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Comet Highlights **October 10, 2016**

Consent Agenda Overview

Approved Open Enrollment Requests

Vanessa Blake and Anna Kromminga - Both of these students moved to the Maquoketa CSD, but will remain taking courses at the Bellevue Schools. This is allowed by open enrollment rules and regulations.

Approved Resignations

Dave Putman from Assistant HS Boy's Basketball.

Approved Recommendations to Hire

Jesse Bakey as Drama Assistant; This is a position we have every year for the Musical, and Jesse who is also the Art teacher is interested in this position. We believe he will do a great job working with students on the sets, assisting overall, etc.

Comet Curriculum Presentation

Joannie Kilburg presented on some literacy strategies for grades K-12 that she is working collaboratively on with teachers and students. Joannie specifically discussed strategies for fiction and non-fiction reading, and specific curricular area reading (Science, Social Studies, etc.). Joannie also discussed the aspect of critical thinking skills and "thinking differently" along with sharing a bookmark highlighting questions that students can ask themselves when they are reading or which teachers can ask students. Some of these included:

- What surprised me?
- What does the author think I already know?
- What changed, challenged, or confirmed what I already know?

Comet School Finance Information

Penny reviewed the Certified Annual Report for the Bellevue CSD, including overall funds and specific balances for each fund in the school district. In addition, Meyer discussed our tentative enrollment numbers for funding for next school year, including the positive difference for open enrollment with 64 students open-enrolled into the district with 19 open-enrolled out of the district. This is a positive number when compared to other districts across the state as a whole. Meyer stated that he is not 100% sure where we stand overall for funding, but will have a better vantage point later in the week or next week when all figures become final with the state.

These numbers may also have an impact on potentially offering an "early retirement" package for veteran staff this year or next year (or sometime in the future). The benefit of an "early retirement" program would be the aspect of hiring teachers at approximately \$20,000 less (or more). This would impact the general fund positively. It would also mean losing some very experienced and high-quality staff members. It would save the district money overall, as the "early retirement" incentive is paid from the Management fund, and teacher salaries are paid from the General Fund. Management funds come from the school funding formula and are levied each year based on need.

More discussion will be held on this at the November Board Meeting.

Modified Allowable Growth

Each year the district is eligible to 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 OR for an increased enrollment. Right now it appears that Bellevue will be able to apply for "spending authority" for between \$45,000 and \$75,000. Deadline for application for this is December 1, 2016 and Meyer will apply as this was approved by the Board. This procedure gives the district spending authority for this school year, as we must pay the other district for the student this year even though we do not get the funding until next school year...it is not giving us more money now, but the increase in authority that each student brings our district financially.

Driver's Education

Board Approved the following: The district has been working with the Mississippi Bend Area Education Agency for several years (13 years) to provide driver's education to our students. The cost has not rose in several years as it still remains at \$370/student (with free and reduced pricing available for those families who qualify for free/reduced lunches). Our students are not required to utilize this service, but many do (they can utilize other services in the area). The price is reasonable overall, and the staff that provides the classroom and driving instruction have been great to work with. Meyer recommended we approve this, as the AEA has done a great job in providing service to our students and their families.

Some information overall from the last few years, and about the program overall:



Driver Education

Bellevue Community School District

School Year	Enrollment	Waivers
2011-12	59	10
2012-13	67	12
2013-14	32	6
2014-15	50	12
2015-16	42	10

- One 3-week session offered each summer.
- One 3-week session offered during school year.
- School district offers Driver Education 'Pass/Fail' with no credit given.

As you can see the program provides services to a fairly significant number of students. In addition, for clarification, the Bellevue CSD must pay for the waivers of students who enroll who live in our school district (including Marquette/St. Joe's students) who are eligible for free and reduced lunch.

National School Board Association Conference

The conference is in Denver, and reservations open up this week for lodging and the conference overall. Attendance was authorized at the last regular board meeting. The following Board members expressed an interest in attending: Kevin Lundin, Janet Sieverding and Martha Montgomery-Henning. Mike Reed is going to let Meyer know in the next couple of days.

This is an outstanding learning experience for any educator or board member. The sessions provide input to those in attendance on the direction of education nationally and beyond, and allows us to see where we "stand" as a school in Bellevue, Iowa.

Facilities Discussion

Meyer briefly discussed a meeting that Brett Ernst and he had with an architectural firm last Friday, and Meyer let them know we may be looking for a firm to do some analysis of our overall facilities in the future.

The district has scheduled a facilities meeting for Wednesday, October 26, and board members are encouraged to let Meyer know of any additions to the committee. If people are interested they can also contact Meyer directly. Some points of emphasis are the elementary building, MS/HS music room, and facilities overall for long-term planning for facilities and the location of facilities.

In addition, Brett Ernst also received quotes on the middle school roof from two businesses. The prices are good for 30 days, and I do NOT see prices getting cheaper. The quotes came in lower than we anticipated (initially I figured up to \$150,000), and one quote is for \$87,724 and the other is for \$96,730. Meyer recommended accepting the lower quote from Jim Giese Roofing. The work will not begin until this upcoming summer.

Comet Reading and Reflection

Attached is a short excerpt to read from the book "Growth Mindset" by Carol Dweck, that the board reflected upon and discussed at the meeting. This is a book we are having all teachers read and discuss at district meetings. It focuses on having the right "mindset" (attitude in many ways) to achieve the things that are difficult. We are utilizing it to make sure we recognize the strengths of students, encourage the students, and to ideally help them develop a "growth mindset" in their own endeavors as students. It is also a great book for adult mindsets...everyone! The excerpt is at the end of the notes.

Information Items

School Attendance

The state of Iowa released attendance reports for the entire state a couple of weeks ago. Bellevue's attendance is much better than the state average. The state is attempting to make awareness about chronic absenteeism and its negative impact on student achievement, graduation rates, etc. Chronic Absenteeism is defined as missing 10% or more of the school days (roughly 18 days for the year) for any reason, excused or unexcused.

K-3

K-8

K-12

Bellevue	0.6%	1.7%	3.4%
State	5.6%	6.2%	8.3%

We fared well in this...Why? I do not know for sure, but some possibly reasons may include our administration and administrative staff work to find out why students are gone and work to get them back into school as soon as possible. This "caring" and showing "they are missed" is important, in my opinion. Also, school is hopefully relevant to students, and they want to be here. There are also other factors as well, but these are a couple that may be important to emphasize. This data has been released to the media, and you may here more about this in the future.

Some other information from the Department of Education:

- Children who are chronically absent in preschool, kindergarten and first grade are much less likely to be reading on grade level at the end of third grade, according to the Child and Family Policy Center.
- We know that when students fall behind early on, they face other challenges as they progress through school. For example, students who can't read at grade level by third grade are four times more likely to drop out of high school.
- We have a comprehensive initiative in early literacy in Iowa focused on identifying struggling readers and getting them the help they need so they can get back on track. However, it's much harder to support struggling readers when they are not in school regularly. It's difficult to make progress, and for teachers to monitor that progress, when students frequently miss school.

Extracurricular Update

Meyer updated the Board on upcoming extracurricular events for the district, and highlight some that have taken place.

- Football - Undefeated and ranked 8th in the state; Clinched a playoff birth, and with one more win will clinch a home playoff game; Two remaining games are at Jesup and at Maquoketa Valley. First playoff game is on Friday, October 28.
- Volleyball - River Valley Conference (RVC) tournament begins on Tuesday where we play at Wilton vs Wilton, Northeast and Mid-Prairie; The Championship Round and Consolation Rounds are Thursday night; District play for the Comets will begin at home on Monday, October 24 vs the winner of Clayton Ridge and Cascade.
- Cross Country - RVC meet is on Thursday in Coralville; Districts in Cedar Rapids on October 20; State (if qualify) is on Saturday, October 29 in Fort Dodge; Camryn Reeg is ranked #1 in class 1A; Eli Witt is ranked #13 in class 1A; The boy's team is ranked #10 in class 1A
- Band - Competed in state marching band contests in Dubuque on Saturday, and received a very strong score of "2", only a few points away from a "1"

rating. There has been improvement each year in the last 3 years, and the group is striving for a "1" rating.

- Choir - The RVC Vocal Festival was last week, and Bellevue was well-represented with several strong performances in the large group.

IASB Conference & AEA Learning Sessions

This is in Des Moines on November 16 & 17. Kevin and Meyer will be going out on the 16th early in the morning. Mike Reed is attending on the 17th. Meyer also mentioned that if anyone is interested in attending the Board-Administrator meeting at the AEA on October 12 on "Ditch that Textbook" or the Every Student Succeeds Act with Department of Education Director Ryan Wise on October 25 at 5:00 to let him know.

"Beyond the Blue"

The "Hall of Fame" committee, now referred to as the "Beyond the Blue" award is taking shape thanks to some dedicated committee members. The name seems to fit as we are looking to honor past graduates and the things they accomplished after they graduated Bellevue High School. At this time it is only for graduates, but could eventually include staff members. At the end of the notes is some information on this (I have included it in the notes in the past as well).

Comments from Building Principals, Superintendent and Board Members

Adjourn

Next meeting on Monday, November 14 @ 6:30 PM

Comet Highlights
Board Work Session
September 28, 2016

The Board met on September 28, 2016 at 7:00 PM for a Work Session on overall school facilities, specifically where students are present.

Discussion was focused on two main areas
MS/HS music room
Bellevue Elementary building.

Comments focused on the need to improve the overall conditions of the music room at the middle/high school, costs for a project like this, and if its current location is the best location overall for the long-term future. Some things discussed in the past, and at the meeting, included removing several smaller rooms in the music room area for more space, removing the "drop ceiling" and allowing the steel frames to show (with acoustical foam, etc applied to the beams and ceiling), repairing the outside through an addition of brick, painting and/or other basic things. Meyer estimated that \$30,000 would go quite a way toward this project overall.

The discussion on the music room connected to the discussion on the Bellevue Elementary building. The district has discussed the elementary building in the past. The 1848 addition is obviously aged, and some things cannot be done to improve it, without making major changes and spending significant amount of money to meet new "codes" that the building has been "grandfathered-in" from the past. The 1848 building has both 5th grade classrooms in it, along with a Reading Room, Title 1/Technology Lab Room, Special Education Room, Art Room (limited use), a Teacher's Workroom, and several offices for TLC coaches and speech. Any removal of students from this building would mean finding them another location. A question came up in regard do we need better learning environments for our students, and if so what would that entail potentially?

Related to this is that the 1968 and 1972 additions are in very good shape overall considering their age and are not in dire need of significant improvements.

As a result, discussion was held about several things, including the following: Removing the current stage, gym, kitchen and cafeteria area. Replacing this with a new "brighter" and 21st century addition for students that would extend east into the current playground possibly (playground areas could be located to the east on school property across 3rd street).

Removing part of the 1848 building or the wings directly connected to it to make room for more modern learning environments to be constituted (in connection with #1 or by itself).

Moving the elementary to the current Bellevue MS/HS campus with the land that the district already has. This would mean moving some buildings around, adding one

or more driveways and separating MS/HS automobile traffic from elementary traffic, and finding an appropriate location that could easily utilize the current gym, art room and music room (or move the art/music room somewhere else). Purchasing land to build a new elementary school near the current MS/HS campus.

In regard to costs, Meyer has participated in some basic conversations in the past with architects/engineers who estimate that a new building would cost between \$10-14 million, plus relocating some areas if it was built on the district campus. This would require a bond issue. Other construction at the current elementary site is difficult to determine without a clear plan, but estimates could be anywhere from \$3-8 million (estimate!).

Ultimately, the Board decided to have Meyer work with the district Facilities Committee to share these thoughts and other basic thoughts to gain their insight, thoughts, input, etc. Meyer will be contacting them soon, and report back to the Board on the discussion. The plans will have an impact on what the "remodeling" of the music room will be and/or when.

Meyer and others will also need to share with others in the community to gain insight on those who live in the community. Meyer will also contact some architects on their thoughts, along with restoration experts.

Some other information. The latest addition to the MS/HS will be "paid for" in 2029, with an option to pay off in 2021 (if money is available). The district can likely save up to \$3 million dollars in six years in a realistic scenario (this is PPEL and SAVE Funds - which cannot be used for staff salaries, etc.).

If you have any questions, please feel free to contact me. This is only a summary of the meeting, but I attempted to include the main discussion points.

Bellevue Community School District
Beyond the Blue

Mission of the Bellevue Hall of Fame

"The mission of "Beyond the Blue" is to recognize graduates who have impacted society in a positive manner through their outstanding accomplishments and contributions.

Criteria

- Recognition for graduates (out of school a minimum of 10 years) is based on their contributions, accomplishments, and impact in life after graduation through any of the following areas:
 - Community, State, National & World Impact
 - Professional Careers
 - Humanitarian Contributions
 - Leadership Positions/Actions

- *Intercollegiate Accomplishments*
- *Lifetime Achievements*
- *Contributions and accomplishments to the school district*

Nomination Process

- *Community members or past graduates can nominate anyone who they believe deserves consideration for "Beyond the Blue" recognition.*
- *Nomination forms and information is available online and posted on Facebook, the Bellevue Community School District website, and both schools and the district office. Nomination forms should "tell the person's story"*

Recognition of Beyond the Blue recipients and nominees

Beyond the Blue recipients will have their names displayed on a plaque in the Bellevue High School Hall of Pride, along with a short summary of their accomplishments posted for the year of their induction. Recipients will be recommended to the Bellevue Board of Education for formal approval prior to the official notification and decision, and those chosen will be notified privately in regard to their interest in this recognition before information is shared with the Board of Education and becomes public. Formal recognition will take place the Friday before BHS Graduation each year with students in school and at a "Beyond the Blue" reception that evening, along with a brief recognition at Graduation on Saturday evening.

There is no specific number established for recognition each year, and nominees can be selected in later years if not selected in their initial nomination year. Nominees will always be in consideration, along with any new nomination forms for the nominee that are submitted.

Committee Member Selection

The initial committee will make decisions on future committee members, including amount of members needed for selection, a potential rotation of members every few years, and other aspects to make the process both effective and efficient.

Current committee members include: Mary Reed, Lucy Zeimet, Jo Ernst, Rick & Emily Reeg, Rick and Kay Pogemiller, Pastor Paul Gammel, Dave Wright, Tim Roth, Janet Sieverding

"Beyond the Blue" Recognition Form

All Bellevue High School graduates are eligible for nomination and recognition into this program, recognizing the purpose of "Beyond the Blue" is to recognize graduates who have contributed and had an impact in life after graduation through any of the following areas:

- *Community, State, National & World Impact*
- *Professional Careers*
- *Humanitarian Contributions*
- *Leadership Positions/Actions*

- *Intercollegiate Accomplishments*
- *Lifetime Achievements*
- *Contributions and accomplishments to the school district*

**Graduates must be out of school for a minimum of 10 years for consideration.*

Date _____

Name of Nominee _____

Nominee Address _____

Nominee Phone Number _____

Name, Address and Phone Number of Person Nominating

In a one page summary please document any of the following to "explain" the person's story and impact.

- *What makes the actions of the nominee significant overall?*
- *Why is this person special and deserving of recognition?*
- *What specific honors, awards and/or accomplishments has this person been recognized or involved in since high school?*
- *Any other information you deem necessary.*

Submit the nomination form, one page summary, and any other materials to the following address:

*Bellevue Community School District
Attn: Tom Meyer
1601 State Street
Bellevue, Iowa 52031*

Questions can be directed to Tom Meyer at 563.872.4913

Nominees not selected this year will remain in the committee's files for the following years' selection process. They will always be in consideration, along with any new forms for the nominee and other nominee's information.

“Everyone should own this book.”
—CHIP HEATH & DAN HEATH, authors of *Made to Stick* and *Switch*

mindset

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THE TRUTH ABOUT ABILITY AND ACCOMPLISHMENT

Try to picture Thomas Edison as vividly as you can. Think about where he is and what he's doing. Is he alone? I asked people, and they always said things like this:

"He's in his workshop surrounded by equipment. He's working on the phonograph, trying things. He succeeds! [Is he alone?] Yes, he's doing this stuff alone because he's the only one who knows what he's after."

"He's in New Jersey. He's standing in a white coat in a lab-type room. He's leaning over a lightbulb. Suddenly, it works! [Is he alone?] Yes. He's kind of a reclusive guy who likes to tinker on his own."

In truth, the record shows quite a different fellow, working in quite a different way.

Edison was not a loner. For the invention of the lightbulb, he had thirty assistants, including well-trained scientists, often working around the clock in a corporate-funded state-of-the-art laboratory!

It did not happen suddenly. The lightbulb has become the symbol for that single moment when the brilliant solution strikes, but there was no single moment of invention. In fact, the lightbulb was not one invention, but a whole network of time-consuming inventions each requiring one

or more chemists, mathematicians, physicists, engineers, and glass-blowers.

Edison was no naïve tinkerer or unworldly egghead. The "Wizard of Menlo Park" was a savvy entrepreneur, fully aware of the commercial potential of his inventions. He also knew how to cozy up to the press—sometimes beating others out as *the* inventor of something because he knew how to publicize himself.

Yes, he was a genius. But he was not always one. His biographer, Paul Israel, sifting through all the available information, thinks he was more or less a regular boy of his time and place. Young Tom was taken with experiments and mechanical things (perhaps more avidly than most), but machines and technology were part of the ordinary midwestern boy's experience.

What eventually set him apart was his mindset and drive. He never stopped being the curious, tinkering boy looking for new challenges. Long after other young men had taken up their roles in society, he rode the rails from city to city learning everything he could about telegraphy, and working his way up the ladder of telegraphers through nonstop self-education and invention. And later, much to the disappointment of his wives, his consuming love remained self-improvement and invention, but only in his field.

There are many myths about ability and achievement, especially about the lone, brilliant person suddenly producing amazing things.

Yet Darwin's masterwork, *The Origin of Species*, took years of teamwork in the field, hundreds of discussions with colleagues and mentors, several preliminary drafts, and half a lifetime of dedication before it reached fruition.

Mozart labored for more than ten years until he produced any work that we admire today. Before then, his compositions were not that original or interesting. Actually, they were often patched-together chunks taken from other composers.

This chapter is about the real ingredients in achievement. It's about why some people achieve less than expected and why some people achieve more.

MINDSET AND SCHOOL ACHIEVEMENT

Let's step down from the celestial realm of Mozart and Darwin and come back to earth to see how mindsets create achievement in real life. It's funny, but seeing one student blossom under the growth mindset has a greater impact on me than all the stories about Mozarts and Darwins. Maybe because it's more about you and me—about what's happened to us and why we are where we are now. And about children and their potential.

Back on earth, we measured students' mindsets as they made the transition to junior high school: Did they believe their intelligence was a fixed trait or something they could develop? Then we followed them for the next two years.

The transition to junior high is a time of great challenge for many students. The work gets much harder, the grading policies toughen up, the teaching becomes less personalized. And all this happens while students are coping with their new adolescent bodies and roles. Grades suffer, but not everyone's grades suffer equally.

No. In our study, only the students with the fixed mindset showed the decline. They showed an immediate drop-off in grades, and slowly but surely did worse and worse over the two years. The students with the growth mindset showed an *increase* in their grades over the two years.

When the two groups had entered junior high, their past records were indistinguishable. In the more benign environment of grade school, they'd earned the same grades and achievement test scores. Only when they hit the challenge of junior high did they begin to pull apart.

Here's how students with the fixed mindset explained their poor grades. Many maligned their abilities: "I am the stupidest" or "I suck in math." And many covered these feelings by blaming someone else: "[The math teacher] is a fat male slut . . . and [the English teacher] is a slob with a pink ass." "Because the teacher is on crack." These interesting analyses of the problem hardly provide a road map to future success.

With the threat of failure looming, students with the growth mind-

set instead mobilized their resources for learning. They told us that they, too, sometimes felt overwhelmed, but their response was to dig in and do what it takes. They were like George Dantzig. Who?

George Dantzig was a graduate student in math at Berkeley. One day, as usual, he rushed in late to his math class and quickly copied the two homework problems from the blackboard. When he later went to do them, he found them very difficult, and it took him several days of hard work to crack them open and solve them. They turned out not to be homework problems at all. They were two famous math problems that had never been solved.

The Low-Effort Syndrome

Our students with the fixed mindset who were facing the hard transition saw it as a threat. It threatened to unmask their flaws and turn them from winners into losers. In fact, in the fixed mindset, adolescence is one big test. *Am I smart or dumb? Am I good-looking or ugly? Am I cool or nerdy? Am I a winner or a loser?* And in the fixed mindset, a loser is forever.

It's no wonder that many adolescents mobilize their resources, not for learning, but to protect their egos. And one of the main ways they do this (aside from providing vivid portraits of their teachers) is by not trying. This is when some of the brightest students, just like Nadja Salerno-Sonnenberg, simply stop working. In fact, students with the fixed mindset tell us that their main goal in school—aside from looking smart—is to exert as little effort as possible. They heartily agree with statements like this:

“In school my main goal is to do things as easily as possible so I don't have to work very hard.”