

**Belmond-Klemme Community School District**  
**Board of Directors Retreat and Work Session**  
5:00 P.M., Thursday, September 8, 2022  
Held at the Jenison-Meacham Memorial Art Center  
1179 Taylor Avenue, Belmond, Iowa 50421

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The scheduled meeting is a special meeting for the Board of Directors of the Belmond-Klemme Community School District. A quorum of school board members may be present and participate in the discussion. The meeting on the date above is an informal school board retreat and work session. A formal meeting will not be convened, so rules of order will not be followed nor will any action be taken during this meeting time. The purpose of this agenda is simply to provide the public with full disclosure of all school board activities.

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**School Board Retreat and Work Session: *Superintendent and Board Goals***

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|--|-------------|
| 1) Call to Order; Roll Call                                      | (5:00 P.M.) |
| 2) Introductions, Orientation, and Goals for this Session        | (5:01 P.M.) |
| 3) The Iowa School Board Standards, Board Governance             | (5:15 P.M.) |
| 4) The Role of the Board-administrative Management Team          | (5:30 P.M.) |
| 5) Dealing with Public Complaints; Dealing with Staff Complaints | (5:45 P.M.) |
| 6) The Iowa Open Meetings Law and the Ethics of Closed Sessions  | (6:00 P.M.) |
| 7) Dinner Break  | (6:15 P.M.) |
| 8) Principles of Goal Development                                | (6:30 P.M.) |
| 9) The B-K School Improvement Plan                               | (6:45 P.M.) |
| 10) Goal Identification and Action Planning                      | (7:00 P.M.) |
| 11) Board Comments, Future Agenda Planning, and Adjournment      | (7:30 P.M.) |
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No discussion will take place at the above meeting other than those topics disclosed in this agenda. Iowa Code § 21.4 on Public Notice of official meetings open to the public states, “a governmental body shall give . . . the tentative agenda of the meeting, in a manner reasonably calculated to apprise the public of that information.”

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## Board of Directors Goal Setting Retreat and Work Session

### IASB Strategic Retreat

Board Development Director Lou Ann Gvist is facilitating our board retreat. She wrote, “I can help you out with a custom workshop focused on a new (or reaffirmed) set of board and superintendent goals.”

The Belmond-Klemme Board chose to request Thursday, September 8, 2022, as the evening for their goal retreat.



### Aligning Goals

Many school boards focus across four sets of goals and try to seek alignment among the different levels of goals:

- a) **District Goals** – Goals for the overall district;
- b) **Board Goals** – These are specific to the board team and its governance;
- c) **Superintendent Goals** – These allow for a clear understanding of expectations for the superintendent’s next evaluation; and
- d) **Building Goals** – Individual sites may have goals specific to their sites that relate back to the district’s goals.

### Previous IASB Retreat

The Belmond-Klemme Board of Directors met on Tuesday, September 17, 2019, at 5:00 P.M. in the conference room of Iowa Specialty Hospital in Belmond. Our retreat was facilitated by Harry Heiligenthal, Leadership Development Director for the Iowa Association of School Boards.

Mr. Heiligenthal helped us narrow our focus to those issues that could potentially have the greatest effect on students and their learning. By the end of the retreat, we identified two board and adjacent superintendent goals:

|   |  |
|---|--|
| <p><b>Goal 1:</b></p> <p><b>The board will</b> improve its understanding related to district efforts to improve instruction and student learning.</p> | <p><b>Goal 1:</b></p> <p><b>The Superintendent will</b> provide leadership for the board’s understanding of, and administrator/staff efforts to improve instruction and student learning.</p>            |
| <p><b>Goal 2:</b></p> <p><b>The board will</b> enhance its knowledge related to PBIS (improving culture and climate.)</p>                             | <p><b>Goal 2:</b></p> <p><b>The superintendent will</b> provide leadership for the board’s understanding of, and administrator/staff implementation/success of PBIS (improving climate and culture.)</p> |

## The Standards for Effective School Boards

The Iowa School Board Standards are designed for use by local school boards as a common framework for excellence in school board governance. Based on best practice and research, the standards encourage boards to focus on student achievement as their primary responsibility. The framework includes six standards, along with competencies and key indicators that help clarify the work of high-performing school boards.

In pursuit of world-class education that results in high achievement for all Iowa students, effective school boards:

### 1. VISIONARY TEAM

Operate as a visionary governance team in partnership with the superintendent.

- Vision and Planning—Develops a shared vision and plans for student achievement that reflects common values and core beliefs of the school community.
- Operating Practices—Uses productive practices for its own operations and development.
- Decision-Making—Ensures board decisions are based on data and deliberation.
- Board/Superintendent Relations—Cultivates a strong relationship and partnership with the superintendent, based on clear expectations and accountability.

### 2. STUDENT LEARNING

- Provide effective leadership for quality instruction and high, equitable student learning.
- Clear Expectations—Sets and communicates high expectations for student learning with clear goals and a focus on strengthening instruction.
- Conditions for Success—Supports conditions for success through board actions and decisions.
- Accountability—Holds the system accountable to reach student learning goals.
- Collective Commitment—Builds the collective commitment of community and staff to achieve the student learning goals.
- Team Learning—Learns together as a whole team to inform decision-making around the student learning goals.

### 3. DISTRICT CULTURE

- Foster a culture that enables excellence and innovation.
- High Quality Staff—Empowers the superintendent in hiring and developing the best employees available to meet the district's goals.
- Shared Leadership—Supports structures that develop instructional leadership and collaboration.
- Staff Learning—Supports research-based staff professional development aligned with district goals.
- Environment—Fosters a safe and secure environment for all students, staff, and visitors.

### 4. POLICY & LEGAL

Lead through sound policy, ensuring transparent, ethical, legal operations.

- Policy Leadership—Develops sound, written policy to clarify the board's intent for district direction.

- Legal—Ensures that board and district actions are in compliance with state and federal laws, appropriately addressing legal issues when they arise.
- Ethics—Models ethical and legal behaviors which enable the board to stay focused on district goals.
- Transparency—Establishes policies and ensures processes that are open and accountable.

## 5. FISCAL RESPONSIBILITY

Sustain and enhance district resources through planning and fiduciary oversight.

- Financial Health—Monitors and evaluates the financial health of the district, ensuring accountability and transparency in board decision making.
- Financial Forecasting—Ensures strong financial planning for the district.
- Budgeting—Ensures the district budget aligns with district goals and multi-year plans.
- Risk Oversight—Ensures sufficient risk management is in place to protect district resources.
- Facilities—Ensures school facilities enhance and enrich student and staff learning.

## 6. ADVOCACY

Advocate for public education and the needs of Iowa students.

- Championing Local Governance & Public Education—Clearly articulates and advocates for the value of public education and the important role of local school governance.
- Legislative Advocacy—Develops and strengthens on-going relationships with policymakers around improving student achievement and the needs of public education.
- Community Engagement—Fosters engagement and collaboration with all stakeholders to ensure high and equitable student learning.

## The Superintendent's Role

The superintendent is the board's main consultant and advisor on all matters concerning the school district. As such, the superintendent's duties and functions include

- Developing and recommending policies,
- Providing the board with data and information,
- Preparing and submitting to the board the preliminary budget,
- Recommending all candidates for employment.



As the CEO of the school, the superintendent is essentially the only employee of the school board. The board's primary responsibility is to determine school policy. Once a policy decision has been established by the board, it becomes the responsibility of the superintendent and the staff to execute those decisions.

## **Working Relationship between School Boards and Superintendents**

The major elements necessary to establish a positive School Board-Superintendent relationship should include the following:

1. A clear understanding of the difference between policy decisions and administrative decisions.
2. A description of the Superintendent's position listing the major duties and responsibilities.
3. Clearly established goals for both the School District and the Superintendent with appropriate time lines for completion.
4. A plan for achieving the School Board's established goals for the School District, including a plan for evaluating the Superintendent's performance and an improvement plan depending upon the results.
5. An employment contract which specifies the terms and conditions of the employment relationship between the Superintendent and the School Board and addresses such items as salary, fringe benefits, leaves of absence, expense reimbursement, etc.

A positive School Board-Superintendent relationship is essential to the effective management and operation of the School District. The foundation of an effective School Board-Superintendent relationship is a clear understanding by both parties of the Superintendent's duties and the School Board's expectations of the Superintendent. Therefore, the School Board should adopt a written job description for the Superintendent, which delineates his/her responsibilities and authority. Also, the School Board's expectations for the Superintendent should be set forth in an annual, prioritized list of performance goals.

## Public Complaints

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

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



## Communication Channels

School employees are responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community will confer with a licensed employee and then with the principal on questions and concerns. It will first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

## The Iowa Open Meetings Law



Iowa law requires all governmental bodies, including school boards, to perform their official functions in the open. All meetings, including executive sessions, must be open to the public.

Some exceptions exist under state law such as to consider strategy for labor negotiations or as permitted by the attorney-client privilege.

A public body may close a meeting to evaluate the performance of an individual who is subject to its authority.

According to Iowa Code Section 21.2, A “Meeting means a gathering in person or by electronic means, formal or informal, of a majority of the members of a governmental body where there is deliberation or action upon any matter within the scope of the governmental body’s policy-making duties.”

### **Violations of the Open Meetings Law**

The penalties for violating the Iowa Open Meetings Law are severe. It can involve the county attorney where violating members are ordered to pay damages. These fines are paid by individual school board members and are not covered by school district insurance. A second violation can result in a member being removed from office.



## Closed Sessions

Almost all school board meetings take place in the open in full view of the public. However, Iowa law (Iowa Code 21.5 Closed session.) does make exceptions for special conditions when school boards are allowed to close their doors and meet in a legal *Closed Session*.

A school board may hold a closed session only by affirmative public vote of either two-thirds of the board members present at the meeting. The following are possible reasons to hold a closed session:

- a. To review or discuss records which are required or authorized by state or federal law to be kept confidential.
- c. To discuss strategy with counsel in matters that are presently in litigation or where litigation is imminent where its disclosure would be likely to prejudice or disadvantage the position of the governmental body in that litigation.
- e. To discuss whether to conduct a hearing or to conduct hearings to suspend or expel a student, unless an open session is requested by the student or a parent or guardian of the student if the student is a minor.
- i. To evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session.
- j. To discuss the purchase or sale of particular real estate only where premature disclosure could be reasonably expected to increase the price the governmental body would have to pay for that property or reduce the price the governmental body would receive for that property. The minutes and the audio recording of a session closed under this paragraph shall be available for public examination when the transaction discussed is completed.

### **Security Procedures and Emergency Plans**

A school board may also discuss in closed session and keep confidential information concerning security procedures or emergency.

### **Labor Negotiations Discussion and Contract Bargaining**

Iowa Code (Chapter 20.17.[3]) does allow a school board to meet in closed session for negotiating sessions, strategy meetings, mediation, and the deliberative process of arbitration.

During the bargaining process with unions, the initial exchange of proposals (which can take place in one or two meetings) is held in open session. Subsequent meetings can be closed.

Where employees are not covered by a collective bargaining agreement under Chapter 20, strategy sessions of the board regarding conditions of employment are exempt from the open meetings law (21.9). Minutes are not kept; recordings are not taken.

## **Confidentiality**

### **Students and Employees**

Board member, from time to time, will receive highly confidential information. By law, student records, student grades, and student discipline are all confidential and cannot be shared with anyone in the public. Employees are also covered by state and federal law. Their records, including their personnel files and anything related to employee discipline are all protected.

Moreover, anything medical-related for students or employees is all highly confidential under the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA). Therefore, if someone asks you about a student or teacher who may be sick or injured, you cannot respond by law.

### **Closed Sessions**

Anytime a school board enters closed session (see the previous page), anything that transpires in the closed session is highly confidential and must be protected by law. Board members who disclose information about closed session discussions violate confidentiality and may be asked to resign from the board.

### **Bargaining**

Before bargaining with a union begins, the board will enter closed session to deliberate and formulate strategy. All information discussed in such closed sessions are completely confidential.

After the initial exchange of proposals, contract negotiations continue in closed sessions. Those closed session discussions must also be held in confidence. The one exception is that the bargaining sessions can be shared back with the rest of the board during further closed sessions related to the on-going bargaining.

Iowa law requires all employees in a union to refrain from negotiating with individual board members that are not on the negotiating team.

### **Social Media**

Social media, e.g., Facebook, Twitter, etc., can be a good tool for promoting the school district. Transparency using social media can enhance communication and trust.

However, the board president and the superintendent are the designated spokespersons for the school board. Online exchanges with the public regarding board policy or school events should be avoided. Please remember that in today's world, information can go viral with one or two clicks of a finger. Board directors must be ultra-careful about the type of information they choose to share on social media outlets.

## The Belmond-Klemme Community School District

### **Our Mission Statement**

The Belmond-Klemme Community School District is committed to excellence and life-long learning for *ALL*.

### **Our Vision Statement**

Our students are the key to the 21<sup>st</sup> Century—becoming life-long learners, responsible citizens, and caring individuals.

### **Our Belmond-Klemme Foundation of Beliefs**

- ❖ Academic excellence is paramount
- ❖ All students can and will learn
- ❖ The communities of the school district will work together to promote a safe and positive learning environment
- ❖ All students will be treated in a fair and equitable manner
- ❖ The education system will challenge students of all ability levels to be their best
- ❖ Learning is a lifelong journey

### **Our Belmond-Klemme Strategic Policies**

- Learning will be purposeful, challenging, stimulating, and rewarding for *ALL* students.
- High academic performance will be required.
- Community involvement will be an integral part of school planning.
- Discrimination of any form will not be tolerated.
- Ineffective employees will be not tolerated.
- Emphasis and resources will focus on academic achievement for the PreK-12 instructional programs.

### **Our Strategies for Success**

During teacher professional development on Monday, April 16, 2018, our faculty confirmed our school improvement strategies. The following are the three overarching long-term strategies:

- 1) We will improve student academic performance and reduce the achievement gap.
- 2) We will integrate relevant technologies to support optimal learning.
- 3) We will improve the culture and climate of our buildings for our students and staff.

## **School Board and Superintendent Goals, 2019**

At 5:00 P.M. on Tuesday, September 17, 2019, the Board met in the conference room at Iowa Specialty Hospital in Belmond to consider superintendent and school board goals for the season with Harry Heilgenthal and Rob Cordes of IASB.

### **School Board Goals**

#### **Goal ONE:**

The board will improve its understanding related to district efforts to improve instruction and student learning. The board will hear/discuss progress reports from admin/teacher leaders reading and student success goals least four times this school year. The board will use and/or adapt the sample board questions for progress reports for these goals.

#### **Goal TWO:**

The board will enhance its knowledge related to Positive Behavior Initiatives Support—PBIS (improving culture and climate). The board will hear/discuss progress reports from the administrative team/teacher leaders on the implementation/success of PBIS at least two times this school year. The board will use and/or adapt the sample board questions for progress reports for these goals.

#### **Goal THREE:**

The superintendent will approve a three-to-five-year facilities improvement plan and implement a plan to complete high school improvements.

### **Superintendent Goals**

#### **Goal ONE:**

The superintendent will provide leadership for the board's understanding of, and administrator/staff efforts to improve instruction and student learning. The superintendent will collaborate with admin and teacher leaders to prepare and provide progress reports regarding reading and student success goals at least four times this school year.

#### **Goal TWO:**

The superintendent will provide leadership for the board's understanding of, and administrator/staff implementation/success of PBIS (improving climate and culture). The superintendent will collaborate with the administrative team and teacher leaders to prepare and provide progress reports regarding PBIS at least two times this school year

#### **Goal THREE:**

The superintendent will prepare a three-to-five-year facilities improvement plan and implement a plan to complete high school improvements.

## TLC Culture Improvement Plan

The Belmond-Klemme Teacher Leadership Cadre (TLC) held a retreat in July in Stillwater, Minnesota. The purpose of the retreat was to finalize a plan for the coming year to continue to bring forward the principles of *INspired Leadership* in order to address our district's long-term strategy:

“3) We will improve the culture and climate of our buildings for our students and staff.”

Toward the objective of making Belmond-Klemme “a great place to work,” the TLC has identified five fundamental tenets intended to frame the work for the year. See the box below.

**Our Goal:** We want B-K to be a great place to work.

**Our Tenets:**

- We support and celebrate one another.
- We seek opportunities for improvement.
- We seek solutions.
- We own our mistakes.
- We respect the absent.

The TLC has selected Willow Sweeney to come and work with our faculty and staff this year to help us extend the work of last year. Willow will be our keynote speaker for our all-staff meeting on Friday, August 19, 2022.

# Stillwater TLC Retreat



The TLC team met  
with Willow Sweeny  
<https://top20training.com/the-team/willow-sweeney/>

We want B-K to be  
a great place to  
work



- We support and celebrate one another
- We seek opportunities for improvement

- We seek solutions
- We own our mistakes
- We respect the absent



Willow Sweeny:  
August 19th @ BK  
Auditorium

**BELMOND-KLEMME BOARD MEMBERS 2021-2022**

District ID Number: 0000007873

Belmond-Klemme Community School District  
District Office  
303 E. Main Street  
Belmond, Iowa 50421  
District Phone: 641-444-4300

Month of Board Election: NOV  
WEB Address: [www.bkcsd.org](http://www.bkcsd.org)  
Total # on Board: 7  
  
Fax Number: 641-444-3316

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**Board Member: President** Rick McDaniel

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**Board Member: Vice President** Michelle Murphy

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**Board Member:** Heather Ridgway

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**Superintendent:** Dan Frazier

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**Board Treasurer:** Theresa Greenfield

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