



6.20.24

Interim Superintendent Report  
Chris Bergman

## **Communication**

### June Community Newsletter

#### **Belmond Growth Alliance**

This month's meeting was held on June 20th. Information learned at the meeting will be shared at the June 20th board meeting.

#### **Outdoor Learning Center**

Thank you to all the community members in attendance at the Open House in May.

A new addition to the center is an art piece contributed by Adraina Hubby, a 10th grade student at Belmond-Klemme. The piece has been in the district for some time; however, it was only partially finished. After conversation with Mrs. Reed, a student invitation to engage in this project was initiated. Adraina's passion for realistic nature drawings drew her in. She decided to try her hand at oil pastels in order to finish this piece (artist unknown) as a district keepsake to be housed at the Outdoor Learning Center.

#### **Celebrations**

During the last week with students and staff, retirements were celebrated. We have been blessed to have Steve Dougherty (bus driver), Randy Dougherty (bus driver), Pat Kelley (teacher), and Mark Young (principal) within our district, and now it is time for each to chart their course for new adventures. With potlucks, cards, running races, and other festivities, we let each know their value and showed our appreciation for them as people.

#### **Administrator Professional Learning and Board Award**

On June 11th, Ckay Jensen and I attended the Iowa School Board Association's (IASB) Summit on Student Success. The day was entirely dedicated to student learning and student success. The experience focused on proven pathways and promising initiatives and filled our leadership tool belts with improved student achievement strategies to support growth within the BKCS D.

[Hamish Brewer](#), the keynote speaker, with a track record of improving student outcomes in underperforming schools and success which earned him a title as an unconventional visionary and nationally recognized principal, was featured. Beyond Hamish's message, we engaged in professional development in the following areas:

- Work-Based Learning

Exploration, experiences, programming, resources, professional learning, opportunities, career academics, etc. were shared by a rural and a suburban district. Iowa Workforce

Development was also represented and shared their role in funding sources such as The Iowa Governor's STEM Advisory Council's STEM BEST Program, quality registered apprenticeships, [Iowa's 4-Year State Plan](#), earn and learn, national certificates/credentialing, etc.

- Reducing Chronic Absenteeism

Specific Tier 1, 2 and 3 proactive and responsive strategies for family support were provided (absence/tardy communication (text/phone call alerts/ opting out vs. in, letters, collaboration with the county attorney, strategies for working with EL families, home visits, etc.)

Data to Track such as attendance rate (number of students present on any given day and aggregated throughout the year), trends over time, definitions (i.e. the chronic absenteeism rate determines the percentage of students chronically absent, attending fewer than 90% of school days.)

Considerations such as relationship-building strategies, transportation, mental health, special needs, home insecurity, social capital, migrant funding, language, culture, and other barriers were discussed.

#### Themes and Take-Aways from the Day

- Take care of your staff
- Celebrate often
- Serve every child
- Create innovative learning experiences and environments
- Be yourself and live each day within your own style
- Provide opportunities for unstructured play
- Hold high expectations to achieve results
- Have accountability measures in place to monitor what you value
- Behavior is a reflection of culture and instruction
- Create stories, not stuff
- Be an agent of change, hope, promise, and possibility
- Every child can learn
- Listen to understand

At the Summit on Student Success, IASB awarded individuals and school boards for their efforts to learn, grow, and enhance their service to students, staff, families, and communities. This year, the BKCS D board members and school district leaders dedicated themselves to these efforts, and because the majority of our board members engaged in 15+ hours of IASB programming, as a team, the BKCS D was recognized as an **Annual Board Award Winner**. Continuing to engage in such board development experiences will provide our students with the best learning environment and experiences as they prepare for college, careers, and life.

## **Title IX Ahlers and Cooney Professional Learning**

On June 24th, there is a seminar featuring updated training to prepare Title IX teams to implement the new regulations that go into effect on August 1, 2024. All Title IX coordinators, investigators, decision-makers, and other administrators and staff who have a role in implementing Title IX will have access to the professional learning which will enhance district-wide implementation.

Below, you will find the topics being addressed:

- Overview of major Title IX changes
- Title IX Coordinator Training
- What is “Equal Educational Opportunity?”
- Supportive measures
- Overview of new rules relating to pregnancy and related conditions and gender identity
- Breakout session 1:
  - o K-12: Investigator training
  - o Higher Ed: Investigator training
- Breakout session 2:
  - o K-12: Decision-making and informal resolution
  - o Higher Ed: Decision-making, including live hearings, and informal resolution

## **Teacher Professional Learning**

This summer, several of our TLC members and administrators are attending professional learning to support next year’s efforts.

## **Instructional Rounds June 5-7**

Day 1 focuses on adult reflection with Pete Hall.

Day 2 focuses on deepening student thinking (Building Thinking Classrooms) in addition to many breakout sessions.

Instructional rounds allow teams to build a common understanding of collective teaching and learning, reduce variability, and provide data to inform professional development.

Rounds use the protocol that follows:

A school identifies and defines a problem of practice focused on improving instruction.

A network of participants divides into groups and observes in classrooms, noting descriptive data centered on the problem of practice.

The network next follows a structured debrief process during which groups describe specific evidence they collected and analyze the patterns across the evidence.

Groups share the observed patterns to allow distinct patterns to emerge across the school, grade levels, content areas, etc. and also note exceptions.

Based on the evidence and the group's relevant knowledge and skills, the network identifies the next level of work to support the school in improving its problem of practice.

### **Engaging Learners in the Des Moines Area July 16 & 17**

Engaging Learners is an interactive session during which participants will learn strategies to put students at the center of their learning, including engaging even reluctant students to actively think, talk, and write. Participants will utilize activities that engage students to learn academic vocabulary, comprehend content, correct mistakes, and deepen connections.

Attendees will learn the following:

- strategies to gain meaningful participation by all students
- questioning techniques to promote student critical thinking and productive struggle
- thinking stems to support student cognition
- strategies to check for understanding
- ways to monitor student learning
- methods of using student evidence to make instructional decisions.

### **CHAMPS in Iowa City July 29 & 30**

CHAMPS is an evidence-based, proactive approach to classroom management that guides the classroom teacher in making decisions about managing behavior within an effective, positive classroom management plan.

New and seasoned teachers learn how to:

- create an environment conducive to learning and supportive of building relationships
- clearly define and teach expectations for students
- clearly communicate their expectations for every classroom activity and transition
- identify ways to structure and organize their instructional setting and routines to promote responsible behavior from students
- collect data to inform their instructional practices
- use observational skills and resource tools aligned with the practices align CHAMPS with existing evidence-based positive behavior supports and programs

### **Connecting the Dots in Cedar Falls June 20 & 21**

Day 1 focuses on adult reflection with Pete Hall.

Day 2 focuses on deepening student thinking (Building Thinking Classrooms) in addition to many breakout sessions.

### **College and Career Readiness**

#### **District Career and Academic Plan (DCAP) - from the [DE Site](#)**

The district career and academic plan (DCAP) is a roadmap for implementation of the career and academic planning process and provides a living context for how each district supports their

student's ICAP process. The plan creates the framework for each student's Individual Career and Academic Plan (ICAP).

The District Plan will be reviewed regularly to ensure individual student planning (ICAP) is implemented by the established District Career and Academic Planning Team. The team is designated by the District Superintendent and meets regularly to review and revise the district plan for ICAP implementation. The district plan is submitted to the Regional Planning Partnership each year and used in conjunction with district reporting.

Through the District Plan process, districts are encouraged to work to build and maintain strong relationships with external partners such as business and industry connections and postsecondary educational institutions to increase access to high-quality career planning for all of Iowa's students.

### **District Tool: CIS**

The district team is required to select one of the state approved CISs that best meets the needs of students, team members, and the school district. While the CIS is an essential component of the career planning process and has the capability of delivering all components, school districts are encouraged to continue using high-quality CTE curriculum and activities and to collaborate with external organizations that offer high-quality career planning opportunities.

The DCAP and CIS will be overviewed by the high school principal during a board meeting in the fall. At this time, the major informational component to be shared in the June board meeting is regarding the **Career Center** to be built by NIACC with shared programming and engagement of the West Fork, Hampton-Dumont, and Belmond-Klemme Community School Districts.

### **Professional Partnerships and Planning**

On June 4th, Ckay Jensen (principal), Justin Meyer (instructional coach), Amy Carlson (instructional coach) , Jenn Peter (incoming superintendent), and I met with Ashely Sires and Tina Halverson (Central Rivers AEA Regional Administrator/School Improvement Consultant) to engage in conversations regarding desired supports for next year. In July, Central Rivers administration will work diligently to gather the requests from all regional districts and match services/professional learning/staffing as best as possible. In early August, districts will receive information regarding which requests can/cannot be supported and which AEA staff members will be serving the district in specific capacities.

On June 5th, Ckay Jensen and I attended a meeting of the Teacher Shortage Innovative Solutions Team within the Top of Iowa Conference. In Mason City, we met with leaders from surrounding school districts to continue conversations about how to recruit, retain, and hire the most highly qualified teachers to collectively serve our students. In a time when shortages are real and needs are high, working together is critical. The team worked through ideas for next year as well as years to follow, and the following purpose is driving the work:

The purpose of this initiative is to address the urgent and multifaceted challenges facing rural schools, including teacher shortages, isolation, and quality concerns, by fostering innovative collaboration, redefining recruitment and retention strategies, and reshaping public perceptions about the teaching profession. Through a comprehensive approach, we aim to cultivate a resilient educational community capable of meeting the needs of students while navigating the evolving landscape of education.

### **Policies**

Per school board policy [901.5](#), the Outdoor Learning Center is available to entities, such as the Boy and Girls Scouts and 4-H and with a recent superintendent recommendation is available for use without charge.

A small group within the District Leadership Team is collaborating to create an electronic process for reservations, facility care, etc. which will soon be available.

### **Legislation**

Senate File 2368 was signed into law on May 24th, 2024. The law requires school districts to publish information on all school buildings. It also imposes new requirements and prohibitions related to district-owned real estate.

Detailed information regarding prohibition on restrictions preventing sale to an educational institution and sale of school building properties can be found at [Senate File 2368](#).

For compliance and communication purposes, the following will be posted on our district website beginning July 1, 2024.

### **Publication of Information on School Buildings**

1. The square footage of each school building owned by the school district.
2. The enrollment capacity of each attendance center owned by the school district.
3. How each school building owned by the school district is currently utilized by the school district.
4. School buildings owned by the school district that are vacant.

### **Social Worker for 2024-2025**

At this time, there have been no applications submitted for the shared social worker position (operational sharing with West Fork and Hampton-Dumont School Districts).

