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BELLEVUE COMETS
 COMMUNITY SCHOOL DISTRICT

Comet Highlights from the Board Meeting
On January 13, 2020
From Tom Meyer, Superintendent

| | |
|----------------------|---|
| January 20 school | End of Semester Workday for Teachers - No for students |
| February 12 | 2-Hour Early Dismissal for Teacher Professional Learning |
| February 17 | No School (President's Day) - Potential Snow Make-Up Day - I would recommend this would be approved at our January meeting if we are going to do this (At this point, I would recommend not |
| March 11 & 12 | to have this as a day for make-up). Parent-Teacher Conferences - 3-Hour Early Dismissal; Teacher Professional Learning 12:30-2:00; Conferences from 3:30-8:00 |
| March 13 | No School |

Believe in the Blue (Midweek Minute or Two)

https://www.youtube.com/watch?time_continue=2&v=Uk_EKC7xiVA&feature=emb_title

APPROVED - Consent Agenda

Approve Resignations

- Laura Bowman - MS/HS Library Associate; We will look to fill this accordingly to assist from about 11:00 until the end of the day.

Approve Recommendations to Hire

- Jeff Kilburg - Substitute Bus Driver when all requirements and paperwork is completed; Jeff works at our elementary as a custodian, and is in the process of becoming licensed to be a bus driver as needed for the district. This is helpful for the district in many ways. Jeff is also filling in some for Tim

Roth during his time away for medical reasons currently, and will likely be utilized to drive bus during this time as well when all requirements are met.

- Jamie Deering - Head Softball Coach - Jamie has been an assistant for the last two years, and has done a very nice job working with players. She is also a FT assistant for the University of Dubuque Softball program and has a strong grasp on softball fundamentals, skills, culture/climate, etc.
- MS/HS Library Associate - Heather Wood who is at the elementary in a similar role will be increasing her hours and working in the afternoons at the MS/HS.

Open Enrollments for 2020-2021 School Year

- Mason Pitts - Andrew to Bellevue - 5th Grade

Recognize any Visitors

No one has contacted me at this time.

Comet Curriculum

Evan Davies shared some information about the Bellevue Band Program. One issue he shared was that of marching band uniforms for the district's program. We have not purchased uniforms in over 20 years, and they are needed. An estimated cost is between \$25,000-\$30,000. In the past, the district has paid for half of the cost, while the music boosters have paid for the other half.

APPROVED - The district will provide \$20,000 of the cost, with the music boosters providing the other funding (approximately \$8000).

Comet School Finance and Facilities

DISCUSSION ITEMS ONLY

A few things in this agenda item:

1. Facilities and Space for 2020-2021 in Bellevue Elementary
2. Summer Projects/etc.
3. Updated Finance Information

Facilities and Space for 2020-2021

What about next year at Bellevue Elementary? We discussed whether to move classrooms or construct a "Wick-type" building or portable by

the February meeting. The most likely movement (if not a building) which we discussed is later in the notes, or something very similar.

Meyer talked with several representatives from the elementary on Monday (and PK on Wednesday) after school, and some of their thoughts/concerns were the following:

Separate Building

- Place a "Wick-type" building on the basketball court area across the street from the elementary building - This could be used by the preschool or 5th grade potentially (or other possibly), with a separate dropoff along Court Street for parents and students (especially for PK).
 - While PK predominantly does not come to lunch (a few students do yearly), they would have a longer walk to the bus, need to come in to the main building for all "specials" (taking longer to get ready based on their age), the PK to K transition is a natural flow currently and this could be interrupted if they are not in the same building, and the drop off area and pick up area would be more dangerous potentially with students going both ways (I would recommend dropping off to the south of the building, but some would likely still be dropped off where there older elementary siblings are going into the other building)
 - This building could be used at a later date for daycare or sell the building and "lot" when we move to a new elementary building at some point.
 - What is the perception of our community if we build another building (Wick-type), and then move to a different location in the future? Are we utilizing tax money well?

Current Building Utilization

- Can we find room in the current building? Are we too "crunched in" for a good learning environment? We always make do, and we will again. But, how much is too much?
- If we find room, some will say "they have enough room" or if we build some will say "that should take care of the problem" and we will not need to vote for a new building for our student needs.
- The size of the classrooms which another grade would move to in the old building is 950 square feet (Kelsey Ernst - Kindergarten currently) and 875 square feet (Trisha Pickett - Preschool currently); 4th-grade rooms are currently 800 square foot each at this time.
- Building something in the courtyard area as an option - At this time with the set up we cannot build in the courtyard for a variety of reasons (a new building would be too close to the current building and fire code issues)

- It is important to have grade levels together for collaboration of staff and students.
- Bathrooms will be an issue for those classes added to the old building based on them using the Preschool restrooms or other areas. They are not designed for 4th and 5th grade currently, although 5th grade uses them currently as well.
- Do classrooms relocate again in a couple of years to their current rooms based on space (and if not new elementary built)?

MS/HS Utilization

- Moving 5th grade to the MS/HS building, and having a "Wick-type" building for the 5th grade or some other department. Is this acceptable for 5th-grade learning and parent perceptions? Is this the right fit for 5th grade? What areas utilize the other "new" building.

Potential Grade-Level/Subject-Content Areas Moving at Bellevue Elementary

1. 4th N. Decker to 1st Floor Old Building
2. 4th Herrig to 1st Floor Old Building
3. 3rd Kueter to Library
4. 1st Roth to 2nd Floor N. Decker
5. 1st Witte to 2nd Floor Herrig
6. PK Pickett Old Building to 1st Floor Roth
7. K Kelsey Ernst Old Building to 1st Floor Witte
8. Library to Old Building Veach
9. Makerspace to Old Building Kellogg Room (remove partitions)
10. Reading Veach to Old Building Special Education Room
11. Reading Jochum to SAFE Room

It is important to recognize this will take some time (if chosen) to move these rooms around, and going too far into June will have an impact in some manner (but, we can still go to classes the first week of June if needed).

Summer Projects/etc. - DISCUSSION ITEM ONLY

This list has been updated since our last board meeting, along with alphabetized to a certain extent based on the main subject area of the item. Once again, this is only a tentative list for PPEL and SAVE funds (usually more PPEL than SAVE). **I have underlined the higher priorities from my perspective.** It is not needed to authorize any of these at the January meeting, but only some discussion to further clarify our plans for future planning.

Facilities/Vehicles (2020 Options)

(this may not be all-inclusive)

- **Parking Lot Cameras/System Upgrade** **Estimated Total:**
Total System:\$25,000 - \$30,000

If we are looking to upgrade our parking lot system, do we want to explore improving our system overall to meet the needs of 2020 and beyond? While the other system is working okay, it is not as capable as some of the new technology for camera capabilities, access, etc.

- **Ceiling Tile and Lights Replacement Estimated Total = ~~\$15,000-20,000~~**
\$18,363 total for MS and/or HS rooms and bathrooms in HS (Ceiling Tile = \$13,250; Lighting = \$5113)

New ceiling tile would make the room look better with new lights to brighten the room with ~~new floor tile~~; The current ceiling tile also has old insulation on it which is not needed and makes the ceiling tile sag.

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

- **Flooring in MS/HS Hallways** **Estimated Total: See below**

"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

- **Flooring in Elementary Rooms** **Estimated Total:\$10,000**

This would be for three areas where the carpet should be replaced:

Current Rooms: Pickett (carpet is fraying), Reeg (was used as Art room in the past), and Library (water stains from the past leaks and other issues)

- **Gym Floors** **Estimated Total:\$5000-\$6000**
- **Redo Main Gym Floor** **Estimated Total:**
\$50,000-\$75,000

Gym Floors - This is the normal process for the summer, but this year all three need to be done (we have been doing the elementary every other year the last several years).

Redo Main Gym Floor - This is needed at some point, and I am checking on this price with a couple of vendors. My estimate is only my "best guess" from past conversations, but things change, and I want to make sure I am remembering correctly.

- **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.

- **Paint in West Gym (striping)** **Estimated Total: \$100-\$150**

This would include some type of "highlighting" the white walls with some blue paint (possibly with another color) to make the area more "lively" in some ways.

- **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

- **Sidewalk: Concrete north side of MS/HS** **Estimated Total: \$10,000**

The sidewalk is used is cracked and needs repairs at some time

- **Utility Tractor** **Estimated: \$20,000-\$25,000**

This would be utilized at the MS/HS likely, and moving the current one to the elementary. This is used for snow removal and would need a blade and brush. It is also used to mow, etc. other times of the year.

- **Transportation: Bus** **Estimated: \$90,000-\$95,000**

This would be for a route bus. I have completed a grant for this, but do not know of the results of this at this time. We received a grant for the last bus we purchased.

- **Transportation: Bus Barn Hoist (used?)** **Estimated Total: \$2500-\$7500**
Ease/capability of doing repairs

Athletic Areas

- **Football Field/Track Area and rental** **Estimated Price: Our own labor of equipment**

Basic annual care; Fertilizer, etc.

- **Press Box** **Estimated Price:**

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** **Estimated Price: TBD**

This would/could include a fundraising drive in some manner with the community. 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:**
\$10,000-\$15,000

This could be connected with the scoreboard project.

Vehicles

- **Suburban (2019-2020 purchase)** **Estimated Total: \$50,000**

- Currently
 - 2001 - 167,000 miles; OK mechanically, but rust holes (student trips)
 - 2001 - 184,000 miles; OK mechanically and body (student trips)
 - 2007 - 145,000 miles; OK mechanically, but starting to rust (PK/SE)
 - 2007 - 175,000 miles; OK mechanically, but a little rust(Student trips)
 - 2008 - 92,000 miles; OK condition mechanically and body (PK/SE)
 - 2009 - 184,000 miles; OK condition mechanically and body(Student Trips)
 - 2015 - 80,000 miles in good condition (Student Trips)

- **Cars/Etc.**

- 1992 Snow Truck - Fair condition at best (not used much)
- 1994 Truck - 75,000 miles; OK...at best; Maintenance Truck
- 2000 Buick - 130,000 miles; OK mechanically and some rust (lunch)
- 2002 Buick - 180,000 miles; OK mechanically, and rust-gravel (PK/SE)
- 2005 Van - 100,000 miles; OK mechanically, some rust starting (lunch)
- 2006 Impala - 178,000 miles; OK mechanically and body (Staff/Students)
- 2015 Impala - 78,000 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:

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.

- **Family and Consumer Science Room Update**

Estimated Total: TBD

Cost is dependent on actions

This room has been the same for quite some time and is in need of some updates in sink, cook and prep areas. Microwaves need to be replaced.

We did purchase a new refrigerator and two stoves in the last few years. There are currently 6 stations for students, but this could likely be reduced to 4 or 5 stations.

Technology & Instructional Items

Instructional Items

- ***Chromebooks:** **Estimated Total: \$200 X 100 =**
\$20,000

Buying annually for 3rd grade & 6th Grade at this time. Likely look for approval on this for February or March of 2020 to order and get ready for the next school year.

- **Promethean Boards:** Elementary **Estimated Total: \$4,000 each**
Potentially 2-3 needed
(\$8,000-\$12,000)

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.

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
- Room Lighting (both buildings) More cost efficient lighting, and brighter lighting possibly
- Boiler?

School Finance

Matt Gillespie from Pipar Jaffray updated our financial status recently in regard to a potential bond issue in the future. A summary of the information is below, but it does share that our amounts have increased (along with some options with SAVE in the future as well):

- G.O. Bond in 2021 at the \$2.70 levy = \$11.1 million
- G.O. Bond in 2021 at the \$4.05 levy = \$16.7 million
- SAVE Bonds in 2021 with a full 20-year term = \$3.9 million

*The SAVE could increase to \$5 million or more, but we also have funds to continue to pay on this or repay. Ultimately, the \$3.9 would be a conservative number overall and it could increase to over \$6 million. We also need to pass a "Revenue Purpose Statement" for SAVE based on new legislation and the extension of this fund through 2051.

Overall, this means that *the district could borrow enough for a building we have discussed with only the \$2.70 levy and the SAVE funds.* We will obviously talk about this more, but I wanted to share this information. We would still need this approved by our voters in order to "borrow against" SAVE and to have the \$2.70 levy.

We also must consider by using SAVE that we also limit our expenditures for some future needs/projects. While we could also use PPEL, we tend to do larger projects based on other expenses and need from PPEL and "save" or SAVE funds for larger projects/purchases. Some of these projects could include the following:

- Ag/STEM Innovation Center
- Music/Art Room (I recognize we have "revamped" both in the last few years, but they are still future projects at some point...10 years?)
- Industrial Tech Building - It is not in need now, but the building is aging and it has come close to meeting its expected life expectancy.
- Press Box - Football Field/Track Area - This would possibly be impacted by the new elementary school and/or parking area, although it may need some upgrades prior to that time as well. Does this also impact the bleachers/seating on the side where we currently have visitors sit?
- Other...

Early Graduation

APPROVED - Another student is wishing to graduate at the semester from the Class of 2020. Justin Carrier will have enough credits to graduate and would like to complete his high school career in January of 2020. I recommend we approve this. The other students from last month who requested to graduate early are the following:

- Bailey Van Zuiden
- Kyanne Weimerskirch
- Makenna Klemme
- Zachary Stroud
- Brandon Eggers

The following have decided not to graduate early, although they will have the necessary credits: Kylee Haxmeier, Hannah Irwin, and Bailey Tigges

Supplemental Amount for Dropout Prevention for 2020-2021 School Year

APPROVED - Each year we ask for spending authority/funding to assist in programming for our students, and it is used for teacher compensation and resources for students. This year we qualify for **\$153,805** (it was \$149,513). This is a part of our annual budget that will be approved in the spring, but we have to submit a request with Board approval by no later than December 15 each year.

Below is the typical declaration that needs to be approved. I strongly recommend this, based on the following reasons:

- Modified Supplemental Amount (MSA) is spending authority only (no cash)
- Doesn't bind your district to tax for the authority
 - Could use cash reserves already on hand
 - Could choose to just not tax for it.
- Might need it in the future - once you've given up the opportunity and not applied, there's no way to ever get it back.
- Spending authority never goes bad

Whereas Iowa Code allows school districts to request modified supplemental amount for services provided to dropout prevention and at-risk eligible students, and

Whereas the goal of the Bellevue CSD is to graduate students prepared for career or postsecondary experience, and

Whereas failure to adequately prepare students at risk of not finishing high school is a burdensome cost, not only to the student's future opportunity but to our community and state,

Be it therefore resolved. . .

The Board of Directors of the Bellevue CSD directs our district to submit this request to the school budget review committee for all modified supplemental amount to which the district has demonstrated need, estimated to be \$142,287 for dropout prevention and at-risk program services for students.

The Board of Directors further directs our school board secretary to submit a copy of this resolution and the board minutes of this action to the SBRC with the application or as soon after as is possible.

The Board of Directors further directs our superintendent to notify the board if the maximum modified supplemental amount granted through the application process differs from this estimated amount in order to keep the board, our taxpayers and stakeholders apprised of any changes.

The amount is determined by the following formula from the Iowa Department of Education...

District Cost Per Pupil = \$6,788/student

Certified Enrollment of students in K-12 = 595.30

Maximum modified supplemental amount possible = \$149, 513 (0.037 X 6788 X 595.30)

Copy Machines

APPROVED to purchase (not lease) - It is time (and in some ways past time) to update our copiers in both buildings in specific areas where teachers are utilizing them. The elementary copier in the teacher's workroom is due as it is past its expectation for copies, while the middle/high school copier is also past its time frame. They are black/white copiers (colored prints can be done in the main office for the elementary and on a few select individual printers in the elementary, while the middle/high school has access to colored copies if needed in the central office and on a few select printers).

These are the same basic copiers we have now overall, although we will update to have the fax as a part of the copier at the MS/HS instead of a separate machine (which needs to be replaced due to age and dependability in the MS/HS office). The fax will actually be directed to a separate email for the secretary, etc. to access. The elementary already has this capability in the office area.

The cost to purchase for both together (not separately for each) would be a total of \$19,285, plus a fee of \$407/month for service (including toner, ink, etc.). The agreement also allows us to have up to 708,000 total pages annually, which is a slight increase from our amount right now that we are exceeding.

We could also lease for 5 years for a total of \$817/month (service fee included).

A comparison of the two with service fees, etc is the following:

Purchase = \$43,705

Lease - \$49,020

We could look at both options, although the direct purchase saves us money overall from PPEL. Although, anything that breaks which is not covered after the warranty of 18 months approximately would be a further cost. As I mentioned in the past, we have purchased copiers in the past and it has worked okay overall, but it may be the time to switch our approach. While my initial thought was to recommend to the Board to approve a purchase outright at the January Board meeting, I am strongly considering recommending a lease for five years as with the service fee the other amount adds up and it impacts our General Fund. But...we need to discuss this.

Summary of Options for "Purchase" include the following:

- Purchase outright from PPEL; Maintenance fees, etc would be taken from the General Fund (\$800+/month).
- Lease-Purchase for five years and take this from Management Fund

* In many ways, anything we can do to keep our funds high in the General Fund is a positive, although we must recognize that the funds in Management come from property taxes (which this is a small amount overall though: 3- to 4-cents per year would be the increase).

Comet Reading and Reflection

Following is an article I found interesting to reflect on for our school district, and beyond. The focus is on the past decade in education and predictions for the 2020s. Where are we in these areas? The direct link is the following as well (which allows you to access some of the specific topics more closely if desired):

<https://www.washingtonpost.com/education/2019/12/26/teacher-assesses-past-decade-k-education-makes-predictions-s/>

A teacher assesses the past decade in K-12 education – and makes 9 predictions for the 2020s



By Valerie Strauss, Reporter; Dec. 26, 2019 at 1:31 p.m. CST

Veteran educator Larry Ferlazzo writes annual lists of what he considers the best and worst education news – for which you can find links below – as well as predictions for the year ahead. This piece is something new.

Here, Ferlazzo, who teaches English and social studies at Luther Burbank High School in Sacramento, looks back on the past 10 years in the world of education and evaluates what happened, for, in his view, good or ill – plus one event he can't yet categorize. Following this assessment are predictions he is making for the 2020s.

His lists are not in any order of priority.

Ferlazzo is well-known in the education world, having written or edited 12 books on education, and authoring a teacher advice blog for Education Week Teacher and his popular resource-sharing blog.

He encourages readers to leave their own reactions and thoughts in the comments. Ferlazzo is sure he has missed a lot!

BEST EDUCATION NEWS OF THE DECADE

- Grass-roots teacher organizing became energized

Beginning with the Chicago Teachers Union strike, led by then-union leader Karen Lewis in 2012, to the 2018 West Virginia teacher strike which, in turn, led to strikes across the country, teachers and their unions successfully fought for fair compensation and increased resources for students and their families.

- Effective Social-Emotional Learning took hold in many of the nation's schools

Through research and practice, educators have recognized the importance of supporting the social and emotional growth of students, and acknowledging that they are intertwined with academic growth. Concepts and strategies such as a growth mind-set, goal-setting and encouraging intrinsic motivation are being integrated in curriculums throughout the country. Importantly, some unhelpful efforts seem to be losing steam: grading SEL, disconnecting SEL from issues of race and inequity, and turning it into a tool to push students to work harder without additional instructional and financial support seem to be losing steam.

- Restorative justice practices began being used more extensively

Interest in restorative practices in schools as an alternative to student suspensions and other punishments (which disproportionately impact students of color) has been increasing. Unfortunately, research on best practices in high schools like the one where I teach is still

lacking. However, in my previous list of predictions for 2020, I suggest that absence will change in the coming year.

- *There was a reduced emphasis on student test scores in teacher evaluations*

More states are backing off from using student test scores as part of a teacher evaluation process. That's good news because of increasing research showing that those scores don't provide accurate pictures of student academic achievement and, in fact, don't show student advancement in many other important skills. (They also penalize teachers of "at-risk" students.)

- *High school ethnic studies courses began expanding across the country*

A federal judge in Arizona ruled that the state's stopping a Mexican American studies program was wrongly driven by "racial animus." The termination of the course ended up being a perfect example of the community-organizing adage that "your opponents often do the best organizing for you," as it helped create momentum for ethnic studies courses to expand rapidly throughout the United States.

- *There was increased recognition of looking at the role of racism in how schools as institutions treat students of color, how teachers treat students of color in classrooms, and the importance of increasing teacher diversity.*

The previously mentioned increases in restorative practices and ethnic studies are two ways schools as institutions are becoming more aware of the role of racism in education. Another way – most infamous in New York City – is reflected in public discussion on how to ensure that admission into select high schools becomes more equitable. It's just the beginning, but recognition of a problem may be a first step.

There has also been a growing recognition of the role of teacher implicit bias in the classroom, and some districts, including the one in New York City, are taking steps to combat it. Much more is needed, but, fortunately, fewer teachers are getting away with saying they "don't see color."

Finally, even though the students of color became a majority of the U.S. public school population in mid-decade, the number of teachers of color continues to be very small. Schools of education and school districts are beginning to take steps to address recruitment and retention. Again, there is a long way to go, but it is a start. The proof will be to see how the statistics look during the next few years.

- *Obamacare became law*

Plenty of research, and common sense, shows that outside-of-school factors have a major impact on student academic achievement. The health care gained by parents and their children from Obamacare has had a demonstrable positive effect on student learning.

- *Fewer and fewer states required high school exit exams*

States have begun concluding that high school exit exams are destructive to the education and to the lives of students, and have eliminated them. Now, only 11 states have that requirement. In my own state of California, then-Gov. Jerry Brown signed a bill into law that even allowed 40,000 students who had denied diplomas to receive them retroactively.

WORST EDUCATION NEWS OF THE DECADE

- *School shootings increased throughout the United States*

Tragic school shootings at Sandy Hook, Parkland and at Santa Fe High schools, along with others, make The Onion's headline " 'No Way To Prevent This,' " Says Only Nation Where This Regularly Happens" a regular truism. However, how many students have channeled grief and anger into organizing against gun violence should also be considered an addition to "Best News."

- *Water was found to be contaminated, and kids suffered the most*

Not only are kids in Flint, Mich., suffering from the damage caused by lead in their water, but their local schools are increasingly overwhelmed by their needs and under-resourced to meet them. And it doesn't look like it's going to get any better. The problem is not limited to Flint.

- *Many children were separated from their parents*

The terrible Trump administration policy of separating refugee parents from their children on our southern border resulted in widespread revulsion, including from educators. Fortunately, the public outcry forced the end of that terrible policy. However, the children, their parents and their teachers will be dealing with its negative impact for years to come.

- *The Supreme Court ruled against teachers and their unions*

The Supreme Court ruling in the Janus case was a huge blow to teachers unions, educators, students and their families. On the face of it, letting people gain the benefit of union representation without having to pay for it is not fair. But it's safe to say teachers unions are here to stay (the beginning of the "Best News" section illustrates this point). As the saying goes, "Don't mourn – organize!"

- *Local newspapers humiliated teachers by publishing their "ratings"*

At least two newspapers, the Los Angeles Times and the Cleveland Plain Dealer, used "value-added measures" – which purport to accurately measure teacher effectiveness but don't – and published teacher ratings based on them. Fortunately, they stopped that practice but not until the damage was done.

- *The Gates Foundation wasted tons of money that did not help teachers, students and their families*

The Bill & Melinda Gates Foundation admitted that, after spending \$575 million on pushing teacher evaluation efforts, the policies they were pushing didn't work. Think of how many field trips and classroom libraries that money could have been used for – among many other ways it could have been used to genuinely benefit students.

- *The Obama administration wasted even more money on school reform than Gates*

The Race to the Top initiative spent some \$4 billion pushing states to do many reforms not based on research. Depending on who you talk to, it was either a fiasco, a flop or, in the best case, "its effect ... on student achievement was not clear."

- *Hate crimes increased and the Trump administration made it harder to combat racism in schools*

Hate crimes have increased for the past five years in a row. And President Trump hasn't helped by restating "go back to your country" tropes, promoting xenophobic immigration policies and praising "very fine people" who are racists. This "hate spike" has targeted immigrants and students of various ethnic, religious and racial groups. ... Even where harassment was not present in schools, teachers reported fear and uncertainty creating high levels of stress among students and families across the country. Though schools in many areas are taking steps to combat racism (as mentioned in the "Best News" section), it's still a major problem that the federal Department of Education has made worse by reducing its investigations of civil rights complaints against schools.

- *The Trump administration put the lives of 700,000 participants in the Deferred Action For Childhood Arrivals in limbo*

Creating stress for hundreds of thousands of young people, including 9,000 teachers, and potentially devastating their lives is inexcusable but, perhaps, "the cruelty is the point."

Again, please share your comments, criticisms, and additions in the comments section!

Here are Ferlazzo's predictions for education in the coming decade:

Before revealing his list, Ferlazzo notes the following: "My track record in annual predictions over the past nine years has not been stellar (though I'd put them up against those of so-called "pundits" any day). And even though in my previous career as a community organizer, we operated under the belief that predicting anything more than two years out was a complete waste of time, I thought I'd take a shot at making predictions for the coming decade."

So here's his new list, and he asks that you share your own and let him know what you think of him in the comments.

- Many more schools will also acknowledge the ample research that finds most factors that impact student academic achievement happen outside of the school day, and begin providing services found in "community schools" and also become more active institutionally in improving their local neighborhoods.
- Tech applications such as simultaneous translation devices (think of Star Trek's "universal translators"), virtual reality and computer programs that assess student writing will all make major advances over the next 10 years. However, none of them will yet reach the point where they will be financially and/or pedagogically feasible to be used commonly in classrooms.
- The era of hiring school district superintendents without any classroom experience will finally pass after fiascos overseen by "leaders" hired because of their "command," "business" or "innovative" experience/"mind-set."
- The financial status of many major urban districts will reach crisis proportions, largely attributable to money siphoned off by growing numbers of charter schools. Most of these districts – primarily ones in states where Democrats are in control of government – will be rescued by state bailouts, but those in Republican-controlled states will be left to disintegrate and be turned into charter-only districts like the one in New Orleans.
- Despite continually increasing support for gun control measures, few will be enacted into law, and we will be reading about school shootings during the next 10 years as often as we have during the past decade.
- Restorative practices, ethnic studies classes, and efforts to increase and support teacher diversity will all expand dramatically. However, most of that success will be concentrated in areas with large numbers of students of color (who make up the

majority of the U.S. public school population). Schools and districts with predominantly white students will, unfortunately, tend to shy away from these efforts.

- The number of students participating in school-based full-contact football programs will drop by one-third by the end of the decade as even more game-related physical dangers are discovered by the medical profession.
- The vast majority of schools will develop ways to provide home-based Internet access to all their students – regardless of family income. In addition, though most schools will not implement “one-to-one” programs where students use devices most of the day, computers/laptops will be provided for home use to those who can’t afford their own.
- There will be growing recognition that, though standards, technology, textbooks and curriculum can all be parts of an effective learning environment, the focus of teacher professional development will need to be on instructional strategies educators can use in the classroom, including whole-class engagement, differentiation and active learning.

Information Items

School Calendar

A couple of points to reflect on and discuss:

1. Snow Days for this school year? We have two make-up days on our calendar if needed. The first is President’s Day in February, which at this point I would not plan on recommending to use. I would like to give our staff members more time than we did last year (recognizing last year was extremely unique, or at least I hope it was!). The other is in April, and we could consider this yet later in the Spring.

In addition, we are scheduled to end the school year on a Wednesday with students. If we miss more than two days this year, we would extend into the first week in June. Do we want to consider not making up all days that we may miss if the year extends into June? If so, we also have to consider the teaching contracts and the number of days. Ideally, we do not need to worry about this, but if we end up with a “run” of weather-related days, I would like the option of potentially having some “teacher-work” days on days when students may not report due to weather issues (teachers could likely work from home, etc.).

2. The 2020-2021 school year can begin on Monday, August 24. I am going to start working on a calendar for this, with

registration possibly the first week in August (Monday, August 3 and Tuesday, August 4...or similar)

College Course Overview

While the regular semester has not ended for classes offered face-to-face in the Bellevue CSD, college courses have ended. Our student's cumulative GPA for the 1st semester in college courses through EICC was 3.15. This is very good as a whole and is something to be proud of for our students and their accomplishments. See the breakdown below from the last several years:

- Fall 2015 3.09
- Spring 2016 3.12
- Fall 2016 3.18
- Spring 2017 3.30
- Fall 2017 3.11
- Spring 2018 3.09
- Fall 2018 3.16
- Spring 2019 3.10
- **Fall 2019 3.15**

- **Average 3.14**

IASB Day on the Hill

If you are interested in attending, please let me know. A message from IASB about this event is below:

Join IASB and your peers for the annual Day on the Hill for advocacy training, issue briefing and lobbying at the Capitol. Day on the Hill is a unique opportunity to tell your elected official your district's story. Legislators say the most effective advocacy is hearing from YOU—you are the boots on the ground with vast knowledge about education issues impacting your district. Hear from legislative leaders about education priorities and what you can do to help move those through the legislative process.

- WHO SHOULD ATTEND? *Day on the Hill is right for:*
 - *Novice advocates—No experience? No problem! Thorough preparation and training will be provided during the morning program at the Botanical Garden.*

 - *Experienced advocates—No matter how many times you've attended Day on the Hill, there are always new issues and talking points to learn about each year. Plus, you can help train the rookies by sharing strategies and answering questions throughout the day.*

- *District leaders—Calling all superintendents, principals, and district staff. You can provide unique insights since you are in direct contact with students each day. Legislators want to hear from you!*
- 5 REASONS TO ATTEND DAY ON THE HILL
 - *Gain advocacy skills on how to effectively engage legislators*
 - *Meet one-on-one with your local legislators at the Capitol*
 - *Gain insights from key experts on issues impacting public schools*
 - *Take home tips you can use when advocating year-round*
 - *Get results! In previous years advocates have successfully lobbied for a SAVE extension, funding equity, and many other education priorities*

Comments from Building Principals, Superintendent, and Board Members

Jeanette Hartung-Schroeder discussed a county-wide initiative, "School of the Wild" focusing on outdoor learning experiences for students across Jackson County.

Jeff Recker discussed CTE programming (welding and electricity), and providing students opportunities to work toward a credential in these areas both at Bellevue and at Maquoketa.

Mid-Year Discussion of the Performance of the Superintendent

Superintendent "Evaluation"

While the "review" of job performance is not an evaluation in January, below are the current standards established by the state for Superintendent evaluation. We chose the first three as the major priority areas for measurement for this school year. I will explain some things in this area at the meeting in January, along with some "bullet points" I included below. This is not something to complete at this time, but only some information (especially for new board members) to see how evaluation has worked in the past. At the same time, there is likely going to be a change at the state level on evaluation standards for the 2020-2021 school year.

***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.

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)*

| | <i>Poor</i> | <i>Adequate</i> | <i>Very Good</i> | <i>Excellent</i> |
|--------------------------------|-------------|-----------------|------------------|------------------|
| <i>Level of Accomplishment</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |

Comments:

- *Weekly updates to staff and community (Newsletter, Social Media, Video, etc.)*
- *TQ Funds for teacher professional learning (and associates when applicable)*
- *Staff selection of PD*

- District Leadership Teams
- Instructional Rounds - Need to do more of these
- Community Partnerships (Bellevue BIG, guest speakers, etc.)
- Exhibit Nights, etc.
- SIAC, Facilities Meetings
- Community Group Involvement
- Housing Committee (monthly)
- Hometown Pride Committee (monthly)

Brochure Update

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)

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

Comments:

- Bellevue BIG
- Learning beyond the textbook (always a work in progress)
- Conferences for and with staff - Technology, Future Learning Trends, etc.
- Staff Involvement - DLT, Facilities, Space, etc.
- Social-Emotional Learning
- Event attendance
- Social Media, etc.

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)

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

Comments:

- School Finance information to the Board and others
- Trend Line information
- Facilities Committee
- Board Notes
- Community Presentations (Facilities, Finance, etc.) - Rotary, Senior Center, etc.

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)

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

Comments:

- Social Media
- Newsletters weekly
- Visibility
- Event attendance
- Phone calls and "openness"

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

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

Comments:

- Listening
- Transparency
- "What is right?" and "What would I want for my own students?"

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)

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

Comments:

- Committee meetings with community members and staff
- Legislative contact
- Community Visibility
- Event attendance

