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**DIRECTORS**

Janet Sieverding Vice President  
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Marty Ploessl Member  
Matt Wedeking Member

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**Comet Highlights from the January 11, 2021 Board Meeting**

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

January 11	Board of Education Meeting - 6:30
January 18	No School for Students (MLK Day); Teacher Professional Learning Day
February 10-11	Parent-Teacher Conferences
February 11	School Improvement Advisory Council - 6:30 (Face-to-Face and Zoom Option)
February 12 & 15	No School
April 2-6	No School
April 6	Teacher Professional Learning Day
May 28	"Beyond the Blue" Recognition Evening (tentative)
May 29	Graduation - 4:00 PM (Saturday)

**Consent Agenda**

**Approve Open Enrollment Requests**

- Jackson Capesius - 11th Grade - Dubuque to Bellevue (2nd Semester 2021)
- James Carr - Bellevue to Maquoketa (effective for the rest of this school year; Dependent on the receiving district accepting the enrollment)

**Approve Resignations**

- Donna Medinger - Associate - Donna is in her 17th year in this position in the district; She has predominantly been a music associate, but has also worked in the lower elementary for several years recently as well. Her knowledge in this position is outstanding, and has been an asset to the district. (Letter at the end of the notes)
- There are other resignations later in the meeting as separate items.

**Recognize any Visitors**

Cris Kellogg, Tracey Till, Jeanette Hartung-Schroeder, Jeff Recker, and Dave Wright

## Comet Curriculum - COVID-19 Update

### County and School District Data for COVID-19

- Our numbers at school to this point are looking much better than they were in the past. Below is a summary of the school year as of 1.11.21:



**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

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### **Bellevue Community School District COVID-19 Update January 11, 2021**

<b><u>Positive Tests</u></b>	Students	Teachers	Other Staff
Elementary	28	9*	7*
Middle/High School	39	7*	5*

\*Some "Teachers" and "Other Staff" work in both buildings, and they are only counted in one of the buildings.

Summary	Students	Teachers & Other Staff
Elementary	28	16
Middle/High School	39	12
<b>Total</b>	<b>67</b>	<b>28</b>

**Total for Students and "Staff" - 95**

#### **Number of Students Quarantined in 2020-2021 School Year**

Elementary	139
Middle/High School	145 (MS - 55; HS - 90)

\*Does not include students with a positive test.

### Teaching and Learning

- Teaching and learning has looked different for both staff and students this year, and we have also noticed some things "we will keep after

COVID-19" in our district that have proven to be successful. Mr. Recker, Mrs. Hartung-Schroeder shared some of aspects of lunch schedules/recess, students not able to come to school due to injuries/illness, use of Google Classroom and Seesaw for communication with parents and students, recognition of student lives outside of school (and their interests), and more.

The following article also shares some thoughts on education, and what we need to be thinking about in regard to "schooling" in the New York Times by By Jal Mehta who is a professor at the Harvard Graduate School of Education who studies how to transition from rote learning to deep engagement. While they also discuss not all students being in school, I believe that many aspects are worthy to share from this article as we talk about school as a "whole" and its impact on students and their learning (and what may need to change in the future...or continue to change).

*If a measure of a society is how well it takes care of its young, the past nine months are a damning indictment of our nation.*

*Parents and teachers have been working overtime under impossible circumstances., and states have prioritized keeping gyms and restaurants open over keeping schools open. A result is that about 48 percent of all students are still in full-time virtual instruction (another 18 percent are in hybrid), according to Burbio, a company that tracks school calendars. These rates are higher among poor students and students of color. This is shameful – private schools holding classes under tents on spacious campuses while poor students are sitting outside McDonalds to get internet access.*

*There is little doubt that going to school is, on average, better for students. They are frequently tuning out of virtual learning. In higher poverty communities, older students are working to help make ends meet or have simply disappeared from the school rolls. What parents have seen streamed into their living rooms often reflects uninspired curriculums and pedagogy. Students think much of what they are learning is irrelevant and disconnected from their identities and the world around them.*

*These are not new problems – they are just newly visible because of the pandemic, and in some cases exacerbated by it.*

*It's looking as though all schools should be able to open fully in the fall. The pandemic – and the pause in institutionalized schooling – has helped us to see what should change when that happens.*

**The first lesson that the pandemic has revealed is the limits of one-size-fits-all schooling.** *Some students have [actually liked not being in school](#) – the lack of social pressure and anxiety has made them more able to focus on learning. Some were miserably lonely at home and couldn't wait for school to reopen. More reticent students have really liked being able to type into the chat instead of talking, and some students have thrived in the small groups afforded by virtual breakout rooms. When we reopen schools, could we do so in a way that creates different kinds of opportunities for all kinds of students – introverts and extroverts, fast processors and reflective thinkers?*

**A second lesson is the necessity of making schools more human.** *One of the best outcomes of the pandemic is that it forced schools to get off their treadmill and actually talk to students and parents – understand their life circumstances and how those intersected with school expectations.*

As one seventh grade teacher in New Jersey, William Stribling, said to me, "When we're on campus, our schedules don't allow us to be as human-centered as we are in this environment."

We often are in such a rush in school – from one class to the next, from one topic to another – that we don't remember that the fundamental job is to partner with families to raise successful human beings. The pandemic is helping many of us to think about our students in a fuller and more holistic way; we should remember that when the crisis ends.

Another part of making schools more human is having them start later; some studies show that teenagers' mental health actually improved last spring, and researchers think one of the most likely explanations is that [the students got more sleep](#).

Classrooms that are thriving during the pandemic are the ones where teachers have **built strong relationships and warm communities**, whereas those that focus on compliance are really struggling without the compulsion that physical school provides.

Creative teachers are allowing students to choose music during breaks, scheduling one-on-one check-ins, and designing assignments that give students agency, choice and purpose in their work. They are taking some questions that Zoom school has raised, such as whether students should have cameras on or off, and inviting students to codesign these classroom policies. They are connecting learning in the classroom to the major events that have happened outside of it: Covid-19, as an occasion to understand epidemiology or political leadership; George Floyd and the Black Lives Matter protests, as a way to explore institutional racism or the power of organizing.

Some of the results have been spectacular. Charlotte Bowder, a student at Casco Bay High School in Maine, had the idea of writing a song that would celebrate community amid social isolation. She recruited her friend Luthando Mngqibisa to sing co-lead, and with the help of the EL Education network of which the school is part, recruited 34 other musicians – from high school string players to elementary schoolers on pots and pans – across 11 schools in seven states to play the song together virtually. The resulting project, "[Make the World Better](#)," is one of the most uplifting, professionally done pieces created during the pandemic. Give it a listen; it will be the best four minutes of your day.

**Smart schools are making significant organizational changes to become more human.** Some high schools are moving away from semesters with seven-period days – unsafe in person, unmanageable at home – to a quarter system where students take no more than three subjects at a time. This frees teachers to focus on half as many students (reducing their loads to, often, about 80 from 160), which has given them the time to build the relationships that students need – particularly in a pandemic, but always.

Other schools have foregrounded the student-adult connection piece: La Follette High School in Wisconsin has reorganized itself during the pandemic so that every adult in the building is responsible for 10 to 15 students. Students can call or text these adults as needed – the equivalent of an on-call adult to help them navigate their virtual classes.

**A third critical issue is that we cannot set the needs of students against the needs of adults.** Many American school reformers have this strange habit of positioning themselves as the moral defenders of kids while demonizing teachers and their unions as standing in the way of progress. Other countries do not do this; they recognize that the success of their students is intimately connected to the success of teachers. They make good on that understanding by paying for teachers' preparation, compensating them fairly, and respecting the importance and complexity of their work.

The pandemic created a difficult conflict: Parents wanted teachers in school; teachers were fearful for their safety. In some communities, this was worked out through extensive dialogue and flexible solutions that enabled some teachers to come to work while the most

at risk stayed home. In other communities, teachers were demonized, unions dug in, and the situation spiraled downward. Coming up with ways to build trust and find solutions that are good for both students and adults is one of the meta-lessons of the pandemic.

**Fourth, there is the question of how to catch students up on what they missed during the pandemic.** This is a serious problem – 56 percent of teachers in one survey [reported](#) covering half as much material as they would in a normal year, or less. But, at the same time, we don't want a repeat of No Child Left Behind, where disadvantaged students got endless drills in reading and math while more advantaged students were given a richer curriculum.

The right choice here is to get very specific on what needs to be made up and what does not; teams of teachers and administrators could **work together to decide what is essential** to keep and what can be pared. We should take a page from the Japanese tidying expert and [Marie Kondo the curriculum](#), discarding the many topics that have accumulated like old souvenirs, while retaining essential knowledge and topics that spark joy. Such an approach would responsibly prepare students for the future, without exacerbating many of the conditions that turn students off from school.

**The pandemic is giving us an opportunity to make a pivot that we should have made long ago. We have been on a treadmill of short-term fixes, pretending that if we just get the right test, the right incentives, put the right pressure on teachers and students, they will achieve what is good for them, like it or not. But we are realizing what we should have known all along: that you can't widge your way to powerful learning, that relationships are critical for learning, that students' interests need to be stimulated and their selves need to be recognized.**

The same is true for teachers – they need to feel physically safe, they need support, they need their work to be recognized and honored, and they need working conditions that make it possible for them to succeed. All of this is doubly true in high-poverty communities, where in the name of urgency, we have moved the furthest from taking a human approach to both students and teachers.

Districts could embrace this shift by **moving away from top-down edicts and instead inviting teachers, students and community members to codesign the structures that affect them. We need to talk about what we are trying to accomplish – not just about what knowledge we want our young people to possess, but what sorts of skills, capacities and qualities we want them to develop. And then, and only then, about what sorts of teaching, learning and policy structures would support the cultivation of those qualities.**

States could help by following leading international jurisdictions like British Columbia in honing standards to focus on the truly essential, enabling opportunities for local adaptations and greater depth on fewer topics. Given the radical inequalities in learning opportunities this year, states should declare a moratorium on testing this spring. The federal government finally approved \$54 billion for schools in stimulus funding, but districts serving high-poverty students, especially, need more. We should increase support for much needed counseling services and encourage states to equalize funding across their districts.

In the very short term, if state constitutions guarantee students access to school, and if school is virtual, then states must provide students a working internet connection and a laptop or tablet. And given the role of schools in not just educating children but also enabling their parents go to work, teachers should be considered essential workers and be early in line to be vaccinated.

There has been considerable attention to the health crisis, and some to the economic crisis. But there hasn't been a serious commitment to the corresponding educational crisis. We need to rebuild and reimagine schools. We now have a chance to do both.

## FFCRA Update

- I sent this email recently to staff members, and also to board members. As it states, the Families First Coronavirus Response Act has expired. The district will continue to work with our staff members as necessary to assist them in their required leaves, etc. Contact me with any questions or concerns.

*First of all, thank you for all of your efforts in mitigating COVID-19 for the safety of each and every staff member and student. Your assistance is vital for our school district to educate students in a safe environment, with our staff at all levels. From your updated protocols in your classroom, the monitoring of students inside and outside of the classroom, and the monitoring of your own health on a daily basis, your actions have made a positive impact for our district.*

*At this time, I do not have any updated information on vaccine accessibility for staff members at school, but I have heard that school employees will be included in COVID-19 vaccines prior to many others in the public. But, I do not know of any updated information on this (but expect to have some information from the local health department the first week in January from what I have been told prior to break).*

*The Families First Coronavirus Response Act (FFCRA) has been beneficial to staff members for leave in the past, but on December 21, 2020, a COVID-19 stimulus package was passed by both the House and the Senate (and recently signed by the President) that did not extend this past December 31, 2020. Prior to December 31, 2020 staff members were able to take leave as a result of FFCRA for 14-days (typically 10-school days) without utilizing their sick leave while still being paid. Starting in January 2021, staff will need to utilize other "leaves" that are available to them, as the Bellevue CSD will still regulate employee leave when needed based on COVID-19 impacts to mitigate the risks for employee safety and well-being.*

*Some specifics include the following:*

- *The Bellevue CSD will continue to mandate that people who test positive for COVID-19 not be at work during the 10-day time period. Staff will be able to utilize their sick leave as a result of being gone, instead of the FFCRA leave from the last few months.*
- *If Bellevue CSD staff members need to be quarantined as a result of exposure to a positive COVID-19 case, or someone in their household has tested positive for COVID-19, they will be able to utilize their own individual sick leave, work/teach from home if possible (teachers teaching remotely, etc.), or take days unpaid during their required time for quarantine,*
- *The Bellevue CSD will continue to allow parents to stay home with their children if they are not allowed to come to school as a result of testing positive or being at a child care center that is closed. The employee can utilize their family leave, emergency leave, or take days unpaid in this case.*

*There may obviously be more scenarios than those highlighted above (and more options), and we will work with staff members accordingly in a similar manner as above. Our staff members in all positions are valuable, and we want to work with you as we continue to navigate COVID-19. The district will continue to assist staff members with issues in regard to leave as needed as well. If you have any questions, please feel free to contact me at anytime.*

*I hope you enjoy your time away from school during this break (or enjoyed it if you do not read this until your return to school...which I hope is the case for your own mental health and "recharging").*

Thanks.

### Vaccine Update

I received the following message excerpt from the Department of Health recently...

Good afternoon,

I have had several of you inquire about the COVID vaccine and when it will be available for school employees.

We currently are in Phase 1A- direct health care workers. CC and JC have enough to finish those workers that fit into that population. We are fortunate to receive enough to complete this phase and are working to try and contact those workers with fit into this population. The long term care facilities are also starting their clinics for both staff and residents with the large pharmacies.

We received an update...next phase- 1B essential workers and elderly over 75. This is a large group. The state has concerns over how large the group is and that the vaccine allocations coming into the state do not meet the needs. So the Iowa Infectious Disease Advisory Council (IDAC) is working to make a priority list for this phase to help the locals and match the allocations. We have been told that the guidance should come out in a week or 2 and we should not expect to start Phase 1B any sooner than a couple weeks from now and maybe longer.

We have several longer counties that still have many Phase 1A workers to finish. I talked with Scott Co health Dept this am and they are just starting on EMS, dentist, PT, OT,....so we fortunate to be ahead of them at this point.

My question for the school in planning for the vaccine. Have you taken a survey to find out how many of your staff are interested- I say staff not just teachers because many of your staff have as much risk as teachers.

### Early Retirement Plan Applications

APPROVED - Meyer recommended approving Lisa Roth (1st grade), Tim Toops (Secondary Science), and Steve Schroeder (Vocational Agriculture) for the Early Retirement Program at this time based on their meeting the program requirements set forth by the Board of Education in the Early Retirement Plan for the Bellevue CSD. The deadline is not until Monday, January 18, so more people may still apply for this program, but at this time these are the only three eligible individuals who have filed the paperwork.

I will work with the principals to advertise these positions as needed, and work on staffing recommendations as a result for positions in the district. One aspect is that we will need to replace the secondary science position in some manner. Furthermore, we will need to evaluate our staffing at the elementary and space to determine if we will continue the three sections in K-2 for next year as they progress a grade, and what is needed for the incoming kindergarten class for teacher staffing. I will share more at the meeting and/or in the near future.

### **2021-2022 Calendar Discussion**

I will be working with the District Leadership Team on calendar perspectives for the 2021-2022 school year, but below is a rough draft of a calendar. You will note it looks similar in many ways for professional learning days, parent-teacher conferences, etc. There are some changes based on the winter break timing, and student days (required 1080 hours, and we usually do 180 days with this) and teacher work-days (188 days). This is only a draft. I will have a more complete calendar at the February meeting, and then look to approve it in March after a public hearing in regard to the calendar at the same meeting (this could be March and April also).



## 2021-2022 School Calendar – DRAFT 4 (1.8.20)

Summary of Calendar:  
Days/Hrs. in classroom:

First Semester 82/532  
Second Semester 98/614  
**Total** **180/1146**

**Required**  
**TOTAL DAYS/HRS** **180/1080**

### CALENDAR LEGEND

Start/End of Quarter/Semester  
Teacher Professional Learning  
Parent-Teacher Conferences  
No School 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 (some from an early dismissal and some from full-days...similar to previous year calendars) 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.

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	213
11	12	13	14	15	39	245.5
18	19	20	21	22	44	278
25	26	27	28	29	49	308.5
November 2021						
1	2	3	4	5	54	341
8	9	10	11	12	59	371.5
15	16	17	18	19	64	404
22	23	24	25	26	66	417
29	30				68	430
December 2021						
		1	2	3	71	449.5
6	7	8	9	10	76	480
13	14	15	16	17	81	512.5
20	21	22	23	24	84	532
27	28	29	30	31		
January 2022						
3	4	5	6	7	88	558
10	11	12	13	14	93	590.5
17	18	19	20	21	97	616.5
24	25	26	27	28	102	649
31					103	655.5
February 2022						
	1	2	3	4	107	681.5
7	8	9	10	11	112	714
14	15	16	17	18	117	740.5
21	22	23	24	25	121	766.5
28					122	773
March 2022						
	1	2	3	4	126	799
7	8	9	10	11	131	831.5
14	15	16	17	18	136	864
21	22	23	24	25	141	894.5
28	29	30	31		145	920.5
April 2022						
				1	146	927
4	5	6	7	8	151	959.5
11	12	13	14	15	154	979
18	19	20	21	22	157	998.5
25	26	27	28	29	162	1031
May 2022						
2	3	4	5	6	167	1061.5
9	10	11	12	13	172	1094
16	17	18	19	20	177	1126.5
23	24	25	26	27	180	1146
30						
June 2022						
	1	2	3	4		
7	8	9	10	11		

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 Professional Learning (2-Hour Early Dismissal)  
October 6 & 7 Parent-Teacher Conferences (2-Hour Early Dismissal)  
October 8 No School  
October 22 End of 1st Quarter (44 days)  
October 27 Professional Learning (2-Hour Early Dismissal)  
Nov. 10 Professional Learning (2-Hour Early Dismissal)  
Nov. 24-26 No School (Thanksgiving Break)  
Dec. 8 Professional Learning (2-Hour Early Dismissal)  
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. 16 & 17 Parent-Teacher Conferences (2-Hour Early Dismissal)  
Feb. 18-21 No School  
March 11 End of 3rd Quarter (47 days)  
March 23 Professional Learning (2-Hour Early Dismissal)  
April 14-19 No School  
April 19 Teacher Professional Learning  
May 4 Professional Learning (2-Hour Early Dismissal)  
May 25 End of 4th Qtr/2nd Sem (51 days/98 days)  
May 30 Memorial Day  
May 26 Teacher Professional Learning

**180 Days/1080 Hours Calendar**

## Comet School Finance Information

### Revenue Purpose Statement Approval

Reminder, this will be on the ballot on Tuesday, March 2 2021. It needs a 50%-plus one for approval. **REMINDER FOR EVERYONE: THIS IS NOT A TAX...IT ONLY GIVES THE DISTRICT TO ACTUALLY SPEND THE FUNDS!**

Below is a draft of a letter to include in the newspaper and the Weekly Comet District Newsletter.

### **SAVE Support for the Bellevue Community School District...Not a Tax!**

### **Support SAVE for the Bellevue Community School District: A win-win for students and taxpayers**

*The Bellevue Community School District will be conducting a special election on Tuesday, March 2 to reauthorize our current Revenue Purpose Statement for SAVE funds (Secure an Advanced Vision for Education). The current statement will expire January 1, 2031 for all school districts in the state, as a result of the 2019 Iowa Legislature extending the use of revenue from the SAVE (sales tax) through January 1, 2051.*

*As a result of the extension, voters in each school district will have an election to authorize the school board how best to spend this revenue beyond January 1, 2031. The Revenue Purpose Statement does **NOT** increase anyone's taxes. The Revenue Purpose Statement allows the voters of the district to authorize and direct the local school board to spend their share of the revenue generated from the sales tax funds collected across the state.*

*Iowa Code allows the funds from SAVE to be used for specific purposes. including:*

- *Purchasing and Repairing Transportation Equipment (buses) to Transport Students*
- *Purchasing Equipment for General School District Purposes*
- *Purchasing and Supporting Technology (computers, software, and technology infrastructure)*
- *Repairing, Remodeling, Reconstructing, Improving, or Expanding School Facilities or Buildings*
- *Expenditures for Energy Conservation*
- *Purchasing and Improving Grounds*
- *Safety Equipment and Technology to Protect Students and Staff*

*Without the SAVE funds, the district would not be able to complete various projects in the district without asking voters to approve property taxes for such projects. Some of these specific projects for the district include:*

- *Purchasing Buses for Student Use, including school buses with improved safety equipment that keeps both public and nonpublic students safer on the way to school and on the way home*
- *Purchasing and Installing Security Cameras throughout the district, along with security devices on doors for approved entry into the school buildings*
- *Construction and Renovation of the Addition to the Bellevue MS/HS Building*
- *Roof Repairs at the Bellevue Elementary School and the Bellevue MS/HS Building*
- *Construction and Renovation to the Elementary Office Area*
- *Improved Lighting in Hallways and Classrooms*
- *Renovations to the Music Room and Art Room*

The only other funding available to Bellevue Schools for such improvements involves a school bond issue, which would require an increase in property taxes. **Over the last decade the SAVE fund has provided school infrastructure and equipment funds to us, helping us to lower our property tax rate from \$14.04 per \$1,000 of net, assessed taxable valuation in 2011 to our current property tax rate of \$10.88 per \$1,000 of net, assessed taxable valuation.** Continued direction of SAVE for these purposes will help the school board to continue to meet these combined objectives of maintaining a lower property tax rate while investing in facilities designed for student learning.

The SAVE funds are vital for the learning experiences of students, and will continue to be used to maintain and improve their learning environments for students in various ways as needed. At a time when the pandemic has had an impact on various entities in the community, area, state, and beyond, this is simply a vote to approve the SAVE Funds to be utilized by the school district. It is not asking for more money. It is not raising taxes. It is not a new expenditure. Simply put, it is a common ballot item that must be approved by 50% (plus-one) voters in our school district to allow the district to have the authority to utilize the money.

The Bellevue Community School leaders thank the 2019 Iowa Legislature for continuing the SAVE fund for another 20 years to support taxpayers and students. We encourage voters to support the extended Revenue Purpose Statement to continue our efforts at school safety, improved environments designed to support student learning and continued lower property taxes for our community.

### Summer Projects Discussion

The following is a tentative list of potential summer projects, etc for 2021. This is for discussion and a time to ask questions to allow for you to reflect upon in the upcoming weeks. I believe it may be beneficial to keep our spending limited this summer overall, both based on needs and our need to "re-do" rooms for August of 2021 when moving items back into rooms, etc. I also believe that "now" is not the best time to make large changes based on the uncertain economic conditions as a whole. This is not a complete list by any means, but it also is not a list sharing that we will do all of these things this year (this is a long-term list that continually changes).

#### Facilities/Vehicles (December 2020)

(this may not be all-inclusive)

#### \*Indicates a priority from Superintendent's Perspective

- **\*Ceiling Tile and Lights Replacement in MS classrooms, MS restroom, Library, etc.  
Estimated Total- MS Classrooms/Library = TBD**

New ceiling tile would make the rooms look much better with new lights to brighten the rooms. It is needed, and is a continuation of the projects in the hallways in the building. These are the only remaining areas.

In future year(s) it would be a good idea to do windows in each room (make larger and more usable) and flooring.

Staff in our district would do most of this work.

- **Flooring in MS/HS Hallways**

**Estimated Total: From January 2020**

"Trowel stained" floor like Hall of Pride is likely around \$12,000;  
"Stained" cement (if possible), would likely be around \$10,000;  
A tile floor is about \$9500;  
An epoxy floor is around \$9000.

*Benefits to any over other? The floor that takes the most work and chemicals to clean, etc is the tile floor; The floor that is most long-lasting and less labor and no chemicals (besides basic soap) is the stained or "troweled" floor; The epoxy floor is also less chemicals, but will show scratches and scrapes more often*

- **\*Gym Floors (normal scheduled maintenance)**

*This would be our annual refinishing for the MS/HS floors, and our "as needed" at the elementary (where we have not done for the last three years, and with its additional use for lunch and music this year it is needed).*

- **\*Ceramic Tiles in Elementary Classroom Restrooms**

*The tile needs to be replaced in the restrooms between some elementary classrooms. We would replace this on our own.*

- **Paint Elementary Rooms**

**Estimated Total: \$150/room**

*If we are moving classrooms this year in the summer it would make sense to paint the classrooms as well.*

- **HS Restroom Renovation**

**Estimated Total: \$5,000**

*These are our main restrooms during activities, and the appearance and usefulness need some potential updating. Possibly putting some type of partition up between new urinals would be a benefit for privacy; This is the low number and would need some more exploration on costs overall but it is in this range overall*

- **Transportation: Bus Barn Hoist (used?)**

**Estimated Total: \$2500-\$7500**

*Ease/capability of doing repairs*

**Athletic Areas**

- **Football Field/Track Area**

**Estimated Price: Our own labor and rental of equipment**

*Basic annual care; Fertilizer, etc.*

- **Press Box**

**Estimated Price:TBD**

*The building is aging (1st and 2nd floor are from 1972 approximately, and the top floor is from an addition built on to it in the mid-1980s). We are going to be examining the flooring on the upper levels to make sure it is still solid and able to hold the appropriate weight of the number of people in the area (we have also done this in the past). Additionally, we will be looking at the stability of the building overall. This will be a future project, to build a new press box, the question if it is this year or a later year. Also, is the current location the right location for a future parking lot by a new elementary potentially in the future.*

● **Football Scoreboard (Repaint or New)**

**Estimated Price: \$13,500**

- *\*Repaint Scoreboard: This would include painting it obviously, but also adding some updated graphics and logos, including state playoff qualifying information. I would recommend this at this time until we know what the future holds for the elementary school, and potential impact on parking, press box, etc. - Pending location of elementary school.*
- *New Scoreboard: This could include a fundraising drive in some manner with the community, especially if we would want to do a larger board or have athletics pay for this solely. I received the impression from the Board that you would prefer a basic scoreboard, and not to include a video board, etc. at this time. This may also be connected with upgrading further in the future after a referendum, etc.*

● **Play Clock for Football**

**Estimated Price: \$4500-\$6500**

*This could be connected with the scoreboard project, and the higher cost is a playclock that is on the same scoreboard as the time.*

**Vehicles (2021-2022 purchase)**

● **Bus (2021-2022 purchase)**

**Estimated Total: 95,000**

● **Suburban (2021-2022 purchase)**

**Estimated Total: \$55,000**

○ **Currently**

- 2001 - 170,000 miles; OK mechanically, but rust holes (student trips)
- 2001 - 187,000 miles; OK mechanically and body (student trips)
- 2007 - 148,000 miles; OK mechanically, but starting to rust (PK/SE)
- 2007 - 180,000 miles; OK mechanically, but a little rust (Student trips)
- 2008 - 95,000 miles; OK condition mechanically and body (PK/SE)
- 2009 - 187,000 miles; OK condition mechanically and body (Student Trips)
- 2015 - 85,000 miles in good condition (Student Trips)

● **Cars/Etc.**

- 1992 Snow Truck - Fair condition at best (not used much)
- 1994 Truck - 77,000 miles; OK...at best; Maintenance Truck
- 2000 Buick - 135,000 miles; OK mechanically and some rust (lunch)
- 2002 Buick - 182,000 miles; OK mechanically, and rust-gravel (PK/SE)
- 2005 Van - 105,000 miles; OK mechanically, some rust starting (lunch)
- 2006 Impala - 181,000 miles; OK mechanically and body (Staff/Students)
- 2015 Impala - 82,000 miles; OK mechanically and body (Staff/Students)

*A future idea may be to buy a new suburban from Special Ed or Preschool Funds (to only use to transport those students legally) and then purchase one of our current suburbans we purchased with SE funds at a used price from the general fund. There are also some new requirements for inspections with the state which may play a part in purchasing a new suburban*

**Other**

● **PK-12 Innovation Center (AG and STEM)**

**Estimated Total:**

**\$250,000-\$400,000 (?)**

*Utilized by students in all grade levels to replace the current Voc. Ag building which is not used by students at this time due to safety and learning concerns. This may be a potential "Wick-type" building in the future.*

## Technology & Instructional Items

### Instructional Items

- **\*Chromebooks:** **Estimated Total: \$270 X 100 = \$27,000**
  - This includes the computer, plus an "Education" upgrade for the devices.

*Buying annually for 3rd grade & 6th Grade at this time. Likely look for approval on this for February or March of 2021 to order and get ready for the next school year.*

- **Promethean Boards:** Elementary **Estimated Total: \$4,500 each**

*We have been updating these in the last few years. These are both boards on carts or mounted on walls. When on carts it allows for the "front of the room" to be anywhere. They are interactive and utilized a great deal by our staff at the elementary. We may add one for the MS*

### Elementary Needs

(Likely wait on these until decisions about building made)

- Elementary Cafeteria Updates \$50,000-\$75,000  
(Windows/Tables) Depends on future of building
- Elementary Playground Equipment
- Green Space
- Windows
- Boiler?

### Level II Investigator

APPROVED - Since Lyn Schwager retired we need to approve another individual to serve as Level II Investigator for the district in cases of abuse, etc. I am recommending we approve Dennis Schroeder, new Bellevue Chief of Police, as this individual.

### Comet Reading and Reflection

Below is an excerpt from an article in Kappan (educational journal) about "Envisioning Good Schools" the Board discussed. The information is from the 80's and 90's, but obviously still has a part to play in our educational system and frameworks. I believe this is important to remember and continue to work on.

#### ***Envisioning good schools in Kappan***

*Teresa Preston*

*October 26, 2020*

*In Kappan's March 1990 issue, Roland Barth shared his personal vision of what a good school looks like. Other people may have a very different vision in mind, and that's fine, he explained. The important thing isn't that educators all see eye to eye but that each of us has a clear idea of the kind of school we hope to create:*

*I don't believe that any teacher, principal, or professor can be a serious agent of change in a school while only responding to someone else's vision. Implementing the ideas and ideals of others will always be a half-hearted enterprise. ("A personal vision of a good school," p. 516)*

Over the decades, dozens of Kappan authors have offered their own perspectives on what a high-quality school looks like. And as they've demonstrated, how we define good schooling affects everything from our funding decisions and school reform priorities to the ways in which we prepare our teachers, design the curriculum, teach our classes, assess our students, and evaluate our schools.

### **A multitude of interests**

U.S. public schools have a responsibility to educate enormous numbers of students, who come from a very wide range of backgrounds. In a report to the trustees of Teachers College, Columbia University, published in the February 1929 Kappan, William Russell, then dean of the college, argued that this created a tension between the quantity of students our schools seek to educate and the quality of the education schools provide. Was it possible to have both, Russell wondered, and could the nation afford it?

Those who favor quantity are extending educational facilities and welcoming the hordes of students who flock to the doors of our schools and colleges. Those who think first of quality are restricting attendance in order to do their best for small numbers. If it were possible to give a satisfactory education to large numbers in big institutions under conditions of reasonable economy, the results would be of utmost importance. After all, it is a question of the possibility of quantity production of quality in education. ("The triple problem: Quantity, quality, and economy," p. 130)

Further, whether or not we choose to educate large quantities of children, we still face the challenge of deciding what quality looks like, which requires some consensus about the purpose of our schools. Because Americans hold wildly divergent views on these questions, the February 1934 Kappan featured a discussion guide meant to facilitate productive conversation about these contentious issues:

Neither laymen nor educators are agreed upon the proper aims and methods of public education. One group criticizes the schools because they have no contact with life, while another group deplors the overemphasis on practical things. One group believes that the discipline in the schools is too severe and too much inclined to suppress individuality, while another group feels that easy and agreeable teaching methods are making children selfish and incompetent. One critic feels that the modern curriculum is too varied and urges a return to the simpler offerings which prevailed years ago. Another criticizes the schools because the curriculum is too narrow, formal, and traditional. On the whole, the evidence indicates a common concern for the improvement of the schools and diverse opinions among both educators and laymen as to the methods of bringing about improvement. ("Evaluating the public schools: A manual for use by conference groups discussing problems of public education," p. 173)

It's unclear how many people put the manual to use, or whether those people were able to agree on the purposes of public education and how best to improve the schools. However, debates about the nature of high-quality schools continued to rage in the pages of this magazine.

### **Accountability and effectiveness**

By the second half of the 20th century, most articles about school quality revolved around academics. But even then, authors disagreed as to what a good academic education entailed and how it should be evaluated. Then, as now, many experts considered standardized testing to be an essential means of evaluating schools, while many others decried the ways in which tests were used. In "[Can our schools get better?](#)" (January 1979), John Goodlad pointed out that test scores would always, by definition, result in half of our students being below average, and their schools defined as less than good. To determine whether schools were succeeding, he proposed that we use other measures:

It seems to my associates and me that how a student spends precious time in school and how he feels about what goes on there is of much greater significance than how he scores on a standardized achievement test. But I am not at all sure that the American people are ready

to put a rather straightforward criterion such as this ahead of the marks and scores we worship mindlessly in much the same way our supposedly more primitive ancestors worshiped the gods of thunder and fire. And so it will be difficult for schools to get better and even more difficult for them to appear so. (p. 343)

Echoing William Russell's argument from 1929, Goodlad also noted that if our schools serve very large numbers of students, who have diverse needs and interests, then it makes little sense to hold them all to the same definition of success. As the massive, federally funded Coleman Report of 1966 had found, student test scores tend to have more to do with family background and life circumstances than anything that goes on inside the school building. Thus, why should we treat those test scores as an indication of a school's quality?

By the 1980s, a series of research studies had shown that at some schools located in urban, low-income neighborhoods, students were getting significantly higher test scores, and had better outcomes overall, than similar students elsewhere. In other words, these schools appeared to be unusually "effective," and perhaps their practices could be distilled and replicated. As Lawrence Stedman explained in the November 1987 Kappan ("It's time we changed the effective schools formula"), the Effective Schools research had identified five key factors to these schools' success:

strong leadership by the principal, particularly in instructional matters; high expectations for student achievement on the part of teachers; an emphasis on basic skills; an orderly environment; and the frequent, systematic evaluation of students. By adopting these factors and sometimes a sixth – increased time-on-task – minority students in inner-city schools were supposed to be able to make substantial gains in achievement. (p. 215)

However, Stedman and others – such as John Ralph and James Fennessey, writing in June 1983 ("Science or reform: Some questions about the effective schools model") – were skeptical about some of these findings, particularly the idea that these five elements could easily be replicated, producing lots of good urban schools. Researchers were overstating the benefits of the model, argued Stedman. The research was biased and may even be subject to data tampering, said Ralph and Fennessey, suggesting that the Effective Schools movement was guided by ideology more than by evidence.

Larry Cuban criticized the Effective Schools movement on different grounds in the June 1983 Kappan ("Effective schools: A friendly but cautionary note"). Instead of challenging the model's research base, he questioned the vision of good schooling that it promoted, noting that it came with such trade-offs as increased standardization and a narrow focus on academic outcomes. Even if schools improved on some measures, he asked, would the trade-offs be worth it? Would students in these schools be receiving a better education? Would their schools be "good" in a broader sense? Cuban did not disregard the model entirely, but he warned that its vision of success was quite narrow:

Schools are complicated organizations. To judge them solely by a percentile rank on an achievement test is little better than judging a car solely by miles per gallon or the quality of a hospital solely by number of vacant beds. Of course, such numbers tell us something, but they omit so much more that is essential. Now that school officials have embraced effective schools research, concepts, and vocabulary, they still need to use all the tools available to improve schooling, not simply test scores. Tightly coupled organizational procedures, sharply focused on academic goals and measured by standardized tests, are clearly among those tools. Too often, however, those who believe that their only tool is a hammer treat everything as a nail. Such a narrow view can only disserve the children of the nation. (p. 696)

### **Different students, different needs**

In April 1997, William Glasser ("A new look at school failure and school success") made the strong accusation that "We have been treating our children badly for a long time now. With the new emphasis on 'accountability,' the abuse will only multiply" (p. 391). For



*Glasser, the more we standardize our expectations, the more we contradict what's known about children and their development, failing "to take into consideration the single clear fact of life: children are different. It is the only psychological truth accepted by all psychologists. Children are different. Certainly educators know this to be true" (p. 391).*

*Glasser decried the use of reading achievement in particular as a primary measure of student (and, as a consequence, school) success:*

*For students to become successful citizens, it is certainly helpful to have a command of the written word. But do we need to expose all students to courses in fiction and literature as ninth-graders, in poetry and drama as 10th-graders, in American literature and folklore as 11th-graders, and in British literature as 12th-graders? Can you pick out the slow readers and the nonreaders as you walk down the street? Does a person who hears well, remembers adequately, and works in a nonwriting or nonreading vocation (which includes most) suffer greatly from a reading disability? Only until commencement day, if there is one. The disability disappears as soon as such a student leaves school. Why should school be such an agony? Who declared that reading was so important? (p. 392)*

*Elliott Eisner also expressed concern about standardization in "What does it mean to say a school is doing well?" (January 2001). Writing just a year before the No Child Left Behind Act was signed, Eisner worried that what he called the "rationalization" of schooling, with its focus on standards, rubrics, and measurement, was taking attention away from more important matters, such as individual student needs:*

*[I]n our push for attaining standards, we have tended to focus on outcomes that are standard for all youngsters. We want youngsters to arrive at the same place at about the same time. I would argue that really good schools increase variance in student performance. Really good schools increase the variance and raise the mean. The reason I say that is because, when youngsters can play to their strengths, those whose aptitudes are in, say, mathematics are going to go faster and further in that area than youngsters whose aptitudes are in some other field. But in those other fields, those youngsters would go faster and further than those whose aptitudes are in math. Merely by conceiving of a system of educational organization that regards productive variance as something to be valued and pursued, we undermine the expectation that everybody should be moving in lockstep through a series of 10-month years in a standardized system and coming out at pretty much the same place by age 18. (p. 372)*

*And so, perhaps, the difficulty of articulating a clear vision for a good school rests in the fact that not all students are the same. A singular vision of a single type of school and classroom that meets all needs may be unrealistic. If we want good schools, we may need multiple visions, with policy makers, educators, and community members working together to ensure that there is a good school available for every student, whatever their specific needs.*

### **Information Items**

#### **Student Transportation**

I have been working with Tim Roth on meeting some parental needs for transportation for some students, mainly at the elementary school. We already stop two areas on the "edges" of the town to pick up about 3-5 students. We are going to add one more stop along the street leading to Sieverding Ridge Road. We are also working with one family who has a child at daycare that no longer has transportation due to the previous individual transporting them is no longer willing to transport them.

I am also proposing that in the future (next school year) that we add a pickup point near Cole Park and/or somewhere at the bottom of Hafel Hill (not at the

direct bottom of the hill, but down the street in some area where the bus can drive through or turnaround).

Ultimately, times have changed from my perspective. In the past walking a mile to school was maybe not considered a "big deal", but that has changed. I also believe we must be willing to adjust to the circumstances of families, and the needs of the parents in regard to getting their students to school. We want kids in school, and we can adjust without impacting our overall capacity on the bus to a significant level.

### College Courses Overview

I believe it is important to recognize how our students are doing in college courses overall. Below is a comparison of the last three years.

You will notice our percentage of students getting "A's" and "B's" is lower than other years. Why is this? I do not know for sure. We have the same basic requirements as the past, and have actually increased some requirements to be eligible to take the courses with the college. We also had one course with students that did not go well as a result of the professor, and the EICCD worked with us to allow students to drop the course or accept their grade of "B" or "C" (the professor was not handling the online course well as a result of not teaching online before, and also some other possible differences with the college on their role from my understanding).

The number of courses is also lower overall, but this may be a result of a few things. One may be the difference in registering this year and not having school at the end of the school year last year (when we typically register for these courses), even though they could still register during our traditional registration time in early August. Secondly, we do have more courses typically taken during the second semester for college credit and this is the same for this year as well. Finally, we are offering other courses and students may be taking them in comparison more than before. Or...it could be something else!

A benefit with college courses, along with some other things listed below (that I have shared for multiple years), is that this allows students to experience a college course and its rigor and as a whole gives them confidence to move forward with gaining credentials at colleges and universities in the future. Whether it is a 9-month, 2-year, 4-year, or some other advanced degree it gives them the confidence that they can succeed in the future. It also offers our students courses that we cannot offer realistically based on staffing certifications, finances, and other things within our normal school day and system while meeting the requirements of the Iowa Department of Education.

### BHS College Credit Course Overview

#### 2020-2021/2018-2019/2017-2018/2016-2017 School Years

#### Grades for All College Credit Courses for BHS Students (2018-2019) 413 Courses

% of Grades Earned	A	B	C	D	F	TotalCourses
2020-2021 (only 1 Sem.)	42.4%	29.3%	17.1%	7.1%	4.0%	99*
2019-2020	57.0%	25.1%	9.2%	5.6%	3.2%	387
2018-2019	49.9%	26.2%	14.5%	6.1%	3.4%	413

\*Students are registered for approximately 175 courses for the 2nd semester, bringing our total to 275 total courses.

#### Grades of "A" or "B" in college courses by students

- 2020-2021 School Year 71.7% (only 1 semester included)
- 2019-2020 School Year 82.1%
- 2018-2019 School Year 76.1%
- 2017-2018 School Year 74.4%
- 2016-2017 School Year 79.7%

#### IASB "Day on the Hill"

There is no official visit day face-to-face this legislative year sponsored by IASB, instead they are doing virtual visits. See the information below....

## Virtual Lobby Days

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The COVID-19 pandemic has changed how we do just about everything, including how we personally interact with legislators. This means our annual Day on the Hill will also look different. Starting in January, IASB will host four issue-based webinars around our priority issues. Please check [The Learning Hub](#) to register for those.

### WHAT IS A VIRTUAL LOBBY DAY?

A virtual lobby day is when school board members and administrators from across the state come together to reach out to their legislators on a specific topic. The goal is to create the same kind of impression we do when we go to the Capitol as part of our Day on the Hill. Like the webinars, there will be a virtual lobby day for each of the IASB priorities. On the designated day, you will be asked to reach out to your legislators via phone or email to communicate with them on a priority issue.

### VIRTUAL LOBBY DAY DATES

**Mark your calendars!** Save some time on these dates to safely lobby your legislators on IASB's priorities. Watch your email for more information.

**Jan. 21:** Supplemental State Aid & School Funding Policy

**Feb. 4:** COVID-19 Remediation for Student Achievement

**Feb. 11:** Mental Health

**Feb. 18:** Preschool

# SSA & SCHOOL FUNDING POLICY

**When:** January 21, 2021

**How:** Email your legislators using our [Legislator Look-Up](#). Please note that this tool is not yet updated for new legislators so we are providing maps to help you identify new legislators. See the maps below for new legislators and a list of their emails that you can use until they are given their official legislative email address.

[Map of New Senate Members](#)

[Map of New House Members](#)

[New Legislator Emails](#)

**What You Can Do:** Contact the legislators who represent your school district. Ask them to set SSA within the 30 days outlined in law and for the highest amount possible. The legislature should continue its investment in transportation equity and continue the progress made last year by again decreasing the district cost per pupil gap by \$10 per student. Districts are facing big financial pressures, so it is imperative the legislature fund schools at a rate that allows them to provide high-quality programming and have resources to cover additional expenditures incurred because of the pandemic.

**Make your case by explaining what financial pressures you are seeing, including:**

- How did the school closures last spring impact student achievement?
- How has your budget has been impacted by the pandemic?
- Talk about the additional expenses your districts incurred to make your schools safe for in-person instruction.
- Explain how a decline in enrollment will have significant impacts on future budgets.
- What have you used relief funds for?
- What does your district need to provide a safe and healthy learning environment for students?

**Post on Social Media:** Use the hashtag [#IASBLobbyDay](#) when you make a post on any social media. Let friends and legislators know you care about public education!

## Extracurricular Updates

Meyer updated the Board on a few things. One is on "spectators" at games (see below):

**SUPERINTENDENT**

Tom Meyer  
Phone: 563.872.4001 ext. 260  
Fax: 563.872.3216

**OFFICERS**

Mike Reed  
President  
Penny Medinger  
Secretary/Treasurer

**DIRECTORS**

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Allysen Bonifas Member  
Marty Ploessl Member  
Matt Wedeking Member

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**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

To: Bellevue CSD Students, Parents, Community Members, and Others  
From: Tom Meyer, Superintendent of Schools  
Re: Spectator Limitations at Comet Events  
Date: January 11, 2021

As many of you are aware, Governor Kim Reynolds has allowed school districts and other groups to allow for more spectator participation at athletic events and similar activities within school systems in Iowa. In addition to this, she has also stated that the organizer of the event must provide at least six feet of social distancing at these events and require face coverings be worn for all spectators. Below is an excerpt of the state proclamation:

**B. Sporting and recreational gatherings:** Except for collegiate or professional sporting or recreational gatherings, all sporting and recreational gatherings, including sporting, recreational, and other extracurricular gatherings sponsored by a high school, must comply with the following requirements:

- (1) **Social Distancing Required:** The gathering organizer and all spectators must ensure at least six feet of physical distance between each group of spectators.
- (2) **Masks required:** Although athletes or student participants are not required to wear a mask while participating in a gathering, all other participants and spectators over the age of two shall wear a mask or other face covering for all gatherings.

As Bellevue CSD has evaluated these statements in conjunction with our capabilities based on space and proper social distancing within our facilities, the district has decided to continue with the following actions at our events based on limited seating capacity in comparison to other school districts within the River Valley Conference:

1. Attendance at **Basketball Games at Bellevue** will continue with attendance being limited to household members of the participants in the game or at the game. This will continue to include cheerleaders, pep band, dance team, etc. These spectators will be able to stay for the duration of the entire event that evening, and will not need to leave after their participant's event is completed.
  - a. Example: If a spectator has a ticket to only the JV girls game, they will be allowed to attend for all of the games that evening.
2. Attendance at **Wrestling Meets at Bellevue** will continue with attendance being limited to household members of the participants in the game or at the game. This will continue to include cheerleaders.

Spectators will still need to have "tickets" from the school to attend events at Bellevue Middle/High School. These tickets will be given to participants to provide to their parents, etc. Additionally, these tickets will allow all household members to attend the event (household members are encouraged to sit together at the event).

Other districts and school systems hosting events may have different standards established for attendance at these events, and the district will work to communicate this with our community as we become aware of their policies.

Thanks for your understanding of the necessary decisions by the school district as we work to ensure a safe environment for our spectators and our participants as we continue the athletic seasons and prepare for tournament participation by our athletes at the high school level.

**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.

Some other things of interest in regard to extracurricular activities included that the River Valley Conference is having the RVC Championships and Wrestling, but NO spectators will be allowed to attend based on the number of wrestlers and the overall crowd that typically attends. Some other alternatives were discussed, including splitting the meet into two sites, but they were not feasible overall with staffing, etc.

Additionally...

Elementary school students and other teams start practicing in our facilities on Monday, January 11. Their time may be limited though due to lack of facilities to utilize at the elementary, so this practice time is when they can find space due to MS Boys basketball starting, along with the continuing high school seasons. When not participating they will have to wear a mask, along with parents when they enter the building.

Youth wrestling started on Monday, January 11. Parents will have to wear a mask and their attendance in the room will be limited in some manner.

City League basketball started on Sunday afternoon. They will be required to wear a mask when they are not playing, following the same rules we practice in games with our students. This also includes the few spectators who also come to the games. This will begin on January 11.

\*If the positivity rate goes above 15.0% (or in the area as a whole above this number) in the county for a 14-day average we will quite likely limit access again in all of these cases.

Below is a more in-depth document on youth practices and facilities usage...

#### Facility Usage

(All areas are subject to change, and will likely be halted if the positivity rate in Jackson County raises above 15% during a 14-day period)

No Elementary Access in most cases below due to space limitations as a result of tables, shields on tables, and Promethean panel. In addition, these areas are cleaned daily, and to clean them multiple times is unnecessary based on staffing needs in other areas.

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

Youth Basketball/Volleyball - Only students in the Bellevue CSD (unique situations may be considered as an exception)

- o Space is limited, but there will be some nights available during the week based on game schedules, etc.; NO Wednesday nights.
  - Reasoning: The gym is used during the week for grades 7-12 basketball in most cases.
- o Practice will be scheduled when gyms are not being used by school activities. No practices will start after 7:30 PM; All practices will end by 8:30 PM.
- o Practice times will be limited to one hour.
- o Practices in gyms may need to be shared with another youth team (splitting the gym for each team, with three baskets available and cross-court scrimmaging).
- o Cleaning will take place each night by Bellevue CSD staff
- o Players/Coaches must bring their own basketballs (no school basketballs or volleyballs will be allowed to be utilized by teams)

- Hand sanitizer will be available in the gym
- Kids need to be spaced out as much as possible during drills, and small groups and stations may assist in this.
- Parents who stay for practice must social distance and wear a mask. If this is not enforced by the coaches or leaders of the team practicing, the practice times will be eliminated for the team for a period of time.
- Coaches will sign-up electronically for available times, with more information to come in regard to this process for youth coaches.
- Volleyball practices will be limited to one consistent day/night, and priority is given to teams associated with the Bellevue CSD volleyball program.

#### Youth Wrestling

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

#### Archery

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

#### Men's Basketball League (Wednesday night)

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

#### MS Basketball

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

#### Future Discussions

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

Sunday Men's League and Women's Volleyball League

- Decision: This will be allowed to begin on January 11, 2021, but if positivity rates in the county exceed 15% this may be halted for a time period.
- No school-owned basketballs may be utilized. People need to bring their own basketballs for warmups and games.

- o Individuals are only allowed in the main gym, along with same spectator guidelines as for high school activities.
- o All spectators must social distance and masks are required in the gym by spectators. Individuals are not allowed to gather in the commons area or other areas in the school.

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

Mrs. Hartung-Schroeder - Discussed the professional learning of teachers in the building, and the upcoming work on January 18.

Mr. Recker - Discussed extracurricular activities, including the musical "Little Mermaid" that will be this Spring. He also discussed the basketball and wrestling teams (girls basketball only lost one game so far and are ranked at the state level), and FBLA.

Superintendent - Approximately 12-15 students are enrolled in the online learning platform provided by the district (Edgenuity). Grades for the 1st semester were overall good for our students.

### **Enter Closed Session**

### **Mid-Year Discussion of the Performance of the Superintendent**

See my notes later in the notes in regard to the six standards, along with the notes for each of these standards as a reference. This is NOT my formal evaluation, but simply a time to "check-in" about my overall performance prior to the June 2021 evaluation.

### **Adjourn**

Next meeting will be on Monday, February 8 at 6:30



**Superintendent Evaluation for the Bellevue Community School District  
2019-2020 School Year  
Iowa Code 284A.7  
Evaluation requirements for administrators**

A school district shall conduct an annual evaluation of an administrator who holds a professional administrator license issued under chapter 272 for purposes of assisting the administrator in making continuous improvement, documenting continued competence in the Iowa standards for school administrators adopted pursuant to section 256.7, subsection 27, or to determine whether the administrator's practice meets school district expectations. The evaluation shall include, at a minimum, an assessment of the administrator's competence in meeting the Iowa standards for school administrators and the goals of the administrator's individual professional development plan, including supporting documentation or artifacts aligned to the Iowa standards for school administrators and the individual administrator's professional development plan.



**BELLEVUE COMETS**

## Iowa Standards for School Leaders

**Standard #1:** An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.  
(Shared Vision)

Level of Accomplishment	Poor 1	Adequate 2	Very Good 3	Excellent 4
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Comments:

- Technology Improvements
  - Updating and adding technology
- Virtual Learning Plan
- Professional development for staff
  - Teacher Quality Sessions for learning after school hours
  - Evolving teaching and learning strategies
  - Professional learning "beyond Bellevue"
  - Real-Relevant Learning
    - Makerspace
    - Professional Learning Emphasis being planned in this area with administration and staff
  - Collaborative Leadership
    - District Leadership Team
    - SIAC (planning for this year based on COVID-19)
  - Labor Management Committee
- Community Awareness
  - Weekly updates - "Weekly Comet"
  - Articles in paper
  - Contacting the newspaper
  - Community groups
  - Social Media
  - Video Updates
  - Surveys
- City of Bellevue
  - Hometown Pride
  - Housing Committee
- Upcoming
  - District Brochure - "By the Numbers"
  - "Return to Normalcy"....But, different!

**Standard #2:** An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.  
(Culture of Learning)

Level of Accomplishment	Poor	Adequate	Very Good	Excellent
	1	2	3	4

Comments:

- Gaining Perspectives
  - Student Surveys (planning for this month)
  - Parent Surveys
  - Staff Surveys
- Professional Development of Staff
  - Teacher Quality Sessions
  - Virtual Learning - KEY this year
  - Problem-Based Learning
  - Personalized Learning
  - Differentiated Instruction
- Student Learning data (limited this school year)
- Online learning alternative
  - Teachers - When students are quarantined
  - Edgenuity
- Finance information to the school board (and others)
- Board Professional Learning
  - "Comet Curriculum"
  - "Comet Reading and Reflection"

**Standard #3:** An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Management)

Level of Accomplishment	Poor	Adequate	Very Good	Excellent
	1	2	3	4

Comments:

- Safety Measures Extended
  - Pandemic Plan for the district ("Return to Learn" Plan)
  - School Safety Plan (intruders, etc.)
- Finance Information
  - "Comet School Finance"
  - Outside Groups presentations
  - Trend-line information - Budget Projections (ISFIS and IASB)
- Negotiations
  - Open conversations and explanations
  - Transparency
- Facilities
  - Facilities Committee
  - Work on new elementary
  - Other facilities and projects
  - Annual Work
- Edgenuity Preparation and Initiation

**Standards #4:** An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

Level of Accomplishment	Poor	Adequate	Very Good	Excellent
	1	2	3	4

Comments:

- Communication
  - Regular Emails and Communication
  - "Weekly Comet" district newsletter)
  - Social Media
  - Website utilization
  - Answering questions virtually 24/7
- Visibility in the community
  - Community collaboration
  - Attendance at events
- Pandemic Response
  - Food Service
  - Communication
  - Clarity and Transparency
- Edgenuity Work and Collaboration

**Standard #5:** An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

Level of Accomplishment	Poor 1	Adequate 2	Very Good 3	Excellent 4
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Comments:

- Community Events
  - Listening
  - Sharing Information
- Transparency
  - Board Members
  - Staff
  - Students (student meetings)
  - Parents (parent meetings)
  - Community
  - All entities
- Lead with integrity and as an example

**Standard #6:** An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal, and cultural context. (Societal Context)

Level of Accomplishment	Poor 1	Adequate 2	Very Good 3	Excellent 4
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Comments:

- Community Involvement
  - Attendance at community events and activities
  - Understanding
  - Sharing Perspectives and Thoughts
- Legislative contact
  - City - City Council; City Management; City Council meetings; Law enforcement; Housing
  - County - Decatur; Law enforcement; County Supervisor; Jackson County Department of Public Health
  - State - Legislative representatives; Contact via phone, email, and face-to-face
- State Legal Lab learning opportunities
- School Attorney Communication
- DE communication