



Belmond-Klemme Community School District

Interim Superintendent's Report, Chris Bergman, 4.18.24

Calendar

After input from and collaboration between multiple stakeholders, a 2024-2025 calendar is being presented for approval at tonight's board meeting.

School Improvement Advisory Committee (SIAC)

Record of Meeting Minutes

Date: March 25, 2024

Time: 6:00 p.m.

Location: Belmond-Klemme Jr.-Sr. High School

SIAC Facilitators: Justin Meyer, Erin Slifer, Mark Young, Sarah Nelson, Kaitlyn Peterson, Christine Schultz, and Chris Bergman

A meeting of the School Improvement Advisory Committee of the Belmond-Klemme Community School District was held on March 25, 2024 at the Belmond-Klemme Jr.-Sr. High School, starting at 6:00 p.m.

The following SIAC members were present: Griffin Paulsen, Lillyanna Aguilera, Ella Negrete, Callum Sifert, Tate Goeman, John Sifert, Shannon Wadsley, Sarah Nelson, Joel Pals, Raelyn Thilges, Justin Meyer, Anna Buseman, Barry Huedepohl, Michelle Murphy for Gary Berkland (school board), Mark Young, CKay Jensen, Craig Johnson, Patty Reed, and Chris Bergman.

Introductions and Purpose

Mrs. Bergman welcomed the diverse stakeholder team, introduced the planning and facilitation team, and set the purpose of the meeting as follows: sharing current B-K Bright Spots, focusing on the B-K Mission and Vision, discussing and sharing insights regarding bullying and harassment, sharing calendar options, overviewing safety and security measures, and providing answers to the focus questions from the initial meeting.

B-K Bright Spots

With the prompt...what we are grateful for, proud of, excited about, etc., stakeholder small groups discussed and shared celebrations regarding current happenings in the B-K school district and community.

Educational Needs

Counselors Sarah Nelson and Kaitlyn Peterson highlighted the differences between rude, mean and bullying behavior in the following manner:

When someone says or does something unintentionally hurtful, and it happens once, that is **RUDE**.

When someone says or does something intentionally hurtful, and it happens once, that is **MEAN**.

When someone says or does something intentionally hurtful, and it continues to happen repeatedly even when you have told them to stop or show them you are upset, that is **BULLYING**.

Our committee discussed the continued need to teach these definitions and share them with families in order to address them appropriately. Likewise, the committee shared insights regarding ways to prevent and address these behaviors at the lowest level in order to avoid bullying situations.

The district policy team reviews overarching board policies that further define bullying and harassment, as well as the processes for addressing such situations as well as the consequences that follow.

Beyond this topic, the counselors shared specific ways our school counselors deliver the bullying/harassment prevention programming, including: classroom lessons (communication skills, conflict-resolution skills, decision-making skills, acceptance of differences, recognition of early warning signs, appropriate use of technology and social media, bystander training), fostering positive staff and student relationships, and mental health awareness training.

Additionally, the counselors shared delivery of bullying/harassment intervention, including: conflict mediation, de-escalation techniques, collaboration with administrators and staff, safety planning, and individual skill development (anger management, empathy, and self-advocacy).

At the elementary, classroom, small group, and individual instruction is guided by American School Counselor Association (ASCA) Standards and covers topics such as impulse control, healthy coping skills, growth mindset, personal space, exploring emotions, friendship skills, and conflict resolution. Lessons are presented to grades K-3 in each classroom every 2-3 weeks.

At the middle level, bi-weekly social-emotional learning (SEL) lessons (grades 4-6) and daily lessons in exploratory class (grade 7) include topics such as healthy coping and self-regulation skills, respect and conflict resolution, mental health awareness, and academic and career readiness skills.

Similarly, Bronco Pride occurs biweekly and focuses on academic and career readiness skills such as collaboration, time management, goal setting, responsible decision making, and problem solving.

Individual counseling and crisis response occurs when students are referred by self, families, staff, and behavioral data.

In the 8th Grade Careers course, students develop an ICAP and learn from guest speakers.

Annual Planning Meetings with students 9th-12th include conversations focused on the following: "If you were graduating today, what would you do tomorrow?" Determining end goal and backwards planning regarding concurrent enrollment opportunities, course load and timing, as well as ACT testing and scholarship applications are current focus areas.

B-K student representatives were integral in providing ideas for addressing rude, mean and bullying behaviors and highlighted being intentional and consistent to provide safe ways to share incidents, promote self-advocacy, identify boundaries, problem-solve next steps, build student-staff relationships, support victims, prevent retaliation, support offenders with learning, and communicate strategies for dealing with such behaviors to students and parents. It was shared that bullying behaviors also occur outside of school and/or on social media and integrate into the school day which impacts learning. A need to focus on proactive prevention was shared by committee members.

Calendar

The bill regarding moving the start date for schools did not survive the 2nd funnel week. Although this legislation is unlikely to be added to any pending/future legislation, the calendar hearing and board recommendation will take place at the April 18th meeting; most likely, the **August 23rd start date calendar** will be the recommendation.

Focus Questions Answers

The facilitation team addressed new teacher mentoring, professional opportunities for current staff, male/female academic performance, growing students already proficient with the standards expected at their grade level, closing learning gaps, and enrollment in college preparatory courses.

Closing Remarks

As this committee is new this year, conversation led to the idea of continuity moving forward. Mrs. Bergman wrapped up the meeting by seeking the committee members' desire to serve in this leadership capacity next year. Then, after the 2024-2025 school year, SIAC members will rotate. An interest survey will be sent to current team members; new team members will be added as needed.

When and where is our next meeting?

Fall 2024, Location TBD

Meeting Adjourned: 7:55 p.m

Board Goals and Focus Questions

At our fall board workshop, the board identified goals of improved communication and increased opportunities and experiences for critical thinking, as well as a focus on literacy. Throughout the year, district focus has been on any and all related learning and action steps for students, staff and administrators. At one of the board meetings, five questions from SIAC conversations were shared as focal points. This year, board goals and focus questions have been used to guide my work and allocate my time.

In relation to the board goals and the following focus question (**critical thinking**) which was addressed at our last SIAC meeting, I would like to share some action steps happening in the district:

How are we serving the students already proficient with the standards expected at their grade level? (Slide 40 of attached document)

This question has been of great interest to all our stakeholder groups. Our students, in more than one meeting have addressed their desire for deeper daily challenges, rigorous coursework, increased opportunities, and real-world experiences. Our teachers have sought professional development regarding differentiated instruction and ways to serve students requiring greater challenge in order to increase their achievement. Throughout the year and in our SIAC meetings, parents have expressed their desire to compliment the inspiring extracurricular opportunities at BK with the highest level of learning for their students.

One board and district response to this question was to seek a teacher willing to pursue an endorsement in the area of Talented and Gifted (TAG). *Not only does a teacher with this knowledge serve identified students within this type of program, he/she provides professional learning regarding meeting the needs of students already proficient in grade-level standards, collaborative support for teachers and paraeducators planning and implementation of instructional strategies, direct instruction of students, connection to college and career experiences/curriculum/resources for students and parents, lesson planning support for all students in need of increased challenge for personal growth, and so much more.* This role is invaluable to all within a district.

We are all grateful that Erin Slifer took on this challenge and has been taking coursework from staff at the nationally-acclaimed [Belin-Blank Center](#) (University of Iowa) to support BKCS D in this area. I also appreciate that the board approved the change in her role and the investment in paying for her related coursework.

To honor both of these efforts, since the fall, I have collaborated with principals to ensure the DE required professional learning for staff, administration of assessments and communication to parents for TAG identification (all 7th and 3rd grade), and direct service to students is underway in BK. In the fall, to provide the necessary teaching tools for this year, professional development occurred when CRAEA

provided 7-12 learning around differentiation and support for students needing instruction and experiences beyond grade-level standards. Also, additional learning was provided to 7-12 staff by Erin Slifer. Erin continues to collaborate with 7-12 teachers as needed. At Jacobson, Erin has engaged in beginning conversations regarding understanding and implementation of the assessment/identification process. Now, assessment windows have been administered (a time-intensive, two-prong approach with a screener and an in-depth assessment), she will communicate with parents and support planning for next year. Professional learning for PK-6 staff will occur prior to the end-of-the-year.

In relation to our board-identified goal for improved **communication**, I would like to share that our TLC team will be sharing at the next board meeting. For now, I would like to share a quick overview of their work which I have encouraged them to consider sharing at a conference this summer. I believe they are doing groundbreaking work that many districts could benefit from knowing.

In this vein, with the board, I have shared the document they created related to healthy conflict resolution. Since Willow was here, our conversations have centered around specific next steps including interactions such as student to student, student to staff, staff to staff, staff to administration, administrator to administrator, parent to staff, parent to administrator, district administrator to family/community, etc. Getting very clear on process and expectations for addressing concerns and respecting others creates a safe space for solutions and moving a district forward.

As I focus my work within the time I have serving BK, I will continue to prioritize and emphasize work related to the board-identified and -approved goals.

Years of Service

TLC-identified area to grow BK as the best place to belong and grow...I scheduled a time to visit with the Jr.-Sr. High and Jacobson staff members to celebrate years of service and met with all other staff groups as well. Recognition pins in 5-year increments were ordered and shared along with words of gratitude, and a message of using our last days with students and one another to become the best we can be and to enjoy the moments that make each day special for students, staff, families, and the community.

Safety and Security

I attended the United Methodist Church's viewing of [GRIDSHOCK: A Film About Sex Trafficking in Iowa](#). It was well-attended, and positive conversation ensued.

Next fall, on October 4th, BKCSO will engage in a full-day of professional learning with Eagle Grove and Clarion-Goldfield-Dows. The training will consist of standard response protocol and standard reunification methods for school districts. [I Love U Guys Foundation](#) We are grateful for our partnership with Wright County and our local police department.

Outdoor Classroom

The outdoor classroom, owned by the BKCSO, is a vibrant place ready for learning experiences! On May 16th, an Open House will be held to honor its readiness and those whose labor of love made it possible. Students will be creating marketing materials, prepping music and food for the event, and visiting the property prior to this event. Please, join the board and stakeholders from the district as we celebrate from 5:00-6:45 pm prior to the May 16th Board meeting at 7:00 pm. which is also open to the public. If you are unable to join us on site, we will be streaming it, as always.

NIACC Collaboration and Grant for Career Center in Franklin County

Dr. Schulz provided me an update regarding the EDA Grant process. The State Historic Preservation Office has requested that NIACC provide an intensive Phase I archaeological survey as part of the environmental review process.

In addition, they moved the funding from the Disaster status to a different funding stream that will cost more for grant administration and requires adherence to Build America Buy American Act standards. This will no doubt slow the project and increase costs. If you are interested in further information: [Build America Buy America Act](#). Likewise, this new funding stream will delay the start of the project, but NIACC is pushing as hard as possible to get the construction underway this summer.

Negotiations with BKEA

April 16th, 2024, denotes official negotiations with the B-K Education Association. Gary Berkland and Rick McDaniels, along with Theresa Greenfield and Chris Bergman, represent the board/district team. Christine Schultz and Debbie Jenison represent the From the BKEA group. (Meeting time/location - 3:45 p.m./Jr.-Sr. High Library

Alternative Programming

The following link provides further information regarding the professional experience attended by James Severson, Callie Stein, and Dena Mennenga: [Iowa STEM Class/Work](#)

Communication

[April Community Newsletter](#)

Calendar Events

4.9.24	Gridshock @ 7:00 (United Methodist Church, Belmond)
4.12.24	TSS/Legislative Implementation, Area Superintendents and SBOs (Clear Lake)
4.12.24	Teacher Quality Meeting (State-Mandated)
4.16.24	Negotiations with BKEA @ 3:45
4.18.24	Board Meeting @ 7:00 (Jr.-Sr. High School Media Center)
5.16.24	Board Meeting @ 7:00 (Jr.-Sr. High School Media Center)
5.27.24	No School (Memorial Day)
5.31.24	Last Day of School (Possible)
6.20.24	Board Meeting @ 7:00 (Jacobson Elementary)