



**SUPERINTENDENT**

Tom Meyer  
Phone: 563.872.4001 ext. 260  
Fax: 563.872.3216

**OFFICERS**

Kevin Lundin  
President  
Penny Medinger  
Secretary/Treasurer

**DIRECTORS**

Janet Sieverding Vice President  
Allysen Bonifas Member  
Martha Henning Member  
Mike Reed Member

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

**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

**Comet Highlights from the November 14, 2019 Board Meeting**

Nov 27 - Dec. 1	No School - Thanksgiving Break
December 5	Elementary Winter Concert - 6:15
December 16	HS Winter Concert - 7:00
December 17	MS Winter Concert - 6:30
December 21-January 1	Winter Break
January 2	School Resumes after Winter Break (Reminder:
The	

Board and others decided to move to this date instead of coming back for only a Friday on January 3rd or waiting to resume on Monday, January 6th); We typically have returned on January 3 in most years...depending on the calendar)

**Call to Order** - Penny Medinger called the meeting to order.

**Accept Abstract of Election Results**

Official results (3 elected) from the Jackson County Auditors Office:

STATE OF IOWA  
ABSTRACT OF VOTES

Jackson County, Iowa

We, the undersigned Members of the Board of Supervisors and ex-officio County Board of Canvassers for do hereby certify the following to be a true and correct abstract of the votes cast in this County at the 2019 Jackson County City School Election held on the 5th day of November, 2019, as shown by the tally lists returned from several election precincts.

Bellevue School Bd Dir  
Jackson

Rhonda K Anderson	Received two hundred eighty-five (285) votes
Kevin Lundin	Received three hundred forty-six (346) votes
Jacob Ohlert	Received three hundred twenty (320) votes
Marty Ploessl	Received five hundred thirty-four (534) votes
Joshua Richter	Received three hundred fifty-three (353) votes
Janet Sieverding	Received four hundred eighteen (418) votes
Matt Wedeking	Received four hundred (400) votes
<b>Candidate Total</b>	<b>Two thousand six hundred fifty-six (2656) votes</b>
SCATTERING	Six (6) votes
TOTAL	Two thousand six hundred sixty-two (2662) votes

Call to Order the New Board of Education

New Board was called to order by Penny Medinger

Oath of Office to New Board Members by Penny Medinger

All recently elected members took the oath of office (Janet Sieverding, Matt Wedeking, and Marty Ploessl).

Elect a President for the 2019-2020 School Year

Mike Reed was elected as School Board President

Elect a Vice-President for the 2019-2020 School Year

Janet Sieverding was elected as School Board Vice-President

Consent Agenda

APPROVED - Recommendations to Hire

- Scott Jess - MS Girls Basketball Coach. Mr. Jess coached this last year as well and had planned on stepping down and submitted a resignation which was approved for this. But, no one applied for the position, so Scott is willing to do this for another year (and has started).
- Riley Till and Randy Weber - Co-Head Coaches for Boy's Bowling (they will split the salary and duties). Ken Anderson held this position last year. They are both in the process of getting proper certification for this from the State of Iowa and should

happen soon. This recommendation is dependent on each of them getting full certification from the State of Iowa.

- Jane Sieverding - Substitute Bus Driver. The district is often in need of part-time and substitute drivers, and her experiences make her a highly qualified candidate.

### **Recognize any Visitors**

Tracey Till, Martha Henning, and State Representative Andy McKean.

### **Discussion of Meeting Dates and Times**

The Board decided to continue the regular board meeting date to be the 2nd Monday of the month at 6:30.

### **IASB and NSBA Conferences**

Two Conferences discussed were the following: Iowa Association School Boards and the National School Board Association.

- IASB in Des Moines - November 20 (Delegate Assembly and workshops); November 21 (General Conference); Board members have typically only attended the General Conference except for the "delegate" from our district and myself who usually attend the events on November 20. Meyer will be going out on the 20th, and some other interested members will be traveling out on November 21 (two staff members are also attending).

#### **NSBA in Chicago (April 4-6)**

- Some board members have attended this conference over the last 20 years plus, and the Board will discuss this further at the December or January Board meetings. It is a great learning opportunity to see "what is happening in education" beyond Bellevue and Iowa as a whole. A good part of the conference this year is that it is in Chicago and we can drive to it.

### **Comet Curriculum Presentation**

Tracey Till (5th-grade teacher) presented on the concept and activities surrounding "Mindfulness" at Bellevue Elementary School. This is a process where students are lead through some self-regulation methods for their personal lives which impact actions both inside and outside of school.

Some specifics with this program include the following:

*Students cannot perform academically without first having their emotional needs met. In recent years, schools nation-wide have seen increased emotional needs of their students from K-12. In order to best serve our students, we need to provide them with tools that tend*

*to their social-emotional needs. Bringing Yoga and Mindfulness into classrooms is proven to assist students in their focus, create significant gains in self-regulation, decrease violence, and decrease stress and anxiety. Challenge To Change works with educators, parents, and administrators to create an environment that is both peaceful and productive for students and teachers in the classroom. We would love to work with your school in any way you see fit for your staff and students.*

*Challenge To Change has been implementing yoga into schools over the last five years. In the 2018-2019 school year Challenge to Change worked with 10 schools in the surrounding Dubuque area. The Challenge to Change Team serves roughly 3,000 students, has trained 24 Registered Kid's Yoga Instructors, and empowered 1,000 School Teachers to bring Yoga and Mindfulness into their classrooms in just the last few years. Last year Challenge To Change was able to teach the entire Western Dubuque Staff through the Implementation Package, and the results and feedback were overwhelmingly positive.*

This has been funded by a Grant in the Bellevue CSD.

#### **Representative McKean**

Each year we attempt to have our area legislative representatives attend Board meetings and visit our district. Representative McKean visited this month's meeting.

Some key points of discussion included the following:  
The extension of SAVE through 2051 in last year's session.  
Transportation Equity funding, where Bellevue received an additional \$21,000, since they were using more money than average to transport students to and from school daily for academic classes.  
Allowable Growth, and the future of this in the 2020 session.  
School Vouchers  
School Board Election dates  
Mental Health in schools, and services

Representative McKean visits the Bellevue CSD regularly, and is always open to a phone call from the school (along with contacting the school representatives). McKean has served schools well.

#### **Enrollment Review and Finance Discussion**

Following is information on the enrollment for the year as of the "Count Date" of October 1.

We see some positive trends overall. We are doing fine financially right now, but this could change with a lack of growth.

Enrollment has been certified for this school year. Some key information includes the following:

**Increases in enrollment since from the 2014-2015 to the 2019-2020 school year indicate the following:**

- **Elementary (K-5) = 250 to 289 (15.6% increase)**
- **MS/HS = 374 to 384 (2.6% increase)**
- **Preschool (3- & 4-year old) = 71 to 92 (29.6% increase)**
- **All Areas (PK-12) = 695 to 765 (10.1% increase)**

Open Enrollment Into Bellevue CSD = 75

Open Enrollment Out of the Bellevue CSD = 14.

Open Enrollment Number is a strong positive for the Bellevue CSD = 59

Some more specific information is the following:

Open Enrollment Into Bellevue CSD = 75 (73, plus two students "Tuitioned In" for Special Ed). The students are from the following districts:

- Andrew (52 + 2 = 54)
  - K-6; 1st-7; 2nd-2; 3rd-2; 4th-1; 6th-3; 7th-7; 8th-6; 9th-5; 10th-4; 11th-5; 12th-4 (those at the high school level are beyond those who are indicated as a part of the Whole-Grade Sharing Agreement, as they are open enrolled and the Bellevue gets full funding for these students...most were here in either elementary or middle school prior to high school at Bellevue)
- Dubuque (17)
  - K-2; 4th-1; 6th-3; 8th-2; 9th-3; 10th-1; 11th-4; 12th-1
- Easton Valley (1)
  - 2nd-1
- Maquoketa (3)
  - K-1; 2nd-1; 11th-1

Open Enrollment Out of the Bellevue CSD = 14. The students are attending the following districts, with grade levels and amount of students following:

- Andrew (5)
  - K-1; 3rd-1; 6th-1; 8th-2
- Easton Valley (5)
  - 4th-1; 6th-2; 10th-1; 11th-1
- Maquoketa (3)
  - 4th-1; 10th-1; 12th-1
- Western Dubuque (1)
  - 12th-1

Open Enrollment Number is a strong positive for the Bellevue CSD

- 59, but 61 if count those "Tuitioned In"

Whole-Grade Sharing with Andrew (to Bellevue at the HS level)

17 (plus two "Tuitioned In" for Special Education"); Grade Levels:

- 9th Grade - 1 (moved to the Andrew CSD in August)
- 10th Grade - 4
- 11th Grade - 8
- 12th Grade - 4

## Certified Enrollment 2019

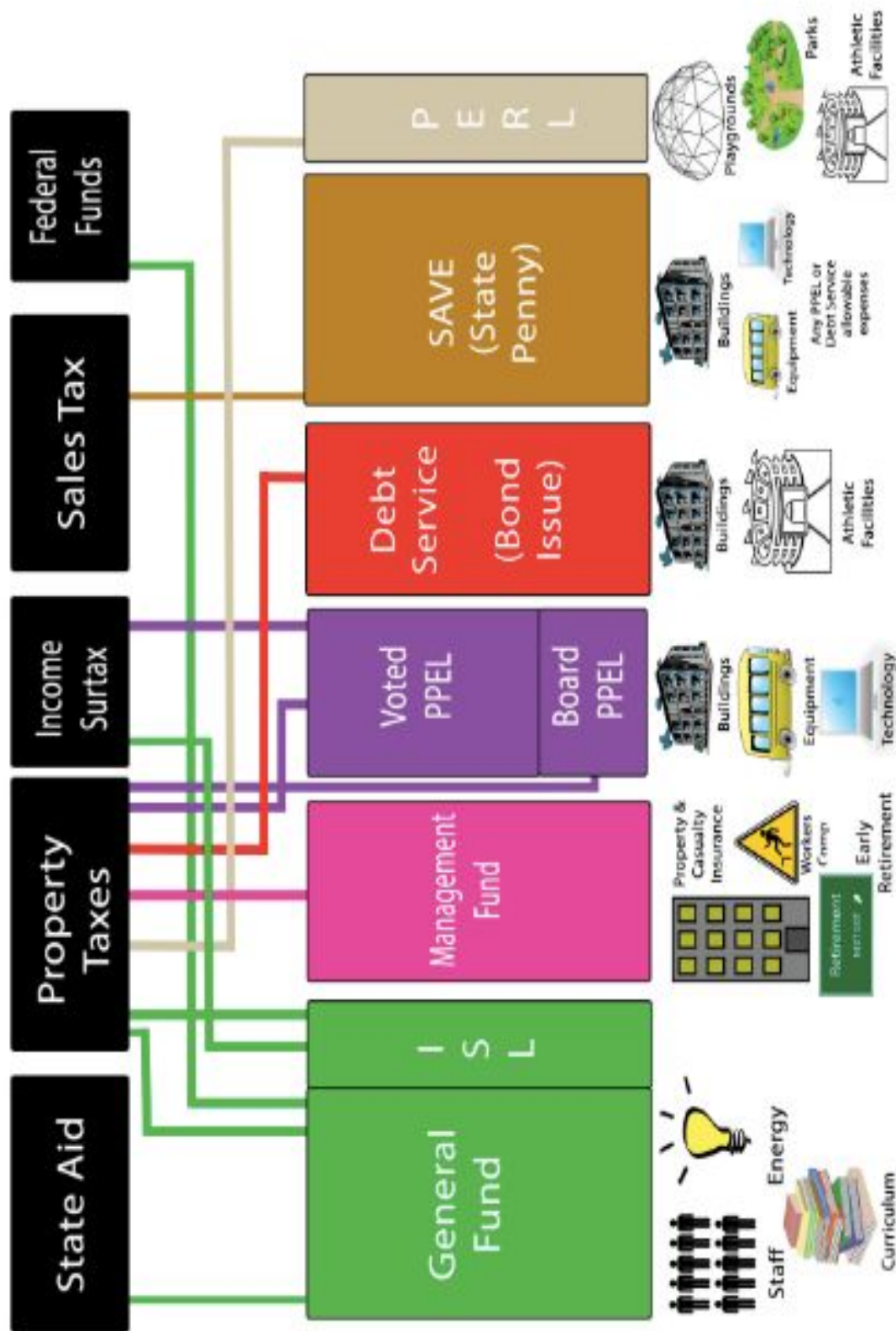
### Summary Comparison

Description	Current	Previous	Change
Resident Public Students Attending your District (1)	583.00	575.00	8.00
Resident Public Students Attending another Iowa Public School District (2, 3)	14.00	16.00	-2.00
Non Public Shared Time and CPI Students Dual Enrolled for District Classes (4, 5)	3.24	4.32	-1.08
Non Public Shared Time and CPI Students Dual Enrolled for PSEO Classes (4, 5)	0.00	0.00	0.00
Residential Facility Students Enrolled for District Classes (5)	0.00	0.00	0.00
Actual Enrollment (7)	600.24	595.32	4.92
Non-Resident Public Students Attending your District (8, 9)	92.00	101.00	-9.00
PK 4 Students Attending your Statewide Voluntary Preschool Program (10)	32.00	31.50	0.50
Total School Age Students Provided Instructional Programs/Services by your District	678.24	680.32	-2.08
Limited English Proficient Weighting (13)	0.44	0.44	0.00

**Enrollment Trends**

Year	SCSE 4PK/3PK	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Elem	MS/HS	Dist	Total Total Total (TK-5) (6-12) (TK-12)
2008/2009	8	6	31	51	54	36	36	44	58	48	45	54	53	62	46	266	366	632	42/21 (691)
2009/2010	9	6	35	32	56	52	36	39	45	53	49	48	56	50	62	265	363	628	45/21 (680)
2010/2011	7	8	34	35	34	55	50	39	43	45	50	58	47	60	49	262	352	614	33/34 (694)
2011/2012	3	10	46	34	33	37	53	52	40	42	43	61	62	56	58	265	362	627	32/28 (684)
2012/2013	4	12	34	49	33	38	36	55	50	43	44	49	60	61	55	262	362	624	36/35 (702)
2013/2014	2	9	43	38	45	37	35	41	55	54	43	51	56	63	61	248	383	631	40/31 (695)
2014/2015	3	7	36	39	36	49	37	43	42	59	59	45	52	55	62	250	374	624	37/18 (678)
2015/2016	2	15	42	35	42	37	49	39	45	43	59	67	44	53	53	259	364	623	35/32 (698)
2016/2017	4	12	37	44	37	43	38	53	45	49	48	65	64	46	50	264	367	631	42/33 (719)
2017/2018	3	10	37	38	42	40	49	40	54	49	50	61	64	63	47	256	388	644	40/48 (769)
2018/2019	6	14	48	41	39	44	42	48	44	55	53	55	60	68	60	276	395	671	58/34 (765)
2019/2020	5	10	54	52	43	42	44	44	52	45	57	51	54	58	67	289	384	673	

In addition, it is important to recognize allowable uses of specific funds in the district based on state rules and regulations.





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

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

The amount we are eligible to apply for in regard to "Increasing Enrollment" is \$33,942.30. The amount for "Open Enrollment Out not in Fall 2018" is \$7409.60. I recommend we approve this at the meeting, as this is a normal procedure to fund for students that we did not receive money from last year's enrollment (which determines this year's budget). This is only authority, not cash. The chart below shows how this is figured.

(Generated nightly, changes to Certified Enrollment are reflected the following day)

**Increasing Enrollment**

Actual Enrollment Fall 2018	595.3
Actual Enrollment Fall 2019	600.2
Increase	4.9
Current Year DCPP	6927
Maximum On-Time Funding Modified Supplemental Amount for Increasing Enrollment	33942.3
Request \$	33942.3
Request Max	

(Changes to student data are reflected immediately)

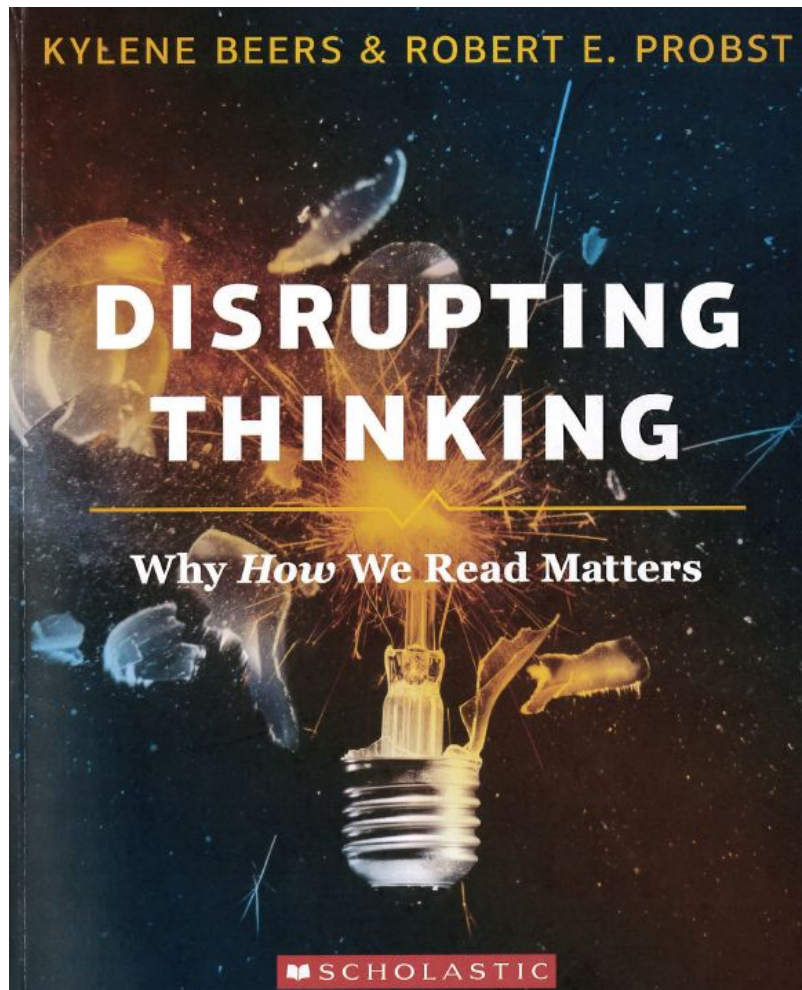
**Open Enrollment Out not in Fall 2018**

Open Enrollment Out Students on Fall 2019 Certified Enrollment but not on the Fall 2018 Certified Enrollment	6
Open Enrollment Out Students Minus Increase (previous section)	1.1
Last Year's State Cost Per Pupil for Open Enrollment Out	6736
Maximum Modified Supplemental Amount for Open Enrollment Out	7409.6
Request \$	7409.6
Request Max	

Comet Reading and Reflection; ACT and Iowa Statewide Assessment of  
Student Progress;

Comet Reading and Reflection

While the "Comet Reading" is usually toward the end of the meeting agenda and a separate item, I believe this month the following excerpt fits in well with "testing" result discussions.



## Losing Our Way

We see that confusion frequently. Someone decides that improved test scores are the best measure of success and so everything moves toward improving the scores. Teachers feel the pressure to make sure scores do indeed go up, so the focus of instruction turns to covering what's on the test. As one teacher told us, "If it's not going to help kids answer items on the test, I can't teach it." And so the test scores might go up, but what we truly value might not, such as interest, creativity, self-reliance, and passion for the disciplines.

Doing something *so as to* succeed may shift our focus away from what is central and most important. In education, it may shift focus from true learning to the measures of learning we have devised. Unfortunately, those measures may not be adequate. Doing something *so as to* succeed is also about responding to extrinsic motivation. That motivation might be to gain a reward (e.g., bonuses for the superintendent; "A" ratings for the school; job security for the teacher) or to avoid a punishment (e.g., public ridicule; student retention; teacher dismissal). In either case, extrinsic motivation requires a constant upping of the reward or punishment, which isn't sustainable over the long haul.

By contrast, doing something *and* achieving success generally means looking beyond that short-term goal (passing the test) to a longer-term purpose (becoming a lifelong, passionate, curious learner). Schools that focus on this loftier endgame are less interested in what it takes to attain a particular score and more interested in what creates engaged, motivated, self-directed learners. It's like dieting: If you watch what you eat just to be able to wear that special outfit for that special party, chances are that within a month of that party, that outfit won't fit again. But if you decide that you want to live a healthier life, want to make better food choices, want to exercise more, then not only will you get into the outfit, you also probably won't outgrow it again.

In *Drive*, Daniel Pink makes a statement similar to Siedman's. Pink says: "When the profit motive becomes unhinged from the purpose motive, bad things happen" (2009, p. 302). When the purpose motive for

school is to help kids become confident, passionate, lifelong learners; to help them discover all they can be; to help them become ethical participants in society; and to instill some habits of mind that value

**When the purpose motive for school is to help kids become confident, passionate, lifelong learners . . . then the profit motive has less to do with high test scores and more to do with engaged students.**

compassion, curiosity, collaboration, and creativity, then the profit motive has less to do with high test scores and more to do with engaged students.

When schools focus less on test scores and more on engagement, we see positive effects: higher attendance rates, fewer discipline referrals; more student-generated questions; more comments that reveal inter- and intratextual connections;

classroom conversations that are started and

maintained by students; and higher test scores (Cotton, 1988). Focusing on the essentials in education, rather than on test scores, seems to result in higher test scores. Students become learners who take risks, who see questions as things to be explored and not merely to be answered. They graduate with a sense of self, with an understanding that they have valuable contributions to make, with content expertise, and with both the open mind that lets them take things in and the critical eye that allows reflection, analysis, and evaluation.

But if the profit becomes nothing more than a higher test score, the focus of instruction shifts. Questions have to be answered, correctly. Risk-taking is only for the gifted, and then, only when their scores will not be jeopardized. Curiosity, collaboration, and creativity are for the unit after the test (but even then those units often are only for the gifted). Lifelong learning, as an associate superintendent told us, "isn't really my goal. I just need kids to pass the test. It's all about the test." When the profit motive becomes unhinged from the purpose motive—Pink is absolutely right—bad things do happen.

## ACT

The ACT scores for the 2019 graduating class were released publicly in mid-October (usually these are releases in August, but they have been delayed due to a new standardization and reporting at the state level). As you can see our scores dropped from last year (which was the highest group in all areas during the 5-year span). Yet, our scores were also higher than any of the other years in all areas.

Additionally, it is vital to remember (and I would be wrong to not emphasize) that ALL of our students take the ACT when they are Juniors at Bellevue High School. This is different than a large majority of schools across the state of Iowa where roughly 65% of students take the assessment.

As I have shared before when we only calculate our top 50% or 60% of students our scores are higher than the state average. This is important to point out to people who may talk about their school's ACT scores or question the ACT scores at Bellevue High School. We give this to find out "where our students are academically" and to give them a "head start" in the college application and admission process (among other things).

Additionally, our student averages overall increased from my first estimates in August (not all testing reports were finalized by ACT at the time), while the state averages decreased in most areas since my first estimates.

See the information below for state scoring averages from ACT.

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2015	61	22,675	18.1	21.6	18.6	21.5	19.1	22.7	19.5	22.3	19.0	22.2
2016	52	23,132	17.3	21.4	18.8	21.4	19.5	22.7	19.8	22.3	18.9	22.1
2017	51	23,306	18.4	21.2	18.7	21.3	19.6	22.6	19.7	22.1	19.2	21.9
2018	51	24,028	20.6	21.0	20.6	21.2	21.8	22.5	21.3	22.0	21.2	21.8
2019	61	22,965	19.1	20.8	20.3	21.0	21.4	22.3	20.8	21.8	20.6	21.6

Meyer also shared the following:

Our district's ACT scores are skewed to a point when comparing to other districts. Ultimately, our scores are lower to a point. We test all students, and very few other districts in the state do this and very few in our area (especially in the Dubuque area). Some reasons for testing all students include the following:

- We determined a few years ago that we want each student to have a basic college entrance exam completed prior to graduation. This allows them to be "thinking" about college and analyzing their areas of strength as they prepare for their life after graduation.
- We also want to see how our curriculum and teaching is matching with the learning of students. It serves as an analysis of our curriculum for all students, and what we are requiring students to learn and accomplish. Our goal is to make steady improvements and get ALL students up to or beyond the state average.
- It also allows us to sincerely think about ALL students and is a good comparison when looking at other data measures we use (Iowa State Assessment of Student Progress, ASPIRE, FAST, etc.). The data follows a student, and we need to monitor this and see the improvements each year and work on the weaknesses of individual or groups of students.

*It is imperative to know and share accurate information when sharing data about ACT and other tests, and I am always happy to talk about our student results when asked. People must know all fo the information in order to "compare" the results with others.*

**Top 10% and 15% at the Bellevue CSD  
(Top Score possible is 36)**

	Composite	Math	Sci.	Eng.	Rdg
Class of 2020					
• Top 10%	26.6	26.3	26.7	26.7	29.9
• Top 15%	26.0	26.0	26.1	25.9	28.8
Class of 2019					
• Top 10%	29.4	29.0	31.3	29.0	31.1
• Top 15%	28.4	28.0	30.0	27.9	30.0
Class of 2018					
• Top 10%	31.3	29.3	31.3	31.5	32.5
• Top 15%	29.3	27.9	28.3	29.3	31.0

**ACT Scores Adjusted for the Class of 2017-2019**

	English	Math	Science	Reading	Composite
<b>All Scores of BHS Graduates</b>					
Class of 2016	17.3	18.8	19.8	19.5	18.9
Class of 2017	18.4	18.7	19.7	19.6	19.2
Class of 2018	20.6	20.6	21.3	21.8	21.2
*Class of 2019	19.1	20.3	20.8	21.4	20.6
Class of 2020	17.5	18.8	19.0	19.3	18.9
<b>Top 50% of BHS Graduate Scores</b>					
Class of 2016	NA	NA	NA	NA	NA
Class of 2017	21.8	21.4	24.2	24.0	22.7
Class of 2018	25.9	26.1	24.1	26.0	24.1
Class of 2019	22.2	23.3	24.7	24.6	23.4
Class of 2020	21.5	22.8	22.1	23.4	21.8
<b>Top 60% of BHS Graduate Scores</b>					
Class of 2016	19.7	19.9	22.1	21.5	21.0
Class of 2017	21.4	21.4	23.7	23.1	21.9
Class of 2018	23.2	22.4	23.3	25.0	23.2
Class of 2019	21.4	22.5	24.0	24.0	22.8
Class of 2020	21.2	22.1	21.5	22.6	21.2
Class of 2012-14	19.8	20.2	21.4	21.9	20.9
<b>State Average (Approximately 60% of students statewide)</b>					
Class of 2016	21.4	21.4	22.3	22.7	22.1
Class of 2017	21.2	21.3	22.1	22.6	21.9
Class of 2018	21.0	21.2	22.0	22.5	21.8
*Class of 2019	20.8	21.0	21.8	22.3	21.6
Class of 2020 (est.)	21.2	21.3	22.6	22.1	21.9

\* Updated scores for both the Class of 2019 (which raised from first data gathering) and state averages (which mainly declined since the estimates were given in August 2019 by T. Meyer).

\* 2020 figures are from the results of students who took the ACT in the Spring of 2019 at Bellevue High School, and it is important to recognize multiple students will retake the assessment and improve their scores.

## ISASP - Iowa Statewide Assessment of Student Progress

In addition to this, the Iowa Statewide Assessment of Student Progress has been released. It is one more measure to put with other measures to measure the success of our students, yet I believe good or bad it must be viewed as one other assessment in combination with other test scores, the success of students after they graduate at college and work, persistence in their pursuits, dependability, reliability, attendance at work, and several other traits of individuals which allow for success in life beyond school. It is more than a test regardless of being above or below the "state average" on a test.

Information on Bellevue students will be shared at next month's Board meeting.

Below is some information from the Iowa Department of Education on the assessment, and key "talking points" to assist people in understanding the results.





# A New State Assessment for Iowa

## A HIGHER BAR FOR IOWA STUDENTS

Iowa adopted statewide standards in English language arts, math and science to ensure all students move from grade to grade with the skills and content necessary for success beyond high school.

Because Iowa raised the bar for what students are expected to know and be able to do, the state also changed the way progress is measured through state tests.

A new state test, the Iowa Statewide Assessment of Student Progress, replaced the Iowa Assessments. Students in grades 3 through 11 took the new test for the first time in spring 2019.

School-level results will be available to schools, parents and other stakeholders in October.

## HOW TO INTERPRET RESULTS

Results re-set the baseline for future progress on the new state test.

Because this is a new, different test for students, results should not be compared to previous years.

Results will be used to report to parents and communities and to assist schools with improvement planning.

## HOW PROFICIENCY WAS DETERMINED

Iowa Testing Programs and its vendor, Pearson, convened 185 Iowa educators and experts in July to determine through a collaborative, scientific process what "proficient" and "advanced" mean on the new state test.

The performance levels that resulted from that process were recommended for State Board of Education adoption in September.



## ABOUT THE IOWA STATEWIDE ASSESSMENT OF STUDENT PROGRESS (ISASP)

- Developed by Iowa Testing Programs at the University of Iowa in collaboration with Iowa educators
- First administered in spring 2019 to students in these subjects and grade levels:
  - Math:** Grades 3-11
  - English Language Arts:** Grades 3-11
  - Science:** Grades 5, 8 and 10
- Includes an online format and assessment of student writing
- Better reflects what is being taught in classrooms because it is more aligned with Iowa's academic standards
- Find more information about the test at: <http://iowa.pearsonaccessnext.com/>



## KEY MESSAGES/TALKING POINTS

Iowa is committed to preparing all students for future success, and that means preparing them for the demands of postsecondary education and the workforce.

Part of this work includes setting high expectations for what students should know and be able to do at each grade level and then measuring how students are progressing.

These high expectations are outlined in Iowa's academic standards, which ensure all students move from grade to grade with the academic knowledge and skills necessary for success.

Whether they want to go to college or straight into the workplace, students need to be able to think critically and solve complex problems. This gives them the ability to make choices about their future and to make the most of their opportunities.

\*

The Iowa Statewide Assessment of Student Progress (ISASP) replaced the former Iowa Assessments, with students taking the new tests for the first time in spring 2019. Iowa Testing Programs at the University of Iowa oversaw the test's development and administration.

English language arts and math tests were given to students in grades 3 through 11, while science tests were given in grades 5, 8 and 10.

ISASP better reflects what's being taught in Iowa classrooms and how students are progressing toward grade-level expectations outlined in Iowa's academic standards.

This makes ISASP one measure that helps teachers understand where students are succeeding and where they may need more help.

\*

Student performance on the ISASP is scored in three ways: Advanced, Proficient, and Not Yet Proficient.

A committee of 185 Iowa educators met for five days in July to determine recommended performance levels, or cut scores, which define the range of scores for each of the three categories. These recommendations will be taken to the Iowa State Board of Education on September 12.

Because the new state test is more aligned to Iowa's academic standards, it is more challenging.

These results will re-set the baseline for future progress on the new state test. They should not be compared to results from previous years because the state test is new and different.

### Facilities Space and Options

As I have mentioned in the past, the district will be strapped for space in the elementary building next year (we already are in all actuality!) with the likelihood of three sections for K, 1st, and 2nd. Additionally, I am also not sure about the overall 3-year old and 4-year old preschool enrollment for next year and the impact of possibly being able to utilize a room in this area. I am including some UPDATED potential options for the next school year that have been mentioned to me, discussed in various formats, etc. These are not the only options, some are not good options (maybe none are!), but they are simply things to consider as we determine our approach for the next school year.

I met with an elementary teacher group recently about some initial options, and they added some of the updated options (the list has expanded).

This is not a "decision" at next month's board meeting, but we need to consider the information and prepare to make a decision in the semi-near future (no later than March).

The Board will have a work session on Monday, December 2 at 6:30 convening in the Bellevue Elementary Office.

## Options for 3rd Section of Kindergarten for the 2019-2020 School Year

### Add a Grade-Level section to the old building

- A. Add a grade-level class to Cris Kellogg's room and the AEA Speech Services area
- a. Remove the walls from the area where Cris Kellogg and AEA Speech Services are offered
  - b. Move Kellogg to the Makerspace area
  - c. Move Speech to the AEA Room
  - d. Move AEA to the Reading Room

\*Issue:

- Restroom availability in this section of the building (one toilet for boys and one toilet for girls).
- Placing more students in the old part of the building
- Reading room area is space-limited, and some things would have to be moved (and unsure of where that location would be)

- B. Add a grade-level class to the Teacher's Workroom/Art Room
- a. Move Teacher's Workroom to Cris Kellogg's room
  - b. Move Kellogg to Makerspace area
  - c. Move Art room to classrooms ("Art on a Cart")

\*Issue:

- Bathroom availability in this section of the building (one toilet for boys and one toilet for girls).
- Space for Kellogg to work with groups at the same time as Library is being used by students
- Placing more students in the old part of the building
- Electrical capability for the Kellogg's room and area would not handle the various electrical needs of the current workroom (laminator, refrigerator, etc.)
- "Art on a Cart" is not a quality way of providing art to students, and many say "de-values" the program, at a time when creativity needs to be fostered and encouraged.

- C. Add a grade-level class to the old office area
- a. Remove walls between AEA room and Abby Veach's room (Keep Safe room)
  - b. Move Veach to Special Ed room
  - c. Move AEA to the Reading room

\*Issue:

- Space would be limited in comparison to other classroom sizes in the building.
- Placing more students in the old part of the building
- Future needs may warrant the use of the Special Ed room by another Special Ed teacher and students
- Reading room area is space-limited, and some things would have to be moved (and unsure of where that location would be)

D. Add a grade-level class to the library by moving the Library/Makerspace to the Elementary Cafeteria area

- a. Move extra grade level section to the Library
- b. Students would eat lunch in the gym

\*Issue:

- Indoor recess issues during poor weather conditions (rain, cold, etc.)
- PE schedule
- Set-up of tables would occur while music is taking place on the stage
- Clean up on the gym floor (most places who have lunch in a gym area have an all-purpose floor which is easily cleaned up and not a wood gym floor)

E. Add a grade-level class to the Library/Makerspace area

- a. Move Cris Kellogg and the Makerspace area to Abby Veach's room (old office area)
- b. Move Abby Veach to the room next to Dori Venema (depending on numbers for Special Ed.)
- c. Move the AEA staff in the room next to Abby Veach to the "Reading Room"

\* Issue:

- Kim Jochum and Speech would be interrupted more often with more students in the library (noise)
- Would need to remove the wall between Veach and AEA
- Adequate space for the AEA would be an issue
- If special ed numbers increase, Abby Veach or the new teacher for special ed may not have a room.
- More stairs for younger students accessing the library on a regular basis.

F. Add a grade-level class to the Library/Makerspace area

- a. Move Library/Makerspace to Abby Veach's room
- b. Move Abby Veach to a room by Dori Venema (Special Ed.)

\* Issue:

- If special ed numbers increase, Abby Veach or the new teacher for special ed. may not have a room.
- Would need to remove the wall between Veach and AEA
- Adequate space for AEA (moving to the Reading Room) would be an issue.

Add a Portable/Modular to the Elementary area

- G. Move a 5th-grade section to a portable building
  - a. Move extra grade level section to the Library
  - b. Move Library and Art/Makerspace to the 5th-grade room

\*Issue:

- Students would be isolated from the rest of the building. Lack of collaboration for students with other students, etc.
- Issues on concerns of why specific students are placed in a portable, while their peers in the other section are in the main building (Equity issue)
- Security issues
- Location of the portable (Basketball court area, Parking Lot area, North side of the building along State Street, etc.)
  - Hookups for fire alarm, water/sewer, intercom, electrical, etc.
  - Snow removal areas for piling snow would be limited...likely leading to paying to have snow hauled away from the campus.
- Cost

- H. Move both 5th grades to a portable
  - a. Move Library to one 5th grade classroom.
  - b. Move Makerspace area to the other 5th-grade classroom

\* Issue:

- Isolation from the rest of the building.
- Security issues
- Location of the portable (Basketball court area, Parking Lot area, North side of the building along State Street, etc.)
  - Hookups for fire alarm, water/sewer, intercom, electrical, etc.
  - Snow removal areas for piling snow would be limited...likely leading to paying to have snow hauled away from the campus.
- Cost

- I. Add an extra grade-level section to the Art/Makerspace area.
  - a. Move Library to Cris Kellogg's room
  - b. Move Makerspace/Art to the portable

\*Issue:

- Access to the library would be difficult for some students due to accessibility (narrow hallways and corners, upstairs)
- Space would be limited
- Restroom access for students

- J. Add a "Wick" building to the elementary area
  - a. Place one or both 5th grades in this area or the Library/Makerspace/Art
  - b. Unsure of cost of this type of building

Move 5th Grade to the MS/HS campus

*Move both 5th-grade sections to the MS/HS campus and add an extra grade level section to the Library area in the elementary*

- K. Move the 5th-grade rooms to areas in the "MS Hallway" (currently two Literacy classrooms - furthest to the south in the hallway - or the Spanish and Social Studies classrooms - furthest to the north in the hallway)
- a. If moved to the south part of the hallway, Heim and Michels would need to move classrooms.
    - i. Move Vocational Agriculture classes to a portable, and move Heim and Michels to the current Ag room and a studyhall room, or similar movements with other staff to make the most accommodating for students and learning.
  - b. Special Education services would be offered at the MS/HS campus for students in need.
  - c. This could create an opportunity to make 5th and 6th grade more collaborative and a more "self-contained" 6th grade (not rotating as much to classes).

\*Issue:

- Is the set-up of 5th and 6th grade working collaboratively a strong educational set-up?
- Would this mean indicate the potential to build on to the MS/HS building? Administration coverage would need to be increased
- Where locate the portable for Vocational Agriculture?
  - Remove part of the former Vocational Agriculture building?
  - Put on the recently purchased property? The preparation of the surface for this would be needed.
  - Place on the West end of the parking lot?

- L. Place portables in west-end of the parking lot
- a. Move the Library to a 5th-grade classroom
  - b. Move the Art/Makerspace areas to a 5th-grade classroom

\*Issue:

- Would need to arrange transportation flow for "dropoff areas" for the 5th-grade rooms
- This would require students to walk outdoors to lunch, PE, and Music
- Would this indicate the potential to build on to the MS/HS building? Administration coverage would need to be increased

- M. Place portables on the land near the bus barn which the district now owns

\*Issue:

- Would need to prepare the surface area for portable "installation"
  - Would need to arrange transportation flow for "dropoff areas" for the 5th-grade rooms
  - This would require students to walk outdoors to lunch, PE, and Music
- Some of these options would mean a beginning to eliminate full-time classrooms from the old building at the elementary.

- Costs would be associated with all of these options, to a varying degree. Most expensive is the portable/modular building, with the least expensive being the moving of grade-levels and areas in the current building.
- Could utilize portables/modulars for other things when finished with it; Could move the buildings as well.

Some initial "rough" estimates for a 40' X 24' modular classroom (960 square feet) - which we would want to order by mid-March.

- Lease (New) - \$775/month for one year (a reduction of 6-8% if used for two or three years); Plus installation of approximately \$36,000
- Purchase (New) - \$90,000 (with restroom) for one classroom in the building, if increase the size for two classrooms it would be approximately; Installation of \$36,000
- Lease (Used) - \$550/month for one classroom building, and \$850-\$900 for a two-classroom building; Installation of about \$18/square foot

#### Potential Option 1



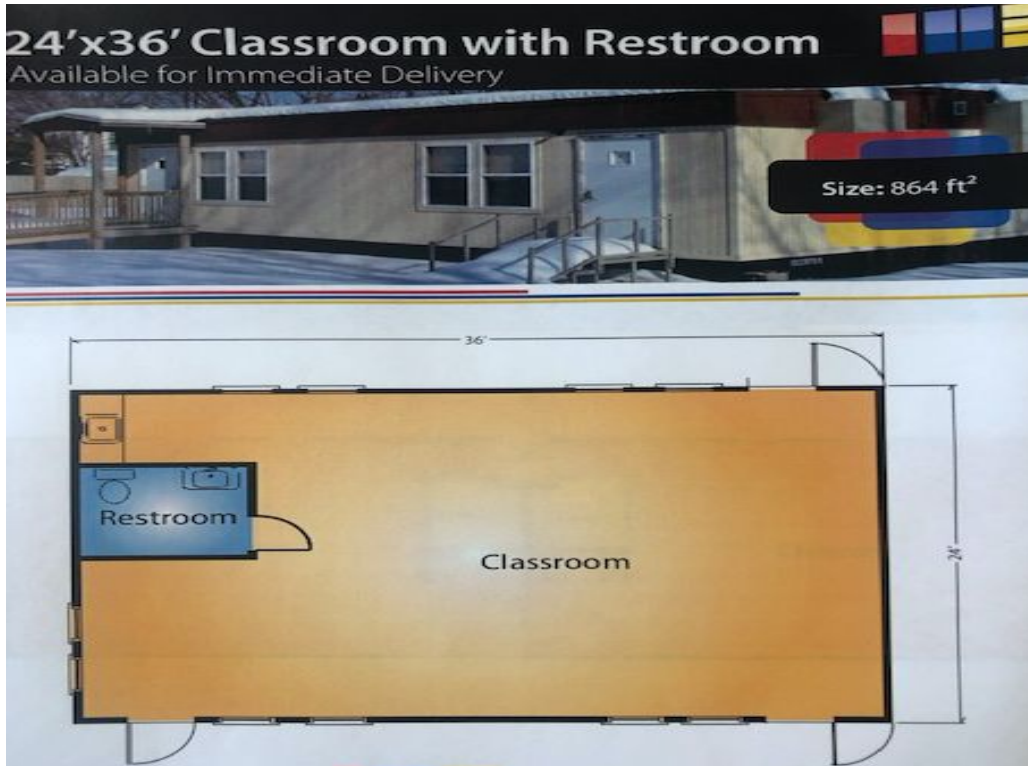
#### Potential Option 2



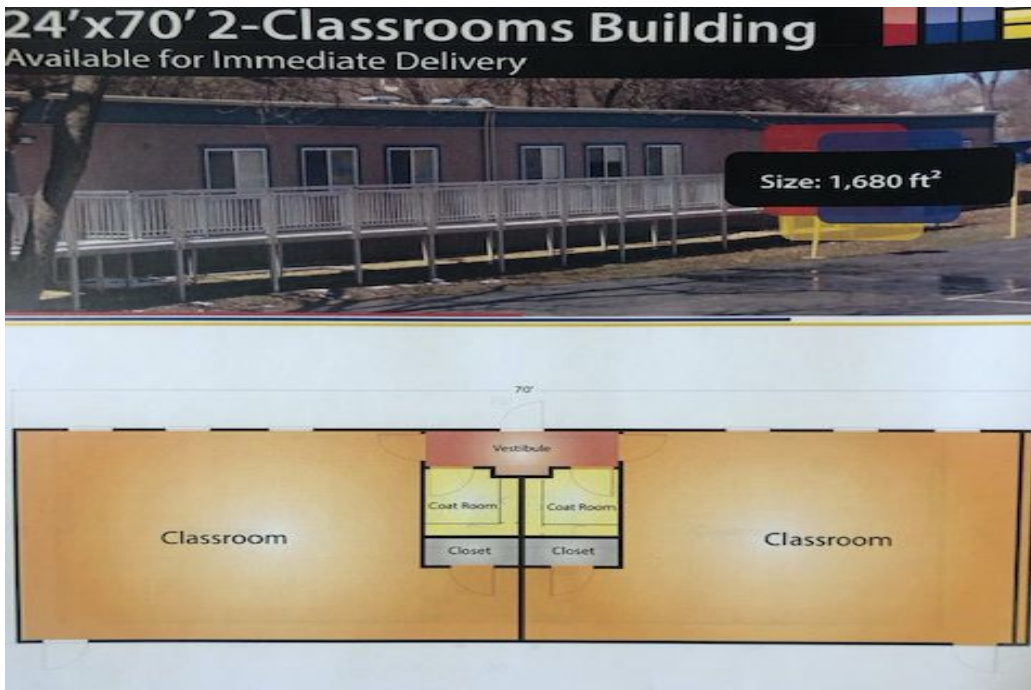


Below are some which are currently available

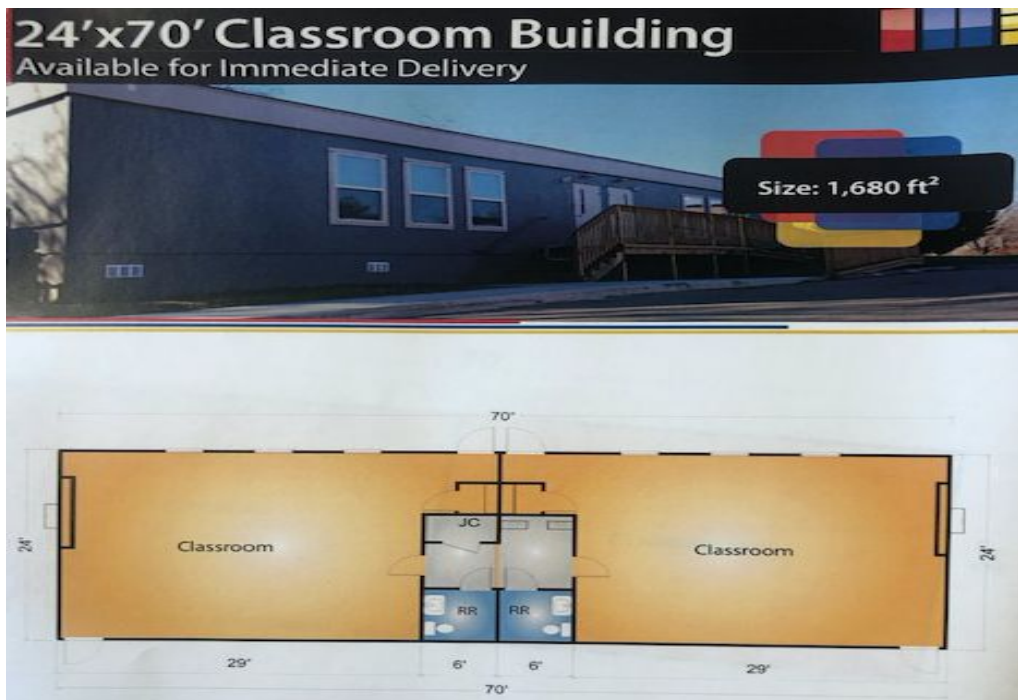
Potential Option 3



Potential Option 4



Potential Option 5



*The last three are available now and are used. The other two are simply buildings from another company and show some differences in the appearance of the building, etc. We can make the rooms in the buildings an "inviting classroom", and having two classes (one grade) in the building would be better than isolating one class in many ways.*

I have the other options for classrooms listed again at the end of the notes. We need to keep this on our minds as we meet in the next few months. Regardless, we can make the rooms accommodating and welcoming to students. After we would be finished with the modular buildings, would we have a need for the building/space in the future for a preschool or daycare for the district? Storage? Music? Art? Makerspace? Just something to think about, and that this may be utilized for more than simply a few years for a classroom.

Remember that if we do a renovation of the current elementary, we will likely need modulares for students to be in during the construction for some classrooms.

From a website from a Modular Company:

*Today's modular building systems offer high quality, environmentally responsible construction, along with impressive efficiencies resulting in tighter project schedules ultimately leading to faster occupancy. Most people recognize modular buildings as portable structures that are quickly installed for temporary purposes to alleviate overcrowded space or as swing space during construction. What many do not realize is that prefabricated building designs are also used to build many*

remarkable permanent structures that incorporate complete customization with modular building construction to satisfy the strict requirements of each project owner in less time.

Here are a few brief questions to ask yourself as you contemplate whether permanent vs temporary modular building is the best solution for your construction space need.

#### Longevity

- Our temporary modular buildings are built for durability and, if they are maintained properly, will have a useful life similar to that of a conventional home. It is important to note that the relocatable nature of a building, making it "temporary," has a lot more to do with the permanence of the foundation and how the building is affixed to it than the design of the actual building structure itself.
- Permanent modular buildings are installed on and fastened to a foundation with the intention of lasting well into the future

#### How soon do you need the space?

- Temporary modular buildings can be on-site and ready for occupancy in as little as 30 days from contract
- Permanent modular construction may require 4 months or more from contract depending on the scope of work

#### How long will you need the structure?

- Temporary modular buildings are often used for a shorter duration (a few years) because of their relocatable nature.
- Permanent modular construction is installed for long-term use (decades), the same as any conventional building.

#### What construction material do you prefer or require?

- Temporary modular building plans are predominantly wood-based
- Permanent modular construction utilizes concrete and steel or wood framing

#### Do you want to lease or purchase the modular building?

Temporary modular units can be rented/leased, finance leased (lease-to-own), or purchased outright  
Permanent modular buildings are purchased

#### Is the modular building an addition to an existing structure?

- *Temporary modular buildings would not typically be directly connected to your existing structure but may have canopies or other roof coverings filling the space between*
- *Permanent modular buildings can be built to connect seamlessly with your existing structure matching the façade and other structural and technological details of your current building*

### **Student Teaching Agreement**

APPROVED. This is once again a formality to approve a student teaching agreement on an annual basis with a college in the state/area. It is a valuable learning experience for the student teachers who work in our district and assists our district in "growing future teachers" in our district potentially. Secondly, it is also valuable for our teachers as they learn from the "students" and their approaches, methodologies, etc.

### **Information Items**

#### **Manufacturing Tours**

On Monday, October 28 the teachers and administrators toured Plastics Unlimited (Preston), Collins Aerospace (Bellevue), and Husco (Maquoketa) to see what they do, what skills are needed by their employees, trends in the workforce, and similar things. Ideally, this will assist our staff in recognizing the skills needed for success in the workforce, and how we can assist with these through our expectations of students in school, social norms, skills, and other areas PK-12. We did this several years ago with our secondary staff but moved this to our entire teaching staff for this school year.

Below are some comments from staff in regard to their learning from the tours:

### Important Aspects of Visit (what is needed?)

- Connection to the importance of ...
  - Reading/Writing
  - Math
  - Electrical
  - Technology experience/skills
  - Academics are important, but "soft skills" are imperative
- Collaboration/Teamwork
  - Teams make decisions, and not only the management
  - Workers were given a project and encouraged to ask questions about it
  - When one worker is not performing it impacts the others in the business.
- Attendance
- Attention to detail - Precise work
- Work ethic
- Dependability
- Time management skills
- Perseverance/Try
- Good character
- Problem-Solving
  - Problem-Solving and taking risks need to be incorporated in every lesson
- "Thinking on their feet" are important skills
- Teamwork/Getting along with others
- Flexibility/Adaptability
- Following directions (safety and quality product)
- Some businesses reimburse workers to get an advanced degree while working for them, or when preparing to work for them
  - Scholarships
  - Investing/Investment in employees
- Many types of jobs are available...with little to no education to highly educated workers (engineers, HR, Marketing, Management, etc.)
  - There are many opportunities in "our own backyard"
  - Not all jobs require a college degree
  - Businesses work to find the strengths of workers...Placement and advancement in positions
  - These jobs are related to nearly everyone's interests
  - Many jobs are available in Jackson county if people do not want to leave
- This allowed teachers to see life beyond school classrooms and other occupations
  - Seeing the skills needed for workers was important
  - Not even close to what I thought I would see
  - High turnover rate was unexpected
- See and hear the "demand" for workers in our county and beyond
  - Companies need a variety of talents and abilities.
- Seeing "manufacturing" in real-time and the process...not hearing about it, but actually visiting the areas
  - "World-Wide" businesses...not only impacting our area, state, or nation but well beyond
  - People pay for quality...and expect quality
  - "Building for something bigger" as a theme
- Transfer this knowledge to the classrooms is vital for student career planning
  - We do not think of these jobs as we are growing up, which may be impacting the need for workers in the areas
  - STEM must be integrated into work

- Training begins at the elementary level
  - People may struggle in school, but succeed in work
- Following "all" the rules
- The amount of data collection for record-keeping
- Not allowed to use phones at work
- Customer Service/Customer-Focused...Without the customer, there is no business

**Themes to follow-up on and add/continue in classrooms**

- Allow for inventive attitude
  - Creativity
  - Innovation
  - Passion Projects
  - STEM and Makerspace concepts
- Collaboration among students/Working with other students
  - Teams are allowed to make decisions...not only the management without input
  - Importance of getting along with people who you "don't get along with"
  - Show respect to earn respect
- Connect the learning of the curriculum to jobs in the businesses
  - Importance of hands-on learning in school
  - 
  - Having more visitors from these areas to classrooms for students to learn from and hear about careers, etc.
  - Using a "case study" or phenomena approach in learning material to connect the learning to the world beyond school
  - Continue with robotics and STEM, along with Bellevue BIG...all expand the curriculum
  - Resume and application work for students is important
  - Proper grammar...written and verbally
  - Have 8th-grade students visit Collins Aerospace...getting them to think about careers
  - Proofreading - Attention to detail to the finished product
  - Communication
  - Stress the aspect of paying attention to detail in classrooms
  - Standard mathematics is important, and the utilization of them
  - Continue to center tasks/lessons/activities around kids' interest.
- Continual education
  - Growth-Mindset
  - Independent thinking
  - Life-long learning
  - Late work...make up the work
- Businesses want their people to succeed...impacts the success of the business.
  - Businesses focused on the strengths of their employees
- Character
  - Teamwork
  - Importance of a positive attitude
  - Self-Discipline
  - Stick with something even if it is hard
  - Pride in one's work...doing your best
  - Importance of being "on time"
  - Respectful
  - Teaching soft skills are important
  - Accountability

- Important to care about our school community at large, and not just ourselves
- Multiple shifts are available to fit your lifestyle and family needs
- Expectations for students...Hard work and Quality work
  - Importance of "quality work"
  - "It is not how smart you are, but it's how hard you work that gets you places in life."
- Importance of a second language
- Relate cell phone use to the world of work (mirror)
- Global trade impact in Jackson county
- Importance of salary, along with the benefits in employment

### Questions and Thoughts

- Factory workers are not sitting in one spot all day and doing the same thing...are our students in some classrooms?
- Do people understand the importance of STEM/Makerspace area for students?
- Would retention be higher with a better wage?
- Why is there such a high turnover in employment?
  - More choices and openings?
  - Problem focusing on a job?
  - Less dedicated to an employer?
- How do we let our students know about these career paths more effectively?
- How do we let our parents know about these career paths for their students more effectively?
- How many students recognize they could earn a degree in mechanical engineering for free while working in Jackson County?
- How do you get kids to commit to something and finish it?
- Why is college so highly promoted directly after high school by schools? Many quality jobs right here that will lead to some training, college, or general development
- Safety features...What are the safety policies and standards?
- How do we better prepare our students with their attendance habits?
- How do we instill the importance of attendance and punctuality among students when some of their parents are not modeling that behavior?
- How did these companies start their businesses, and expand?
- Why did the companies choose this specific business to get involved in?
- How can we be even better?
- How much do we require/encourage job shadows for students?
- What school class choices are the most important from their perspectives in business?
- What is the main thing that keeps people from working for the company?
- Where are people working if not their business?
  
- Flexibility is needed by workers
- Importance of recognizing the jobs in our area for future work
- Extension beyond classroom content is important
- Some things in life are boring, but they need to be completed
- Interesting to hear what businesses look for in quality employees
- Businesses impact other businesses...Example: John Deere parts made at Plastics Unlimited
- Manufacturing is not what it was in the past.
- Importance of our work as teachers in preparing students for the workforce



- These jobs are not for "uneducated" people...Going to a 4-year college is not for everyone or going right after high school
- Pay of these jobs may still be difficult for a family income
- Filling jobs is difficult in our county...How do they fill them?
- Our students need to hear about this often
- How do we help students adapt to change, as the work will also change?
- Every job is important...no matter what you do.
- Independent thinking.."Should I..." is important.
- We must teach our students "to win"

### Bellevue Education Association Recertification

The Bellevue Education Association was once again recertified by teachers and the Public Employee Relations Board verified this.

THE EMPLOYER SHALL PROMPTLY POST THIS TALLY IN THE MANNER AND LOCATIONS USED FOR POSTING. THIS TALLY SHALL REMAIN POSTED FOR 10 DAYS.

Electronically Filed  
2019-10-29 10:40:40  
PERB  
BU-0067

IF THE EMPLOYER CUSTOMARILY DISTRIBUTES INFORMATION TO EMPLOYEES BY ADDITIONAL MEANS, SUCH AS BY E-MAIL OR HARD COPY, THE EMPLOYER SHALL PROMPTLY DISTRIBUTE THIS TALLY TO THE AFFECTED EMPLOYEES THROUGH THOSE MEANS AS WELL.

STATE OF IOWA  
PUBLIC EMPLOYMENT RELATIONS BOARD

IN THE MATTER OF:

Bellevue Community School District,  
Public Employer,

and

Bellevue Education Association,  
Certified Employee Organization.

TALLY OF BALLOTS

Bargaining Unit	<u>BU-0067</u>
Date Issued	<u>10/29/2019</u>
Election Type	<u>Recertification</u>
Election Method	<u>Telephone/Web-based</u>

The undersigned, as agent of the Board, hereby certifies that the results of the tabulation of ballots cast in the election held herein were as follows:

1. Total number of eligible voters/  
Number of employees in the bargaining unit 53
2. Majority based on  
number of eligible voters/employees in bargaining unit 27
3. Votes cast to retain/recertify  
Bellevue Education Association (Yes) 46
4. Votes cast against retention/recertification (No) 5
5. Unresolved Rule 15.2(3)(a) Pre-Election Challenged Ballots 0
6. Void Ballots (ballots indicating no preference) 0
7. Maximum possible votes cast for retention and recertification  
of Bellevue Education Association [Votes cast for representative  
plus unresolved challenged ballots (Sum of lines 3 and 5)] 46
8. Check one:
  - a. A majority of the employees in the bargaining unit HAVE voted to retain and recertify Bellevue Education Association as their exclusive bargaining representative (line 3 is equal to or greater than line 2).
  - b. A majority of the employees in the bargaining unit HAVE NOT voted to retain and recertify Bellevue Education Association as their exclusive bargaining representative (line 3 is not greater or equal to line 2).
  - c. Challenges are sufficient in number to affect the results of the election (line 3 is less than line 2, but line 7 is equal to or greater than line 2).

FOR THE BOARD



53 teachers were eligible to vote; 46 voted yes, and 5 voted no. A majority of 27 was needed for recertification (2 did not vote). The BEA operates this election and people voting.

### Bellevue CSD Survey Information

This information will be in an attached document and was from this school year's survey sent to all parents, posted on social media, publicized in the Bellevue Herald-Leader, etc. Some discussion was held on this, and more comments will be shared in the next few weeks.

### Superintendent Evaluation

- While the formal evaluation is not until June 2020, each year we have a mid-term discussion on the performance of the superintendent. This provides me good feedback as we move forward with achieving excellence in all we do as a district. With two new Board members, it also allows the Board to discuss some expectations, etc. as we continue through this school year.
- I would like to schedule this for the January Board Meeting (we have typically completed this in closed session, but I am willing to complete it in an open session if you wish. This can be decided at the December Board meeting.

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

#### Adjourn

The next Board meeting will be December 9 at 6:30.