immersed in the work ... and knowing more about what they have to offer, I think I can bring some more resources and stuff back to my students," she said.

Sigwarth worked at the river museum this summer as part of the Iowa STEM Teacher Externships Program, an offering of the Iowa Governor's STEM Advisory Council. Through the program, educators spend six weeks in science, technology, engineering and math-oriented workplaces so they can bring their experiences back to their classrooms. They receive a stipend and graduate credit for their work.

Local teachers participating in the program this summer said the experience gave them new perspectives to share

See **TEACHERS, PAGE 3A**

TEACHERS: Educators
help workplaces with
new perspectives

with their students. Their workplaces, in turn, benefit from educators' perspectives and build connections with students.

"I like the thought that we're opening the eyes of some of these teachers, and they, hopefully, in turn, are opening the eyes of some of their students," said Curt Kemmerer, a wildlife biologist at the Iowa Department of Natural Resources' Maquoketa wildlife unit.



Curt Kemmerer

GAINING EXPERIENCE

Sigwarth, who just wrapped up her externship with the river museum, spent her time there helping staffers build on existing outreach programming and create new offerings, including a program focused on bird migration through the Mississippi River.

She said she appreciated getting to see the ways in which math is used in a workplace such as the museum, both in more abstract ways such as persevering in solving a problem and in more practical ways such as understanding how much to feed an animal or examining budgets and costs.

"It's just a lot of those practical math skills that we build in middle school that you see in application in an actual workplace," Sigwarth said.

Matt Cook, who teaches middle and high school science in the Bellevue (Iowa) Community School District, spent his externship with the DNR's Maquoketa wildlife unit.



Matt Cook

In that time, he helped with tasks such as spraying nonindigenous trees with an herbicide to make space for native plants, banding geese and doves and finding suitable locations for two barn owl boxes to give the birds more nesting spots.

"It was a great experience for me," Cook said. "I had a lot of fun. It was a lot of work. I definitely earned my education."

The experience pushed him outside of his comfort zone, which opened his eyes to the importance of giving his students new experiences, as well.

"They can look up anything on Google," Cook said. "Just telling them how to do it, that's important, but also being able to apply that to their day-to-day life or being able to apply that information, ... it's really what they need."

He is creating a final project for one of his courses in which students will research endangered species in Iowa and come up with a plan to build their populations, draw-

ing inspiration from his work with the barn owl boxes. He also noted that his externship taught him the value of giving students skills that will make them more employable.

Jennifer Buckwalter spent her summer working with high school interns at Innovate 120, an entrepreneurship hub in Maquoketa, Iowa. She supported the students as they worked on projects for clients.

Buckwalter had been working as a business teacher at Maquoketa High School but recently resigned to take a teaching job in Muscatine. She plans to teach a coding class next school year and said the externship helped her recognize the work needed on a project before coding can begin, such as examining the problem to be solved and conducting research and interviews.

"I'm glad I did this because that's how I'm going to start the class," she said.

BUILDING CONNECTIONS

While the teachers and their students are key beneficiaries of the externship program, the host workplaces also benefit.

Jennifer Drayna, curator of education at the National Mississippi River Museum & Aquarium, said museum staffers tapped into Sigwarth's expertise to reimagine some of their programming for middle school students. They also benefited from Sigwarth's perspective as a math teacher because she was able to build that subject into programming.

"That's been refreshing and helped me rethink cross-cutting concepts and how you can connect standards beyond the nice, easy science ones," Drayna said.

She noted that working with Sigwarth and other externs helps museum staffers get a better understanding of the traditional classroom and how they can incorporate the museum more broadly into students' learning.

"We hope that it is a mutual relationship and that we, in the long term, will be able to serve as a resource for teachers," Drayna said.

Kemmerer said that by hosting externs, DNR staffers can help get their mission into classrooms so young people know the value of their work.

"If we can build that knowledge and appreciation base with the teacher, they'll in turn build some of that knowledge base and appreciation and passion for natural resources and some of the science that goes along with ecology and environmental science ... in their students," he said.



Jennifer Drayna



Governor Kim Reynolds
Lt. Governor Adam Gregg
San Wong, Director

The Iowa Department of Human Rights is proud to announce the members of the State of Iowa Youth Advisory Council (SIYAC) for 2021-2022. SIYAC members serve 2-year staggered terms. These youth were selected through a screening process that required submitting an application, providing a letter of recommendation, and participating in an interview. These young people have made a commitment to lead by example and work closely as a group with community members and organizations to ensure Iowa's youth voice is represented and amplified, and to serve as a liaison for Iowa's youth with state leaders. SIYAC will meet at least quarterly to address issues affecting youth. Information will be gathered on selected issues and their findings will be presented to community and state leaders to assist in addressing these issues.

The 2021-2022 SIYAC members and their home communities are:

Name	Year	City	Name	Year	City
Volta Adovor	1st	Ankeny	Abby King	1st	Dubuque
Paras Bassuk	2nd	Iowa City	Soomin Koh	2nd	Iowa City
Koro Castillo	2nd	Cedar Falls	Brenda Koumondji	1st	Cedar Falls
Hannah Dillehay	1st	Council Bluffs	Monica Malek	1st	Ames
Tate Geismann	1st	Bellevue	Folasade Olawoye	1st	North Liberty
Lily Glenn	3rd	Ottumwa	James Piazza	2nd	Des Moines
Klaertje Hesselink	2nd	Cedar Falls	Sophia Polking	1st	Carroll
Gabriella Huffstutler	1st	Des Moines	Reyna Roach	1st	Iowa City
Achinteya Jayaram	2nd	Bettendorf	Lulu Roarick	2nd	Iowa City
Eric Johnson	1st	Rock Valley	Trey Voeller	1st	Prairie City
Kendall Jones	2nd	Ottumwa			

*Lily Glenn is serving her 1st year of her 2nd term (3rd year overall in the council).

Pursuant to Iowa Code Section 216A.140(8)(b), the above-named youth have been selected to serve on the State of Iowa Youth Advisory Council, their appointments effective July 1, 2021.

San Wong
San Wong, Director
Iowa Department of Human Rights

7/15/21
Date