



BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

SUPERINTENDENT

Tom Meyer
Phone: 563.872.4001 ext. 260
Fax: 563.872.3216

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

Comet Highlights
Notes from the December 10, 2018

December 11 Elementary Winter Music Concert - 6:15
December 17 HS Winter Music Concert - 6:30
December 20 MS Winter Music Concert - 6:30
December 24 - Jan 2 No School - Winter Break (Last day is Friday, December 21)

Board Notes from the Board Meeting on December 10, 2018

Consent Agenda

Approved - Approve Resignations

- Mary Hinke - Mary has worked in the district for 19 ½ years, and has decided this is the time to step away from food service at the Bellevue CSD (working at the MS/HS mainly this entire time). She has been a very high quality employee.
- Rhonda Cunningham - Rhonda has worked in the district (MS/HS) for 21 years, and has also been a very high quality employee and has decided to retire at this time from her associate position.

** The administration will be looking to replace both of these positions in some manner (still unsure of how to fill the positions most effectively and efficiently)*

Approved - Approve Recommendations to Hire

- Cole Claussen - Assistant Boy's Basketball - Fresh-Soph Coach; Our numbers warrant a second assistant/Fresh-Soph basketball coach, and a current volunteer Cole Claussen is interested in this position. I am recommending him for this position after discussions with Coach Knake, Mr. Wright and Mr. Recker. He is currently a volunteer and his role will not change in that regard, but to have him as an employee is reasonable with 16 scheduled basketball games at this level scheduled...it is also important for a player's development and for the program as a whole.

Visitors

Representative McKean attended the Board meeting.

Comet Curriculum - Representative McKean

Representative McKean has always shown a positive interest in the Bellevue CSD, and he is always willing to listen to concerns from our district and contacts me regularly during the legislative session. I appreciate that, as should our entire district!

McKean shared an overview of last year's legislative session, highlighting the Transportation Equity funding which assisted the Bellevue CSD, flexibility for funds, the lack of SAVE passing, and low state aid for schools. Looking to the upcoming session, McKean hopes that SSA (State Supplemental Aid) will be decided early, assistance for mental health issues in schools, providing adequate funding and services for schools.

Facilities Discussion

A few things specifically...

1. Elementary Facilities Committee Meeting update...
 - a. A few members of the Core Facilities Team met with some grade level parents from 3-year old preschool through 5th grade on Monday (December 3) evening. A tour of the school was given, along with some discussion about the need for a new Bellevue Elementary School and responding to some questions.
 - b. We have a Facilities Committee Meeting (previous members and new members) on Wednesday, December 12 at 6:30 PM at the elementary cafeteria with a similar agenda as last Monday. Board members are also welcome to attend.
2. The land purchase
 - a. The city did not approve the street to go through the Mootz property at this time.
 - b. The Mootz family attorney and the district's attorney are working to finalize the purchase for the school though, and it seems to be moving forward at this time. There is a delay right now based on some sub-dividing of land that has to take place legally which the Mootz family is working with the city on currently. I may have more of an update at the meeting.
 - c. We may need to approve the final purchase price at an upcoming meeting (or special meeting), but I do not have the exact amount at this time. But, I will let you know if I get this information prior to Monday.
 - d. Matt Gillespie will be attending the January 14 Board Meeting to discuss bonding sources, etc.
3. Facilities Improvements for this school year, this summer, and beyond...

- a. These are mainly discussion items now, but Meyer provide some clarification on each of these (or most of them) at the meeting to suggest/recommend priorities based on conversations with staff.

Bellevue Elementary Concerns - Meetings and Information for the Community

**Bellevue Elementary - Facilities Improvement
Grade Level Parent Meeting/Facilities Committee Meeting
Monday, December 3 Meeting/Wednesday, December 12 Meeting
Bellevue Elementary Cafeteria
6:30-7:30 PM**

1. Welcome
 - a. Welcome: Tom
 - b. Overview: Allysén, Brett, Curt, Ryan, Josh
 - c. Why Selected as a Parent Advocate?
 - i. Teacher Recommendation
 - ii. Leader in Grade/Classroom
 - iii. Grade Level Insight
 - iv. "Our School, Our Kids"
 - v. Help Us Lead This Effort!
2. Brochure (Kyle Guenther)
3. Focus on the Future
4. Tour - Lead by Kyle/Allysén, Brett, Curt, Jeanette, Emily, Tom (I am working on some "guiding points" to discuss during the tour)
5. Return to Cafeteria
6. Feedback Summary from past input
7. Bond Amount
8. Voting Date
9. Questions

Facilities Planning - Overall

We will begin discussing this as a Board at our December meeting, with some decisions early next year (February or March?). Let me know your thoughts.

Facilities Improvement Listing (November 2018)

Summer 2018 or earlier (General Ideas...will need to delay some/many to future years)

Facilities/Vehicles (* are likely priorities)

- MS/HS Replacement of classroom windows, ceiling tile, lights, and floor tile

Total - \$10,000-\$15,000/classroom

Would make rooms more efficient with better windows; New ceiling tile would make the room look better with new lights to brighten the room with new floor tile (or polished cement, etc.)

- * Lighting/Ceiling Tile/Flooring:

MS Hallway replacement lights

And flooring in both MS and HS Hallway

Total: \$5,000/\$10,000 (Total \$15,000)

LED Lighting in Hall of Pride, West Gym Hallway, and locker room areas...(\$700)

Would last longer and efficient

MS hallway with LED Lighting and Ceiling Tile - \$5,000 (original from initial construction) - HS Hallway and Crossing Hallway was completed last Summer
(We would look to remove the insulation on top of the tiles as the roof now has insulation)

Flooring (This would be secondary to the Lighting and Ceiling Tile...possibly wait another year on this after the lighting and ceiling work)

"Trowel stained floor like Hall of Pride is likely around \$10,000;
"Stained" cement (if possible), would likely be around \$8000;
Tile floor is about \$9000;
Epoxy floor is around \$8500.

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

- ***Furniture:** Classroom Collaborative Furniture

\$5000-\$10,000 (annually if possible)

Attempting to make some updates yearly for classrooms in both buildings; Last year we did some changes in 4th grade, with the other room yet to do.
- ***Lockerrooms:** MS Lockerrooms (Girls)

Estimated Total: \$15,000-20,000 (I believe this is high, but it is an estimate)

New showers, flooring, stalls, etc... We updated our boy's shower rooms last summer; The girls is also not acceptable and needs work. We would likely cut the floor and place a larger drain in the floor in the middle, and put shower stalls (4-6 total) up around the walls specifically. It is not acceptable in 2018, nor does it meet equity visit requirements. Creating "stalls" for showers allows privacy for students, in comparison to the one central shower with multiple water spouts for students. This was acceptable at one time, but is no longer acceptable or recommended.

*This was an equity visit concern as well.
- **Elementary and Middle School Restroom**

Estimated Total: TBD

Stalls, etc. These are aged and need to be updated.
- **HS Restroom Expansion**

Estimated Total: \$20,000-\$40,000
(depends on what we would do for improvements...)

These are our main restrooms during activities, and the appearance and usefulness needs some potential updating.
- **Sidewalk:** Concrete north side of MS/HS

Estimated Total: \$10,000

Sidewalk that is used is cracked and needs repairs at some time
- ***Transportation:** Bus
(January Item to approve for bids likely)

Estimated Total: \$85,000-\$95,000

We are due for a new bus, and would likely be an Activity Bus. We have a "flat front" bus now that we would continue to use, but

would also add a larger conventional looking bus (less expensive than a flat front bus) with storage areas under the bus for equipment for athletics and fine arts trips; This would be a 78-passenger Bus. At this time I would not recommend adding wi-fi on buses due to students with "personal hot spots" on their phones, nor would I recommend seat belts (this is a new option, but...thoughts?)

Tim Roth does a great job of keeping our buses in great shape, and this has delayed some purchases in the past.

The last bus we purchased was about 3 years ago; This would need to go through a bidding process, and would arrive in the summer likely.

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

Estimated Total: \$2500-\$7500

Ease/capability of doing repairs

Vehicles - Likely 1+ years away for purchase

- Suburban (2019-2020 purchase)
 - Currently
 - 2001 - 175,000-180,000 miles
 - 2007 - 165,000-170,000 miles
 - 2009 - 160,000-165,000 miles

Estimated Total: \$50,000

Will need one of these in the future, but likely a year away or maybe two years

- Lunch Van (1998) Truck (1994)/Snow Truck (1995)

Estimated Total: \$10,000-\$30,000

(depending on purchasing a new/used vehicle)

Eventually the replacement of our van used for lunch, along with our snow plow truck...Unknown when...It could be in a few months or a few years (age & mileage) Truck is 1992; Van is 1998; Likely Combine trucks into one vehicle sometime (could be several years from now)

***Library & Instructional Coach Shelving:** Estimated Cost: TBD
(Elementary)

We have several shelves that have been made locally through the years which need to be replaced based on their age and the need to repaint each year due to peeling paint. There are several options out there for shelving which will meet our needs, and we will work on this during the Spring.

We also need to add some shelves for our Instructional Coach and her area for materials that are used regularly.

Athletic Areas

Football Field

We will be doing some work on the football field for aeration ("plugging"), and then putting some compost on the field, followed by some re-seeding in the Spring.

Baseball Field (at BHS)

Filling in some holes from practices and the wet Fall season with dirt and then some sod prior to the baseball season and practices starting in the Spring of 2019

Press Box

The building is aging, and 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 amount of people in the area.

*(Painting the scoreboard, and new LED Lights)

Additionally, we will be looking at the stability of the building overall. This will be a future project, to build a new press box, but I would like to wait a few more years if possible to do this.

- 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 in the last few years, and we bought two stoves several years ago.

There are currently 6 stations for students, but this could likely be

reduced to 4 or 5 stations.

Technology & Instructional Items

Instructional Items

- **Macbooks:** (MacAir) for students for
- ***Chromebooks:** 6th Grade Annual Rotation
- ***Teacher Computers** (Mac Air)
- ***Promethean Boards:** Elementary

Estimated Total: \$50,000 (Purchased)

Estimated Total: \$200 X 45 = \$9,000

Buying yearly for one grade (6th Grade)

Estimated Total: ~~\$900 X 50 = \$45,000~~

Updated: 50 X \$779 = \$38,950

Estimated Total: \$4,000 each

We need to start updating these in the next few years annually. Each board is approximately \$3500/\$4000. We've moved some from the MS/HS building to the Elementary in the past, along with purchasing two recently...one a replacement for Mrs. Hoffman in 5th grade and the other was for Mrs. Reeg in 1st grade who did not have a board before....these are both boards on carts that allow for the "front of the room" to be anywhere, instead of mounting a board into the wall...I believe this is better, but I will get feedback from these teachers in the next month after they have used it for awhile.

- ***iPads:** Elementary

Estimated Total: \$7500

Updated: 20 X \$294 = \$5880

1st and 2nd grade have 1:1 iPads, and we replaced one section of 2nd grade about 1 ½ years ago. The plan right now is to begin replacing iPads as needed in both 1st and 2nd grade and not to buy an entire classroom section. The original section of 2nd grade had older iPads and we reused some of them in other areas as well. Some of these need replacing soon as they are getting aged (about 5-6 years old or older)

Elementary Needs

(Likely wait on these until decisions about building made)

- Elementary Cafeteria Updates (Windows/Tables) \$50,000-\$75,000
Depends on future of building overall
- Elementary Playground Equipment
- Green Space
- Windows
- Room Lighting (both buildings) More cost efficient lighting, and
Brighter lighting possibly
- Elementary Roof (likely needed in 3 or less years)
- Boiler???

Approved - Board Policies

This is a continuation of the policies that were presented at the November Board Meeting, which I recommend we approve at the Board meeting.

One part of these deal with animals and therapy animals for specific children as requested by parents, and it is necessary to have a policy (you will also note the IASB sample discussing a miniature horse...that is accurate).

Another deals with Technology and Data Security, which we do not have anything directly addressing in the manner that is discussed. In addition, in today's technological world it is necessary in my opinion.

District Emergency Operation Plans are another addition. While we have something on this, the policy mentioned is recommended by IASB as we revise our plan and move forward in future years.

Finally, we need to update our public complaints policies. This is recommended by IASB.

Details are below....But, I recommend we adopt all policies.

ANIMALS IN THE CLASSROOM

Live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus without prior approval from the principal.

It is the responsibility of the principal to determine appropriate supervision of animals in the classroom. This policy is not intended to address the use of service animals, assistive animals, therapy animals or emotional support animals on District property.

Prior Policy...

Code No. 606.5

ANIMALS IN THE CLASSROOM

Live animals will be allowed in school district facilities. Permission from the principal will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus without prior approval from the principal.

It shall be the responsibility of the principal to determine appropriate supervision of animals in the classroom.

Code No. 606.11

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ASSISTANCE ANIMALS

It is the policy of *the Bellevue Community School District* to foster an equal education environment for all students, employees and community members within the district. The purpose of this policy is to provide guidance to the district on the proper use of assistance animals while on district property. The district shall allow the use of qualified service animals and assistive animals to accompany individuals with disabilities in all areas of district buildings where the public is normally allowed to go. This can include classrooms, cafeteria and school buses. Individuals with disabilities are people who have a physical or mental impairment that substantially limits one or more major life activities. Service animals are dogs and in some instances miniature horses trained to do work or perform tasks for individuals with disabilities. Assistive animals are simians or any other animal specially trained or in the process of being trained to assist a person with a disability.

Service animals and assistive animals must be current on all required vaccinations. Service animals and assistive animals also must be under control while on district grounds. The animal may be under control by either the individual with a disability, or a handler of the service or assistive animal. Under control means harnessed, leashed or tethered, unless these devices interfere with the animal's work, in which case under voice or other directive control.

Miniature Horses as Service Animals

Miniature horses shall be allowed as service animals within the district whenever it is reasonable to allow them. Factors to consider when determining reasonableness include: whether the miniature horse is house broken; whether the miniature horse is under the owner's control; whether the facility can accommodate the miniature horse's type, size and weight; and whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Establishing the Need for a Service Animal

When no prior notice is given to the district of the use of a service or assistive animal, the Superintendent and/or school administrators are permitted to ask the following questions:

"Do you need/require this animal because of a disability?"

If the animal's trained tasks are not readily apparent, the administrator may ask:

"What work or task has the animal been trained to perform?"

Service and Assistive Animals in training

Assuming the handler and animal are otherwise allowed, individuals who train service and/or assistive animals will also be allowed access with their service animal in training to public areas of district buildings and property. The service or assistive animal in training is expected to abide by the same requirements as a service or assistive animal.

Exclusion of Service and Assistive Animals

In certain limited circumstances, it may be reasonable to exclude the use of a service or assistive animal from district property. The Superintendent is permitted to exclude service and assistive animals from district buildings and property in the following circumstances: The presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not house broken; the presence of the animal significantly disrupts or interferes with the educational process; or the presence of the animal would require a fundamental alteration to the program. If a service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service or activity without having the service animal on district property.

Emotional Support Animals and Therapy Animals [Optional section as these animals are not commonly required to be accommodated]

Emotional support animals are medically prescribed to provide therapeutic benefit through dedicated companionship. Emotional support animals' sole function is to provide emotional support or comfort.

Therapy animals are involved in an animal-assisted therapy program involving animals as a form of treatment.

Emotional support animals and therapy animals do not meet the definition of service or assistive animals. However, the district recognizes their value in our community. The superintendent shall evaluate the use of emotional support animals and therapy animals on a case-by-case basis. District employees may use therapy animals in the course of their regular duties only after receiving permission from the superintendent.

Student use of Emotional Support Animals and Therapy Animals

Factors the superintendent should consider in making the determination include but are not limited to:

1. a. *Whether the animal is housebroken*
2. b. *Whether the animal has a current vaccination certificate*
3. c. *Whether the animal has been recommended through an individual education plan (IEP) or a 504 plan as necessary for the student to receive free access to public education*
4. d. *Whether the facility can accommodate the animal's type size and weight, and*
5. e. *Whether the animal's presence will not compromise legitimate safety requirements necessary for safe operation of the facility*

Employee use of Therapy Animals as part of Education Environment

Before permission to use therapy animals is granted, staff members must provide:

1. 1. *Proof that the animal is certified to be a therapy animal;*
2. 2. *An explanation of how the animal will be used, including research supporting the use of therapy animals;*
3. 3. *A plan for how the staff member will provide for the care and control of the animal;*
4. 4. *A plan for how the staff member will accommodate students with allergies to the animal; and*
5. 5. *A current vaccination certificate for the animal.*

Legal References: 29 U.S.C. §794

42 U.S.C. §12132

28 C.F.R. 35

Iowa Code §216C

Cross References: 606.3 Animals in the Classroom

NOTE: The use of service and assistive animals is a civil right established by federal and state laws. However, the use of emotional support and therapy animals does not necessarily have the same legal protections. The portion of this policy in italics reflects optional language for your district to consider.

Approved

Reviewed

Revised

TECHNOLOGY AND DATA SECURITY

The *Bellevue Community School District* recognizes the increasingly vital role technology plays in society. It is the goal of the district to embrace technology as a resource to further educate our students, and better prepare students for the future. It is the intent of the district to support secure data systems in the district, including security for all personally identifiable information (PII) that is stored digitally on district-maintained devices, computers and networks. Technology also has incredible potential to support increased efficiency, communication and growth through collaboration among administration, students, staff, employees and volunteers.

However, with this growth opportunity comes increased potential for valuable sensitive data to become public. The district takes seriously its responsibility to protect private data. The purpose of this policy is to ensure the secure use and handling of all district data, computer systems, devices and technology equipment by district students, employees, and data users.

The district supports the use of third-party vendors to perform necessary education functions for the district. Utilizing third party vendors to outsource functions the district would traditionally perform provides a cost-effective means to deliver high quality educational opportunities to all students. However, it is paramount that third party vendors with access to sensitive data and PII of district students, employees and data users be held to the highest standards of data privacy and security.

The selection of third-party vendors shall be in accordance with appropriate law and policy. Third-party vendors with access to PII shall meet all qualifications to be designated as a School Official under the Family Educational Rights and Privacy Act (FERPA). The board shall ensure that any approved contract with a third-party vendor will require that the vendor comply with all applicable state and federal laws, rules, or regulations, regarding the privacy of PII.

It is the responsibility of the superintendent to develop procedures for the district to enhance the security of data and the learning environment. The procedures shall address, but not be limited to, the following topics:

Access Control –Access control governs who may access what information within the district and the way users may access the information. Increased access to secure networks and data will inevitably increase the risk of security compromise to those networks and data. It is the responsibility of the superintendent to develop procedures for determining which individuals will have access to district networks, devices and data; and to what extent such access will be granted. System and network access will be granted based upon a need-to-have requirement, with the least amount of access to data and programs by the user as possible.

Security Management –Security management addresses protections and security measures used to protect digital data. These include measures related to audits and remediation, as well as security plans for responding to, reporting and remediating security incidents. It is the responsibility of the superintendent to develop procedures to govern the secure creation, storage and transmission of any sensitive data and personally identifiable information (PII). The superintendent or designee shall implement network perimeter controls to regulate data moving between trusted internal resources to external entities.

Technology and Data Use Training –Technology and data use training addresses acceptable use best practices to safeguard data for students, employees and staff. It is the responsibility of the superintendent to develop procedures for creating and administering a training program on proper data and technology use. The training shall address the proper use and security of all district owned or controlled technology, devices, media and data. Training should be administered to all district data users. The training program should be updated and presented to the school board for approval on an annual basis.

In furtherance of this policy, the superintendent or designee shall be responsible for overseeing district-wide data and technology security, to include development of standards and procedures and adherence to the administrative procedures defined in this document.

Note: This policy and accompanying regulation are not mandatory for districts. This policy is intended as guidance for districts. Data and technology security are very broad topic areas, and the purpose of this policy is to attempt to break down this subject into more manageable topics for districts. In deciding how and when to implement data safeguards, districts should balance the already existing need to safeguard data with the resources they have available.

Code No. 804.2

DISTRICT EMERGENCY OPERATIONS PLANS

The safety and security of the school community is paramount to *the Bellevue Community School District*. While there is no absolute guarantee of safety, it is the goal of the district to encourage and support a physically secure learning and working environment within its buildings. The district shall work in conjunction with community stakeholders including local emergency management coordinators and local law enforcement agencies to create emergency operations plans for all district buildings and school buildings where students are educated.

The superintendent, *or their designee*, shall be responsible for the development, review and implementation of the district emergency operations plan. The plan shall include procedures for transmitting alerts regarding emergency situations to school personnel, students, and employers for non-school employees whose presence is regularly required in the school building. The emergency operations plan shall be updated and reviewed annually by the Board and shall address responses to natural disasters, active shooter scenarios and other emergencies as determined by the district. The emergency operations plans are confidential and shall not be subject to disclosure under Iowa Code Chapter 22. However, the district shall publish procedures for students, school personnel, parents, and family members to report possible safety threats on school grounds and at school activities.

The administration shall hold annual emergency operations drills at each district building covered by an emergency operations plan in accordance with law. The district shall determine which school personnel shall participate and whether local law enforcement and students participate in annual drills.

NOTE: This is not a mandatory policy, but all school districts are required to have emergency operations plans in place for their districts no later than June 30, 2019.

Legal Reference: Iowa Code 280.30

Cross Reference: 800 Objectives of Building and Sites

WARNING SYSTEM AND EMERGENCY PLANS

The school district shall maintain a warning system designed to inform students, employees, and visitors in the facilities of an emergency. This system shall be maintained on a regular basis under the maintenance plan for school district buildings and sites.

Students shall be informed of this system according to board policy. Each classroom and office shall have a plan for helping those in need of assistance to safety during an emergency. This shall include, but not be limited to, students and employees with disabilities.

Licensed employees shall be responsible for instructing students on the proper techniques to be followed during an emergency. It shall be the responsibility of the superintendent to develop administrative regulations regarding this policy.

PUBLIC PARTICIPATION IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted efficiently and in an organized manner, the board will set aside a specific time for public comment.

Citizens wishing to address the board during public comment must notify the board secretary prior to the board meeting. The board president will recognize these individuals to make their comments at the appropriate time during public comment. Citizens wishing to present petitions to the board may also do so at this time. The board however, will only receive the petitions and not act upon them or their contents.

The board has the discretion to limit the amount of time set aside for public participation. Normally, speakers will **be limited to 5 minutes.** However, the board president may modify this time limit, if deemed appropriate or necessary. Public comment is a time set aside for community input, but the board will not discuss or take any action on any matter during public comment.

A public comment shall be limited to regular board meetings and will not be routinely held during special board meetings.

The board has a significant interest in maintaining the decorum of its meetings, and it is expected that members of the public and the board will address each other with civility. The orderly process of the board meeting will not be interfered with or disrupted by public comment. Only individuals recognized by the board president will be allowed to speak. Comments by others are out of order. If disruptive, the individual causing disruption may be asked to leave the board meeting. Defamatory comments may be subject to legal action.

NOTE: Members of the public do not have a legal right to participate in board meetings. Boards need to make the determination how best, if at all, to involve the public in their board meetings. Boards that follow other practices for allowing the public to participate in board meetings should amend this policy to reflect their practice.

Legal Reference: Iowa Code §§ 21; 22; 279.8.

Cross Reference: 205 Board Member Liability

210.8 Board Meeting Agenda

- a. Public Hearings
- 1. Communication Channels
- 401.4 Employee Complaints
- 5. 402.5 Public Complaints About Employees
- 502.4 Student Complaints and Grievances

Approved

Reviewed

Revised

Prior Policy...

Code No. 215

PUBLIC PARTICIPATION IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted efficiently and in an organized manner, the board shall set time aside for citizen participation, either at a specific time during the meeting or during the discussion of agenda items. Citizens wishing to address the board on a certain agenda item must notify the superintendent prior to the board meeting. Citizens wishing to present petitions to the board may do so at this time. However, the board will only receive the petitions and not act upon them or their contents. The board has the discretion to limit the amount of time set aside for public participation.

If the pressure of business or other circumstances dictate, the board president may decide to eliminate this practice. The board president will recognize these individuals to make their comments at the appropriate time. The orderly process of the board meeting shall not be interfered with or disrupted. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

Individuals who have a complaint about employees may bring their complaint to the board only after they have followed board policy addressing citizens' complaints. Students who have a complaint may only bring their complaint to the board after they have followed board policy addressing students' complaints.

PUBLIC COMPLAINTS

The board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to board action however, the following should be completed:

- (a) Matters should first be addressed to the teacher or employee.
- (b) Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's building principal.
- (c) Unsettled matters from (b) above or problems and questions concerning the school district should be directed to the superintendent.
- (d) If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board for consideration. To bring a concern, the individual shall notify the board president or board secretary in writing, who may bring it to the attention of the entire board.

It is within the discretion of the board to address complaints from the members of the school district community, and the board will only consider whether to address complaints if they are in writing, signed, and the complainant has complied with this policy. The board is not obligated to address a complaint and may defer to the decision of the superintendent. If the board elects not to address a complaint, the decision of the superintendent shall be final. If the board does elect to address a complaint, its decision shall be final.

NOTE: School districts with a different procedure for addressing complaints about employees should insert it here.

Legal Reference: Iowa Code § 279.8

Cross Reference: 210.8 Board Meeting Agenda
213 Public Participation in Board Meetings
307 Communication Channels

Approved

Reviewed

Revised

GENERAL COMPLAINTS BY CITIZENS

The board recognizes that concerns regarding the operation of the school district will arise. The board further believes that constructive criticism can assist in improving the quality of the education program and in meeting individual student needs more effectively. The board also places trust in its employees and desires to support their actions in a manner which frees them from unnecessary or unwarranted criticism and complaints.

Procedures for dealing with complaints concerning programs or practices should be governed by the following principles:

- where action/investigation is desired by the complainant, or where it seems appropriate, the matter should be handled as near the source as possible;
- complaints should both be investigated and, if possible, resolved expeditiously;
- complaints should be dealt with courteously and in a constructive manner; and,
- individuals directly affected by the complaint should have an opportunity to respond.

Specific procedures for handling complaints may be established in policies. The board, consistent with its board policy-making role, will deal with complaints concerning specific schools, programs or procedures only after the usual channels have been exhausted. Complaints regarding employees or complaints by students will follow the more specific policies on those issues.

When a complaint requiring attention is received by the board or a board member it will be referred to the superintendent. After all of the channels have been exhausted, the complainant may appeal to the board by requesting a place on the board agenda or during the public audience portion of the board meeting. If the complainant appeals to the board, the appeal shall be in writing, signed and explain the process followed by the complainant prior to the appeal to the board.

Approved - Early Graduates

The following students applied for Early Graduation at this time, pending completion of their academic work prior to the end of the 1st semester (A qualification for this is that students may apply for early graduation IF they will have met all graduation requirements by the end of the 1st semester in January): Tyler Linden (work full-time), Brianna Weimerskirch (work and then go to Capri), and Anna Weis (undetermined). There could be an additional name to add to this, but at this time Mr. Recker only has these students. By graduating early students are not allowed to participate in school-sponsored extracurricular activities, etc. but we do allow them to attend Prom if they choose. They also are able to participate in our Commencement in May.

Approved - Supplemental Amount for Dropout Prevention for 2019-2020 School Year

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 **\$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 \$149,513 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)

Career and Technical Education Planning

In the last year I have had numerous meetings and conversations with superintendents in the AEA (large group and small group), and beyond. What is the best route? What is best for our students? How does this impact the district financially, in a positive or negative manner? Where would the center be located? How is it funded? What courses would be offered? How would this impact our online college courses? How would this impact our current programs? These are all valid questions which must be considered.

Some information....

- We want, and need, to offer the best for our students in preparing them for the future. This would be for juniors and seniors mainly. Programming for college credit which we have discussed in the Jackson County area are Industrial Engineering (HVAC, Electrical, Plumbing, Carpentry), Computer Science (which we offer already at Bellevue), Welding (which we offer a beginning, but not college credit). Taking courses at a "center" would also likely include some general education requirements as well, and amount to a half-day likely spent at some other location.
- The building would be funded by taxpayers through a levy covering the 5 counties in the Eastern Iowa Community College District from Muscatine to Bellevue approximately. There would likely also be a center located in Clinton County, and other counties may have centers developed or an enhancement of their programs and facilities already operating.
- The location in Jackson county would likely be on the Maquoketa CSD campus where they already have a building attached to the high school.
- I would not see this impacting our current programs, as it would still be necessary to have introductory type programs for several areas before attending a center for advanced learning, but this could be an impact in the future.
- I believe our online college courses provide students an opportunity on-campus to gain college credit...with the cost savings for themselves and their family, and credits toward college graduation that allows BCSD graduates to graduate from college early or gain other minors, etc while in college.
- Financially...This is a big question. There is some supplemental funding for sharing courses with another district and traveling to that district...But, the time on the bus (roughly 60-70 minutes round trip would be a detriment to learning time from my perspective).

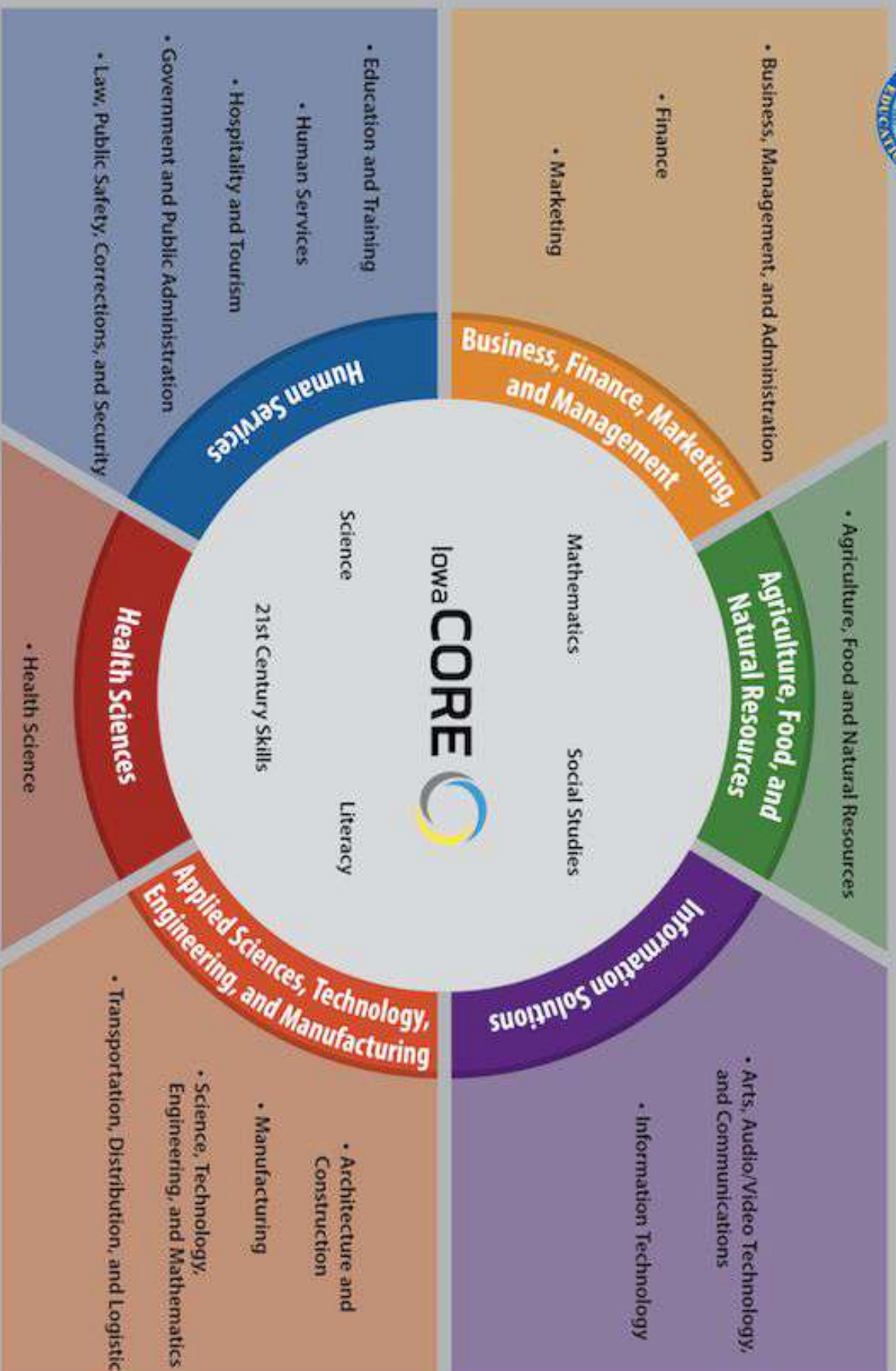
Thoughts? Mr. Recker will likely provide some input on this as well at the meeting. I am having a meeting on Friday with superintendents and principals from Easton Valley and Maquoketa that I will report on to the Board, along with an AEA meeting with northern area AEA superintendents on the following Friday.

Meyer discussed some plans to share courses among the districts of Easton Valley, Maquoketa and Bellevue (and traveling to the schools or similar arrangements in some manner). Meyer also shared some thoughts on developing a CTE certification course(s) for electricity, carpentry, HVAC, etc where students would be able to get a certification while in high school. Meyer will look into this more, but someone with a teaching certificate in another field must have 4000 hours in a trade, or someone without a teaching certificate must have 6000 hours (all within the last 10 years for required hours).

The board did express a hesitance to travel to a regional center in Low Moor or DeWitt (or similar location) based on time traveling during the academic school day. The sharing discussed between EV and Maquoketa with Bellevue could start next school year.



Iowa's Career and Technical Education Service Areas



Comet Reading and Reflection

Below is a short email update from George Couros ("Innovator's Mindset" book) that I receive regularly. I felt this was a good brief email summary of his thoughts on creativity, etc.

Where Curiosity Will Lead Education

By George on Nov 23, 2018 05:20 am

The article, "[The Most Important Skill at the Office Isn't Being Taught in School](#)" (it's curiosity) stuck out to me not only because of the focus on curiosity, but I believe in the inaccuracy of the title. From my perspective, I have seen more of a discussion in schools on having students ask great questions not just find answers, which is crucial to curiosity.

That being said, there are some powerful thoughts from the post on why curiosity is so important:

Curiosity leads to innovation.

Although curiosity often isn't cultivated, it offers plenty of benefits for employees, leaders and businesses. One of the biggest is innovation. In her article in the Harvard Business Review, Gino pointed to research that shows that an increase in curiosity leads to an increase in creativity.

That then leads to innovation, improvements in the workplace and better solutions to problems. After all, if it weren't for people's desire to question and explore, [iconic innovations that are part of daily life](#) now wouldn't exist.

Curiosity contributes to better performance.

Studies show that curiosity can increase worker productivity, not decrease it, said executive coach and career strategist Elizabeth Koraca. One study of 120 employees by Gino found that natural curiosity was associated with better job performance evaluations from supervisors.

Curiosity fosters better communication.

While working with executives in a leadership program at Harvard Kennedy School, Gino divided participants into groups. Some groups were given a task to increase their curiosity. Those participants performed better than the control group because they had shared more information and listened better to each other. Having good communication skills like these can [improve your chances of getting a higher paying job](#).

Curiosity helps reduce conflict.

When people are curious, they're more likely to see things from other people's points of view rather than just their own, Gino found in her research. As a result, curious people tend work better with others and have fewer conflicts.

Curiosity can lead to better solutions.

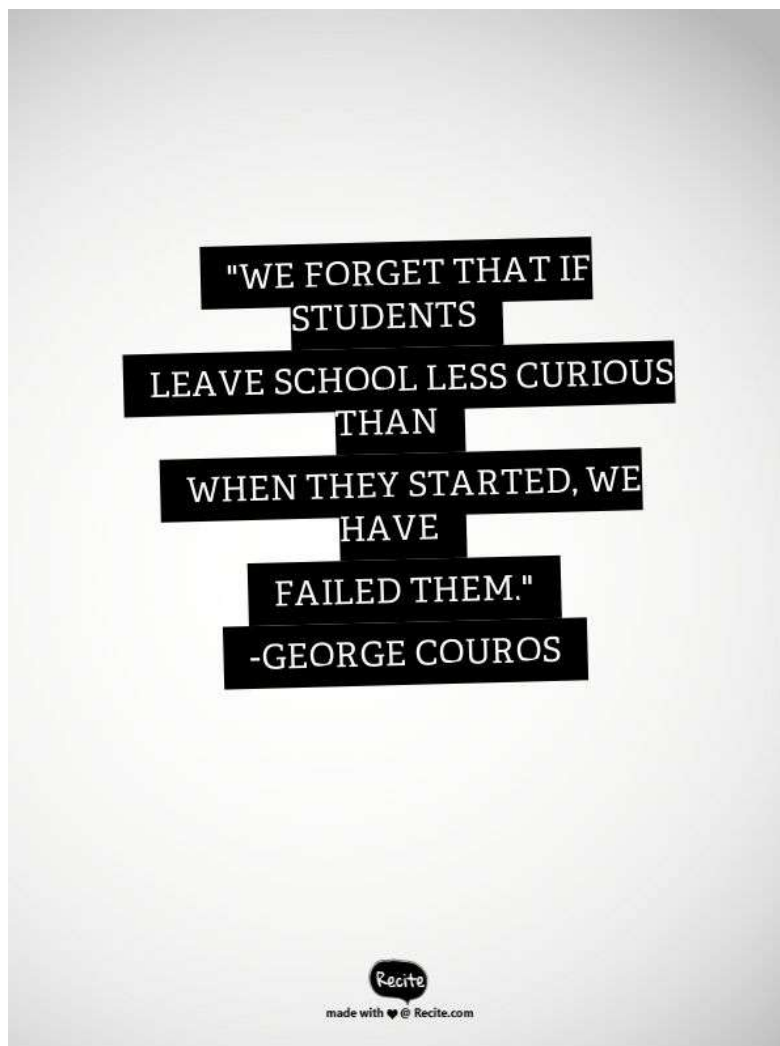
Gino has found that curiosity can help both employees and supervisors adapt to uncertainty. Being curious forces us to give more thought to decisions and come up with creative remedies rather than default to the simplest solution to problems, she said in the Harvard Business Review.

I encourage you to read [the whole article](#).

My question is that if curiosity leads to improvements in the areas in the business world (innovation, better performance, better communication, reduce conflict, and better solutions) would they do the same for our students in our classroom?

[Will Richardson really pushed my thinking when he challenged that "curiosity" is the most important "C" but not necessarily listed in the 4C's although curiosity is vital in all aspects.](#)

More schools are focusing on developing this than ever, and by fostering this curiosity, we will not only prepare students who are asking better questions, but more importantly, finding solutions to questions we have not asked ourselves. That has a world progresses forward.



Information Items

IASB Conference

- Members shared some insight from the meeting and thoughts.
 - My notes are at the end of the notes...

Marketing

- I am working with Bellevue BIG and Buzz Creative Group in St. Donatus to update our district brochure which was created over two years ago. My thought is that it needs an update. There is a copy of the current "dated" brochure in the packet for you to review and to potentially edit or be ready to share what else you would like to see updated or things you would like to see in a future brochure. Thoughts?

The Center

- Meyer shared a small brochure that he obtained from Andrea Stewart who is at the Mississippi Bend AEA, but also is the coordinator of "personalized learning", etc in the state. This also connects with our "Portrait of a Graduate" which students are working on again for the district.

Winter Concerts

- See the information at the start of the notes in regard to concert times. All concerts are held at the Bellevue MS/HS Multipurpose Gym (West Gym)

IASB Day on the Hill

- Let me know if you are interested in this event. I would be happy to go out and advocate with any of you (or others in the community).

Comments from Building Principals, Superintendent and Board Members

Jeanette Hartung-Schroeder shared about Cris Kellogg's work as an Instructional Coach and the STEM/STEAM impact on student learning with hands-on learning. Jeff Recker shared about the Battle of the Books at the high school led by Erin Fischer, Chess Club, and a Robotics meet this Saturday at Bellevue HS. Emphasis on "opportunities for students" at all levels.

Closed Session - Superintendent Review

This time allowed Board members to provide feedback to the superintendent on his performance in the position. See the information on the following page in regard to standards for the superintendent (with Standard 1, 2, and 3 being the comprehensive areas).

Adjourn

Next Meeting on Monday, January 14 2019.



Bellevue MS/HS
December 4 at 12:33 PM · 🌐

Lettuce from Bellevue BIG's hydroponics project served at lunch today! An awesome next step for their project!



Bellevue MS/HS

December 4 at 12:20 PM · 🌐

Today Les Penoyer, General manager for Offshore and Baymont, presented a check for \$600.00 to the Bellevue Music Boosters. This is from funds raised at Offshore...
[See More](#)

1st Grade with Mrs. Roth and Mrs. Reeg...Christmas Caroling project:
Today we assembled our baggy of goodies to take to our elderly residents
we will carol to tomorrow! Believe in the Blue! Believe in Learning! Believe
in Bellevue!



**Superintendent Evaluation for the Bellevue Community School District
2018-2019 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)

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)

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)

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)

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

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:

Notes from IASB (Meyer)

75% of Iowans do not have school-aged children.

Matt Beaudreau - Opening Keynote - Generational Kinetics

Unconscious bias toward generations

"Older people living in the past, younger kids ruining the world."

Advice for Workers Today...

- Work Hard and Listen
- Always do your best
- Be the best person in the workforce

People are 5 years older now than they were when they first get their real job today often (no job prior to graduating from college, etc.)

Talking while looking at their cell phones is normal

Baby Boomers - Write notes in cursive...younger generation cannot read!

Either "This is the way we define education" or "there are different strengths that people bring to the job in working with young people." What can we do?

Parenting is #1 indicator of how people will behave in the workplace.

Personal Belief Systems...

Kids in elementary will never remember a time when they could not see a person they were talking to on a phone. Dial Tone? Phones with cords are only in hotel rooms...Paper newsletters

Facebook started with teens...then parents and grandparents added to it...then teens left it and the younger generation.

Technology always "ripples up"...it does not go down or "regress"

Boomers have driven the growth of public education, but are retiring and must share their knowledge and take in new knowledge.

25% of all new millionaires are millenials.

Millenials are entitled...You are younger than me and I don't like you.

Millenial parents want it to be easier for their kids than it was for them.

Entitlement is learned...started at homes, and then the required "bending" in schools, and then in society.

Millennials are the primary stakeholders in education right now.

Work hard; Give back to the community;

Generations are never a "box"...it is set of clues....Discover the clues and work to make everyone successful.

We are not tech savvy...we are tech dependent...We call tech support more than any other generation...Tech Dependent

1. Text Messages - #1 way for people 40 or under.
 - a. If want a quick response...send a text; If need to call them, send a text saying you will call them.
2. Email - #2 Way; The key is the subject line; If email looks like a brochure, it will not get read; Skimming at best. Bullet points are better...getting to the point.
 - a. If don't know how to send the email...HAVE A CONVERSATION
3. Social Media - 54% of things going on in the internet happens on a social media platform; It is not accurate, but not viewed that way; Likely the #1 way in the future to communicate; "We are really friends because we follow each other on social media."

Printing Press to scale...Educators were upset that kids just wanted to read!

Generation X

Loyal to people over jobs;

Boomers

Hard working, but taught you measure hours per week when they see you working
Other generations can take this with them as well; No shortcuts to success.

Pre-1946

Delayed gratification; Millennials trust this generation

Notes for the meeting: Matt101.com (Center for Generational Kinetics)

mb@genhq.com

We are generations of visual learners...skip large sections of textbooks.

#1 "go-to" is Google, but learn something new it is Youtube

83% of Gen Z (students in classrooms) go to Youtube once a week to learn something new.

How do we integrate the reality that we learn better from video than books, bullets, etc...??

How do we onboard our new teachers? Do we create videos to share with them.

Visual Components are imperative

Some things are not taught at the dinner table anymore - talking to others and looking at them.

EQ over IQ in many companies (not a college degree required)

Is there a rubric for this? Can I go to the bathroom? What should I do next?

Understand how to communicate...how to understand others...values...take initiative

40 and under...culturally speaking...not to trust bosses, CEO's, etc...scandals.

You trust people, not corporations...but have to build this trust.

Social media allows people to share their human side and their thoughts...Humanizing people.

LinkedIn - Have a picture, what you do, along with something that humanizes you (I like to run, etc.); The more you can know about them individually the better...Humans respond better to knowing something about you.

1st 6 hours they enter an environment tells them how they will develop their loyalties...make them phenomenal. "Red Carpet VIP Intro"...set them up for success; Have a peer that is not a different generation take them around and mentor (Board Member social with new staff; Mentors for all "new teachers" in our district).

Virtual Reality/Artificial Intelligence - Schools do not like to change; Standards set for when to learn and where, if not IEP, etc. for students; Students will learn at home, and collaborate with friends; That is entertaining, and school is not (and we must adapt in shifting our teaching). We do not need someone telling us information as I can access it on my phone at nearly anytime in a more efficient manner.

Marketing - Who are the people I need to get my message to? In what manner do they prefer it?

Kevin Honeycutt

Becoming the headlights

We need kids in innovative classes; We need kids that are in classes that do not meet the regent requirements

Pioneer or a Colonist?

When wierd grows up it become Einstein, etc...We need adventurers, thought-leaders...Nurture imagination

How do we raise kids? Like the future or the present or the past?

Transdigital parent

Like your kids we teach them What to know...If love kids we must teach them How to Know.

Phone numbers

Kids are going to make mistakes...Let them play in the world.

If you say we can't do this, show me no one does.

No more CAN'T.

Let kids help us with the process.

The web is a push pull system...

3-year olds want to interact with media.

"Digital Grannys" - Learning lets you live longer

Calculator

Robots

Will a student be global in your school? Or snow global?

"Even if I might have lice?"

How do we make sure every employee is connecting with every kid, every day?

"Midnight Run" My Narrow Escape to a Better Future - Book

Don't make everyone do it...Find what works for that student.

Be where kids are...youtube, twitter, etc.

Empowerment

Killing by the process of lamination (past)

Tunecor.com

goo.gl/d9G9wP

MICA