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### Comet Highlights

July 10, 2017

Below are notes from the July 10, 2017 Board Meeting.

#### Approved Resignations

- Scott Jess - HS Softball at the end of the season
- Floyd Daniels - Transportation - Suburban Driver for the Bellevue Community School District

#### Approved Recommendations to Hire

- Mykah Klinker - 0.50 Preschool Teacher (mornings only)
  - She is currently living in Texas, but her husband and her are moving to the Dubuque area as he begins his work in the Wartburg Seminary in Dubuque. She is highly regarded by those she works with currently, and we are working on the correct licensure in Iowa (which will not be an issue). We had 4 very good candidates that we interviewed.
- Jarred Koos - 1.0 Assistant Football (based on filling the vacancy from Ken Anderson's resignation in a recent board meeting). Jarred has been a volunteer for the last several years.
- Continuing contract with Network Solutions and Jim Handke for 10-14 hours/week of computer/technology support (Jim is reducing his time slightly for this upcoming school year, and I feel confident with this time allotment).

### Recognize and Visitors

No one has contacted me at this time.

### Comet Curriculum - College Credit Information

Meyer reviewed student success rates in college courses, and the courses that have been taken in the 2016-2017 school year. While this costs the district more than one teacher to provide these, it is also impossible to have one teacher that could provide all of these courses. It is also shown that we are "investing money in our kid's futures" which is a key to success for our district and its students.

It is interesting to see how our students are doing in college courses in comparison to high school courses, especially since all high school students must take one online course as a requirement (except Level 2 or higher special education students as a basic rule).

BHS College Credit Course Overview  
2017-2018

All College Credit Courses for BHS Students

# of Grades Earned	A	B	C	D	F
1st Semester	99	49	30	10	5
2nd Semester	116	54	23	8	5
% of All Grades Earned					
In College Credit Courses	53.9%	25.8%	13.3%	4.5%	2.5%
*399 courses					

College Credit Courses Taught at Bellevue High School for BHS Students

# of Grades Earned	A	B	C	D	F
1st Semester	41	13	14	2	0
2nd Semester	42	36	1	0	0
% of All Grades Earned	55.0%	32.5%	9.9%	1.3%	0%
In College Credit Courses					
*149 courses					
EICC Averages for Courses	47.0%	30.7%	13.4%	4.7%	1.7%
Taught at High Schools					
(Over 2% withdrew from courses					
at EICC)					

College Credit Courses Taught On-Line for BHS Students and others

# of Grades Earned	A	B	C	D	F
1st Semester	58	36	16	8	5
2nd Semester	74	18	22	8	5
% of All Grades Earned	52.8%	21.6%	15.2%	6.4%	4.0%
In College Credit Courses					
*250 courses					

Overall Grade Point Average

- All College Courses 3.24
- College Courses taught at BHS 3.42
- College Courses taught online 3.19
- All Courses (College and Non-College) 3.20 (all students)
- All Courses (College and Non-College) 3.28 (Juniors and Seniors)
- All Courses (College and Non-College) 3.38 (Seniors Only)
- All Courses (College and Non-College) 3.19 (Juniors Only)
- All Courses 3.15 (Freshmen and Sophomores)

## IASB Legislative Priorities

The Board selected IASB Legislative Priorities from the list below for the delegate assembly in November in Des Moines:

- #7 Mental Health Support
- #8 Special Ed Funding
- #19 School Funding Policy
- #27 SAVE (1-cent money)

A description is listed below for these selections, and the others listed in the list provided by IASB. These will be submitted after the meeting

### 2017 IASB Legislative Resolutions

#### Student Achievement And Accountability

##### 1. Research-Based Initiatives

Supports implementation of initiatives in Iowa's K-12 education system that:

- Are research-based;
- Are focused on student achievement, and;
- Do not "re-purpose" existing education funds.

##### 2. Standards And Accountability

Supports continued progress in the development of rigorous content standards and benchmarks that reflect the real-world knowledge and skills students need to graduate from high school prepared for college or to enter the workforce, including the following state actions:

Provide and fund technical assistance to help school districts fully implement the Iowa Core Content Standards which define what students should know and be able to do in math, science, English language arts, social studies, and 21st Century skills in areas such as financial and technological literacy. Adopt high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed globally and locally. Support research-based professional development that provides educators with training, support and time to work together so that they can successfully teach a rigorous curriculum to all students. Ensure that curriculum decisions about how to teach remain in the hands of local schools and teachers. Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development.

IASB supports development of model content standards, recommended assessments and professional development supports in additional content areas but opposes expanding accountability, reporting and accreditation requirements in these areas.

##### 3. Preschool

Supports an increase in funding from the current weighting of 0.5 to 1.0 full-time equivalent to ensure all 4-year-olds have access to a high quality public school preschool program. Districts should be given maximum flexibility to assign costs to the program.

#### 4. Early Literacy

Supports the continued development of and funding for research on best practices for improving proficiency in early literacy strategies.

Supports continued funding for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.

Supports the continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board.

#### 5. English Learners

Supports sufficient and on-time funding for English-learners (EL) until the students reach proficiency.

#### 6. Dropout/At Risk

Supports the inclusion of dropout prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student's at-risk status. Opposes changes to compulsory age of attendance requirements unless sufficient funds and research-based programs are provided.

#### **7. Mental Health**

**Supports increased statewide access to and funding for mental health services for children.**

#### **8. Special Education - State**

**Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost including educational programming and health care costs.**

#### 9. Special Education - Federal

Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.

#### 10. Area Education Agencies

Supports sufficient financial support of the area education agencies to provide essential services in a cost-effective manner to school districts including:

- Special Education;
- Technology;
- Professional Development;
- Curriculum Assessment; and

## Student Assessment Data Analysis.

### 11. School Calendars

Supports the authority of locally elected school boards to determine the school calendar to best meet student needs, including start dates, year round schools, and other innovations.

## **Educator Quality**

### 12. Teacher Leadership And Development

Supports research-based programs and funding to develop strong instructional leadership including:

Teacher Leadership and Development  
Beginning Teacher Mentoring Programs  
Quality Professional Development Programs.

### 13. Market-competitive Wages

Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa content standards.

### 14. Benefits

Supports allowing school districts to voluntarily enroll their employees in the state's health, dental and life/long-term disability insurance pools.

### 15. Alternative Licensure

Supports the adoption of alternative teacher licensure upon completion of research-based teaching pedagogy training in addition to content knowledge in a curricular area.

### 16. Staff Reductions

Supports giving school districts and AEAs the option to waive the termination requirements in Iowa Code Section 279.13 to reduce staff in response to reductions in funding or to comply with an arbitrator's award.

### 17. Arbitrations

Supports a requirement that arbitrators, prior to the imposition of an award, must first consider local conditions, ability to pay, and local settlement history. After the arbitrator determines the school district, AEA or community college has the ability to pay, the arbitrator should then consider comparability based upon similar size and geographic region.

### 18. Labor/Employment Laws

Supports labor and employment laws that balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety.

## **Fiscal Responsibility And Stewardship**

## 19. School Funding Policy

Supports a school foundation formula that:

- Provides sufficient and timely funding to meet education goals;
- Equalizes per pupil funding;
- Provides a funding mechanism for transportation costs that reduces the pressure on the general fund and addresses inequities between school\ Districts;
- Includes factors based on changes in demographics including socio-economic status, remedial programming, and enrollment challenges;
- Incorporates categorical funding in the formula within three years;
- Includes a mix of property taxes and state aid

## 20. Supplemental State Aid

Supports setting supplemental state aid:

- For FY 2018, by January 31, 2017;
- For FY 2019 and future budget years, at least 14 months prior to the certification of the school's district budgets;
- at a rate that sufficiently supports local districts' efforts to plan, create and sustain world-class schools
- Supports a formula driven method for establishing the supplemental state aid growth rate if it is not set within the statutory requirements.

## 21. Property Taxes

Supports holding school districts harmless in property tax restructuring.

Supports efforts to minimize property tax disparities created by the additional levy rate without compromising additional resources to school districts.

Supports improved transparency and limits on the use of Tax Increment Financing (TIF) including requirements:

- To include all affected taxing bodies before creation of a TIF district;
- To limit the duration of all TIF districts

## 22. Special Levy Funds

Supports flexibility in the use of special levy funds.

## 23. Tax Base

Supports an independent, bi-annual cost- benefit analysis of all income, sales or property tax exemptions, credits or deductions. Creation of a new tax credit must undergo an independent cost benefit analysis. The legislature should have sole authority to make revisions to definitions that impact taxes, restrict future tax bases or provide additional tax breaks that decrease revenue to the state and either directly or indirectly impact tax revenue for schools.

## 24. Franchise Fees

Opposes the imposition of franchise fees on school corporations unless the

board of directors agrees to such a fee.

25. Constitutional Tax Limitations

Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.

26. Unfunded Mandates

Opposes any new mandate that does not provide sufficient and sustainable funding for successful implementation.

**School Infrastructure**

**27. SAVE (Secure an Advanced Vision for education)**

**Supports repeal of the December 31, 2029 sunset on the statewide penny sales tax for school infrastructure.**

**Supports preserving the integrity of the statewide penny sales tax for school infrastructure including the tax equity provisions in the following manner:**

- **No diversions or expansions of allowable uses prior to the current 2029 sunset date;**
- **Continued growth in the per pupil amount beyond the 2029 sunset date.**

28. Bond Issues

Supports allowing school bond issues to be passed by a simple majority vote.

Supports the authority to levy a combination of property taxes and income surtaxes to pay the indebtedness.

Supports legislation to clarify that revenue bonds do not count toward a 5 percent statutory debt limit.

**Governance**

29. Charter And Online School Authorizing And Accountability

Supports the existing Iowa law establishing local school boards as the sole authority to establish charter and on-line schools. All plans and waivers must be approved by the State Board of Education and subject to all state and federal accountability and reporting standards.

30. Sharing And Reorganization

Supports continuation of sufficient incentives and assistance to encourage sharing or reorganization between school districts including the establishment of regional schools.

**Good Conduct Policy**

Meyer discussed proposed updates to the Good Conduct Policy, which was discussed with several coaches and the administration prior to the end of the school year. The recommendations are below, and Meyer will proceed with the proposed changes for the beginning of the 2017-2018 school year.

These are parts that most schools have included, and recommended by attorneys. These deal with issues that happen outside of school that are "character" issues. For example, at the current time the following incidents would not be included in our policy to withhold students from competitions in athletics, fine arts, etc...

- Physical Assault
- Sexual Assault (rape, etc)
- Theft (Shoplifting, etc.)
- Robbery
- Disorderly Conduct

There are more, but these are some. While we cannot monitor everything, I do believe it is important to express and display to our students that their behaviors outside of school reflect on them and the school district. We want to hold our students to high standards at all times, within a realistic framework. People make mistakes, and some are much more minor than others. But, below is our current policy in summary, along with potential wording to add in the near future for the 17-18 school year.

In addition, I recommend we follow 50% of the schools in the state and delete the "mere presence" clause where students are guilty if they are simply around others who are in violation of the drinking, smoking, and other policies. Sometimes students get "caught" in the wrong situation by accident, etc. As I mentioned, 50% of the schools according to our attorney have removed this, and more are doing so each year.

*Board Policy (503.4) states the following:*

*Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetimes.*

*Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities which are illegal, immoral or unhealthy.*

*Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures. The principal shall keep records of violations of the good conduct rule.*

*It shall be the responsibility of the superintendent to develop rules and regulations for school activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.*

Several members of the coaching staff and other areas have also been involved in the conversations, and we have also expressed the need for students to be involved in activities while in school as this promotes many positive character



traits that persist throughout life...It is not a plan to have less students participating...Students need to participate! Yet, we must also recognize the potential for things to happen that reflect poorly on the school if students are involved with no consequences. Some districts have been portrayed in a negative manner by not being proactive with this, and I would prefer not to have this happen and have a policy in place that is fair to all students. I also want everyone to recognize at times there is "no punishment that will satisfy some members of our society." Our duty is to assist in educating our students about and for life. Let me know your thoughts.

### **Policy (Proposed changes in italics)**

A student who is participating in extracurricular interscholastic athletics and/or other activities will be in violation of this policy under the following conditions:

1. Any student who admits to or is found by the administration to have violated the policy for consumption, possession, acquiring, delivering or transporting alcoholic beverages or items recognized as "look-a-likes".
2. Any student who admits to or is found by the administration to have violated the policy for consumption, possession, acquiring, delivering or transporting tobacco, tobacco products, drugs, drug paraphernalia or items recognized as "look-a-likes" (electronic cigarettes, vape pens) regardless of the student's age. This does not include authorized prescription medication specifically prescribed for a student.

### **Do Not Include Mere Presence In Our Regulations...**

*\*Mere Presence (this applies to #1 and #2)- If a student attends a function where alcohol or a controlled substance as defined by Iowa law is being consumed or used and does not leave immediately, or if police arrive prior to student leaving, the student is in violation of the Good Conduct Policy.  
(50% of schools have this in policy, while the other 50% do not...???)*

### **Add The Following**

3. Any student who engaged in any act(s) that would be in violation of local, state or federal law (excludes minor traffic offenses AND SIMILAR OFFENSES) regardless of whether the student was cited, arrested, charged, convicted, or adjudicated for the act(s).

Consequences for the students would remain the same, and are the following (already in place and not changing):

1<sup>st</sup> Offense: Ineligible for up to  $\frac{1}{4}$  of the season (one time events like a school Musical will result in missing the entire Musical production for that year), along with a mandatory meeting between the Activities Director/Principal, parent and student within 10 days of school notification of the infraction.

2<sup>nd</sup> Offense: Ineligible for  $\frac{1}{2}$  of the season and a mandatory counseling program with a local substance abuse program arranged and paid by the school district, and completed prior to participation in any event.

3<sup>rd</sup> Offense: Ineligible for  $\frac{3}{4}$  of the season, 20 hours of community service at school completed prior to participation in any event, and mandatory involvement in a school and/or community mentoring program for an entire school year. Students may also present to younger students in regard to the dangers of alcohol and other drugs as part of their community service requirement.

4<sup>th</sup> Offense and any further offenses: A meeting between the parent, student, and the Extracurricular Council will be required to determine the future participation of students in extracurricular activities. The Extracurricular Council will consist of 4 coaches/extracurricular sponsors (with one being selected by the parent/student), the Activities Director, and the Principal. At this time the council will make a decision in regard to further extracurricular participation for the student. This decision may be appealed to the Superintendent of Schools.

A student may receive a lesser penalty in regard to event participation if they contact the Principal or Activities Director prior to official notification by another source. This reduction will be determined by the Principal and Activities Director based on the student's number of overall events that the student is involved in. This will only be a possibility for first time offenders. Students who are observed violating the Good Conduct Policy by a staff member will be informed by the staff member prior to notification of the Principal or Athletic Director. The student will have 24 hours to notify the Principal or Athletic Director before the staff member will officially report the violation.

Students will have their violation record "cleared" if they receive no violations for a period of 2 calendar years.

When a student is ineligible for direct participation they will still be required to attend practices, games, travel with the team to games, perform duties as assigned by the coach that relate to the success of the activity, and ultimately be a "part of the team" in every manner except for event participation.

All "seasons" are determined by totaling the number of regular season games/events that are scheduled in the student's current season (or next season if they are not currently involved in any events). Events are defined as "involvement for the entire day" and not specific games. Students involved in multiple activities in the same "season" will have all events totaled together in order to calculate the number of dates/events that they will be ineligible. Students who are not involved in extracurricular activities will also be offered the opportunity to receive services at a local substance abuse program arranged and paid by the school district, and will have a period of 9 weeks where the student will have "closed campus."

The policy applies to student's grades 7-12. The penalties are cumulative beginning in grade 7.

## Comet School Finance Information

Meyer provided a brief overview of our district's finances as we close out the fiscal year. Right now it looks like we overspent by a small amount that was expected, but final numbers will be available in September. We are still in solid financial shape based on our unspent balance and spending authority.

In addition, discussion was held on a potential early retirement incentive for the 2017-2018 school year (meaning this would be the last year for some teachers to work in our district...they would apply this year, and then be finished at the end of this school year). Meyer is gathering more information on the official plan from legal counsel, but it could look similar to the following plan. In addition, the Board discussed limiting it to a specific number...unsure what number. But, this limit may not happen in the future either.

### Early Retirement Information

At the last Board meeting I informed the Board I would pass along some early retirement information for you to review again. Below is what I shared in November 2016, and is very similar to what we offered as a district in the 2013-2014 school year (It would not have to be this offering for our staff)...

1. \$25,000 stipend for teachers 55+ years of age with 15+ years of seniority and/or Step 15 of the salary schedule;
2. An additional \$250 stipend based on years of seniority to reward longevity, enrollment due by...
3. An additional bonus, based on \$75/day buy-back of unused sick leave days would be available to those enrolling by...

Some information with this...

1. Would it save the district money? Yes. It would save approximately \$30,000/teacher (new teacher entering the district with little or no experience) vs a teacher who is earning approximately \$60,000. Some financial information with this:

- a. Retiree Salary - \$60,000
- b. New Teacher Salary @ Step 1 on salary schedule - \$36,000
  - i. Potential Savings on salary - \$24,000
- c. Family Insurance/Year - \$14,200
- d. Single Insurance/Year - \$6300
  - i. Potential Savings on insurance - \$7900
- e. FICA/IPERS savings on salaries of new teacher - \$4000
- f. Overall Savings estimate - \$24,000 + \$7900 + 4000 = \$35,900/teacher

2. Would we for sure hire a new teacher with no experience? No. We would want to get the best teacher for our needs, but they would not receive all of their years of experience either. Even with this, we would save about \$25,000 roughly.

3. How many staff are eligible at this time based on meeting the age requirement and years of seniority requirement? 10.

4. How many would take the incentive? I have no idea.

5. Do we need to offer it this year? No; We are not in financial need. Yet, offering it could allow us to save additional funds as well for our future drop in enrollment and less funding for our district.

6. Could we wait until next year? Yes. Do we ever have to offer it? No, it is not a mandatory action we need to do as a district. It can assist us with cost savings, but it also takes away valuable experience at the same time. Can new teachers offer services to students? Yes, obviously (but lack some of the experience).

Our enrollment in the past school year went up by 13 in the Certified Enrollment, which determines our state funding overall. This is good news, but some lower classes are obvious in our lower grades.

One way to gain funds is to actually offer an Early Retirement Incentive. As I said earlier, it is not vital at this time...but, something which we must at least examine and consider in my opinion. I do not know how many would take the incentive, but...it is likely that some would. I also do not want to make this an every year event, but we can offer it when it will assist our district overall.

#### Facilities Overview

Meyer also shared a sample overview and survey on our facilities developed by the Facilities Survey Committee. We plan on revising this some more as needed, and then having it available to all parents at registration on August 7 & 8. We will also have an electronic version available. Currently, plans are to have it available at several local businesses, etc...we are still working on getting permissions from all areas (I will share when it is finalized). There will also be dropoff locations for paper surveys at a few places in town and at the school. Let me know your thoughts.

*Mission Statement: We believe real-world learning opportunities build passionate and engaging experiences for student success in life.*

*The Bellevue Community School District Facilities Committee and the Board of Education has determined a need for extensive renovations or replacement of the current Bellevue Elementary building based on the overall age and condition of some parts of the building. The district's goal is to continually work to provide learning facilities which allow our students to have as many opportunities as possible for learning in our community and school setting, and the district recently hired the Legat Architect Group to assist in the process of an analysis of the facilities in the district.*

*Some history of the Bellevue Elementary building and campus is below, along with major infrastructure and maintenance in the last 20 years:*

### Building Construction Dates at Bellevue Elementary

- 1848 - Original Bellevue Elementary construction (originally the Jackson County Courthouse)
- 1949 - Elementary gymnasium and cafeteria addition
- 1961 & 1972 - Major additions to Bellevue Elementary

### Infrastructure Improvements at Bellevue Elementary

- 2003 - Playground equipment replacement
- 2005 - Installation of an elevator for accessibility issues
- 2006 - Replaced roof on the 1848 building
- 2013 - Renovation of an entry area into the current elementary office area

In order to be more effective in the future improvement process it is imperative to gather input from our community members. As a result, below is a short survey to assist the committee and the school board as we look to move forward and explore options for the district. In addition, we will be having **community meetings and building tours** this Fall for more open discussion, question/answer time, and overall time to gain the perspectives and feedback from our community.

A virtual tour of the Bellevue Elementary building is located at the following link: <https://youtu.be/-SxTVAayIU8>

Please complete a brief survey on the facilities at Bellevue Elementary and in the district as a whole below, or through an electronic version at the following link:

Surveys can be returned to any of the following locations by **September 1, 2017** if not completed online:

- Bellevue City Hall
- Bellevue Elementary School Office
- Bellevue Middle/High School Office
- Bellevue Senior Center
- Bellevue State Bank
- Fidelity Bank (Bellevue & LaMotte locations)

#### **1. What is your perception of the facilities at the Bellevue Elementary School?**

- 1- The building does not adequately meet the educational needs of students.
- 2- The building needs some improvement to serve today's needs and future needs of students.
- 3- The building meets our current needs, but will not be adequate for future needs of students.
- 4- The building meets our current and projected future needs for students.
- 5- I am not familiar with the building.

Comments:

#### **2. What 21st Century Learning ideas and other areas should be incorporated into facilities in the district? Please check your top two choices.**

- 1- Outdoor Learning Areas
- 2- Increased Technology

3- Flexible Furniture

4- Collaborative Learning Areas

5- Upgraded Music and Art Facilities

6- Upgraded Athletic Facilities

7- Color and Decor

8- None of the above

Comments:

**3. In order to make significant improvements to the facilities our Bellevue Elementary students attend it will take the willingness of the community to invest financially in the renovation or construction of a new school. This will also serve as an investment in our children's future and the betterment of the community for years to come. What is your level of willingness to invest conservatively in this process?**

1- Highly likely

2- Likely

3- Not Sure

4- Unlikely

5- Highly Unlikely

Comments:

**4. What would be your concerns with either a remodel/renovation of the current Bellevue Elementary building or building a new elementary?**

**5. Please provide any additional comments.**

More Extensive Building History Summary:

Below is a brief summary of the history of our district buildings, and some major improvements at Bellevue Elementary in the last 20 years. I am sharing this with our Facilities Survey Committee next week. I based this on information I have, but let me know if anyone notices any mistakes in dates based on their recollections.

Bellevue CSD - Bellevue Elementary and Bellevue MS/HS Building History

- 1848 - Original Bellevue Elementary construction (originally the Jackson County Courthouse)
- 1949 - Elementary gymnasium and cafeteria addition
- 1961 & 1972 - Major additions to Bellevue Elementary
- 1967 - Main Bellevue High School construction and gym
- 1967 & 1978 - Industrial Tech Building and addition
- 1972 - Bellevue Middle School addition
- 1972 - Bus Garage
- 1978 - Music Room building
- 1980 - Vocational Agriculture building
- 1997 - ICN Room addition at Bellevue MS/HS
- 2001 - Concession Stand
- 2002 - Bellevue MS addition

- 2010 - Bellevue MS/HS addition (Commons area, Hall of Pride, Multipurpose Gym, Locker Rooms...)
- 2011 - Bus Garage (Bus parking)
- 2013 - Wrestling Room

Infrastructure Improvements at Bellevue Elementary

- 2003 - Playground equipment replacement
- 2005 - Installation of an elevator for accessibility issues
- 2006 - Replaced roof on the 1848 building
- 2013 - Renovation of an entry area into the current elementary office area

**Board Policies**

Several board policies were updated, etc.

**Board Secretary**

Approved. I recommend we appoint Penny Medinger as Board Secretary/Treasurer for the 2017-2018 school year. Penny is absolutely outstanding in her role with her knowledge, "common sense" approach, and overall efficiency in so many ways.

**Level I Investigators**

Approved. As a formality we need to officially appoint the two principals as Level I Investigators for allegations of abuse of students by employees.

**Level II Investigators**

Approved. As a formality we need to officially appoint Lyn Schwager, Bellevue Police Department Chief as the district's Level II investigator for allegations of abuse of students by employees.

**Equity Coordinators**

Approved. As a part of our Equity Visit in September we must make sure to have our Equity Coordinator(s) approved by the Board of Education. The superintendent used to take on this role officially, but it is required that someone else does this so that the superintendent is an overseer of the program and any complaints related to equity. My plan, after speaking with both Jeff and Jeanette in June, is to have all three of us take part in training, but to have each of them as co-coordinators for Equity issues (Title IX, Section 504, etc.).

**Joint Board Meeting with Andrew CSD**

We are working on a date for this meeting to discuss and renew the whole-grade sharing agreement for high school students in the Andrew CSD, along with sharing information on how funds have been spent in the Bellevue CSD from the Andrew CSD

### **Comet Reading and Reflection**

Following is an excerpt from "Creativity, Inc" about leading organizations from the President of Pixar Animation and Disney Animation. While it is not a school, it also allowed me to reflect on some leadership "thoughts" and perspectives about leading a school, its employees, and the community as a whole. It is a part of our constant improvement to look at things differently, take risks in trying to improve things overall, and making it safe for anyone to share thoughts and ideas. I found it interesting, and wanted to share for some conversation about our district and leadership.



A silhouette of a conductor, likely Ed Catmull, is shown against a dark red background. The conductor is holding a baton in his right hand, raised high, and has his left hand raised in a gesture. The lighting is dramatic, highlighting the contours of his body and the baton.

NEW YORK TIMES  
BESTSELLER

# CREATIVITY, INC.

OVERCOMING THE UNSEEN FORCES THAT  
STAND IN THE WAY OF TRUE INSPIRATION

**ED CATMULL**

President of **PIXAR ANIMATION** and **DISNEY ANIMATION**

WITH AMY WALLACE

## STARTING POINTS

### THOUGHTS FOR MANAGING A CREATIVE CULTURE

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Here are some of the principles we've developed over the years to enable and protect a healthy creative culture. I know that when you distill a complex idea into a T-shirt slogan, you risk giving the illusion of understanding—and, in the process, of sapping the idea of its power. An adage worth repeating is also halfway to being irrelevant. You end up with something that is easy to say but not connected to behavior. But while I have been dismissive of reductive truths throughout this book, I do have a point of view, and I thought it might be helpful to share some of the principles that I hold most dear here with you. The trick is to think of each statement as a starting point, as a prompt toward deeper inquiry, and not as a conclusion.

- Give a good idea to a mediocre team, and they will screw it up. Give a mediocre idea to a great team, and they will either fix it or come up with something better. If you get the team right, chances are that they'll get the ideas right.

- When looking to hire people, give their potential to grow more weight than their current skill level. What they will be capable of tomorrow is more important than what they can do today.
- Always try to hire people who are smarter than you. Always take a chance on better, even if it seems like a potential threat.
- If there are people in your organization who feel they are not free to suggest ideas, you lose. Do not discount ideas from unexpected sources. Inspiration can, and does, come from anywhere.
- It isn't enough merely to be open to ideas from others. Engaging the collective brainpower of the people you work with is an active, ongoing process. As a manager, you must coax ideas out of your staff and constantly push them to contribute.
- There are many valid reasons why people aren't candid with one another in a work environment. Your job is to search for those reasons and then address them.
- Likewise, if someone disagrees with you, there is a reason. Our first job is to understand the reasoning behind their conclusions.
- Further, if there is fear in an organization, there is a reason for it—our job is (a) to find what's causing it, (b) to understand it, and (c) to try to root it out.
- There is nothing quite as effective, when it comes to shutting down alternative viewpoints, as being convinced you are right.
- In general, people are hesitant to say things that might rock the boat. Braintrust meetings, dailies, postmortems, and Notes Day are all efforts to reinforce the idea that it is okay to express your-

self. All are mechanisms of self-assessment that seek to uncover what's real.

- If there is more truth in the hallways than in meetings, you have a problem.
- Many managers feel that if they are not notified about problems before others are or if they are surprised in a meeting, then that is a sign of disrespect. Get over it.
- Careful “messaging” to downplay problems makes you appear to be lying, deluded, ignorant, or uncaring. Sharing problems is an act of inclusion that makes employees feel invested in the larger enterprise.
- The first conclusions we draw from our successes and failures are typically wrong. Measuring the outcome without evaluating the process is deceiving.
- Do not fall for the illusion that by preventing errors, you won't have errors to fix. The truth is, the cost of preventing errors is often far greater than the cost of fixing them.
- Change and uncertainty are part of life. Our job is not to resist them but to build the capability to recover when unexpected events occur. If you don't always try to uncover what is unseen and understand its nature, you will be ill prepared to lead.
- Similarly, it is not the manager's job to prevent risks. It is the manager's job to make it safe to take them.
- Failure isn't a necessary evil. In fact, it isn't evil at all. It is a necessary consequence of doing something new.

- Trust doesn't mean that you trust that someone won't screw up—it means you trust them even when they do screw up.
  - The people ultimately responsible for implementing a plan must be empowered to make decisions when things go wrong, even before getting approval. Finding and fixing problems is everybody's job. Anyone should be able to stop the production line.
  - The desire for everything to run smoothly is a false goal—it leads to measuring people by the mistakes they make rather than by their ability to solve problems.
  - Don't wait for things to be perfect before you share them with others. Show early and show often. It'll be pretty when we get there, but it won't be pretty along the way. And that's as it should be.
  - A company's communication structure should not mirror its organizational structure. Everybody should be able to talk to anybody.
  - Be wary of making too many rules. Rules can simplify life for managers, but they can be demeaning to the 95 percent who behave well. Don't create rules to rein in the other 5 percent—address abuses of common sense individually. This is more work but ultimately healthier.
  - Imposing limits can encourage a creative response. Excellent work can emerge from uncomfortable or seemingly untenable circumstances.
  - Engaging with exceptionally hard problems forces us to think differently.
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- An organization, as a whole, is more conservative and resistant to change than the individuals who comprise it. Do not assume that general agreement will lead to change—it takes substantial energy to move a group, even when all are on board.
- The healthiest organizations are made up of departments whose agendas differ but whose goals are interdependent. If one agenda wins, we all lose.
- Our job as managers in creative environments is to protect new ideas from those who don't understand that in order for greatness to emerge, there must be phases of not-so-greatness. Protect the future, not the past.
- New crises are not always lamentable—they test and demonstrate a company's values. The process of problem-solving often bonds people together and keeps the culture in the present.
- *Excellence, quality, and good* should be earned words, attributed by others to us, not proclaimed by us about ourselves.
- Do not accidentally make stability a goal. Balance is more important than stability.
- Don't confuse the process with the goal. Working on our processes to make them better, easier, and more efficient is an indispensable activity and something we should continually work on—but it is not the goal. Making the product great is the goal.

## Information Items

### Summer Projects Update

- Collaboration Room carpeting is done. (Can view after the meeting if you wish)
- Waiting on storage lockers for musical instruments (should arrive by August 1)
- Cleaning in rooms and hallways is going well
- Brett Ernst and Jeff Kilburg have been working on the installation of the new kitchen equipment, along with re-wiring some of the areas. (Can view after the meeting if you wish)
- Steve Schroeder is working to clean out the old Ag classroom area...We will only use for storage in the future. He will move his office into the main building by the end of next school year (next summer).

### Professional Learning Overview

- Several staff attended a meeting in Dubuque a couple of weeks ago...good learning information.
- Continually reviewing materials to plan for this school year, and working to develop comprehensive professional development that will benefit each staff member individually in their curricular area/grade level. Always the key.

### School Board Elections

Below is a timeline for the September 2017 School Board Elections from IASB:

*Monday, July 10 - First Day for Candidate Filing: First day to file nomination papers with the board secretary.*

*Saturday, July 29 - Last Day for Vacancies: Vacancies or resignations on a school board occurring on or before today must be filled at the school board election.*

*Thursday, August 3 - Candidate Filing Deadline: Last day to file nomination papers with the board secretary. Deadline is 5 p.m.*

*Friday, August 4 - Nominations Delivered: Board secretaries deliver nomination papers to county auditor. Deadline is 5 p.m.*

*Tuesday, Aug. 8 - Withdrawal Deadline: Last day candidates may withdraw. Last day written objections to nomination papers or eligibility of candidates may be filed.*

*Tuesday, Sept. 12 - School Election Day. Polls are open from 7 a.m. until 8 p.m.*

*Friday, Sept. 15 - Canvass of Votes: Election canvass of votes.*

*Organizational Meeting: No date is legally specified for the organization meeting. It is the local board's first regular meeting following canvass. During this meeting, the school board organizes for the new term.*

**Comments from Building Principals, Superintendent and School Board Members**

Meyer shared an article and the Annual Progress Report to the Community that will be in the Bellevue Herald Leader the week of July 17.

**Adjourn**

Next meeting is August 14, 2017.





***President John Adams said it best:***

*"The whole people must take upon themselves the education of the whole people and be willing to bear the expenses of it. There should not be a district of one mile square, without a school in it, not founded by a charitable individual, but maintained at the public expense of the people themselves."*

*In 1776, the nation needed public education. The same is still true today, 241 years later. Let's continue to support and celebrate our local public schools—by supporting them, we are supporting children, communities and our economy.*