



**SUPERINTENDENT**

Tom Meyer, PhD  
Phone: 563.872.4001 ext. 260  
Fax: 563.872.3216

**OFFICERS**

Mike Reed  
President  
Abbey Skrivseth  
Secretary/Treasurer

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Janet Sieverding Vice President  
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1601 State St. | Bellevue, IA 52031 | 563.872.4001 | www.bellevue.k12.ia.us

**BELLEVUE COMETS**  
COMMUNITY SCHOOL DISTRICT

**Comet Highlights - November 14, 2023**

*Notes from the Board Meeting on November 13, 2023*

- November 22-26 No School - Thanksgiving Break
- December 11 Board Meeting - *Members sworn in; Election of President and Vice-President; Meeting times established, etc.*
- December 13 2-Hour Early Dismissal - Teacher Professional Learning - 1:30-3:30
- December 21-January 3 No School - Winter Break (Teachers Return on January 3 for Professional Learning; Students resume on January 4)

To view a calendar of events, see the following link:

<https://www.rivervalleyconference.org/public/genie/628/school/1/>

**APPROVED - Consent Agenda**

Open Enrollment Requests

- Mason Fox - 9th Grade - Maquoketa to Bellevue - Mason has been in the district all school year, but was listed as a Whole-Grade Sharing student from Andrew. This has been corrected by the three districts involved.
- Family of three that moved into the Bellevue CSD after October 1, and we were made aware of this after our October Board meeting:
  - Elizabeth Engelkens - 5th Grade - Bellevue to Andrew
  - Lane Furrow - 4th Grade - Bellevue to Andrew
  - Aiden Furrow - 1st Grade - Bellevue to Andrew

Approve any Resignations

- Jeff Kilburg - Custodian at the Bellevue Elementary, Bellevue MS/HS, along with assisting with food service. Jeff has been an outstanding employee for our district and has contributed in a very positive way to the entire school district.

Approve any Recommendations to Hire

- Jeff Recker - MS B Wrestling - Jeff has experience in coaching wrestling in the past and is interested in doing this. It will provide him with another

connection to students. He will work with any conflicts with time through others for time needed directly after school.

- Mark Ruden - HS Bowling - Mark has coached this position in the past and is willing to do this again.

### Bidding Process for G.O. Bonds Review and Approval of Purchase of Bonds

Matt Gillespie was in the district all afternoon and through the start of the board meeting on November 13 to receive bids for the bonds. The Bellevue CSD accepted the lowest bid from Janney Montgomery Scott, LLC for 4.255% for the nearly \$10,000,000 of the first installment of \$13.1 million in funds. There were seven bids on the bonds. The rest of the bonds will likely be fulfilled in the Spring/Summer of 2025 (but it could be as soon as the Summer of 2024 if needed and based on interest rates).

This was a good rate, and the district has a very strong bond rating (AA-) - literally viewed as the best possible in the state of Iowa and only about 20-25 districts in the state have this rating. No school districts have a higher rating.

Some other basic information:

- The payment plan is based on 20 years but could be paid off earlier if funds would allow this.
- The earliest allowed to pay off the bonds is 2030 but could do at any time after that until the final payment in 2043. Also, in 2030 the district could refinance the bonds, restructure the payment plans, etc at that time to save the community and the district money. This would likely be based on receiving a lower interest rate in the future.
- Historically speaking, the average for projects over the last 70 years has been at 5% or slightly higher.
- It is anticipated that the district will receive over \$300,000 in interest between now and the end of the project (this can be applied to the project).

More information is located at the end of this document.

### Comet Curriculum

Mr. Recker, Mrs. Hingtgen, and Mr. Casel presented the Board with information on their involvement with the "at-risk" program at the MS/HS building, along with specific changes that have been implemented this year (as a continuation of changes started last school year) - and its success as a whole for many students and their learning. Their focus is on attendance, discipline issues, grades and homework completion. A positive difference has been seen since the start of the program through the current time.

Meyer shared that upcoming presentations for Comet Curriculum will likely focus on the following:

- Legos in Education
- Literacy at Bellevue Elementary
- MS CTE Experiences

## Enrollment Updates

The following is an enrollment update. We have the same amount of students attending our district as I indicated in previous communication, but we have one less resident student attending based on their residence being in the Maquoketa district and not the Bellevue CSD. You will continue to notice that our resident students decreased, but our overall student enrollment increased. State funding directly to Bellevue will decrease some, but overall our funding will be relatively stable.



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### Certified Enrollment Overview

11.3.23

#### Students Served

	<i>Resident Students Attending School (Bellevue or Other) Certified Enrollment</i>	<i>Total Students Served at the Bellevue CSD (Headcount TK thru 12th)</i>	<i>Total Students Served PK-12 (4-year old - 12th; 3- and 4-year old - 12th)</i>
2023	612 (612.30)	719 (719.30)	765; 796
2022	620 (620.10)	710 (710.72)	759; 796
2021	610	691	733; 768
2020	577	665	713; 743
2019	583	679	731; 765
2018	595	671	711; 759

#### Non-Resident Public Students Attending our District (Open Enrollment, Whole-Grade Sharing, etc.)

2023	106
2022	90
2021	81
2020	88
2019	93
2018	76

Enrollment Trends - Updated on 10.6.23

Year	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Elem (TK-5)	MS/HS (6-12)	Dist (TK-12)	4/3PK (Total)
10-11	8	34	35	34	55	50	39	43	45	50	58	47	60	49	262	352	614	45/21 (680)
11-12	10	46	34	33	37	53	52	40	42	43	61	62	56	58	265	362	627	33/34 (694)
12-13	12	34	49	33	38	36	55	50	43	44	49	60	61	55	262	362	624	32/28 (684)
13-14	9	43	38	45	37	35	41	55	54	43	51	56	63	61	248	383	631	36/35 (702)
14-15	7	36	39	36	49	37	43	42	59	59	45	52	55	62	250	374	624	40/31 (695)
15-16	15	42	35	42	37	49	39	45	43	59	67	44	53	53	259	364	623	37/18 (678)
16-17	12	37	44	37	43	38	53	45	49	48	65	64	46	50	264	367	631	35/32 (698)
17-18	10	37	38	42	40	49	40	54	49	50	61	64	63	47	256	388	644	42/33 (719)
18-19	14	48	41	39	44	42	48	44	55	53	55	60	68	60	276	395	671	40/48 (769)
19-20	10	54	52	43	42	44	44	52	45	57	51	54	58	67	289	384	673	58/34 (765)
20-21	15	57	54	54	41	41	44	46	52	46	57	50	50	59	306	360	666	47/30 (743)
21/22	7	64	59	54	53	42	41	46	49	56	46	62	49	58	320	366	686	47/35 (768)
22-23	8	55	61	62	58	56	47	43	47	56	59	48	61	52	347	366	713	46/37 (796)
23-24	13	42	52	62	62	60	58	44	47	48	59	57	46	66	349	367	715	46/31 (793)

## Facilities Updates

### Steering Committee Meeting - Delayed from November 8

The price estimates were not going to be sent back to OPN until Friday, November 10, therefore, our meeting with the OPN as a Steering Committee is going to be Tuesday, November 14 @ 2:10.

### Geothermal Well

The "well" appears to be completed at this time, and we can move forward (as we have been planning and as OPN has been doing with the design already). Some points of information:

*The well logs from your existing wells and the amount of drawdown are similar to those wells and are in a normal range for the area.*

*There is some iron content in the water, and it can cause excessive buildup in the injection well requiring cleaning (acidization) every five years or so. With that being said, they are exploring ways to filter or clean this iron as it enters the building to help keep the interior equipment (heat exchangers) clean, as well as the discharge water.*

### Soil Boring Results

I received an update in regard to our "soils" for the building on Thursday (11.9.23). Similar to the addition to the MS/HS building in the past, we may need to do some soil "compacting" on this ground based on the studies and the type of soils in the area.

### Future Costs

Some aspects will not be included in the work of OPN...avoiding some markups ideally. Some of these include:

1. Technology aspects for rooms:
  - a. Art - A TV monitor will be mounted in the room.
  - b. Music - A Promethean panel will be mounted.
  - c. Teacher Work Room (also for staff meetings) - A TV monitor will be mounted.
  - d. Office/Reception Area - A TV monitor will be mounted for announcements, camera access, and related items.
  - e. Gym and Commons Area- A large mobile TV monitor will be shared between the Commons area and the gym as needed.
  - f. Library - A TV monitor will be mounted.
  - g. Project Room - A Promethean panel will be mounted.
2. Playground equipment.
3. Cement area on the playground for basketball, etc., along with 4-Square and similar areas.
4. Soccer goals or other types of "goals" or "standards" for recess.
5. Bike Rack(s) for 16 bikes
6. More to come...

Future Needs/Wants/etc.

Below is a "working" list of items (in no specific order) that have been developed as we look at the future...from now to 10+ years. No action needs to be taken, but I wanted you to see some information. Also, I may have some information on a potential "trade-in" of some lawnmowers (4 total, with 3 of them being 30 years old likely). This can assist with efficiency for our staff as well.

## Short-Term and Long-Term Capital Projects

### Bellevue CSD

(October 2023)

#### Inside

##### Elementary

- Cameras - Safety Grant
- Door Access - Safety Grant
- Heating/Cooler
  - Boiler
  - Mini-Splits
- Playground Equipment - PTO, plus school funds
- Room/Hallway Flooring
- Restrooms - Tile
- Roof (Gym...)

##### MS/HS

- Cameras - Safety Grant
- Door Access - Safety Grant
- Heating/Cooler
  - Boiler
  - Mini-Splits - Currently about 12 years old; Likely get up to 10 more years from these
- Restroom Expansion (HS)
- Restrooms - Sinks in MS are needed
- Room/Hallway Flooring
- MS Windows
- Music and Art Room
- Roof (Main Gym...)

#### Outside

##### Buildings and Grounds

- Lawn/Snow removal "tractors"
- Bleachers
- Bus Barn
- Bus Barn Hoist
- Bus Garage
- Industrial Tech Building
- Field Lights
  - Football/Soccer/Track
- Parking Lot
  - North/South/East
    - Will need to seal the south side this summer
    - Will likely wait on any work on the east side until after the construction
- Press Box
  - School Funds
  - Boosters?
  - Donations?

##### Transportation

- Buses
  - Grant possibilities
- Vehicle Replacement
  - Suburban/Van/SUV/Car
  - Truck - Snow, etc.
  - Skidloader (snow and unloading materials on semis when they arrive)

APPROVED - The trade-in of four mowers in conjunction with one tractor mower and a zero-turn mower would equal \$25,726.28. This would replace mowers that are aged and not as efficient. Efficiency is a key and these new pieces of equipment would allow for more efficiency by the staff, and the 738 would also be used for snow (the current Massey Ferguson has not been a quality piece of equipment for what the district needs it to do). I would recommend we move forward with this, based on Tim Roth and Brett Ernst making the recommendation. Tim is very good with

equipment and engines, and his belief is that we need to do this for not only efficiency, but also that:

- The one 455 works about 90% of the time, while the other has a leaking cylinder that will cost a decent amount to fix (plus it has a lot of hours), and the Massey as mentioned is too light duty for the snow removal and the mower deck is not very efficient to use mowing.

**APPROVED - Board Policy 503.8 - Iowa Department of Education Model Discipline Policy**

The following was released in late September via email to superintendents in regard to model discipline policies for the "Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence" toward schools. This was reviewed at the October meeting, with approval scheduled for this meeting in November. This policy is required for our district and will be listed as 503.8. I have met with some members of our staff and administrative team in regard to this policy to make any potential alterations.

As I mentioned in October, you will likely notice that the policy is split into four grade spans, yet the discipline steps are very similar. Additionally, this is not much different than what our district would do in these situations overall at the current time. Additionally, Iowa School Finance Information Services (ISFIS) is also mentioning to districts to recognize and acknowledge the "credibility" of student threats. The "credibility" would be based on "...did the student have a plan and the capacity or wherewithal to carry out the threat so it would be reasonable for the intended recipient of the threat to fear harm?" I am proposing utilizing this type of language at the start of the policy along with the following statement:

*Policy 503.8*

*In collaboration with teachers and administrative staff employed by the school district, policies for different grade levels that describe how the school district may discipline a student for making a threat of violence causing an incident of violence that results in injury or property damage, or assault are developed and adopted by the district. The district also considers the credibility of a threat in their actions at each level.*





Sept. 14, 2023

# Model Policies for Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence

## Introduction

The 2023 Iowa Acts, chapter 96 (House File 604), signed by Governor Reynolds on May 26, 2023, requires the Iowa Department of Education to develop and distribute a model policy for school districts and charter schools that, if adopted, satisfies a school district's or charter school's responsibilities under Iowa Code 279.79 established by the Act. These model policies are intended to support a school district and charter school in meeting the requirements of new Iowa Code section 279.79 and in developing policies for different grade levels that describe how a school district or charter school may discipline a student for making a threat of violence or causing an incident of violence that results in injury or property damage or assault.

Districts are required to:

- Publish the district policy on the district website (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 1).
- Provide each parent or guardian with a copy of the policy and require the parent or guardian acknowledge receipt of the policy in writing or electronically (2023 Iowa Acts, chapter 96 (House File 604), sec. 8).

## Discipline Policy

Discipline is designed to promote behavior that will enable students to learn and successfully participate in their educational and social environments. The district discipline policy for students who make a threat of violence or commit an act of violence is developed to help students understand their obligations to others in the school setting, secure the safety of all students, staff and the community, and to correct student behavior if a violation occurs (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 1).

Students will conduct themselves in a manner fitting their age, grade level, and maturity, and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and tailored to the age, grade level and maturity of the student.

Discipline and other responses to threats or incidents of violence by a student with a disability, including removal from a class, placement in a therapeutic classroom, suspensions, and expulsions, will comply with the provisions of applicable federal and state laws including, but not limited to, the IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 3).

## District Response to a Threat or Incident of Violence by a Student

### Reporting a Threat of Violence or Incidence of Violence

In the case of any threat of violence or incident of violence that results in injury, property damage or assault by a student, the teacher will report to the school principal or lead administrator within 24 hours of the incident. The principal or lead administrator will notify the parent or guardian of the student(s) who threatened or perpetrated an act of violence and the student(s) who the threatened or perpetrated act of violence was made against within 24 hours after receipt of the teacher's report and complete an investigation of the



incident as soon as possible. The classroom teacher may also notify the parent or guardian of the student who made the threat or caused the incident, and the parent or guardian of the student against whom the threat or incident was directed (2023 Iowa Acts, chapter 96 (House File 604), sec. 4).

An investigation will be initiated by the principal or lead administrator upon learning of an incident of violence or threat of violence through any credible means. If the principal or lead administrator finds that an incident of violence or threat of violence did occur, the administrator will determine the level of threat or incident by considering all aspects of the situation, including the student's intent and knowledge of the impact of their actions, their developmental level and context of the incident. The resolution will focus on identifying the cause behind the behavior and appropriate corrective action (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsections 1 and 4).

A student who makes a threat of violence, causes an incident of violence that results in injury or property damage, or who commits an assault, will be subject to escalating levels of discipline for each occurrence. When appropriate, referrals will be made to local law enforcement. The district retains the authority to assign the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 5).

### **Threat of Violence**

Threat of violence means a written, verbal, electronic or behavioral message that either explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage, or assault.

### **Incident of Violence**

Incident of violence means the intentional use of physical force or power against oneself, another person, a group or community or property resulting in injury, property damage or assault.

### **Injury**

Injury means "physical pain, illness or any impairment of physical condition." State v. McKee, 312 N.W.2d 907, 913 (Iowa 1981).

### **Property Damage**

Property damage means any destruction, damage, impairment or alteration of property to which the individual does not have a right to take such an action. Property means real property, which includes any real estate, building, or fixture attached to a building or structure, and personal property, which includes intangible property (Iowa Code section 4.1(21)).

### **Assault**

Assault means when, without justification, a student does any of the following:

an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace (Following Iowa Code section 708.1).



## Escalating Responses by Grade Band

### Grades PK-2

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Responses may include any of the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that includes the student, when appropriate;</li> <li>○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention; and/or</li> <li>○ Temporary removal from class.</li> </ul> </li> <li>• Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Responses to the incident may include the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that includes the student, when appropriate;</li> <li>○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention;</li> <li>○ Temporary or permanent removal from extracurricular activities;</li> <li>○ Temporary or permanent removal from class;</li> <li>○ In-school suspension;</li> <li>○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or</li> <li>○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.</li> </ul> </li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Responses to an incident may include the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that includes the student, when appropriate;</li> <li>○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s).</li> <li>○ Detention;</li> <li>○ Temporary or permanent removal from extracurricular activities;</li> <li>○ Temporary or permanent removal from class;</li> <li>○ In-school suspension;</li> <li>○ Out-of-school suspension;</li> <li>○ Suspension of transportation privileges, if misconduct occurred in a school vehicle;</li> <li>○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or</li> <li>○ Recommendation for expulsion.</li> </ul> </li> </ul>



## Grades 3-5

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Responses to an incident may include the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that may include the student, when appropriate;</li> <li>○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention; and/or</li> <li>○ Temporary removal from class.</li> </ul> </li> <li>• Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Response to an incident may include, but are not limited to, the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that includes the student, when appropriate;</li> <li>○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention;</li> <li>○ Temporary or permanent removal from extracurricular activities;</li> <li>○ Temporary or permanent removal from class;</li> <li>○ In-school suspension;</li> <li>○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or</li> <li>○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.</li> </ul> </li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Response to an incident may include the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that includes the student, when appropriate;</li> <li>○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention;</li> <li>○ Temporary or permanent removal from extracurricular activities;</li> <li>○ Temporary or permanent removal from class;</li> <li>○ In-school suspension;</li> <li>○ Out-of-school suspension;</li> <li>○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or</li> <li>○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or</li> <li>○ Recommendation for expulsion.</li> </ul> </li> </ul>



## Grades 6-8

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Responses to an incident may include the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that may include the student, when appropriate;</li> <li>○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention; and/or</li> <li>○ Temporary removal from class.</li> </ul> </li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Responses to an incident may include, but are not limited to, the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that includes the student, when appropriate;</li> <li>○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention;</li> <li>○ Temporary or permanent removal from extracurricular activities;</li> <li>○ Temporary or permanent removal from class;</li> <li>○ In-school suspension;</li> <li>○ Out-of-school suspension;</li> <li>○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or</li> <li>○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.</li> </ul> </li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Response to an incident may include the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that may include the student, when appropriate;</li> <li>○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention;</li> <li>○ Temporary or permanent removal from extracurricular activities;</li> <li>○ Temporary or permanent removal from class;</li> <li>○ In-school suspension;</li> <li>○ Out-of-school suspension;</li> <li>○ Suspension of transportation privileges, if misconduct occurred in a school vehicle;</li> <li>○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or</li> <li>○ Recommendation for expulsion.</li> </ul> </li> </ul>



## Grades 9-12

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Responses to an incident may include, but are not limited to, the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that includes the student, when appropriate;</li> <li>○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention;</li> <li>○ Temporary removal from extracurricular activities;</li> <li>○ Temporary removal from class;</li> <li>○ In-school suspension; and/or</li> <li>○ Suspension of transportation, if misconduct occurred in a school vehicle.</li> </ul> </li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Response to an incident may include the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that includes the student, when appropriate;</li> <li>○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention;</li> <li>○ Temporary or permanent removal from extracurricular activities;</li> <li>○ Temporary or permanent removal from class;</li> <li>○ In-school suspension;</li> <li>○ Out-of-school suspension;</li> <li>○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or</li> <li>○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.</li> </ul> </li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires individualized educational program (IEP) meeting, if the student has an IEP.</li> <li>• Response to an incident may include the following:               <ul style="list-style-type: none"> <li>○ Parent or guardian conference that includes the student, when appropriate;</li> <li>○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>○ Behavior intervention student agreement coupled with another response(s);</li> <li>○ Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>○ Detention;</li> <li>○ Temporary or permanent removal from extracurricular activities;</li> <li>○ Temporary or permanent removal from class;</li> <li>○ In-school suspension;</li> <li>○ Out-of-school suspension;</li> <li>○ Suspension of transportation privileges, if misconduct occurred in a school vehicle;</li> <li>○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or</li> <li>○ Recommendation for expulsion.</li> </ul> </li> </ul>



## Definitions (consistent with the Department's Data Dictionary 2022-23)

**Detention** means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee or the building principal disciplining the student.

**Expulsion** means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

**In-school suspension** means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.

**Out-of-school suspension** means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten consecutive school days unless due process is provided as required by federal and state law. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

**Placement in an alternate learning environment** means placement of a student in an environment established apart from the regular educational program that includes rules, staff and resources designed to accommodate student needs and to provide a comprehensive education consistent with the student learning goals and content standards established by the school district.

**Removal from the classroom** means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

### Policy 405.2

See the minor change that needs to be made to this policy based on legal requirements and our past wording in the policy. This is to be approved at our December 2023 meeting, and simply changes "Teach Iowa" to "Iowa Works" in the policy. This is how we advertise all teaching openings (at a minimum).

LICENSED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a licensed position, other than administrative positions which will be employed in accordance with board policies in Series 300, "Administration," will have an opportunity to apply and qualify for licensed positions in the school district in accordance with applicable laws and school district policies regarding equal employment. Job applicants for licensed positions shall be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state license if required for the position.

All job openings shall be submitted to the Iowa Department of Education for posting on TeachIowa, the online state job posting system. Additional announcements of the position may occur in a manner which the superintendent believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who will be directly supervising and overseeing the person being hired.

The board will employ licensed employees after receiving a recommendation from the superintendent. The superintendent, however, will have the authority to employ a licensed employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

Legal Reference: 29 U.S.C. §§ 621-634 (2004).  
42 U.S.C. §§ 2000e *et seq.* (2004).  
42 U.S.C. §§ 12101 *et seq.* (2004).  
Iowa Code §§ 20; 35C; 216; 294.1 (2007).  
281 I.A.C. 12.  
282 I.A.C. 14.  
1980 Op. Att'y Gen. 367.

Cross Reference: 401.2 Equal Employment Opportunity  
405 Licensed Employees - General  
410.1 Substitute Teachers

Approved June 2000

Reviewed August 2021

Revised July 2017

*BELLEVUE COMMUNITY SCHOOL DISTRICT - 2000*



Updated Policy Language...

Persons interested in a licensed position, other than administrative positions which will be employed in accordance with board policies in Series 300, "Administration," will have an opportunity to apply and qualify for licensed positions in the school district in accordance with applicable laws and school district policies regarding equal employment. Job applicants for licensed positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state license if required for the position.

All job openings shall be submitted to the Iowa Department of Education for posting on [IowaWORKS.gov](http://IowaWORKS.gov), the online state job posting system. Additional announcements of the position may occur in a manner which the superintendent believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who will be directly supervising and overseeing the person being hired.

The board will employ licensed employees after receiving a recommendation from the superintendent. The superintendent, however, will have the authority to employ a licensed employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

***NOTE: This is a mandatory policy. Marital status is not a protected class for employees. The class may be added at the discretion of the board. Boards may delegate the hiring of teachers to the superintendent. If the board decides to do so, the delegation must be in board policy so boards should either accept the language in the board policy or develop their own.***

***NOTE: Boards should adapt IASB sample policies to meet the needs of the local district. Please ensure that the language contained in local policy is consistent with language contained in other district documents (e.g., handbooks, master contracts, etc.).***

**APPROVED - FACTS for Educational Services**

Marquette has been utilizing FACTS Educational Solutions for their Title I services in place of staff at the Bellevue CSD for the last three school years. The state approves this service and needs our agreement to shift pay to FACTS for the services for Marquette. The funds are from their allocation of Title I Reading funds that our district manages throughout the school year. I recommend we approve this, and it is a service they are choosing.

**APPROVED - Special Education Contracts with Andrew and Dubuque**

The Bellevue CSD serves students who are identified with IEP's annually, along with having some students open-enrolled out of the district who have IEP's. The

board needs to approve these services for funding, and they include the following:

District	Open Enroll In to Bellevue	Open Enroll Out of Bellevue
Andrew	2	4
Dubuque	7	0
Easton Valley	1	0
Maquoketa	1	0

Ultimately, funding for the students follows the student to where they are receiving services.

### Comet Reading and Reflection

While we continue the review of our materials to make sure they are age-appropriate and not containing sexual acts or gender identification "encouragement", I felt the following article shared by SAI was beneficial to be aware of.

#### *Surprising Results when Teens Read Spicy Young Adult Novels*

*In this article in Language Arts and Literacy, Gay Ivey (University of North Carolina/ Greensboro) and Peter Johnston (University of Albany) describe the battle lines on book bans in the U.S. On one side is the fear that certain books will traumatize, radicalize, or undermine the morals of young people in a time of increasing anxiety, loneliness, depression, and suicide. On the other side is a passionate argument for unfettered access to ideas, student choice, and democracy.*

*But in fact, say Ivey and Johnston, most young adolescents rarely read books on their own, and if they do pick up controversial books, we know very little about how they react.*

*To explore these issues, Ivey and Johnston worked with several 8th-grade ELA teachers who decided to stop assigning works of literature for their whole classes. Instead, they let students choose from a wide range of young adult books, gave them time to read, and then led class discussions. Over two years of observing classrooms and interviewing students, then following up with some students for another two years, Ivey and Johnston came to the following conclusions:*

- Students, most of whom had done little or no independent reading beforehand, "started reading like crazy - in and out of school - and their reading achievement improved."*

- Students reported that reading engaging stories about characters with complicated lives made them more empathetic, less judgmental, more likely to understand multiple viewpoints, and morally stronger. Students reported that they had better self-control, friendships, and family relationships.*

- The notion that teens would be distressed as they read controversial books alone was the opposite of what happened, say Ivey and Johnston. Kids pestered teachers, family members, and friends to read the books and talked about the characters, relationships among them, drugs, sex, and depression. Parents said they welcomed these conversations.*

• *Far from emulating the unwise choices made by characters in the books, students saw the stories as cautionary tales and scoffed at the idea that they would make such poor decisions. "The books helped them to see the consequences of problematic decisions and language," say Ivey and Johnston. "The complexities of characters' lives and the consequences of their decisions deepened students' moral thinking while making them grateful for their lives and families. The books reduced their own self-absorption, diminishing personal concerns that might otherwise overwhelm them. Bad words and disturbing scenes simply fed bigger conversations about life and relationships."*

• *"Reading and talking about personally meaningful books can provide a literal lifeline for teens," conclude Ivey and Johnston. "Somewhere in the arguments about whether books are 'educationally suitable' we've lost the thread of why we want students to read in the first place, what they, and we, stand to gain in the process, and what's at stake."*

["What Happens When Young People Actually Read 'Disturbing' Books"](#) by Gay Ivey and Peter Johnston in *Language Arts and Literacy*, October 31, 2023; their new book, from which these ideas were excerpted, is *Teens Choosing to Read: Fostering Social, Emotional, and Intellectual Growth Through Books* (TC Press, 2023); the authors can be reached at [mgivey@uncg.edu](mailto:mgivey@uncg.edu) and [pjohnston@albany.edu](mailto:pjohnston@albany.edu).

### Information Items

- Winter Concerts - The Winter Concerts are on the dates below. You will note that at the end of the school year last summer, we decided to split the elementary into two back-to-back dates based on our attendance numbers and space. While it is nice to have this in one night, in some ways, it becomes a problematic issue with seating, parking, and general accessibility in the building that evening. This decision was based on input from the elementary principal, the music department, and some parents of elementary students. We will see how this works this year and then make future decisions regarding future years.
  - Dec. 5 - PK-2nd
  - Dec. 6 - 3rd-5th
  - Dec. 13 - MS
  - Dec. 14 - HS
- IASB Convention - The convention is on November 16 in Des Moines (delegate assembly and special sessions are offered on November 15). It is not required to have a delegate from our district, but is anyone interested in this role or attending?
- Legislative Update - A few things include the following:
  - The legislature mandated radon testing in all buildings in the last few years. The cost for this will be \$5500 after researching several possibilities and gathering some quotes/estimates. At this time, the plan is to have this completed in January of 2024 or in that general time frame.
  - I participated in a legislative advocacy committee with a few AEA superintendents in the last few weeks, along with a meeting with all AEA superintendents and some legislators from the AEA area - Steve Bradley had another meeting in Iowa City on the day of the meeting,

and Carrie Koelker did not contact me and did not participate. Some area representatives from the QC area participated, along with some who represent Clinton, DeWitt, and Maquoketa (Norlin Mommsen and Chris Cournoyer). Some topics that were specifically highlighted included the following, along with general thoughts from most superintendents and districts:

#### 1. Open Enrollment

- a. Deadline needed so we can be fiscally responsible and meet staffing needs
  - i. Fiscal Responsibility (May Staffing)
- b. Unintended consequences of no deadline
  - i. Mid-year transfers and students going online
  - ii. Truant students going online, and the number of students who open enroll out in early August in some districts
- c. Deadline date such as March 1st or April 1st (preference)
  - i. Examples
    1. Student leaves one schedule and comes to a different schedule for the last two weeks of school to start an activity (non-varsity example)
    2. Budgeting/Staffing issues

#### 2. SSA

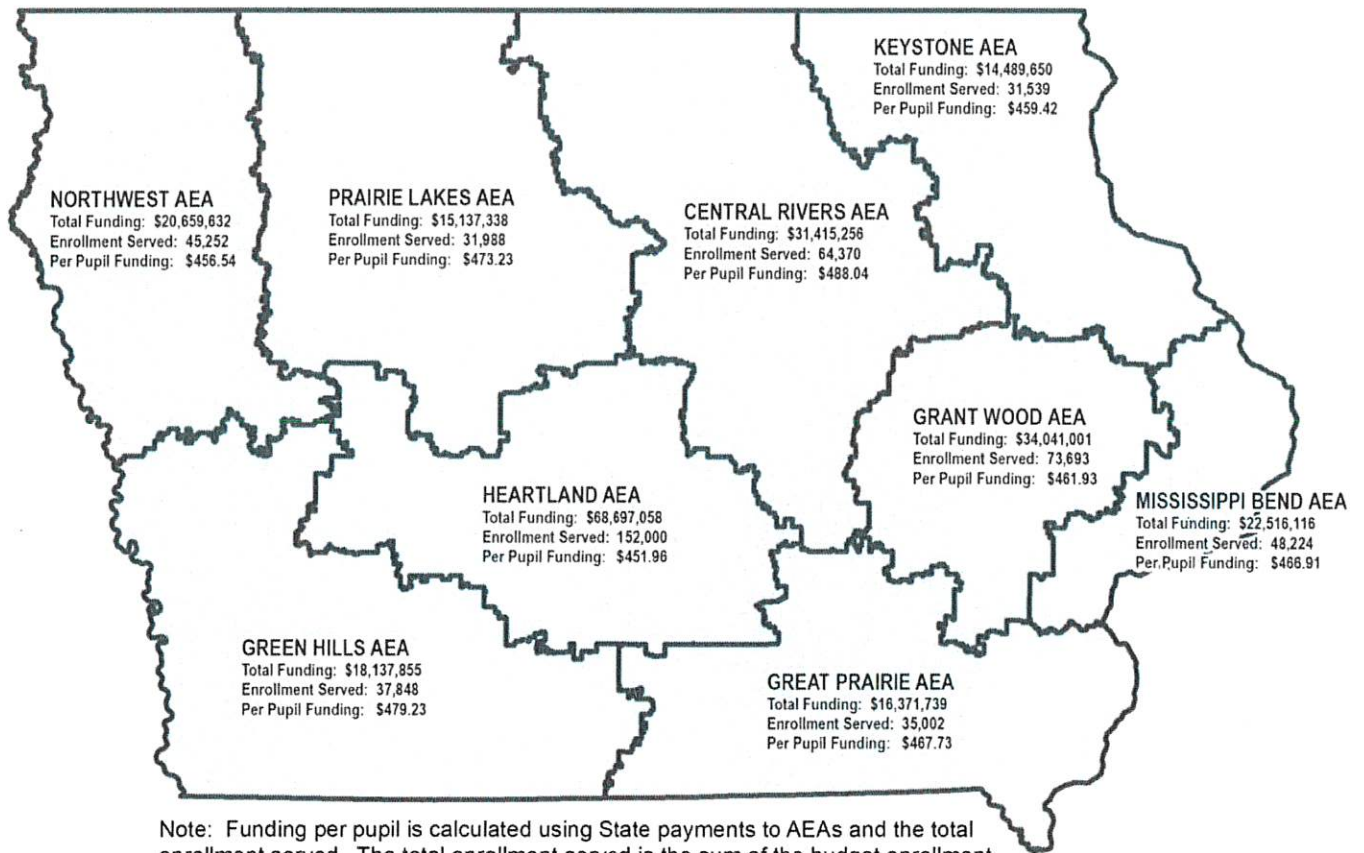
- a. Attract and Retain Staff with appropriate pay.
- b. Hiring Paras, Custodians, Bus Drivers, etc... (Private Industry Wage Competition is challenging for school districts)
- c. Rising Insurance Costs
- d. 3% or higher due to the arbitration floor with CPI (Consumer Price Index) of 3.2 approximately at this time.
- e. Hiring is very competitive, and quality help is hard to find at times for some positions; Beginning teachers start at a very low rate and can make more in a different profession in many cases - also "bidding war" between small and suburban districts
  - i. There are currently 1100 open positions in the state in schools - Most in rural or urban areas; Fewest in suburban areas
- f. The Revenue Estimating Committee will share their projections in December and the budget will be based on these projections.

#### 3. AEA

- a. There is some conversation that there may be a "merging" of AEA's, but it is important to recognize that districts need these services - specifically special education services.
  - i. How can we assure high-quality services for our students and staff?
  - ii. What might be the unintended consequences if AEA's merge?

The following is a map of current AEA's in the state.

## Funding and Enrollment by AEA – FY 2024



Note: Funding per pupil is calculated using State payments to AEA's and the total enrollment served. The total enrollment served is the sum of the budget enrollment plus resident accredited nonpublic students minus shared-time nonpublic students.

### Related Statutes and Administrative Rules

Iowa Code chapter [273](#)

Iowa Administrative Code [281—72](#)

The following are priorities from the Rural School Advocates of Iowa:



## 2024 RSAI Legislative Priorities Approved at the Oct. 17 Annual Meeting

**Adequate School Resources:** the increase in SSA provides resources for Iowa schools to deliver an educational experience for students that meets the expectations of Iowa parents, communities, employers and policymakers. **Iowa's school foundation formula must maintain balanced state and local resources, be predictable, minimally exceed inflation, allow schools to compete for labor, and assure adequate time for budget planning and staffing.**

What schools can deliver is dependent on the level of funding provided, which begins with the 2024-25 school year and requires a consistent and sustainable commitment:

- **World-Class Education:** an investment of at least 10% SSA (\$763 per pupil, or \$4.23 per day of 180 days of instruction) would position Iowa schools and AEAs to deliver a world-class education, lower class sizes, attract and retain qualified staff, increase and individualize internships and other workforce experiences for students, and provide programs to close achievement gaps. Iowa per pupil expenditures, ranked 29<sup>th</sup> in the nation in 2021, fall \$1,581 short of the national average (*source: NCES Finance Tables, May 2023*), which does not meet the standard of Iowa's pride in our foundation of education, as shown on the Iowa state quarter. The 10% investment would be a down payment in closing Iowa's lagging funding gap, unless other states commit even more to their students' education.
- **Sustain Current Status:** an investment of at least 5% (*\$382 per pupil, or \$2.12 per day of 180 days of instruction*) would position school districts and AEAs to maintain current status with Iowa's competitive economy, recovering *partially* from high inflation and increased student needs.
- **Continued Erosion:** an investment of 2.5% (*\$191 per pupil, or \$1.06 per day of 180 days of instruction*) will *partially* cover expected increased costs of the next fiscal year, including staff salaries and benefits, but will require schools and AEAs to scale back, provide part-time librarians, counselors and nurses, shift some classes to online learning, or take other actions to squeeze more out of the current system in order to set a salary sufficient to retain existing staff (teachers, bus drivers, custodians, paraprofessionals) and provide a rounded course offering and programs.

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**Staff Shortages:** In addition to sufficient SSA, strategies to rebuild Iowa's education workforce must address two areas during an unprecedented staff shortage:

**Recruitment:** to rebuild the pipeline of interest into education, the Legislature, BOEE and DE must provide additional flexibility for school districts to provide hiring incentives, ongoing investment in CTE programs for high school students to study and experience work in education, provide resources for grow-your-own educators and appropriate certifications including expanded intern licenses, provide means-tested tuition assistance and minimize the economic costs of unpaid student teaching, provide more loan forgiveness, and change the culture of political speech to restore education to a respected profession.

**Retention:** to slow the out-migration of staff from schools to other professions or retirement, the Legislature, BOEE and DE must provide maximum flexibility to hire staff to deliver great instruction; use of the Management Fund for recruitment and retention incentives, flexibility to meet offer and teach requirements, opportunities for teaching expanded courses within existing and/or competency-based licensure, institute social studies and other content generalist

credentials, define a shorter bona fide retirement period for schools to hire retirees, consider tax incentives for teachers, increase state funding for teacher salary supplement, and maintain the commitment to resources for mentoring, training and supporting staff.

**Competitive and adequate compensation:** school funding primarily pays for quality staff and employees to provide a great education for students. In 2019-20, Iowa ranked 28<sup>th</sup> in the nation in average teacher pay (including TLC for teacher leaders at the high end) and starting teacher pay was ranked 38<sup>th</sup> (source: Learning Policy Institute, *Understanding Teacher Compensation State by State Analysis*).

In both the short and long term, legislation, policy, and public support provide improved compensation and benefit options for educators. They must also foster respect for the education profession, which is well deserved, to attract more Iowans into teaching and retain more teachers in Iowa. Only when we are able to do this will Iowa be able to have adequate numbers of quality individuals educating and supporting our children.

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**Public School Priority:** as Iowa public schools will always be the first choice of most Iowa families, they must be adequately funded and supported by the State.

- 1) Education Savings Accounts, as enacted by HF 68 in 2023, require further legislation to minimize the impact on public students and schools.
    - a. Public schools should be relieved of the mandate to reimburse private school parents or provide transportation for private schools.
    - b. Private school students returning to public school after the October enrollment count date should be funded timely (included in the enrollment count and budget for the next year or added to the class action requests for SBRC modified supplemental amount similar to on-time funding spending authority.)
    - c. ESA (and open enrollment) applications should be submitted and approved by an annual deadline to inform both public and private schools timely for staff and budget planning.
  - 2) ESAs should not be expanded to homeschool students or a weakened accreditation process expanded to more private schools.
  - 3) Equity of expectations and regulations should be applied consistently to both public and private schools under an ESA environment.
  - 4) Many rural school districts do not have a private school in their community today. In the future, the expansion of private online academies, the pressure for the State to support homeschooling and the profit motive to expand private schools without the corresponding costs of oversight and compliance will create lower economies of scale, compounding the challenge for small rural schools to survive rigorous State accreditation compliance.
- 

**Opportunity Equity, Increasing Student Needs and Mental Health:** resources should be based on at-risk need, in addition to enrollment. All school boards should have the opportunity to access up to 5% dropout prevention funding. School districts should be granted spending authority for FRPL-waived fees. Iowa should study the impact of poverty on educational outcomes and best practices of other states in closing associated achievement gaps, leading toward a significant and urgent update to Iowa's School Foundation Formula in funding programs for Iowa's neediest students.

Investments in programs for at-risk students prepare them for full participation in the workforce, improve school safety for all students, minimize tax increases to remediate social costs later

and improve outcomes for students and families. Students in rural areas are often distanced from services. Iowa must continue to address needed access to funded community mental health services for children and the shortage of mental health professionals statewide. The State should provide resources for local districts to train school staff in mental health first aid and awareness and build community capacity to collaborate for a collective solution to the increasing mental health needs of children.

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**Quality Preschool:** funding of quality statewide voluntary preschool for three and four-year-olds should be set at the 1.0 per pupil cost for full-time or prorated proportionally. The formula should include PK protections against budget and program impacts of preschool enrollment swings like they do for K-12 (budget guarantee/on-time spending authority). Full-day programming increases the opportunity for parent workforce participation, allows Iowa's limited childcare workforce capacity to focus on younger children, prevents later special education consequences, improves literacy and prepares students for learning. Although all students benefit from quality preschool, Iowa's low-income and non-English speaking students face barriers to half-day programs, making them even more at risk of lower long-term achievement.

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**Sharing Incentives/Efficiencies:** Whole Grade Sharing, Reorganization and Operational Sharing Incentives should be extended. The 21-student cap should be increased to allow access to new flexibility. Weightings should be sufficient to encourage and support sharing opportunities, with a 3-student weighting at a minimum per position. Reductions in weightings should be restored. The addition of new positions over the last few years, such as mental health counselors, work-based learning coordinators and school resource officers, demonstrates the value of continued sharing incentives for both efficiency and student opportunity. Some positions, such as those to address mental health or school safety, should be exempted from the cap.

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**Local School Board Authority:** locally elected leaders closest to the community are in the best position to determine the interests of students, staff, district and stakeholders. District leaders need maximum flexibility to provide a great education to all students. The Legislature, the Executive Branch and the courts should follow Iowa Code 274.3 and liberally construe laws and regulations in deference to local control.

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**Formula Equity:** continue investments in formula equity, closing the state and district per pupil gap within ten years. Inequities in the formula, based on no longer relevant historical spending patterns over 40 years ago, must be corrected to support resources for all Iowa students.

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**Bond Issue Dates:** the restriction of bond elections to one annual date spikes the demand for providers, architects, bonders, and construction labor, while extending the time of completion, all increasing cost to taxpayers. Bond issues, like other ballot initiatives, should be approved by a simple majority of voters.

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**Area Education Agencies:** Direct the RSAI Leadership Group to draft a priority to support AEAs (provision of services are critical to rural schools and students).



- EICC and Bellevue CSD Update - The following is some information on the enrollment of students in the Bellevue CSD in various courses at the Eastern Iowa Community College District. The comparison of the Bellevue CSD in comparison to other school districts is toward the end of the document. These courses are for students planning on eventually attending a 4-year school, those seeking a two-year degree or certification in a trade, etc. For example, some basic math and English courses are required for degrees or certifications in the trades.



## Bellevue High School 2022-2023 Summary of Concurrent Enrollment

### Total Enrolled Students

Students can enroll with Eastern Iowa Community Colleges in a variety of ways:

- High School sections arranged with their high school
- Individual registrations into public sections arranged with their high school
- Career Academies
- Self-pay registrations without high school involvement

The following table shows the total number of students enrolled while still in high school at Bellevue High School each year and the one-year and five-year increase or decrease in enrollment.

FY19	FY20	FY21	FY22	FY23	One-Year Change	Five-Year Change
126	115	117	121	120	-0.8%	-2.4%

### High School Sections

High School Sections are limited to high school students. These sections are usually offered at the high school, but there are occasions where the high school section is offered at one of the EICC campuses. However, the entire section is limited only to high school students.

There were 56 students from your institution in 2022-2023 enrolled in one of these sections. The table below lists the term, EICC synonym, course number, course title, and the number of students from your high school reported in each section.

Term	Synonym	Course	Student Count
Fall	223939	ADM:117-Keyboarding and Document Production	19
Fall	223845	ENG:105-Composition I	11
Spring	226740	ACC:111-Introduction to Accounting	3
Spring	226686	CSC:110-Introduction to Computers	27
Spring	226687	ELE:216-DC Circuit Analysis	3
Spring	226685	ENG:106-Composition II	11
Spring	226684	WEL:123-Welding Symbols	10

*BAS  
Classrooms  
and BAS  
teacher*

### Grade Distribution of High School Sections

The table below shows the grade distribution of these sections. Any incompletes or courses with no grades at the time the data was pulled have been eliminated from this summary.

Course	>=C	D	F	W	Totals	% >=C
ACC:111-Introduction to Accounting	3				3	100.0%

Course	>=C	D	F	W	Totals	% >=C
ADM:117-Keyboarding and Document Production	18	1			19	100.0%
CSC:110-Introduction to Computers	25	1		1	27	96.3%
ELE:216-DC Circuit Analysis	2			1	3	66.7%
ENG:105-Composition I	11				11	100.0%
ENG:106-Composition II	10	1			11	100.0%
WEL:123-Welding Symbols	10				10	100.0%
<b>Grand Total</b>	<b>79</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>84</b>	<b>97.6%</b>

### Online Registrations

Online Registrations are enrollments your high school arranged through Community College Individual Registration (CCIR) into an online section. The section is a public section that may have other high school students from your high school or another high school and also may have individuals from the general public.

There were 91 students from your institution in 2022-2023 enrolled into an online course. The table below lists the term, course number, course title, and the number of students from your high school reported in each course.

Term	Course	Student Count
Fall	AGA:181-Introduction to Crop Science	1
Fall	AGH:221-Principles of Horticulture	1
Fall	ANT:105-Cultural Anthropology	15
Fall	BIO:105-Introductory Biology	12
Fall	BIO:151-Nutrition	1
Fall	BIO:157-Human Biology	1
Fall	BIO:173-Human Anatomy and Physiology II	1
Fall	BUS:102-Introduction to Business	1
Fall	CRJ:100-Introduction to Criminal Justice	2
Fall	DRA:101-Introduction to Theatre	2
Fall	DRA:110-Introduction to Film	2
Fall	ENV:111-Environmental Science	5
Fall	FLG:141-Elementary German I	1
Fall	HSC:113-Medical Terminology	4
Fall	HUM:110-Changes and Choices	1
Fall	HUM:137-Humanities of the Modern World	2
Fall	MAT:104-Applied Math Topics	1
Fall	MAT:110-Math for Liberal Arts	2
Fall	MGT:110-Small Business Management	1
Fall	MUS:100-Music Appreciation	6
Fall	MUS:204-History of Rock and Roll	1
Fall	PHI:101-Introduction to Philosophy	1
Fall	PHI:105-Introduction to Ethics	1
Fall	PHI:110-Introduction to Logic	2
Fall	POL:111-American National Government	1
Fall	PSY:111-Introduction to Psychology	18

Term	Course	Student Count
Fall	PSY:223-Child and Adolescent Psychology	2
Fall	REL:101-Survey of World Religions	1
Fall	SOC:110-Introduction to Sociology	15
Fall	SOC:115-Social Problems	3
Fall	SPC:112-Public Speaking	5
Spring	ANT:105-Cultural Anthropology	9
Spring	ART:120-2-D Design	1
Spring	ART:186-Digital Photography	2
Spring	ART:203-Art History I	1
Spring	AVR:102-Foundations of Augmented and Virtual Reality	2
Spring	BIO:105-Introductory Biology	4
Spring	BIO:114-General Biology IA	1
Spring	BIO:151-Nutrition	4
Spring	BIO:163-Essentials of Anatomy and Physiology	1
Spring	BIO:168-Human Anatomy and Physiology I	1
Spring	BIO:186-Microbiology	1
Spring	BUS:102-Introduction to Business	2
Spring	CHM:122-Introduction to General Chemistry	1
Spring	CIS:121-Introduction to Programming Logic	1
Spring	COM:140-Introduction to Mass Media	1
Spring	CRJ:100-Introduction to Criminal Justice	2
Spring	DRA:110-Introduction to Film	2
Spring	ECN:110-Introduction to Economics	1
Spring	EDU:213-Introduction to Education	1
Spring	ENG:105-Composition I	2
Spring	ENG:221-Creative Writing	1
Spring	ENV:111-Environmental Science	9
Spring	ENV:145-Conservation Biology	2
Spring	FLG:142-Elementary German II	1
Spring	HIS:117-Western Civilization I: Ancient and Medieval	1
Spring	HIS:152-U.S. History since 1877	2
Spring	HSC:105-Introduction to Health Occupations	1
Spring	HSC:113-Medical Terminology	8
Spring	HUM:110-Changes and Choices	3
Spring	LIT:101-Introduction to Literature	6
Spring	MAT:104-Applied Math Topics	9
Spring	MAT:110-Math for Liberal Arts	1
Spring	MAT:117-Math for Elementary Teachers	1
Spring	MAT:128-Precalculus	3
Spring	MAT:156-Statistics	1
Spring	MAT:210-Calculus I	1
Spring	MFG:106-Workplace Safety	8
Spring	MKT:110-Principles of Marketing	1
Spring	MUS:100-Music Appreciation	6
Spring	MUS:120-Music Theory I	2

Term	Course	Student Count
Spring	MUS:204-History of Rock and Roll	1
Spring	PHI:101-Introduction to Philosophy	2
Spring	PHI:105-Introduction to Ethics	2
Spring	PHI:110-Introduction to Logic	1
Spring	PHS:120-Exploring Physical Science	1
Spring	PHS:152-Astronomy	2
Spring	PHS:166-Meteorology, Weather and Climate	2
Spring	PHS:172-Physical Geology	1
Spring	POL:111-American National Government	5
Spring	PSY:111-Introduction to Psychology	17
Spring	PSY:121-Developmental Psychology	11
Spring	PSY:246-Introduction to Counseling Skills	1
Spring	SDV:108-The College Experience	4
Spring	SDV:130-Career Exploration	1
Spring	SOC:110-Introduction to Sociology	9
Spring	SPC:112-Public Speaking	10

### Individual Registrations

Individual Registrations are enrollments your high school arranged through Community College Individual Registration (CCIR). The section is a public section that may have other high school students from your high school or another high school, and also may have individuals from the general public. These sections are usually held on an EICC campus, but they could include coursework that was streamed to the high school if the section also had public students.

There were no students from Bellevue High School in 2022-2023 enrolled into a public face-to-face course through CCIR.

### Career Academies

Career Academies are enrollments at an EICC campus where students spend half their day taking college classes to jumpstart them into their career. In AY23, EICC offered Career Academies in Advanced Manufacturing, Agriculture, Automotive Technology, Construction Technology, Criminal Justice, Culinary, Healthcare, IT/Networking, Small Business Management, and Welding and Transfer Academies in Business, Coaching, and Teacher Preparation. Sections may be filled with only high school students from your high school or other high schools or could also have students from the general public.

There was one student enrolled in a Career Academy from Bellevue High School in the 2022-2023 academic year. The table below lists the number of students for each academy from your high school.

Academy	Student Count
Production Welding Academy	1

### Student GPA by Class

The following table shows percentage of students from Bellevue High School, separated by their class, who fall into each of the GPA groups listed. This would include all students regardless of enrollment method and includes students in this class who may or may not have had concurrent enrollment each

year but who do have an EICC transcript on record. Students in the last three GPA groups may be on academic probation at the postsecondary level.

Cumulative GPA thru Spring 2023	2.0 or Higher	<2.0 and >0.00	0.00	Withdrew All Classes
Class of 2023	85.1%	14.9%	0.0%	0.0%
Class of 2024	86.7%	13.3%	0.0%	0.0%
Class of 2025	93.8%	6.3%	0.0%	0.0%
Class of 2026	94.1%	5.9%	0.0%	0.0%

### Academic Awards Earned

The following table shows the number of students and types of academic awards earned by Bellevue High School students while still in high school.

Award	AY19	AY20	AY21	AY22	AY23
Liberal Arts AA	1	2	0	2	2
Liberal Arts AS	0	0	0	1	0
Production Welding Certificate	0	0	0	2	1



Fact Book 2022-2023

*Online Courses*

### CCIR Online: Headcount

College	High School Name	Headcount FY19	Headcount FY20	Headcount FY21	Headcount FY22	Headcount FY23	One-Year Change	Five-Year Change
<b>Area 09 Public High Schools</b>								
CCC	Bellevue High School	95	92	88	82	91	11.0%	-9.0%
SCC	Bettendorf High School	0	2	21	20	14	-30.0%	1300.0%
CCC	Calamus-Wheatland High School	41	28	19	27	40	48.1%	60.0%
CCC	Camanche High School	61	54	65	52	69	32.7%	200.0%
CCC	Central DeWitt High School	34	66	52	49	67	36.7%	1575.0%
CCC	Clinton High School	3	2	3	1	5	400.0%	66.7%
MCC	Columbus Community High School	9	11	15	10	12	20.0%	NA
SCC	Davenport Central High School	0	0	0	20	6	-70.0%	NA
SCC	Davenport Mid City High School	0	0	0	0	0	NA	NA
SCC	Davenport North High School	0	108	0	1	22	2100.0%	NA
SCC	Davenport West High School	0	0	0	1	4	300.0%	NA
MCC	Durant High School	35	18	23	33	36	9.1%	38.5%
CCC	Easton Valley High School	35	33	28	25	15	-40.0%	-42.3%
MCC	Louisa-Muscatine High School	12	14	10	21	41	95.2%	NA
CCC	Maquoketa High School	103	111	112	100	123	23.0%	43.0%
MCC	Muscatine High School	39	64	94	150	165	10.0%	469.0%
SCC	North Scott High School	26	30	32	27	42	55.6%	121.1%
CCC	Northeast Community High School	25	34	31	26	61	134.6%	69.4%
SCC	Pleasant Valley High School	15	14	9	16	62	287.5%	1450.0%
MCC	West Liberty High School	8	13	20	20	20	0.0%	NA
MCC	Wilton Junior-Senior High School	59	65	63	73	81	11.0%	52.8%
<b>Area 09 Private High Schools</b>								
SCC	Assumption High School	2	7	31	24	18	-25.0%	1700.0%
CCC	Marquette High School	5	12	13	8	7	-12.5%	75.0%
CCC	Prince of Peace Catholic Academy	20	21	22	19	18	-5.3%	100.0%
<b>Non-Area 09 High Schools</b>								
CCC	Out of District schools	21	10	3	9	0	-100.0%	-100.0%
MCC	Out of District schools	0	1	1	6	5	-16.7%	400.0%
SCC	Out of District schools	0	1	2	1	0	-100.0%	-100.0%
<b>Total Headcount</b>		<b>648</b>	<b>811</b>	<b>757</b>	<b>821</b>	<b>1,024</b>	<b>24.7%</b>	<b>122.1%</b>

Online and at  
BHS classrooms

All High School Enrollment Types: Headcount - number of Students

College	High School Name	Headcount FY19	Headcount FY20	Headcount FY21	Headcount FY22	Headcount FY23	One-Year Change	Five-Year Change
<b>Area 09 Public High Schools</b>								
CCC	Bellevue High School	126	115	117	121	120	-0.8%	-2.4%
SCC	Bettendorf High School	368	410	486	856	687	-19.7%	76.6%
CCC	Calamus-Wheatland High School	66	53	44	45	56	24.4%	9.8%
CCC	Camanche High School	122	93	111	103	105	1.9%	32.9%
CCC	Central DeWitt High School	236	238	230	226	246	8.8%	6.0%
CCC	Clinton High School	259	264	138	170	179	5.3%	-31.4%
MCC	Columbus Community High School	52	64	60	58	53	-8.6%	-20.9%
SCC	Davenport Central High School	251	297	263	242	289	19.4%	4.3%
SCC	Davenport Mid City High School	4	19	5	8	9	12.5%	NA
SCC	Davenport North High School	367	400	334	398	359	-9.8%	-3.5%
SCC	Davenport West High School	475	471	325	401	318	-20.7%	-28.5%
MCC	Durant High School	35	18	25	35	38	8.6%	46.2%
CCC	Easton Valley High School	44	54	47	31	26	-16.1%	-21.2%
MCC	Louisa-Muscatine High School	76	88	75	72	87	20.8%	3.6%
CCC	Maquoketa High School	219	207	191	171	176	2.9%	-8.3%
MCC	Muscatine High School	512	484	379	450	464	3.1%	-12.3%
SCC	North Scott High School	464	522	571	622	680	9.3%	70.4%
CCC	Northeast Community High School	163	149	145	147	135	-8.2%	-18.2%
SCC	Pleasant Valley High School	413	457	466	535	506	-5.4%	4.1%
MCC	West Liberty High School	140	129	116	134	121	-9.7%	11.0%
MCC	Wilton Junior-Senior High School	59	78	78	80	94	17.5%	28.8%
<b>Area 09 Private High Schools</b>								
SCC	Assumption High School	257	256	291	280	296	5.7%	18.9%
CCC	Marquette High School	14	12	14	8	7	-12.5%	-61.1%
SCC	Morning Star Academy	0	1	1	3	0	-100.0%	NA
CCC	Prince of Peace Catholic Academy	27	22	23	19	20	5.3%	66.7%
<b>Non-Area 09 High Schools</b>								
	Out-of-District High Schools	21	25	15	26	17	-34.6%	41.7%
<b>Total Headcount</b>		<b>4,770</b>	<b>4,926</b>	<b>4,550</b>	<b>5,241</b>	<b>5,088</b>	<b>-2.9%</b>	<b>8.6%</b>

Note: This includes Contractual Agreements, CCIR face-to-face and online, Career Academy. Private pay only has been excluded.

*Taught in classroom at BHS*

**High School Sections: Headcount**

College	High School Name	Headcount FY19	Headcount FY20	Headcount FY21	Headcount FY22	Headcount FY23	One-Year Change	Five-Year Change
<b>Area 09 Public High Schools</b>								
CCC	Bellevue High School	57	68	52	62	56	-9.7%	21.7%
SCC	Bettendorf High School	352	370	465	839	664	-20.9%	81.4%
CCC	Calamus-Wheatland High School	58	49	41	34	34	0.0%	-26.1%
CCC	Camanche High School	105	74	92	86	57	-33.7%	-9.5%
CCC	Central DeWitt High School	232	225	220	221	233	5.4%	0.9%
CCC	Clinton High School	259	262	134	165	161	-2.4%	-37.8%
MCC	Columbus Community High School	50	56	55	57	48	-15.8%	-23.8%
SCC	Davenport Central High School	251	295	262	238	280	17.6%	1.1%
SCC	Davenport Mid City High School	4	18	4	8	9	12.5%	NA
SCC	Davenport North High School	367	398	334	396	356	-10.1%	-4.3%
SCC	Davenport West High School	475	471	323	399	305	-23.6%	-31.5%
MCC	Durant High School	0	7	10	15	2	-86.7%	NA
CCC	Easton Valley High School	11	22	14	3	0	-100.0%	-100.0%
MCC	Louisa-Muscatine High School	76	85	70	68	59	-13.2%	-29.8%
CCC	Maquoketa High School	207	194	160	157	151	-3.8%	-17.5%
MCC	Muscatine High School	472	440	260	349	350	0.3%	-31.0%
SCC	North Scott High School	462	518	565	608	670	10.2%	68.8%
CCC	Northeast Community High School	160	146	144	146	97	-33.6%	-39.8%
SCC	Pleasant Valley High School	402	436	450	499	458	-8.2%	-5.4%
MCC	West Liberty High School	137	125	106	126	117	-7.1%	8.3%
MCC	Wilton Junior-Senior High School	19	33	34	20	19	-5.0%	-45.7%
<b>Area 09 Private High Schools</b>								
SCC	Assumption High School	257	256	291	276	294	6.5%	18.1%
CCC	Marquette High School	1	1	1	0	0	NA	NA
CCC	Prince of Peace Catholic Academy	11	0	0	0	0	NA	-100.0%
<b>Non-Area 09 High Schools</b>								
CCC	Fulton High School	0	0	0	1	1	0.0%	NA
CCC	North Cedar High School	0	0	0	1	0	-100.0%	NA
<b>Total Headcount</b>		<b>4,425</b>	<b>4,549</b>	<b>4,087</b>	<b>4,774</b>	<b>4,421</b>	<b>-7.4%</b>	<b>0.7%</b>

*As high school*

**High School Sections: Credit Hours**

College	High School Name	Credit Hours FY19	Credit Hours FY20	Credit Hours FY21	Credit Hours FY22	Credit Hours FY23	One-Year Change	Five-Year Change
<b>Area 09 Public High Schools</b>								
CCC	Bellevue High School	251.00	265.50	195.00	318.00	238.00	-25.2%	4.4%
SCC	Bettendorf High School	1,511.00	1,500.50	1,883.50	3,698.00	3,291.00	-11.0%	128.1%
CCC	Calamus-Wheatland High School	375.50	284.75	283.00	201.00	212.00	5.5%	-20.2%
CCC	Camanche High School	548.00	387.00	538.00	612.50	386.00	-37.0%	60.8%
CCC	Central DeWitt High School	1,909.00	1,627.00	1,800.00	1,683.00	1,880.00	11.7%	10.3%
CCC	Clinton High School	990.00	1,106.00	520.50	638.50	631.00	-1.2%	-37.9%
MCC	Columbus Community High School	180.00	221.00	189.00	215.00	150.00	-30.2%	-41.5%
SCC	Davenport Central High School	1,186.50	1,468.00	1,396.50	1,429.00	1,720.00	20.4%	36.3%
SCC	Davenport Mid City High School	16.00	51.50	8.00	16.00	18.00	12.5%	NA
SCC	Davenport North High School	3,784.50	3,708.00	4,066.00	4,354.00	4,037.00	-7.3%	-1.2%
SCC	Davenport West High School	2,535.50	2,548.50	1,420.50	2,050.00	1,623.50	-20.8%	-30.1%
MCC	Durant High School	0.00	33.00	30.00	45.00	6.00	-86.7%	NA
CCC	Easton Valley High School	81.00	61.50	28.00	6.00	0.00	-100.0%	-100.0%
MCC	Louisa-Muscatine High School	557.00	560.50	525.00	525.00	333.00	-36.6%	-41.8%
CCC	Maquoketa High School	1,797.50	1,642.50	1,355.00	1,172.50	917.00	-21.8%	-42.4%
MCC	Muscatine High School	2,434.50	2,266.75	1,066.50	1,615.00	1,587.50	-1.7%	-36.2%
SCC	North Scott High School	3,460.00	4,866.00	4,868.00	5,547.00	6,195.00	11.7%	116.7%
CCC	Northeast Community High School	748.50	741.25	764.00	765.00	473.00	-38.2%	-43.6%
SCC	Pleasant Valley High School	3,198.00	3,143.00	3,222.50	3,173.00	3,089.00	-2.6%	-22.3%
MCC	West Liberty High School	711.50	590.75	530.00	614.00	624.00	1.6%	43.6%
MCC	Wilton Junior-Senior High School	55.00	105.00	95.00	56.00	56.00	0.0%	-34.9%
<b>Area 09 Private High Schools</b>								
SCC	Assumption High School	2,815.00	2,755.00	3,290.00	3,082.00	2,532.00	-17.8%	-4.7%
CCC	Marquette High School	2.00	3.00	3.00	0.00	0.00	NA	NA
CCC	Prince of Peace Catholic Academy	88.00	0.00	0.00	0.00	0.00	NA	-100.0%
<b>Non-Area 09 High Schools</b>								
CCC	Fulton High School	0.00	0.00	0.00	15.00	7.00	-53.3%	NA
CCC	North Cedar High School	0.00	0.00	0.00	2.00	0.00	-100.0%	NA
<b>Total Credit Hours</b>		<b>29,235.00</b>	<b>29,656.00</b>	<b>28,077.00</b>	<b>31,832.50</b>	<b>30,006.00</b>	<b>-5.7%</b>	<b>5.6%</b>



# College Connections Concurrent Enrollment



**EASTERN IOWA**  
COMMUNITY COLLEGES  
CLINTON • MUSCATINE • SCOTT

## FY 2022-2023 Highlights

### STUDENTS



**24**

High Schools Served

**5,098**

Students

**41,971**

Total Credit Hours

### OFFERINGS

**142**

Courses

**611**

Sections



### CAREER ACADEMIES



**141**

Students Enrolled in Career Academies

**1,586**

Career Academy Credit Hours

### COLLEGE CONNECTION INSTRUCTOR DEVELOPMENT

**139**

CCIs (Instructors)

**50**

Faculty Liasons

**19**

New CCI Orientation To Teach



of CCI attended  
DS Professional  
Development



of Faculty  
Observations  
completed

### TOP 3 COURSE OFFERINGS BY DIVISION

**Arts and Science:** ENG 105, ENG 106, SPC 112

**Career and Technical:** AUT 115, MFG 186, WEL 364

**Agriculture, Business and Professional Studies:**  
BUS 102, BUS 106, FIN 121

**Health:** HSC 113, HSC 172, HSC 106

**STEM:** CSC 110, MAT 156, BIO 168/173

### ACADEMIC AWARDS

**230**

High Schools students  
Earned Academic Awards

### HIGH SCHOOL CLASS OF 2023



of Area 9 Seniors  
Earned College Credits

**\$7.31 MILLION**  
in CC Tuition Value

**15.7**

Average number of  
Credit Hours Earned



of HS Concurrent 2023 Seniors  
Enrolled This Fall

### FALL 2023

**3,548** Students

**20,062** Credit Hours

**24** High Schools Served

**209** Students Enrolled  
in Career Academies



## Iowa State Performance Profiles

Recently, the Iowa Department of Education released the School Performance Profiles based on various areas, including the Iowa State Assessments. I have shared our results for both 2022 and 2023, the state average, along with some of our neighboring schools and conference schools. I will include this as an agenda item at our next board meeting as well.

	<u>2022</u>	<u>2023</u>	<u>2023 State Average</u>
Assessment Participation in ELA	98.51	99.79	99.05
Assessment Participation in Math	98.37	99.79	98.97
Average School Achievement ELA	48.59	48.78	50
Average School Achievement Math	50.58	50.03	50
Conditions for Learning Composite	46.95	47.8	49.4
Graduation Rate - 4 years	91.07	92.31	89.86
Graduation Rate - 5 years	92.31	92.86	92.51
Growth Mathematics	45	41	50
Growth ELA	42	49.5	50
Percent Proficient Mathematics	70.32	73.55	69.5
Percent Proficient ELA	65.3	69.03	71.4
Post-Secondary Readiness index College Level, adv. Coursework	88.46	95.92	75.82
Post-Secondary Readiness - ACT, SAT Participation	76.92	93.88	47.4
Post-Secondary Readiness - ACT/SAT Success*	25	13.04	46.06
Post-Secondary Readiness Composite	53.71	55.06	50

*\*Nearly all students were required to take in the past (including 2023 Graduates that are included in this data)*

Overall Results (Bellevue and Other Districts)

*\*Schools "targeted" have low scores in students with free/reduced lunch, English learners, students with IEP's, or students from a racial/ethnic minority. The number is the 1st or 2nd year of this identification for the school.*

*E = Exceptional; HP = High Performing; C = Commendable; A = Acceptable; NI = Needs Improvement; P/C = Priority/Comprehensive*

	Elementary	MS (if separate)	HS	Target Bldg - Year
Bellevue	55.50 C		52.68 A	MS/HS - 1 (IEP gain)
Anamosa	64.71 HP	61.27 HP	53.62 A	MS - 1; HS - 2
Andrew	55.05 C			
Cal-Wheat	45.73 NI		53.53 A	Elem - 1
Camanche	46.08 NI	55.45 C	56.74 C	Elem - 2; MS - 1
DeWitt	53.05 A; 49.94 A	49.94 A	56.19 A	
Durant	51.18 A		50.80 A	
Easton Valley	53.61 A		51.11 A	MS/HS - 2
Lisbon	59.92 C		57.56 C	
Maquoketa	42.99 P	49.49 A	50.21 A	Elem - 2; HS - 1
Midland	46.46 NI		52.46 A	MS/HS - 2
Mid-Prairie	51.32 A	58.46 C	56.62 C	MS - 2
Monticello	58.22 C	56.20 C	53.23 A	MS - 2
North Cedar	56.43 C; 56.87 C		50.95 A	MS/HS - 1
Northeast	56.06 C		58.82 C	Elem - 1
Tipton	55.24 C	52.89 A	52.75 A	MS - 2; HS - 2
Western Dubuque (Epworth)	53.67 A; 56.43 C 60.26 C; 52.16 A	53.35 A	54.56 A	MS - 1
Western Dubuque (Cascade)	59.10 C		57.77 C	HS - 2
West Branch	50.52 A	58.45 C	54.68 A	
West Liberty	49.27 A	50.01 A	50.75 A	MS - 1; HS - 2
Wilton	62.04 HP		50.85 A	MS/HS - 1

**School Ratings**

Schools receive ratings based on their overall score. The ratings and corresponding score ranges are as follows:

Rating Category	Score
Exceptional	66.31 and above
High Performing	60.61 - 66.30
Commendable	54.91 - 60.60
Acceptable	49.21 - 54.90
Needs Improvement	43.96 - 49.20
Priority/Comprehensive	43.95 and below

# Measures

## Learning Measures

Each school receives an overall score based on its performance on accountability measures, which are under the "Learning Measures" dropdown menu and listed below. Schools also receive a score for each subgroup of students, such as students with disabilities (subgroups must have 20 or more students to receive a score). These measures are:

- Student Participation on State Assessments: This requires that a minimum of 95 percent of a school's enrollment participate in annual state assessments. The 95 percent rule also applies to a school's student subgroups.
- Academic Achievement: This measures two things:
  - Proficiency: The percentage of students in a school who are proficient in math and English language arts (ELA) based on assessment results
  - Average Scale Score: Information about the average performance of students in ELA and mathematics in a school.
- Student Growth: This examines student growth by looking at assessment scores over time to determine whether a student performed better or worse than his/her academic peers (students at the same grade level with similar scores).
- Graduation Rate (High Schools): This measure determines the percent of students who graduate from high school in four or five years.
- Progress in Achieving English Language Proficiency: For students whose first language is not English, this measures a student's progress in obtaining English language proficiency across the domains of reading, writing, listening and speaking. This measure is based on Iowa's English language proficiency assessment, ELPA21.
- Conditions for Learning: This measures school safety, engagement and learning environment based on a survey of students in grades 5 through 12.

## Additional Metrics

The Iowa School Performance Profiles include additional metrics that are required by either federal or state law but are not included in a school's accountability score. The metrics are:

- Attendance: This measure shows the average daily attendance rate of students across the year.
- Chronic absenteeism: Chronic absenteeism is defined as missing 10 percent or more of school days for any reason, excused or unexcused – for vacation, health conditions, suspensions, etc.
- Percent of students assessed: This measure shows the percentage of students who took a reading or mathematics assessment.
- Staff retention: This measures what kind of turnover the school experiences, with the thought that the higher the turnover, the more challenges the school may face with constantly having to train new staff.
- Suspension and expulsion: This measure provides information about the number of suspension and expulsion incidents by different student groups in the prior year.
- Progress on State Goals: This provides information about student performance and interim progress toward meeting state long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the state's plan.

## Achievement Gaps

This section provides important information about closing gaps in achievement among subgroups of students, such as students with disabilities, English learners, students from low-income families (low socio-economic status), and students by race/ethnicity.

Data show how student subgroups are performing compared to each other, compared to the state average and compared to the benchmark cut score that identifies a school as Targeted.

Midterm Superintendent Review - This is more of an FYI, but I believe we should continue what we have been doing for the last few years as a board and having an informal review of the superintendent's performance at the January meeting (in closed session).

## Comments from Building Principals, Superintendent, and Board Members

Meyer shared two documents with the Board in regard to the roles of the school board, superintendent, and building principals. This covers a variety of roles from policy development, purchasing, hiring staff, etc. More discussion will take place in the future at the December meeting and shared accordingly with updates.

## Next Meeting

Special Board Meeting - December 4, 2023 at 8:00 AM for the board adoption of various issuance resolutions as provided by the school attorneys for the transactions of the bond proceeds.

Regular Board Meeting - December 11, 2023 at 6:30 PM.

## REPORT OF SALE



Bellevue CSD, Iowa  
 \$10,000,000 General Obligation School Bonds, Series 2024  
 (Later Re-Sized to \$9,695,000)  
 Sale Date: Monday, November 13, 2023 at 1:30 PM  
 S&P Underlying "AA-" | S&P Insured "AA"  
 Bank Qualified

### WINNING BIDDER

**Janney Montgomery Scott LLC - Philadelphia, PA**

1-Jun	Interest Rate	Bonds Due 1-Jun	Interest Rate
2024	5.000%	2034	5.000%
2025	5.000%	2035	5.000%
2026	5.000%	2036	4.000%
2027	5.000%	2037	4.150%
2028	5.000%	2038	4.250%
2029	5.000%	2039	4.300%
2030	5.000%	2040	4.350%
2031	5.000%	2041	4.400%
2032	5.000%	2042	4.450%
2033	5.000%	2043	4.500%

Purchase Price: 10,232,587.45 Insurance: AGM  
 Net Interest Cost: 4,584,770.13 True Interest Rate: 4.2559%

As Re-Sized (Statistics from Dated Date)			
Purchase Price:	9,916,413.19	Insurance:	AGM
Net Interest Cost:	4,513,507.56	True Interest Rate:	4.2606%

**BOND DEBT SERVICE**

Bellevue Community School District, Iowa  
 General Obligation School Bonds, Series 2023  
 (New Money Projects)

Dated Date 12/20/2023  
 Delivery Date 12/20/2023

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service	Bond Balance	Total Bond Value
12/20/2023						9,695,000	9,695,000
06/01/2024	675,000	5.000%	202,578.25	877,578.25	877,578.25	9,020,000	9,020,000
12/01/2024			209,610.00	209,610.00		9,020,000	9,020,000
06/01/2025	460,000	5.000%	209,610.00	669,610.00	879,220.00	8,560,000	8,560,000
12/01/2025			198,110.00	198,110.00		8,560,000	8,560,000
06/01/2026	310,000	5.000%	198,110.00	508,110.00	706,220.00	8,250,000	8,250,000
12/01/2026			190,360.00	190,360.00		8,250,000	8,250,000
06/01/2027	330,000	5.000%	190,360.00	520,360.00	710,720.00	7,920,000	7,920,000
12/01/2027			182,110.00	182,110.00		7,920,000	7,920,000
06/01/2028	345,000	5.000%	182,110.00	527,110.00	709,220.00	7,575,000	7,575,000
12/01/2028			173,485.00	173,485.00		7,575,000	7,575,000
06/01/2029	360,000	5.000%	173,485.00	533,485.00	706,970.00	7,215,000	7,215,000
12/01/2029			164,485.00	164,485.00		7,215,000	7,215,000
06/01/2030	380,000	5.000%	164,485.00	544,485.00	708,970.00	6,835,000	6,835,000
12/01/2030			154,985.00	154,985.00		6,835,000	6,835,000
06/01/2031	400,000	5.000%	154,985.00	554,985.00	709,970.00	6,435,000	6,435,000
12/01/2031			144,985.00	144,985.00		6,435,000	6,435,000
06/01/2032	420,000	5.000%	144,985.00	564,985.00	709,970.00	6,015,000	6,015,000
12/01/2032			134,485.00	134,485.00		6,015,000	6,015,000
06/01/2033	440,000	5.000%	134,485.00	574,485.00	708,970.00	5,575,000	5,575,000
12/01/2033			123,485.00	123,485.00		5,575,000	5,575,000
06/01/2034	460,000	5.000%	123,485.00	583,485.00	706,970.00	5,115,000	5,115,000
12/01/2034			111,985.00	111,985.00		5,115,000	5,115,000
06/01/2035	485,000	5.000%	111,985.00	596,985.00	708,970.00	4,630,000	4,630,000
12/01/2035			99,860.00	99,860.00		4,630,000	4,630,000
06/01/2036	500,000	4.000%	99,860.00	599,860.00	699,720.00	4,130,000	4,130,000
12/01/2036			89,860.00	89,860.00		4,130,000	4,130,000
06/01/2037	525,000	4.150%	89,860.00	614,860.00	704,720.00	3,605,000	3,605,000
12/01/2037			78,966.25	78,966.25		3,605,000	3,605,000
06/01/2038	540,000	4.250%	78,966.25	618,966.25	697,932.50	3,065,000	3,065,000
12/01/2038			67,491.25	67,491.25		3,065,000	3,065,000
06/01/2039	565,000	4.300%	67,491.25	632,491.25	699,982.50	2,500,000	2,500,000
12/01/2039			55,343.75	55,343.75		2,500,000	2,500,000
06/01/2040	590,000	4.350%	55,343.75	645,343.75	700,687.50	1,910,000	1,910,000
12/01/2040			42,511.25	42,511.25		1,910,000	1,910,000
06/01/2041	610,000	4.400%	42,511.25	652,511.25	695,022.50	1,300,000	1,300,000
12/01/2041			29,091.25	29,091.25		1,300,000	1,300,000
06/01/2042	635,000	4.450%	29,091.25	664,091.25	693,182.50	665,000	665,000
12/01/2042			14,962.50	14,962.50		665,000	665,000
06/01/2043	665,000	4.500%	14,962.50	679,962.50	694,925.00		
	9,695,000		4,734,920.75	14,429,920.75	14,429,920.75		

Notes:  
 Final Results  
 Bonds due 06/01/2031-06/01/2043 callable Jun 1, 2030 at par.  
 AGM Insured

**BOND PRICING**

Bellevue Community School District, Iowa  
 General Obligation School Bonds, Series 2023  
 (New Money Projects)

Bond Component	Maturity Date	Amount	Rate	Yield	Price	Yield to Maturity	Call Date	Call Price	Premium (-Discount)	Principal Cost
Serial Bond:										
	06/01/2024	675,000	5.000%	3.650%	100.589				3,975.75	678,975.75
	06/01/2025	460,000	5.000%	3.530%	102.054				9,448.40	469,448.40
	06/01/2026	310,000	5.000%	3.510%	103.463				10,735.30	320,735.30
	06/01/2027	330,000	5.000%	3.470%	104.928				16,262.40	346,262.40
	06/01/2028	345,000	5.000%	3.440%	106.380				22,011.00	367,011.00
	06/01/2029	360,000	5.000%	3.470%	107.532				27,115.20	387,115.20
	06/01/2030	380,000	5.000%	3.500%	108.588				32,634.40	412,634.40
	06/01/2031	400,000	5.000%	3.510%	108.528 C	3.680%	06/01/2030	100.000	34,112.00	434,112.00
	06/01/2032	420,000	5.000%	3.530%	108.408 C	3.825%	06/01/2030	100.000	35,313.60	455,313.60
	06/01/2033	440,000	5.000%	3.550%	108.288 C	3.940%	06/01/2030	100.000	36,467.20	476,467.20
	06/01/2034	460,000	5.000%	3.580%	108.108 C	4.041%	06/01/2030	100.000	37,296.80	497,296.80
	06/01/2035	485,000	5.000%	3.670%	107.572 C	4.162%	06/01/2030	100.000	36,724.20	521,724.20
	06/01/2036	500,000	4.000%	4.000%	100.000					500,000.00
	06/01/2037	525,000	4.150%	4.150%	100.000					525,000.00
	06/01/2038	540,000	4.250%	4.250%	100.000					540,000.00
	06/01/2039	565,000	4.300%	4.300%	100.000					565,000.00
	06/01/2040	590,000	4.350%	4.350%	100.000					590,000.00
	06/01/2041	610,000	4.400%	4.400%	100.000					610,000.00
	06/01/2042	635,000	4.450%	4.450%	100.000					635,000.00
	06/01/2043	665,000	4.500%	4.500%	100.000					665,000.00
		9,695,000							302,096.25	9,997,096.25
Dated Date	12/20/2023									
Delivery Date	12/20/2023									
First Coupon	06/01/2024									
Par Amount		9,695,000.00								
Premium		302,096.25								
Production		9,997,096.25								
Underwriter's Discount		-80,683.06								
Purchase Price		9,916,413.19								
Accrued Interest		102.283787%								
Net Proceeds		9,916,413.19								

Notes:  
 Final Results  
 Bonds due 06/01/2031-06/01/2043 callable Jun 1, 2030 at par.  
 AGM Insured

**Debt Service Schedule**  
 Bellevue Community School District, Iowa  
 Prepared by: Piper Sandler & Co.

**SERIES 2023**

**ACTUAL FINAL RESULT**

Purchaser: Jamey Montgomery Scott LLC, Philadelphia, PA  
 Callable: June 1, 2030 Rating: S&P 'AA-' /A/GM Insured 'AA'  
 ACTUAL BALLOT AMOUNT = \$13,100,000

General Obligation School Bonds  
 1/1/2022 Taxable Valuation: 326,347,291  
 Maximum Levy Dollars @ \$2.70 Tax Levy = 881,137,699  
 Actual FY24 Pre-Levy Amount = 881,137,699

Levy if Property Owners Pay Full Levy

Date	Principal Maturity	Interest Rate	Semi Annual Interest Payment	Annual P & I Payment	Prior Outstanding P & I	Net Annual P & I Payment	Estimated P & I Levy
<b>Dated December 20, 2023</b>							
6/1/2023				877,578		877,578	2.68909
12/1/2023	675,000	5.000%	202,578	879,220		879,220	2.68912
6/1/2024	460,000	5.000%	198,110	706,220		706,220	2.16401
12/1/2024	310,000	5.000%	190,360	710,720		710,720	2.17780
6/1/2025	330,000	5.000%	182,110	709,220		709,220	2.17321
12/1/2025	345,000	5.000%	173,485	706,970		706,970	2.16631
6/1/2026	360,000	5.000%	164,485	708,970		708,970	2.17244
12/1/2026	380,000	5.000%	154,985	709,970		709,970	2.17550
6/1/2027	400,000	5.000%	144,985	709,970		709,970	2.17550
12/1/2027	420,000	5.000%	134,485	708,970		708,970	2.17244
6/1/2028	440,000	5.000%	123,485	706,970		706,970	2.16631
12/1/2028	460,000	5.000%	111,985	708,970		708,970	2.17244
6/1/2029	485,000	5.000%	99,985	699,720		699,720	2.14410
12/1/2029	500,000	4.000%	89,860	704,720		704,720	2.15942
6/1/2030	525,000	4.150%	78,966	697,933		697,933	2.13862
12/1/2030	540,000	4.250%	67,491	699,983		699,983	2.14490
6/1/2031	565,000	4.300%	55,344	700,688		700,688	2.14706
12/1/2031	590,000	4.350%	42,511	695,023		695,023	2.12970
6/1/2032	610,000	4.400%	29,091	693,183		693,183	2.12406
12/1/2032	635,000	4.450%	14,963	694,925		694,925	2.12940
6/1/2033	665,000	4.500%					2.21082
<b>Totals:</b> 9,695,000 4,734,921 14,429,921 14,429,921 0 14,429,921 2.21082							

**ACTUAL**

**PIPER SANDLER**

Voted Amount = \$13,100,000  
 Minus This Issuance = -\$9,695,000  
 Remaining That Might Be Issued Later = \$3,405,000

1/1/2022 Taxable Valuation: 326,347,291  
 Est'd 1/1/2024 Taxable Valuation: 357,921,391

**SERIES 2025**

Levy if Property Owners Pay Full Levy

Date	Principal Maturity	Interest Rate	Semi Annual Interest Payment	Annual P & I Payment	Prior Outstanding P & I	Net Annual P & I Payment	Estimated P & I Levy
<b>Assumes Dated June 1, 2025</b>							
6/1/2025				80,869		80,869	2.67645
12/1/2025	90,000	4.750%	80,869	170,869		170,869	2.69104
6/1/2026	95,000	4.750%	78,731	173,731		173,731	2.66822
12/1/2026	100,000	4.750%	76,475	179,100		179,100	2.68263
6/1/2027	105,000	4.750%	71,606	181,606		181,606	2.66825
12/1/2027	110,000	4.750%	68,994	183,994		183,994	2.66042
6/1/2028	115,000	4.750%	66,263	188,413		188,413	2.66912
12/1/2028	120,000	4.750%	63,413	190,444		190,444	2.68437
6/1/2029	125,000	4.750%	60,444	194,356		194,356	2.67617
12/1/2029	130,000	4.750%	57,356	197,970		197,970	2.69244
6/1/2030	140,000	4.750%	54,356	200,588		200,588	2.66199
12/1/2030	145,000	4.750%	51,356	203,199		203,199	2.67068
6/1/2031	150,000	4.750%	47,025	205,888		205,888	2.66375
12/1/2031	160,000	4.750%	43,225	208,225		208,225	2.65922
6/1/2032	165,000	4.750%	39,306	210,306		210,306	2.66823
12/1/2032	175,000	4.750%	35,150	211,500		211,500	2.64115
6/1/2033	180,000	4.750%	30,875	220,875		220,875	2.64006
12/1/2033	190,000	4.750%	26,363	226,363		226,363	2.64765
6/1/2034	200,000	4.750%	21,613	231,613		231,613	2.66322
12/1/2034	910,000	4.750%	21,613	931,613		931,613	2.67200
6/1/2045							
<b>Totals:</b> 3,405,000 2,092,850 5,497,850 5,497,850 12,673,123 18,170,973 2.67200							

**ESTIMATED**

**PIPER SANDLER**

Voted Amount = \$13,100,000  
 Minus 2023 Issuance = -\$9,695,000  
 Minus This Issuance = -\$3,405,000  
 Balance to Issue = \$0



# RatingsDirect®

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**Summary:**

## Bellevue Community School District, Iowa; General Obligation

**Primary Credit Analyst:**

Ying Huang, San Francisco + 1 (415) 371 5008; ying.huang@spglobal.com

**Secondary Contact:**

Charlie G Salmans, Chicago (1) 312-233-7039; charlie.salmans@spglobal.com

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Credit Highlights

Outlook

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## Summary:

# Bellevue Community School District, Iowa; General Obligation

### Credit Profile

US\$10.0 mil GO sch bnds ser 2023 due 06/01/2043

*Long Term Rating*

AA-/Stable

New

### Credit Highlights

- S&P Global Ratings assigned its 'AA-' long-term rating to Bellevue Community School District, Iowa's anticipated \$10 million series 2023 general obligation (GO) school bonds.
- The outlook is stable.

### Security

The district's unlimited ad valorem tax GO pledge secures the bonds. Proceeds, along with the remaining balance of voter-approved bonds (approximately \$3.1 million) to be issued in 2024 or 2025, will be used to build, furnish, and equip a new elementary building and improve the site.

### Credit overview

The K-12 district is located in Jackson County in northeast Iowa, along the Mississippi River, approximately 25 miles south of Dubuque. It's a largely residential community with good income levels, extremely strong market value per capita, and a diverse tax base. The largest taxpayers within the district include several real estate companies, law firms, and a railroad company. The district has seen continuous growth in market value in recent years, mainly attributable to residential and commercial developments. Its assessed value, however, declined modestly in 2022 due to increased tax increment financing valuation. Management expects market value growth to continue with anticipated housing development plans. The district has seen a growing enrollment trend in recent years (on average about 75-80 students in net gain) thanks to open enrollment and housing developments that attract younger families with school-age children.

Benefitting from conservative budgeting, cost savings during the pandemic, and the use of Elementary and Secondary School Relief (ESSER) funds, the district has posted positive general fund operations in fiscal years 2020 and 2021. However, fiscal 2022 saw a modest deficit (-4% of expenditures) due to decreased state aid revenue, which was based on the prior year's enrollment (a nine-student in decline for fall 2020), but higher instructional expenditures resulting from 32 in additional enrollment in fall 2021. Officials project a near break-even general fund result in fiscal 2023, which well exceeds its conservative budget. Consistent with its extremely conservative budgeting approach, the district budgets for a large deficit for fiscal 2024, but management continues to expect balanced results. The district was allocated about \$445,000 in total ESSER funds; about \$241,000 remains to be spent in fiscal years 2023 and 2024. The generally stable financial performance led to the district's consistent fund balance ratio to 24%-29% of

expenditures in the last few years, which we consider very strong.

Despite the proposed issuance and the anticipated \$3.1 million debt, the district has a moderate debt burden and an average amortization schedule. The district also has series 2021 bonds that were privately placed and are not rated by us. We've reviewed the related documents and don't believe the private placement debt poses contingent liquidity risk.

The 'AA-' rating reflects our view of the district's:

- Growing economy, with continuous commercial and residential developments;
- Very strong reserves supported by generally positive operations;
- Good management under our Financial Management Assessment methodology, including monthly budget-to-actual and investment holdings reports to the school board, a six-year financial plan that is updated twice a year, a long-term capital plan that looks out seven years and is updated annually, a formal investment policy a formal debt policy in compliance with state statute, and a reserve target based on Iowa School Board's guideline on solvency ratio of 7%-17% of expenditures in general fund; and
- Moderate overall debt burden, even factoring in the anticipated debt plans, with pensions, including a sufficiently funded Iowa Public Employees' Retirement System (91.4% funded as of June 30, 2022), and the district's annual cost is minimal; the district also provides other postemployment benefits (OPEB) with implicit subsidy. We expect combined pension and OPEB costs will likely remain a small fraction of the budget and not a near-term cost pressure.

### **Environmental, social, and governance**

The rating incorporates our view of the district's environmental, social, and governance risks relative to its economy, management, financial measures, and debt and liability profile, which we view as neutral in our credit rating analysis. Although the district is located along the Mississippi River, management reports that there hasn't been a history of material flooding impact to the district.

## **Outlook**

The stable outlook reflects our expectation that the district will sustain balanced operations and very strong fund balance, supported by its robust financial management policies and practices, in the next couple of years.

### **Downside scenario**

We could lower the rating if the district's financial performance were to deteriorate significantly, leading to sustained decreases in reserves, or if the district's debt burden were to increase substantially, putting pressure on the district's budget.

### **Upside scenario**

We could take a positive rating action if the district's income levels and reserve ratios were to improve, and if its debt service carrying charge moderates, while the other factors remain stable.

**Bellevue Community School District, Iowa--key credit metrics**

	Characterization	Most recent	Historical information		
			2022	2021	2020
<b>Economic indicators</b>					
Population			4,379	4,395	4,384
Median household EBI % of U.S.	Good		107	106	99
Per capita EBI % of U.S.	Good		110	113	99
Market value (\$000)		535,490	494,064	485,232	506,226
Market value per capita (\$)	Extremely strong	122,286	112,826	110,405	115,471
Top 10 taxpayers % of taxable value	Very diverse	8.2	N/A	N/A	N/A
<b>Financial indicators</b>					
Total available reserves (\$000)			2,023	2,248	2,009
Available reserves % of operating expenditures	Very strong		24.3	28.8	27.7
Total government cash % of governmental fund expenditures			77.2	67.6	69.9
Operating fund result % of expenditures			-4.0	3.0	8.2
Financial Management Assessment	Good				
Enrollment		703	651	660	655
<b>Debt and long-term liabilities</b>					
Overall net debt % of market value	Low	3.0	1.3	1.4	1.5
Overall net debt per capita (\$)	Moderate	3,633	1,509	1,561	1,700
Debt service % of governmental fund noncapital expenditures	Low		0.2	4.7	4.7
Direct debt 10-year amortization (%)	Average	51	100	100	100
Required pension contribution % of governmental fund expenditures			5.3	5.1	5.1
OPEB actual contribution % of governmental fund expenditures					
Minimum funding progress, largest pension plan (%)			117.8	119.7	84.8

EBI--Effective buying income. OPEB--Other postemployment benefits.

## Related Research

Through The ESG Lens 3.0: The Intersection Of ESG Credit Factors And U.S. Public Finance Credit Factors, March 2, 2022

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