



SUPERINTENDENT

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DIRECTORS

Janet Sieverding Vice President
Allysen Bonifas Member
Marty Ploessl Member
Eric Kilburg Member

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BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

Comet Highlights from the Board Meeting on December 11, 2023

- December 13 MS Music Winter Concert - 7:00
- December 14 HS Music Winter Concert - 7:00
- December 11 Board Meeting - *Members sworn in; Election of President and Vice-President; Meeting times established, etc.* - 6:30
- December 13 2-Hour Early Dismissal - Teacher Professional Learning - 1:30-3:30
- December 21-January 3 No School - Winter Break (Teachers Return on January 3 for Professional Learning; Students resume on January 4)

To view a calendar of events, see the following link:

<https://www.rivervalleyconference.org/public/genie/628/school/1/>

Annual Meeting 6:30 PM

APPROVED - Accept Abstract of Election

The abstract of the election showed the following results:

**STATE OF IOWA
ABSTRACT OF VOTES**

Jackson County, Iowa

We, the undersigned Members of the Board of Supervisors and ex-officio County Board of Canvassers for this County, do hereby certify the following to be a true and correct abstract of the votes cast in this County at the 2023 Jackson County City School Election held on the 7th day of November, 2023, as shown by the tally lists returned from the several election precincts.

**Bellevue School Bd Dir
Jackson**

Steve Harms
Eric Kilburg
Marty Ploessl
Janet Sieverding
Matthew Wedeking
Candidate Total
SCATTERING
TOTAL

Received two hundred sixty-nine (269) votes
Received three hundred eighty-six (386) votes
Received four hundred fifty-nine (459) votes
Received three hundred eighty-eight (388) votes
Received three hundred fifty-three (353) votes
One thousand eight hundred fifty-five (1855) votes
Sixteen (16) votes
One thousand eight hundred seventy-one (1871) votes

We therefore declare:

Eric Kilburg duly elected for the office of Bellevue School Bd Dir for the term of 4 years.
Marty Ploessl duly elected for the office of Bellevue School Bd Dir for the term of 4 years.
Janet Sieverding duly elected for the office of Bellevue School Bd Dir for the term of 4 years.



JACKSON COUNTY ELECTION CANVASS SUMMARY

2023 City-School Election

Bellevue School Director At-Large

		Matthew Wedeking	Janet Sieverding	Eric Kilburg	Marty Ploessl	Steve Harms	Write-In	Undervotes	Overvotes	Total
Pct 1 - Bellevue Community Center	Election Day	241	258	272	318	185	12	79	0	1,365
	Absentee	0	0	0	0	0	0	0	0	0
	Total	241	258	272	318	185	12	79	0	1,365
Pct 2 - LaMotte Recreation Center	Election Day	47	47	53	67	43	0	49	0	306
	Absentee	0	0	0	0	0	0	0	0	0
	Total	47	47	53	67	43	0	49	0	306
Pct 5 - Springbrook City Hall	Election Day	33	42	27	40	16	4	3	0	165
	Absentee	0	0	0	0	0	0	0	0	0
	Total	33	42	27	40	16	4	3	0	165
ABSENTEE	Election Day	0	0	0	0	0	0	0	0	0
	Absentee	32	41	34	34	25	0	23	6	195
	Total	32	41	34	34	25	0	23	6	195
Total	Election Day	321	347	352	425	244	16	131	0	1,836
	Absentee	32	41	34	34	25	0	23	6	195
Total		353	388	386	459	269	16	154	6	2,031

Financial Accounting Overview - School Finance

Some basic financial information was shared with the school board on finances. Some basic information on the finances. This included information on projections for the future, and follows up with a meeting that Abbey Skrivseth and I attended at the state level a few weeks ago.

Below are some numbers for Unspent Authorized Budget (UAB) and Solvency as we move toward FY2029, with the following assumptions. These are completely estimates and "best guesses" at this time - Numbers a few years ago also indicated we would be in the lower areas for FY24 and FY25 at that time - It is difficult to predict beyond 2-3 years.

State Supplemental Aid 3.0% for this year, and then 2.5% the following years

Enrollment Overall steady enrollment for resident students and total students served

Change in Expenses An increase of 3.5-4.0% each year.

	FY24	FY25	FY26	FY27	FY28	FY29
UAB	30.8%	28.3%	24.2%	20.3%	15.2%	8.9%
Solvency Ratio	22.5%	18.7%	13.2%	10.6%	9.1%	6.6%

If we would have an increase of students by 10 over the next 5 years (2 each year), the UAB would change to the following:

	FY24	FY25	FY26	FY27	FY28	FY29
UAB	30.8%	28.4%	24.6%	21.4%	17.1%	11.9%
Solvency	22.5%	18.7%	13.4%	11.2%	10.4%	8.8%

If we would have a decrease by 10 students over the next 5 years (2 each year), the UAB would change to the following:

	FY24	FY25	FY26	FY27	FY28	FY29
UAB	30.8%	28.3%	24.0%	19.7%	13.9%	6.7%
Solvency	22.5%	18.7%	13.0%	9.9%	7.8%	4.4%

These are some perspectives to be cognizant of at this time. There are many variables to this forecasting, and they can change quickly.

As a reminder, the following documents have some information on "where and how" funds can be used, while the second offers some "definitions" of some financial terms (including UAB and Solvency)...

Revenue Sources and Allowable Expenditures

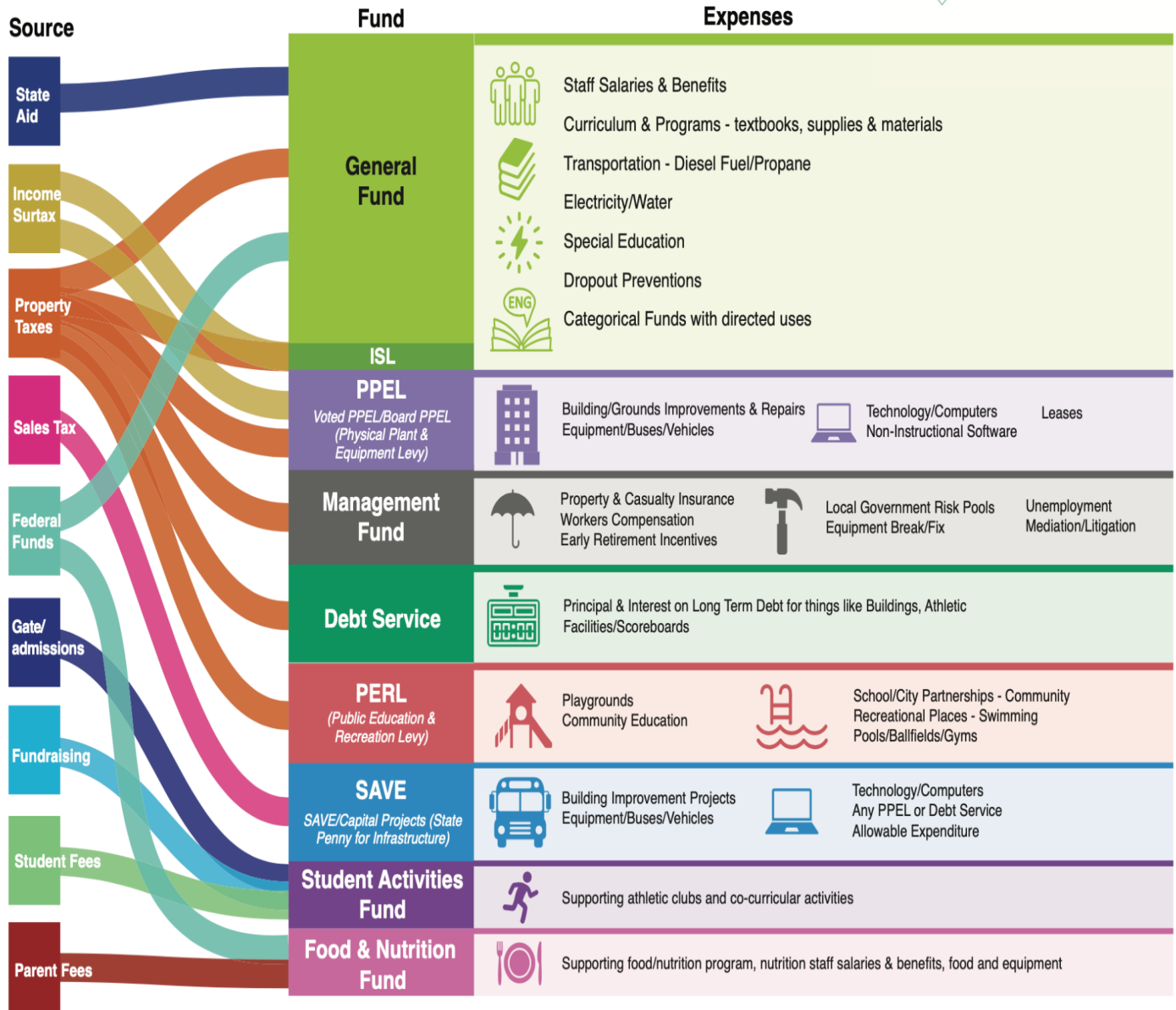


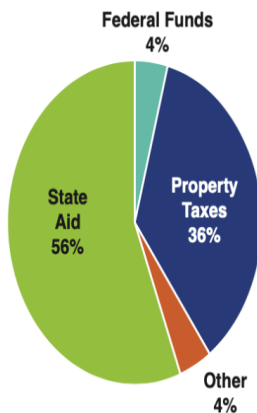
Chart scale does not reflect size of funds.

Financing the General Fund



This FY23 illustration shows the variance of state and local funds in the formula based on the variance of property value per pupil.

Funding Sources



The above represents a typical (pre-COVID) statewide distribution of revenue sources. Local districts may vary considerably.

Key Finance Basics

- **Enrollment is Key** – the General Fund enrollment-based formula generates funding per student. Districts are prohibited from levying additional local funds beyond a few specific levies.
- **Local Property Taxes** – the district's tax rate is primarily set by the formula. The school board has limited ability to increase or decrease the local property tax rate.
- **Funds Have Restrictions** – levies have limited purposes. The General Fund (GF) is for funding the educational program. State/federal law/rules dictate allowable expenditures, even within the GF. A school may have money to buy a scoreboard or pave a parking lot but not enough for more teachers (or vice versa).
- **Schools are Labor-Intensive** – about 80% of Iowa districts' General Funds typically pay for staff salaries/benefits.
- **General Fund Focus** – pays for education programs for students and is the largest expenditure fund.
- **Focus on Spending Authority more than Fund Balance** – negative Spending Authority can result in closure. Negative Fund Balance can be more easily resolved through local action.

Key Finance Terms

Spending Authority – legal limit on GF spending for districts (not amount of cash on hand). All other funds allow spending if cash is available. Spending Authority is akin to a district's credit card limit.

Fund Balance – district's accounting position. Fund Balance is what is left over after taking in all amounts owed to the district and subtracting all amounts owed by the district at the end of the fiscal year. Certified Budget, Monthly Financials, Checkbook/Cash Balance, Certified Annual Report, and Independent Auditor's Report all relate to Fund Balance.

Unspent Authorized Budget (UAB) – district's spending authority position. UAB is what is left over after taking in all spending authority available to the district less all spending used by the district at the end of the fiscal year. School Budget Review Committee and Regular Program New Authority relate to Spending Authority.

State Supplementary Assistance (SSA) – schools receive an amount per student for the next fiscal year, set by the Iowa Legislature, based on the Oct. 1 enrollment headcount. The increase per student multiplied by the enrollment headcount is known as New Money or New Authority.

Regular Program District Cost (RPDC) – calculated by taking the district's enrollment multiplied by the state-authorized spending amount per student.

Budget Guarantee – mechanism to postpone the budget impact of enrollment decline to the district by one year. If this year's RPDC is less than 101% of last year's RPDC, the district receives spending authority needed to get the district to 1% growth (funded entirely with property taxes). The calculation is for one year only and resets the following year.

On-Time Funding – since enrollment calculations are a year behind, this allows Spending Authority for new pupils that were not in last year's count.

Cash Reserve Levy – "Regular Cash Reserve Levy" provides cash to operate the district. "School Budget Review Committee Cash Reserve Levy" funds spending authority granted by the SBRC (primarily special education deficits/on-time funding). Does not create Spending Authority, only the funds to spend.

Learn more about these and other Iowa school finance topics at www.iowaschoolfinance.com

Organizational Meeting (New Board Members)

Abbey Skrivseth led the Board through the following parts of the meeting.

1. Call to Order (New Board) – Abbey Skrivseth, Board Secretary/Treasurer will call the Board to order
2. Oath of office for elected Board members (Abbey Skrivseth will administer the oath)
3. Elect a President for the 2023–2024 school year.
 - a. Nominations were accepted verbally – Mike Reed was elected.
4. Elect a Vice-President for the 2023–2024 school year.

a. Nominations were accepted verbally - Janet Sieverding was elected.

APPROVED - Appoint Board Secretary

Abbey Skrivseth will need to be recognized for this.

APPROVED - Appoint Board Treasurer

Abbey Skrivseth will need to be recognized for this.

Discussion of Board Meeting date, time, and location

Regular board meetings will continue to be on the 2nd Monday of the month at 6:30.

APPROVED - Official Publication

The district must name an official publication for our school district business. Since we have a local newspaper, and only one, it must be the Bellevue Herald-Leader.

APPROVED - Consent Agenda

Open Enrollment Requests

- Troy Gibson - 11th grade - Maquoketa to Bellevue - This student will likely start in January at the start of the semester.

Approve Resignations

- None at this time.

Approve Recommendations to Hire

- Derek Ploegger - Custodian - Derek will be starting on December 13. He will be working predominantly during the school year in the MS/HS building, as Tami Kilburg is transferring to the elementary school to complete the duties of Jeff Kilburg whose resignation was approved at the November board meeting.
- Dennis "Bud" Schroeder - HS Head Softball Coach - Bud has experience in many ways with softball as a coach and official, and will be a good addition for the program and our student-athletes.
- Darin Michels - Bus Driver; Darin will be driving some activity routes for games, but may also do some bus routes and other duties. He has experience driving a bus for Dyersville Beckman in the past, along with our buses for Archery for our school club (not paid in either of these by the Bellevue CSD).
- Brandi Bailey - MS Girls Wrestling - Brandi also serves as the Assistant Wrestling Coach for girls wrestling, and while there is some overlap in the times of these activities, the MS girls wrestling starts after the

holiday break and continues through February 19 (high school girls end in late January).

Recognize any Visitors

Cris Kellogg - Teacher

Comet Curriculum

Cris Kellogg will shared some information on the "Lego Education" curriculum that she has completed with both elementary and middle school students. She shared the kits and a short 4-minute video of the students at work.

Facilities Updates and Discussion

Meyer provided some updates on the Bellevue Elementary building project, along with some other aspects.

Later in this section, some areas are highlighted on the "rough" floor plan page that show rooms that OPN is including "furniture" in the bid. They include the following rooms:

1. Office Area
2. Nurse's Office (some additions we will have to purchase are in the next section)
3. Principal's Office
4. Conference Room
5. Counseling Office
6. AEA Office
7. Mental Health Counseling Room
8. Art Room
9. Band Room (includes band instrument storage area)
10. Commons (lunch tables, garbage area)
11. Serving Area
12. Project Room
13. Library
14. Collaboration Areas (2nd floor) - Shown with a red box on this diagram

It is important to recognize that we will need to provide furniture and some other things for some other areas. These areas include the following:

1. Technology aspects for rooms:
 - a. Art - A TV monitor will be mounted in the room.
 - b. Music - A Promethean panel will be mounted.
 - c. Teacher Work Room (also for staff meetings) - A TV monitor will be mounted.
 - d. Office/Reception Area - A TV monitor will be mounted for announcements, camera access, and related items.
 - e. Gym and Commons Area- A large mobile TV monitor will be shared between the Commons area and the gym as needed.
 - f. Library - A TV monitor will be mounted.

- g. Project Room - A Promethean panel will be mounted.
- 2. Special Education rooms furniture
- 3. Teacher Workroom furniture - Possibly having Industrial Tech make tables for this area.
- 4. Title Room
- 5. Shelving in some storage areas, equipment rooms, etc.
 - a. Including band room, PE storage room, etc.
- 6. Playground equipment.
- 7. Cement area on the playground for basketball, etc., along with 4-Square and similar areas.
- 8. Soccer goals or other types of "goals" or "standards" for recess.
- 9. Bike Rack(s) for 16 bikes
- 10. Fridge for nurse's office (space designed in the plans)
- 11. Washer/Dryer for the nurse's office (stackable...electrical will be installed in the area)
- 12. Paper Towel Dispensers - 26
- 13. Soap Dispensers - 34
- 14. Toilet Tissue Dispensers - 21

Furniture Scope





Meeting Minutes

Date: December 4, 2023
Location: Bellevue High School (zoom)
Project: Bellevue New Elementary
Project No.: 23210000
Subject: Construction Document Update and Finishes Review meeting

Attendees:

Bellevue: Tom Meyer, Brett Ernst, Abbey Skrivseth, Jeanette Hartung-Schroeder, Penny Medinger, Janet Sieverding, Matt Wedeking (Zoom)
OPN: Jill Bills, Lisa Lindley, Matthew Stewart, Bethanie Zeller (Zoom)

Minutes:

1. Project Update
 - a. Wall mounted lights needed on the bus barn (by Owner)
 - i. OPN to coordinate with FG/Modus to confirm when electric burial is to take place
 - ii. BSD confirmed they have several connections that will need to take place along route to be buried including bus barn and softball field
 - iii. BSD confirmed they will install lights on bus barn for sidewalk to east and to south for parking
 - iv. OPN confirmed importance of striping between school and bus barn for fire access
2. Interior renderings
 - a. Reception
 - i. Desk
 1. Add high portion at the south end (42" high, approximately 5' in length) with tackable surface on the back. Locate lock-down buttons at back side of higher panel.
 2. Sit to stand desk not desired
 3. Open below low counter portion of desk
 4. File drawers and safe to the south end of the desk
 5. File drawers adjacent to the low counter portion of the desk
 6. Back cabinets to be half door, half drawer units
 - ii. BSD will provide the fireproof file cabinet to be in the office hall next to copier
 - iii. Provide security camera in main office, no angry parent monitor
 - iv. OPN to explore option at back wall of border between Iowa and Illinois
 - b. Special Ed zone has yellows, blue on north classroom wing, blue/green on south classroom zone
 - c. Polished concrete in front of classroom sinks along the cabinets with solid surface tops
 - d. OPN to provide maintenance information for polished concrete flooring to BSD
 - e. Provide undermount stainless steel sinks in the art room
 - f. Lockers – locking to be accommodated through the option to add padlocks
 - g. Wood doors in the office, all other doors are painted hollow metal
 - h. Need to review door hardware, and BSD still waiting on info from Modus
3. Interior Finishes
 - a. Gray carpet palette selected
 - b. Cleaning concerns with felt acoustic ceiling option, prefer wood option
4. Furniture Scope
 - a. Collaboration areas to also include new furniture
 - b. BSD to provide furniture for special ed areas

- c. Shop to make tables for the staff work room
 - d. OPN to provide drawings clarifying the casework/shelving scope that will be provided as part of the project
5. Next Steps
- a. Kitchen review meeting 12/5
 - b. Commissioning proposal to be sent out early January
 - c. Construction Documents issued January
 - d. Mid to late February Board approval of contractor

APPROVED - Early Graduates

At this point, the students below are scheduled to have completed their requirements for graduation and wish to graduate early and not attend school the second semester. This still allows them to participate in graduation and prom, but they cannot participate in any extracurricular activities, from athletics to music to clubs and beyond, based on state requirements. The students still have the option to change their mind if they wish and obviously return if they do not pass all needed courses or attain the needed credits.

Christian Frank
Kaitlyn Green
Hunter Merrick
Rylee Bevan
Dean Bakey
Paige Mohr
Beau Cota
Maverick Duesing
Trevor Haxmeier
Karlye Till
Teylor Schumacher
Emily Maro

I will share their plans at the meeting.

APPROVED - School Budget Review Committee - Modified Allowable Growth

Each year for which we are eligible, we apply to the School Budget Review Committee (SBRC) for "spending authority" for new students into our district who continue school in their previous district or choose to go to another public school district. This year the district is eligible to receive \$7770.80 for one "Open Enrollment Out" student. Additionally, we qualify for \$3215.94 for LEP instruction beyond the five years funded by the school aid formula (for English-Language Learners).

I recommend we approve the two separate motions for the district's benefit...it is not giving us more money now, but the increase in authority that each student brings our district financially. See the specific motions below:

Open Enrollment Out Not on Prior Year's Headcount - *The district's administration is authorized to submit a request to the School Budget Review Committee for a*

modified supplemental amount of \$7770.80 for open enrolled out students who were not included in the district's previous year certified enrollment count.

Limited English Proficient (LEP) Instruction Beyond 5 Years - The district's administration is authorized to submit a request to the School Budget Review Committee for a modified supplemental amount of \$3215.94 related to the English language learning program for students who have exceeded five years of weighting that are included on the Fall 2023 certified enrollment headcount.

I will submit this to the Iowa DE School Budget Review Committee after the meeting to meet the deadline (which we could not approve prior to the board meeting as information was not posted until November 15.

APPROVED - Policy 405.2

See the minor change that needs to be made to this policy based on legal requirements and our past wording in the policy. This was reviewed in November, and is scheduled to be approved at this meeting in December. It simply changes "Teach Iowa" to "Iowa Works" in the policy. This is how we advertise all teaching openings (at a minimum) as required by the state of Iowa.

LICENSED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a licensed position, other than administrative positions which will be employed in accordance with board policies in Series 300, "Administration," will have an opportunity to apply and qualify for licensed positions in the school district in accordance with applicable laws and school district policies regarding equal employment. Job applicants for licensed positions shall be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state license if required for the position.

All job openings shall be submitted to the Iowa Department of Education for posting on TeachIowa, the online state job posting system. Additional announcements of the position may occur in a manner which the superintendent believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who will be directly supervising and overseeing the person being hired.

The board will employ licensed employees after receiving a recommendation from the superintendent. The superintendent, however, will have the authority to employ a licensed employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

Legal Reference: 29 U.S.C. §§ 621-634 (2004).
42 U.S.C. §§ 2000e *et seq.* (2004).
42 U.S.C. §§ 12101 *et seq.* (2004).
Iowa Code §§ 20; 35C; 216; 294.1 (2007).
281 I.A.C. 12.
282 I.A.C. 14.
1980 Op. Att'y Gen. 367.

Cross Reference: 401.2 Equal Employment Opportunity
405 Licensed Employees - General
410.1 Substitute Teachers

Approved June 2000

Reviewed August 2021

Revised July 2017

BELLEVUE COMMUNITY SCHOOL DISTRICT - 2000

Updated Policy Language...

Persons interested in a licensed position, other than administrative positions which will be employed in accordance with board policies in Series 300, "Administration," will have an opportunity to apply and qualify for licensed positions in the school district in accordance with applicable laws and school district policies regarding equal employment. Job applicants for licensed positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state license if required for the position.

All job openings shall be submitted to the Iowa Department of Education for posting on [iowaWORKS.gov](https://iowaworks.gov), the online state job posting system. Additional announcements of the position may occur in a manner which the superintendent believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who will be directly supervising and overseeing the person being hired.

The board will employ licensed employees after receiving a recommendation from the superintendent. The superintendent, however, will have the authority to employ a licensed employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

NOTE: This is a mandatory policy. Marital status is not a protected class for employees. The class may be added at the discretion of the board. Boards may delegate the hiring of teachers to the superintendent. If the board decides to do so, the delegation must be in board policy so boards should either accept the language in the board policy or develop their own.

NOTE: Boards should adapt IASB sample policies to meet the needs of the local district. Please ensure that the language contained in local policy is consistent with language contained in other district documents (e.g., handbooks, master contracts, etc.).

Comet Reading and Reflection

I shared this reading with the Principals and Instructional Coaches in the past about the concept of "10,000 hours" from the book "Peak: Secrets from the New Science of Expertise" by Anderson Ericsson and Robert Pool. I believe it shows that we must do something the "right" way for the maximum benefit of learning...whether academics, sports and other extracurricular activities, and more in our lives. It is not necessarily 10,000 hours, but...

*Ignore my marks in the reading.

NO, THE TEN-THOUSAND-HOUR RULE ISN'T REALLY A RULE

Ralf Krampe, Clemens Tesch-Römer, and I published the results from our study of the Berlin violin students in 1993. These findings would go on to become a major part of the scientific literature on expert performers, and over the years a great many other researchers have referred to them. But it was actually not until 2008, with the publication of Malcolm Gladwell's *Outliers*, that our results attracted much attention from outside the scientific community. In his discussion of what it takes to become a top performer in a given field, Gladwell offered a catchy phrase: "the ten-thousand-hour rule." According to this rule, it takes ten thousand hours of practice to become a master in most fields. We had indeed mentioned this figure in our report as the average number of hours that the best violinists had spent on solitary practice by the time they were twenty. Gladwell himself estimated that the Beatles had put in about ten thousand hours of practice while playing in Hamburg in the early 1960s and that Bill Gates put in roughly ten thousand hours of programming to develop his skills to a degree that allowed him to found and develop Microsoft. In general, Gladwell suggested, the same thing is true in essentially every field of human endeavor — people don't become expert at something until they've put in about ten thousand hours of practice.

The rule is irresistibly appealing. It's easy to remember, for one thing. It would've been far less effective if those violinists had put in, say, eleven thousand hours of practice by the time they were twenty. And it satisfies the human desire to discover a simple cause-and-effect relationship: just put in ten thousand hours of practice at anything, and you will become a master.

Unfortunately, this rule — which is the only thing that many people today know about the effects of practice — is wrong in several ways. (It is also correct in one important way, which I will get to shortly.) First, there is nothing special or magical about ten thousand hours. Gladwell could just as easily have mentioned the average amount of time the best violin students had practiced by the time they were eighteen — approximately seventy-four hundred hours — but he chose to refer to the total practice time they had accumulated by the time they were twenty, because it was a nice round number. And, either way, at eighteen or twenty, these students were nowhere near masters of the violin. They were very good, promising students who were likely headed to the top of their field, but they still had a long way to go when I studied them. Pianists who win international piano competitions tend to do so when they're around thirty years old, and thus they've probably put in about twenty thousand to twenty-five thousand hours of practice by then; ten thousand hours is only halfway down that path.

And the number varies from field to field. Steve Faloan became the very best person in the world at memorizing strings of digits after only about two hundred hours of practice. I don't know exactly how many hours of practice the best digit memorizers put in today before they get to the top, but it is likely well under ten thousand.

Second, the number of ten thousand hours at age twenty for the best violinists was only an average. Half of the ten violinists in that group hadn't actually accumulated ten thousand hours at that age. Gladwell misunderstood this fact and incorrectly claimed that *all* the violinists in that group had accumulated over ten thousand hours.

Third, Gladwell didn't distinguish between the deliberate practice that the musicians in our study did and any sort of activity that might be labeled "practice." For example, one of his key examples of the ten-thousand-hour rule was the Beatles' exhausting schedule of performances in Hamburg between 1960 and 1964. According to Gladwell, they played some twelve hundred times, each performance lasting as much as eight hours, which would have summed up to nearly ten

thousand hours. *Tune In*, an exhaustive 2013 biography of the Beatles by Mark Lewisohn, calls this estimate into question and, after an extensive analysis, suggests that a more accurate total number is about eleven hundred hours of playing. So the Beatles became worldwide successes with far less than ten thousand hours of practice. More importantly, however, performing isn't the same thing as practice. Yes, the Beatles almost certainly improved as a band after their many hours of playing in Hamburg, particularly because they tended to play the same songs night after night, which gave them the opportunity to get feedback—both from the crowd and themselves—on their performance and find ways to improve it. But an hour of playing in front of a crowd, where the focus is on delivering the best possible performance at the time, is not the same as an hour of focused, goal-driven practice that is designed to address certain weaknesses and make certain improvements—the sort of practice that was the key factor in explaining the abilities of the Berlin student violinists.

A closely related issue is that, as Lewisohn argues, the success of the Beatles was not due to how well they performed other people's music but rather to their songwriting and creation of their own new music. Thus, if we are to explain the Beatles' success in terms of practice, we need to identify the activities that allowed John Lennon and Paul McCartney—the group's two primary songwriters—to develop and improve their skill at writing songs. All of the hours that the Beatles spent playing concerts in Hamburg would have done little, if anything, to help Lennon and McCartney become better songwriters, so we need to look elsewhere to explain the Beatles' success.

This distinction between deliberate practice aimed at a particular goal and generic practice is crucial because not every type of practice leads to the improved ability that we saw in the music students or the ballet dancers. Generally speaking, deliberate practice and related types of practice that are designed to achieve a certain goal consist of individualized training activities—usually done alone—that are devised specifically to improve particular aspects of performance.

The final problem with the ten-thousand-hour rule is that, although Gladwell himself didn't say this, many people have interpreted it as a promise that almost anyone can become an expert in a given field by putting in ten thousand hours of practice. But nothing in my study implied this. To show a result like this, I would have needed to put a collection of randomly chosen people through ten thousand hours of deliberate practice on the violin and then see how they turned out. All that our study had shown was that among the students who had become good enough to be admitted to the Berlin music academy, the best students had put in, on average, significantly more hours of solitary practice than the better students, and the better and best students had put in more solitary practice than the music-education students.

The question of whether anyone can become an expert performer in a given field by taking part in enough designed practice is still open, and I will offer some thoughts on this issue in the next chapter. But there was nothing in the original study to suggest that it was so.

Gladwell did get one thing right, and it is worth repeating because it's crucial: becoming accomplished in any field in which there is a well-established history of people working to become experts requires a tremendous amount of effort exerted over many years. It may not require exactly ten thousand hours, but it will take a lot.

We have seen this in chess and the violin, but research has shown something similar in field after field. Authors and poets have usually been writing for more than a decade before they produce their best work, and it is generally a decade or more between a scientist's first publication and his or her most important publication — and this is in addition to the years of study before that first published research. A study of musical composers by the psychologist John R. Hayes found that it takes an average of twenty years from the time a person starts studying music until he or she composes a truly excellent piece of music, and it is generally never less than ten years. Gladwell's ten-thousand-hour rule captures this fundamental truth — that in many areas of human endeavor it takes many, many years of practice to become

one of the best in the world — in a forceful, memorable way, and that's a good thing.

On the other hand, emphasizing what it takes to become one of the best in the world in such competitive fields as music, chess, or academic research leads us to overlook what I believe to be the more important lesson from our study of the violin students. When we say that it takes ten thousand — or however many — hours to become really good at something, we put the focus on the daunting nature of the task. While some may take this as a challenge — as if to say, “All I have to do is spend ten thousand hours working on this, and I'll be one of the best in the world!” — many will see it as a stop sign: “Why should I even try if it's going to take me ten thousand hours to get really good?” As Dogbert observed in one *Dilbert* comic strip, “I would think a willingness to practice the same thing for ten thousand hours is a mental disorder.”

But I see the core message as something else altogether: In pretty much any area of human endeavor, people have a tremendous capacity to improve their performance, as long as they train in the right way. If you practice something for a few hundred hours, you will almost certainly see great improvement — think of what two hundred hours of practice brought Steve Faloon — but you have only scratched the surface. You can keep going and going and going, getting better and better and better. How much you improve is up to you.

This puts the ten-thousand-hour rule in a completely different light: The reason that you must put in ten thousand or more hours of practice to become one of the world's best violinists or chess players or golfers is that the people you are being compared to or competing with have themselves put in ten thousand or more hours of practice. There is no point at which performance maxes out and additional practice does not lead to further improvement. So, yes, if you wish to become one of the best in the world in one of these highly competitive fields, you will need to put in thousands and thousands of hours of hard, focused work just to have a chance of equaling all of those others who have chosen to put in the same sort of work.

One way to think about this is simply as a reflection of the fact that, to date, we have found no limitations to the improvements that can be made with particular types of practice. As training techniques are improved and new heights of achievement are discovered, people in every area of human endeavor are constantly finding ways to get better, to raise the bar on what was thought to be possible, and there is no sign that this will stop. The horizons of human potential are expanding with each new generation.

Information Items

Winter Concert Review

Discussion was held about the concerts, and the outstanding attendance.

Extracurricular Activities

Basketball - We have 23 boys out for high school basketball this year, along with 15 girls out for HS basketball. Our girl's team has enough players to play a JV and V schedule, while our boys have enough for a Fresh/Soph, JV, and Varsity schedule. Although, our schedules are being impacted by some other school's numbers of participation (and this Thursday by State Dance in Des Moines). Some of this information includes the following:

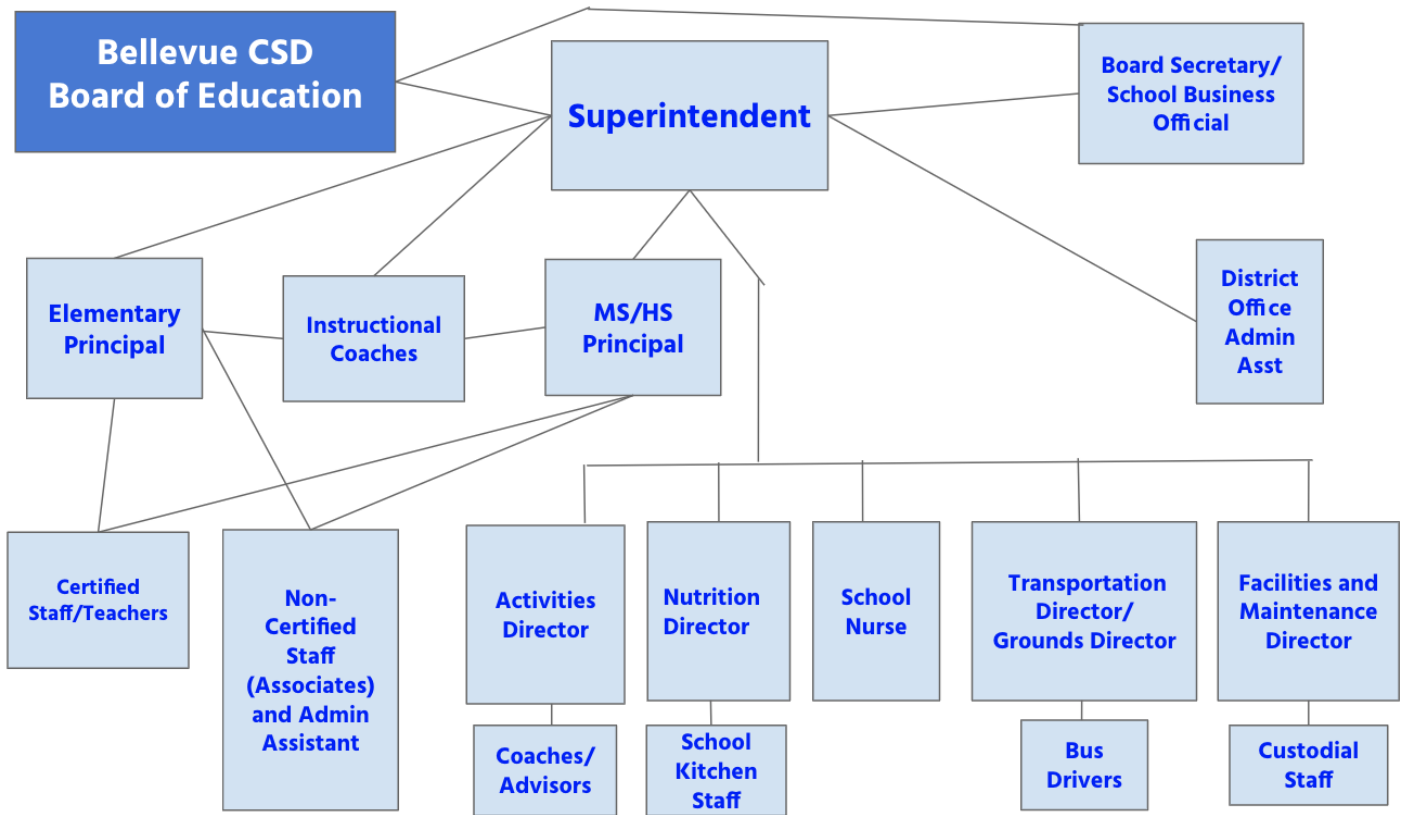
- Durant - We only played half of a girl's game due to the state dance last week.
- West Liberty does not have a JV girls team.
- Monticello only has enough players to play a "half" of a JV girls game (although they had to cancel our game on Friday night at the JV level due to a low number of girls based on injuries/illness).
- Monticello does not have a F/S boys team, but has a JV and V boys team
- Anamosa does not have a JV girl's team

Wrestling - The numbers are growing in this area. Currently, we have 25 boys participating and 11 girls (9 returnees from last year from MS and HS combined). Additionally, this is the most boys since 1988!

Bowling - 6 boys are out for bowling this season.

Organizational Chart

I shared this at the last board meeting, but I am seeking input or questions from any of the board members, etc. after a few edits. No comments were made.



Mid-Term Superintendent Review

Meyer shared some thoughts on the review for this January. This is not the formal evaluation, as that occurs in May or June typically. This is simply to “touch base” and provide any input.

Comments from Building Principals, Superintendent, and Board Members

Teacher of the Month - Anderson Weber Toyota in Dubuque recently recognized Bellevue CSD Art Teacher Amanda Canganelli for their Teacher of The Month Award. The district is grateful for the work that Amanda does, and the press release from Anderson Weber is the following:



Congratulations to our December Teacher of The Month, Amanda Canganelli! Amanda teaches K-12 Art at Bellevue Community School District, as well as running the high school art club! Despite her busy schedule, she always makes time for her students. Whether that's in the classroom, club meetings, or designing sets for the theater department, Amanda stays involved. Students show up to her class excited each day to see what fun projects she has in store for them. Beyond the arts, Amanda is a teacher students look up to. She advocates the inclusion of all students and prioritizes students social-emotional learning in class lessons. Described by a student, Mrs. C is more than a teacher, but rather a role model. Thank you for your dedication to your students, we applaud you and your incredible work. Congratulations!

Do you know a teacher who deserves recognition for their outstanding work as an educator? Nominate them to be the next Teacher of The Month!

Nominate a Teacher: <https://bit.ly/3ZxqRpg>

Meyer shared that a similar survey to previous years will be given to staff and parents after the Winter Break.

Adjourn

Next meeting will be on Monday, January 8 at 6:30 PM.

