

**SUPERINTENDENT**

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BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

**Comet Highlights from the Board of Education Meeting
on September 9, 2019**

September 11	2-Hour Early Dismissal for Teacher Professional Learning
September 23	No School for Students - Teacher Professional Learning
September 25	School Improvement Advisory Council Meeting - 7:00-8:00 PM at Bellevue MS/HS Collaboration Room
October 9 & 10	3-Hour Early Dismissal - Teacher Professional Learning from 12:30-2:00; Parent-Teacher Conferences from 3:30-8:00
October 11	No School
October 28	No School for Students - Teacher Professional Learning
November 5	School Board Elections; PPEL Renewal Election
Nov 27 - Dec. 1	No School - Thanksgiving Break
December 5	Elementary Winter Concert
December 16	HS Winter Concert
December 17	MS Winter Concert

Board Notes for the Meeting on September 9, 2019

Approved Open Enrollments

- Teresa Foust (Kindergarten) - Maquoketa to Bellevue
- Harper Bahl (Kindergarten) - Andrew to Bellevue
- Zaquihanna Benson (1st) - Andrew to Bellevue
- Zacquary Benson, Jr. (2nd) - Andrew to Bellevue
- Deziray Ingles (12th) - Dubuque to Bellevue (had lived in Bellevue last school year)
- Rylee Ann Sewell (4th) - Bellevue to Maquoketa (had attended Maquoketa last school year and moved to the Bellevue district)
- Carleigh Michelle Keehn (8th) - Andrew to Bellevue for the 2020-2021 school year (it had been approved for this school year by Bellevue CSD, but Andrew denied as it was after the deadline)
- Lydia Jones - Easton Valley to Bellevue

Approved Resignations

- Lindsey Schwartz - Lyndsey and her family did NOT move to the Bellevue area from Illinois, and as a result has resigned from this position in Mrs. Meyer's room when the school year began.
- Scott Jess - MS Girls Basketball Coach. Scott filled in for this position last year based on a basis of no one else being interested.
- Matt Jaeger - MS Girls Track Coach (see recommendations to hire for MS Boys Track Coach)

Approved Recommendations to Hire

- Trish Kilburg - Full-time for Special Education at the MS/HS with Mrs. Meyer in her room/classes with students.
- Heidi Kueter - Two-days a week for preschool on Tuesday and Thursday based on need.
- Matt Jaeger - MS Boys track. Matt currently coaches MS Girls track, but would prefer to move to the boys coaching in the sport based on his involvement at the high school level with some other boys sports (football). If he is approved for this, we will then advertise for MS Girls track.
- Layla Sander - Layla graduated last year, but is interested in still continuing to assist with the yearbook for the school. Layla is planning on majoring in college in the area of journalism, etc.

Comet Curriculum

Meyer and the other administrators provided a brief overview of some goals for this school year, which were also shared to a point in the past. Additionally, some other general information and time to allow for comments, questions, etc. about the start of the school year and other items related to this. Some safety scenario videos were also shared (these will be shared with staff on Wednesday).

Training was held at the start of the year for all staff, with teachers and associates receiving the largest portion of this. One of those times with teachers and associates involved a learning session on relationships with Bill Hayne from Idaho (Mr. Ott recommended him based on presenting at the same conference as him in the past).

Bill Hayne Learning Session Summary of Discussion Topics

- How do we "tell the story of who we are" to others?
 - What is our story?
- What is our Legacy?
 - What legacy are we leaving?
 - How do students remember us and "our legacy" when they leave school, grade, or class?
 - What is the impact of your legacy? Our legacy?

- Be a "Social Change Agent"
 - You
- Being uncomfortable is important for change and growth
 - Students and Adults
- Culture of who we are
 - Everyone has their own "song" or song as a group.....help us learn your song
- What is my mission?
 - Positive, Honoring, Respectful
 - Love, Family, and Relationships
 - Recognize..."At least he's trying"
- Value input from those around you to meet the needs of those around us
 - Success means getting help from others
 - Utilize resources....thumb wrestling
 - Trust fall....trust each other. Students need your trust
 - Respond vs React to behavior
- Take care of students
 - "Fill their Bucket"
 - Make sure not to be involved in "Ripping Apart" our students
 - Recognizing individual differences
 - Finding a way to teach and reach students
 - "Get into the canoe" with them
 - Our communication impacts learning....is it clear?
 - Don't block our hearts to relationships
- Why do we teach?
 - Inspire and Impact
 - What will be your legacy?
- Relationships
 - Don't let standards and assessments interfere with relationships. Find a way to play "cars" with kids.
 - Lift up the "Raymond" in your classes.

Additionally, Meyer presented at the professional learning time on the importance of making learning standards "relevant" to students and their lives on a personalized learning level. A few "slides" on this are below:

Keys...for Life Success (According to Tom Meyer)

Engagement

Passion

Process-Driven vs. Results-Driven

Strength doesn't come from success. It comes from failure. If you only work toward what you can do...you'll never discover what can possibly be done.
(Strength = Growth)

Relevance

Relevance... if your spouse says, "I'm looking for ways to make you interesting and appealing," that is not a good sign.

Once you look at a lesson and ask, "How am I going to make this material relevant," you have admitted that the material is not actually relevant. If that's true-if the lesson is inherently irrelevant-then you need to ask a bigger question. Why are you teaching it at all? Because it's on the test? Because your boss said you have to? These are lousy reasons to teach anything. More importantly, no amount of stapling on pictures of movie stars will convince your students that you aren't wasting their time, and wasting students' time is one of the unforgivable sins in the teaching biz.

Know why you are teaching what you're teaching. Know why the material has value for your students. This is not always obvious, but this is where your expertise in the subject matter is supposed to come in. You're the teacher-you're supposed to know what the connection is between your content material and the business of being fully human in the world. If you don't see a connection, you need to go study and look to find it, or you need to reconsider whether you should be teaching it at all.

We, Us, Together, Team, Unity, Common Goal...

It starts with _____

WE must work together to inspire our students for their future...

Students, Parents, Community....

But, it is US as team working together and unified with a common goal for all students.

Help students identify their talents and “unknown talents”

The Three “C’ s”

Communication

Communication

Communication

It is an expectation from parents.

Return Emails...Simple

Finally, Meyer shared information and guidelines on ethical actions and decision-making as professionals employed in our schools. This was shared as part of a presentation from the Iowa Board of Educational Examiners and included some of the following points for discussion in small groups and large groups.

We must refrain from professional or personal activity that will reduce effectiveness.

Every interaction with a student is an extension of your job responsibility.

Before you...



THINK!!

- T** = is it True?
- H** = is it Helpful?
- I** = is it Inspiring?
- N** = is it Nice?
- K** = is it Kind?

Professionalism; Social Media; Legalities; Ethics

Ethical or Unethical? A Quiz!

- Social media or texting with students
- Sharing personal photos
- Offering advice and guidance
- Giving out resources or money
- Attend a student's social event
- Dating a former student
- Giving out hugs
- Writing a letter to the editor about the school district
- Attending happy hour after school
- Talking about a student at a neighborhood function

Ethics

Thank God it's Friday, and quittin' time to boot! Based on the two weeks I've spent with my 8th graders, this is going to be a very long and painful semester. Anybody want to be my weekly drinking buddy?

Like · Comment · January 20 at 3:30pm · 🌐



Jennifer Lynch Facebook post:
"He has some [expletive] disorder – one of those 'we don't know what his disorder is and we don't want him to be labeled so we're not going to find out, but we want academic accommodations anyway' disorder"

Three US teachers have lost their jobs after a private chat between themselves on messaging service Slack, in which they insulted students. The chat was leaked.

The email came from a teacher involved, in an apparent hack.

The messages included calling named pupils "idiots" and "scum" and mocking their academic performance.

HACKED!

- A middle school teacher posts pictures online of her family on vacation at the beach, including pictures of herself wearing a bikini.
- An elementary teacher "likes" a tweet about white supremacy.
- An elementary teacher makes jokes online about needing a large glass of wine in order to finish grading papers.
- A high school teacher posts remarks about politics, including jokes about people who don't agree with his political views.
- A teacher has explicit pictures on her phone. Her phone is left unlocked on her desk, and students obtain the pictures and distribute them. The teacher is terminated, even though she did not provide the pictures directly.
- A teacher is fired after a video emerges showing her dancing provocatively while on vacation in Mexico.

BoEE Code of Professional Conduct and Ethics	
Standard 1 – conviction of crimes, student abuse, sexual misconduct	Criminal convictions, inappropriate relationships, abuse
Standard 2 – alcohol and drugs	Under the influence on school property or school event
Standard 3 – falsification of information	Special education IEPs, test scores, HR documents
Standard 4 – misuse of funds or property	Stealing or converting money or equipment, false reimbursements
Standard 5 – contractual violations	Leaving a contract without being released
Standard 6 – general unethical conduct	Failure to protect child, bullying, financial gain, improper assignments
Standard 7 – debts to local government	Failure to pay state taxes, or child support
Standard 8 - Incompetence	

Comet School Finance

Penny Medinger shared some information on the “ending balances” for the fiscal year and information on the “cash report” to be acted upon to accept. We ended with a surplus of over \$200,000 at this time from the previous year.

Meyer shared some other general information on enrollment for the 2019-2020 school year and its impact on funds, and some general trends in the district in this area. A chart is below on the next page in regard to enrollment this year, and the overall trends. We are the same as last year district-wide, and this is good considering the large increase we had last school year and the large graduating class of 2019.

Finally, an overview of the estimated local option sales tax distribution from SAVE was shared (from the Iowa Department of Revenue). It shows a monthly breakdown of the money for the SAVE fund for the Bellevue CSD.

Enrollment Trends

Year	ECSE (included in TK/PK #s)	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Elem (TK-5)	MS/HS (6-12)	Dist (TK-12)	4PK/3PK Total Total
2008/ 2009	8	6	31	51	54	36	36	44	58	48	45	54	53	62	46	266	366	632	
2009/ 2010	9	6	35	32	56	52	36	39	45	53	49	48	56	50	62	265	363	628	42/21 (691)
2010/ 2011	7	8	34	35	34	55	50	39	43	45	50	58	47	60	49	262	352	614	45/21 (680)
2011/ 2012	3	10	46	34	33	37	53	52	40	42	43	61	62	56	58	265	362	627	33/34 (694)
2012/ 2013	4	12	34	49	33	38	36	55	50	43	44	49	60	61	55	262	362	624	32/28 (684)
2013/ 2014	2	9	43	38	45	37	35	41	55	54	43	51	56	63	61	248	383	631	36/35 (702)
2014/ 2015	3	7	36	39	36	49	37	43	42	59	59	45	52	55	62	250	374	624	40/31 (695)
2015/ 2016	2	15	42	35	42	37	49	39	45	43	59	67	44	53	53	259	364	623	37/18 (678)
2016/ 2017	4	12	37	44	37	43	38	53	45	49	48	65	64	46	50	264	367	631	35/32 (698)
2017/ 2018	3	10	37	38	42	40	49	40	54	49	50	61	64	63	47	256	388	644	42/33 (719)
2018/ 2019	6	14	48	41	39	44	42	48	44	55	53	55	60	68	60	276	395	671	40/48 (769)
2019/ 2020	5	10	53	52	44	41	44	44	52	47	56	51	54	56	67	288	383	671	58/33 (762)

TENTATIVE for 2019-2020

New Fiscal Year 2020 Estimated Local Option Sales Tax or SAVE monthly distribution payments.

The Department of Revenue is required to distribute to participating local option sales tax jurisdictions and to all school districts 95% of their estimated sales tax collections on a monthly basis.

The Department makes a final reconciliation payment on or before November 10 following the end of the fiscal year. If an overpayment has occurred for the fiscal year, the Department will revise and lower your monthly payments beginning with the November payment in the next fiscal year.

Sales Tax Period	Payment #	Mail Date	Distribution Payment	
September 30	1	August 31	51,164.01	07
	2	September 30	51,164.01	08
	3	October 31	51,164.03	09
December 31	4	November 30	52,337.30	10
	5	December 31	52,337.30	11
	6	January 31	52,337.32	12
March 31	7	February 28	44,235.11	01
	8	March 31	44,235.11	02
	9	April 30	44,235.11	03
June 30	10	May 31	51,962.47	04
	11	June 30	51,962.47	05
	12	July 31	51,962.47	06

Questions, contact us:

\$599,096.71

Enrollment

Enrollment numbers are still tentative and we seem to be up steady as a district at this time with some "ups and downs" over the last few weeks. As you know the "Certified Enrollment" and "Actual Enrollment" are different according to open enrollment, etc. Regardless things are good overall from what I can see at this point.

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

Enrollment for 1st grade remained steady at 26 in each section. We are still assessing the potential need for a 3rd section of the grade. My recommendation was for the board to recommend a 3rd section of 1st grade, and to give the superintendent permission to have someone start the position prior to the next board meeting in October.

The classroom location would likely be in the current art room, and then moving the art room to the elementary workroom and work around staff lunches. A key is to find a quality teacher to work with the first grade with a similar teaching/learning philosophy of Mrs. Reeg and Mrs. Roth.

Additionally, we must also think about future spaces for our current 4-year old preschool (entering Kindergarten next year), and current grades K and 1 as they move up a grade next year.

I have checked with the state on requirements for grade levels. First grade can be on the 2nd floor, not that they should be necessarily but they can be. Planning for next year is a little more complicated for space. Meyer shared the lack of any other spaces for an elementary section, and options which the district may have for next year and beyond. Portable classrooms? This issue is still a part of the overall issue with the building and lack of space to build on, lack of an approved referendum to build a new school, and similar issues which must be addressed. The issue for next year MUST be addressed yet this school year to plan for next school year and giving our students what they need for an appropriate learning environment.

Summer Projects and Facilities

Meyer shared that summer projects are completed, with the final project being the MS Girls locker room shower area.

The district also needs to remove from ash trees from the property which are impacted by the Emerald Ash Borer. We will be doing this during the Fall.

Meyer shared an update on the PPEL vote and some basic information to share with others about the upcoming vote. Below is a one-page summary that Mrs. Weber's class is working on to "brighten up" and make it more attractive!

**November 2019 PPEL Vote
Information Summary**

A key to remember is that this is a CONTINUATION of our current funding system and is not in addition to any other funds we are receiving to educate students. The quick overall explanation of this fund and why it is needed:

1. This levy may be used for the following purposes:
 - Purchase and improvement of grounds
 - Construction of schoolhouses or buildings and opening roads to schoolhouses or buildings
 - Purchase, lease, or lease-purchase of equipment or technology exceeding \$500 per transaction
 - Payment of debts contracted for the erection or construction of schoolhouses or buildings, not including interest on bonds
 - Procuring or acquisition of library facilities
 - Repairing, remodeling, reconstructing, improving, or expanding the schoolhouses or buildings and additions to existing schoolhouses
 - Expenditures for energy conservation
 - Rental of facilities
 - Purchase of transportation equipment for transporting students
 - Purchase or lease-purchase of school buildings
 - Equipment purchases for recreational purposes
 - Payments to a municipality or other entity as required under section 403.19, subsection 2 [TIF]
 - Demolition, clean up and other costs incurred within two years of a natural disaster.

*As you can see, this revenue is important for our district.

2. Revenues may NOT be used for:
 - Employee salaries or travel
 - Supplies
 - Printing costs or media services
 - Any other purpose not expressly authorized by Iowa Code.
3. The *school board* may annually certify a regular Physical Plant and Equipment Levy (PPEL) in an amount up to 33 cents per thousand dollars of assessed valuation.
4. The voters may authorize a Voted Physical Plant and Equipment Levy (VPPEL) for a period not exceeding ten years and in an

amount not exceeding \$1.34 per thousand dollars of assessed valuation. The VPPEL revenues may be used for the same purposes as the PPEL revenues. In addition, the board may obtain loans against future VPPEL revenues and may repay that debt with interest from the VPPEL. Bellevue has a total PPEL of \$1.67 (\$0.33 + \$1.34) at this time.

Conference Attendance

This year's IASB Conference main day is on November 21, 2019. Sir Ken Robinson is one of the presenters, along with Hamish Brewer. See their information below...

Keynote Speakers



Sir Ken Robinson
Education & Creativity Expert,
New York Times Best Selling
Author, TED Speaker
Opening General Session Keynote
Speaker



Hamish Brewer
Nationally Distinguished
Principal, International Keynote
Speaker, TEDx Speaker
Second General Session and
Luncheon Keynote Speaker

SIR KEN AT ANNUAL CONVENTION, THURSDAY, NOV. 21

OPENING GENERAL SESSION, 8 A.M.

Revolutionizing Education—From the Ground Up

Schools across Iowa and the nation are innovating to meet the ever-changing needs and challenges of the 21st century. Noted speaker Sir Ken believes a highly personalized approach to education that draws on today's unprecedented technological and professional resources can and will engage the talents of **ALL** students. He will share inspiring anecdotes, insights and practical examples from around the globe and inspire **YOU** to rethink how you can help transform standardized education into personalized 21st century education. Special thanks to our sponsors: Iowa AEAs, Iowa School Employee Benefit Association (ISEBA), Reynolds & Reynolds and BLDD Architects.

HAMISH AT ANNUAL CONVENTION, THURSDAY, NOV. 21

SECOND GENERAL SESSION, NOON

Being ALL IN—A Relentless Passion for Excellence

When it comes to turning around high poverty, low performing schools, Hamish Brewer accepts no excuses. This unconventional visionary and nationally recognized principal utilizes his ALL IN, relentless attitude and passion to motivate his students to succeed, no matter the circumstances in their lives.

Hamish will share how he improves student outcomes with innovative, out-of-the-box thinking, pushing boundaries and challenging archaic processes and practices. His personal stories and challenges will make you rethink your practices, disrupt the norm and take your school or organization to the next level.

Additionally, the National School Board Association this year is in Chicago from April 4-6 2020. This is one which is much easier to get to than most years. While I know that some board members are up for election and we will likely have to wait until November to register, keep this in mind as a Board. It is a worthwhile event to attend.

Delegate and Conference Board Member

Kevin has served as the IASB delegate since his time as Board President, but this can also be anyone. The election "throws off the timing for this" as it is only a couple of weeks after the election before the delegate convention. The Board agreed to wait until after elections to select the official delegate and conference board member.

Comet Reading and Reflection

The principals, instructional coaches, and superintendent are reading a book called "Innovate Inside the Box" by George Couros. It is a follow-up to "Innovator's Mindset" which all teachers read two summers ago. It talks about "reaching students" and engaging them in their learning. Below is a short excerpt...Let me know your thoughts.

Why Innovation in Education Is Critical

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

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

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

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

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

The Opportunities Ahead

In George's first book, *The Innovator's Mindset*, he helped us see that innovation is needed because our world, and the learners we serve, demand new and different learning experiences. If we understand that the system, as it's currently designed, cannot fully meet the needs of all learners, we have to also understand that the status quo will never enable all learners to reach their full potential.

Innovate Inside the Box continues the conversation by focusing on creating opportunities for kids to develop the skills and motivation to solve problems in their day-to-day lives and engage in our global world. Many of today's kids will have to *create* their jobs and forge a new path. Yes, we need to teach foundational skills; knowing how to read and write is critical, but possessing these skills cannot be the end goal. Ultimately, we must ensure we remove the barriers and provide opportunities for all students to develop foundational skills and use their knowledge to communicate, collaborate, and solve meaningful problems. When we tell learners to complete an assignment, we get compliance. When we empower learners to investigate and make an impact on the world, we inspire problem-solvers and innovators.

This book's co-author, Katie Novak, notes that "Learners are not disabled. Curriculum is. Systems are. But kids are not." With that in mind, she shares how Universal Design For Learning (UDL) acts as a framework that helps us find new and better ways to teach the required standards and objectives. This framework empowers us to engage learners, represent content and ideas in multiple ways, and provide learners with voice and choice regarding how they express what they know.

The power of *Innovate Inside the Box* is that it combines the characteristics of the "Innovator's Mindset" with UDL to help us cast a broader vision of success than test scores. This vision encompasses skills that are critical for

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and innovators.**

Ultimately, my question to you is what needs to change in "OUR" system for the future benefit of students? Or, what needs to be maintained as a focus?

Information Items

Homecoming

Brin Daugherty, Student Board Representative and HS Student Council President, shared information on Homecoming Week (which is September 29-October 5).

School District Needs Assessment

Meyer is planning on conducting a school district needs assessment in the upcoming months. While we can pay IASB (or another entity) approximately \$1000 to do this, Meyer believes he can set up a survey and analyzed data accordingly for no extra cost, and utilize past questions utilized. Meyer will involve some others with the information gathering and analysis (District Leadership Team and SIAC representatives). Meyer will place an electronic link on our website, post on social media, and send in the district weekly newsletter. Meyer will share it with the Board before it is distributed as well. Thoughts?

AEA Board/Administrator Banquet on Wednesday, October 2

The AEA has an annual banquet with AEA staff and local school board members each year. This year the speaker is Dr. Joe Sanfelippo from Wisconsin...he is very entertaining and shares a great message about education when I have heard him speak in the past.

Comments from Building Principals, Superintendent, and Board Members

Meyer shared about Board elections on November 5 and about the weekly district newsletter posted on social media and on the front page of the website for the district.

Hartung-Schroeder shared information on community connections through the CAPS (after school program) and other involvement with community members students.

Recker shared about a positive message from Camanche about our students and other fans, along with the "Monday Shout Outs" to recognize students.

Board members asked about athlete "banners" being posted (which they will be for volleyball on senior night based on it being an entire team and recognizing seniors on their final regular season contest at home). In addition, a conversation about the land purchase was shared by a board member. In regard to this Meyer mentioned how we need to see a "big picture" and look at space overall and recess on a street and not be content "with the way it has always been for students" in

school. A recess on a street and pickup and dropoff on a street is also not a safe situation.

Adjourn

Next meeting is on October 14, 2019 @ 6:30 PM