

**SUPERINTENDENT**

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BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

Comet Highlights from the October 8, 2018 Board of Education Meeting

October 10 & 11	Parent-Teacher Conferences (3-Hour Early Dismissal; Professional Learning for teachers from 12:30-2:00; Conferences from 3:30-8:00)
October 12	No School
October 29	No School. Professional Learning for teachers
November 14	2-Hour Early Dismissal for students; Professional Learning for teachers
November 15	IASB Convention Presentation by Bellevue CSD in Des Moines
November 21-25	No School Thanksgiving Vacation
December 11	Elementary Winter Music Concert
December 17	HS Winter Music Concert
December 20	MS Winter Music Concert
December 24 - Jan 2	No School - Winter Break (Last day is Friday, December 21)

"Believe in the Blue" video update

<https://youtu.be/rYOauEazXBA>

Approved - Open Enrollment Requests

- Logan Drury (10th grade) - Bellevue to Easton Valley - Same as above

Approved - Approve Resignations

- Laural Ploessl - Elementary Associate - Laurie has worked in the district for 33 years, and has been a GREAT employee during this time. She is taking a full-time position at Bellevue Sand and Gravel (where she currently works part-time); Paula Reed will be increasing her hours and switching roles to take this position; We are advertising for another part-time position for Paula Reed's position

Approved - Approve Recommendations to Hire

- Pete Bonifas - Middle School Boy's Basketball Coach - Pete currently coaches HS Baseball, and this is a good fit for him to develop more relationships with students and encouraging them to be involved in multiple sports. Pete has experience coaching, and is a good fit for this position.
- Stephanie Penniston - Shared contract for Musical Assistant (sharing with Emily Jorgensen who did this last year).
- MS Girl's Basketball - Scott Jess, who currently coaches and teaches in the district and has a strong knowledge of basketball.

Recognize any Visitors

Evan Davies, Chris Dockum, Jesse Bakey, Jessica Hingtgen, Adessa Leibfried, Cameron Hingtgen and Cris Kellogg

Comet Curriculum

The "Arts" department shared about their programs, and the upcoming musical.

- Evan Davies discussed the marching band and receiving a "2" rating at contests on Saturday, the upcoming River Valley Conference Band Festival on November 9, and shared band numbers of
 - 5th Grade - 27 (5 from St. Joe's)
 - 6th Grade - 17
 - 7th and 8th Grade - 42
 - HS - 37
- Chris Dockum shared information about the vocal department and the upcoming musical on November 2, 3, & 4... "The 25th Annual Putman County Spelling Bee" which will actively involve the audience. Additionally, Chris shared about the RVC Vocal Festival at West Branch last week.
- Jesse Bakey shared some student pottery work and painting work, and shared the aspect of student of the month for the fine arts department. This last month it was...Band - Andrew Penniston, Art - Arrianna Kula, Vocal - Jeremiah Sauser
- Some upcoming dates include the following
 - November 2, 3 & 4 Fall Musical, "25th Annual Putman County Spelling Bee"
 - November 9 River Valley Conference Honor Band
 - November 12 Veteran's Day Program
 - December 11 Elementary Winter Music Concert
 - December 17 HS Winter Music Concert
 - December 20 MS Winter Music Concert

Approved - Isle Royale Trip

Jessica Hingtgen, currently a 3rd grade teacher in Bellevue (previously with Maquoketa CSD) has been a part of an extensive field trip/learning experience in her former position in the Maquoketa Middle School to Isle Royale in Michigan in the last several years, and included the opportunity for Bellevue MS students (7th graders specifically) last year. She attended along with will be in attendance, along with Bellevue students who participated last year - Adessa Leibfried and Cameron Hingtgen. Jessica and the students passionately explained the trip and learning, along with sharing a video as they spoke featuring the students. The Board approved moving forward with this again for Bellevue Middle School students in conjunction with Maquoketa CSD. There is NO cost to our district for this opportunity. This is a great opportunity for learning.

Some information is below...

Isle Royale – Who, What, Why, Where, How!

Isle Royale, the gem of the National Park service, plays host to 7- 7th grade classes during the school year. This program was created to allow a normal sized school class to get first-hand knowledge of science and history in a way that makes it fun, learn to live with a group of peers in a non-traditional setting and experience an outdoor adventure unlike any other. Schools from Upper Michigan, upper and mid Wisconsin, Illinois, and Iowa show their students what true wilderness is.

The trip starts with a chartered bus ride to the Clam Dam cabin (owned by Renewable World Energies) near the town of Danbury, WI. The kids arrive in the late afternoon and get acclimated, are given their gear, help cook supper, and learn about renewable energy at the dam. During good weather they will take a one mile hike down to the St. Croix River (one of the cleanest rivers on the planet). During the evening they will learn about leave no trace -how to manage in a wilderness setting and leave the area more pristine that it was before they were there. Bed comes too soon for the kids- some have been known to stay up until the bus ride which starts at 2am. Five hours later they arrive at the end of the earth (Minnesota- within miles of the Canadian border) when they get to the ferry boat dock at Grand Portage. This is where it starts getting even more fun- no two trips are ever the same. Some classes are faced with fog thick enough to cut with a knife while others have a beautiful sunrise and calm seas. Maybe they will see nine foot waves and Benny will usher them onto the boat saying, "Don't forget your Dramamine". Others have seen a raging lake and 12 -15 foot waves, causing the ferry to stay on the mainland for another night. Contingency plans include a stay on the mainland in the gymnasium of the Chippewa Indian School with visits to the very interesting Grand Portage historical park and a hike up to see the large waterfall right next to the Canadian border.

On the Island they will be able to practice their newfound skills and grow in leadership ability with their friends. The kids will get a different perspective on energy use as they recharge camera batteries with solar panels. For most, this will be the longest time they had been away from home and without a cellphone so we see a lot of peer support for homesickness.

At Washington Harbor after a two hour ferry ride they will be met by Ranger Val. She is a great favorite with the kids, a great source of information and loves to answer questions about the island. After getting all of the items off the ferry we walk to the group camp site ½ mile away from the dock. After multiple trips all of the items are at camp and tent setup and lunch cooking begin. While on the island all kids will get a chance to cook, carry water, and filter water (some groups more than others). The first day is full with camp setup, nature hike, observations about the island, and a nighttime program at the ranger station. Nightly activities for the week included stargazing, moose search with infrared camera, and a campfire complete with ghost stories and singing.

During the days on the island one day includes a 9 ½ mile round trip hike to Huginin Cove to the north. On the way they will see creeks, thimbleberries, fox, moose (if quiet enough), and maybe even a wolf. The cove has a beautiful beach full of rocks to throw and look at for a scavenger hunt, large rocks to scramble over (even a small cave for those who explore), and a spectacular view of the Canadian shores at Thunder Bay. On another day they will get to travel south to Grace overlook for a view of the interior of the island and a cool scramble 500 feet down a hill to the moose bedding grounds and small creek. Those who keep their eyes open will find moose bones and antlers.

Most of the kids, when asked how far they had hiked before this trip, say about one mile. Well, they will blow that away. Over the 3- 4 days on the Island these kids will hike 35-40 miles, WOW! No matter how

Typical Schedule

	DAY 1 SUNDAY	DAY 2 MONDAY	DAY 3 TUESDAY	DAY 4 WEDNESDAY	DAY 5 THURSDAY	DAY 6 FRIDAY
1:00 AM		WAKE UP				
2:00 AM		LEAVE FOR FERRY				
6:00 AM						
6:30 AM		ARRIVE GRAND PORTAGE				ADULTS COOK LARGE BREAKFAST
7:00 AM			WAKE UP	WAKE UP	WAKE UP	
7:30 AM	KIDS MEET AT SCHOOL-BUS TO CLAM DAM	FERRY LEAVES CENTRAL TIME	EAT BREAKFAST, CLEANUP	EAT BREAKFAST CLEANUP	LARGE BREAKFAST - CLEANUP	WAKE UP KIDS AND FEED THEM- CLEANUP
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM		ARRIVE AT WINDIGO-RANGER WELCOME	HIKE TO HUGANIN COVE-BRING NON COOK LUNCH - ON THE WAY SHOW INVASIVE SPECIES, FLORA, FAUNA	1/2 of group goes to Grace Point- other half has energy/solar until 10:30, then 1 hour service project with Ranger Val. Swim if warm enough.	PACK UP- DRY ALL TENTS AND GEAR, HAUL TO	CLEAN UP ALL GEAR SEPARATE PERSONAL EFFECTS AND
10:30 AM						
11:00 AM	STOP AT A WAYSIDE TO EAT LUNCH	HIKE 3/4 MILE TO CAMP-SET UP CAMP			Kids do interviews with other kids and Rangers. Ranger Program right before ferry leaves.	LEAVE FOR HOME
11:30 AM		EAT LUNCH				
12:00 PM		cleanup				
12:30 PM						
1:00 PM		Ranger Valerie Nature hike.		LUNCH CLEANUP		STOP FOR LUNC FAST FOOD
1:30 PM		Scavenger hunt with cameras. Pick up firewood for next day.				
2:00 PM						
2:30 PM						
3:00 PM	ARRIVE AT CLAM DAM CABIN-GET SITUATED			Switch- 1/2 of group goes to Grace Point- other half first does 1 hour service project with Ranger Val, then		
3:30 PM					ARRIVE AT BUS- head to Clam Cabin	
4:00 PM	COOK LARGE SUPPER	Start supper prep/ art project/class time		Supper Prep/ art project/class time		

4:00 PM	COOK LARGE SUPPER	Start supper prep/ art project/class time		Supper Prep/ art project/class time	Clam Cabin	
4:30 PM	CLEANUP	SUPPER		SUPPER		ARRIVE HOME
5:00 PM	SIT DOWN AND TALK ABOUT OBJECTIVES	Cleanup		Cleanup		
5:30 PM		Walk to Program-		Walk to program		
6:00 PM		RANGER PROGRAM	SUPPER	RANGER PROGRAM		
6:30 PM	Pack gear into provided bags. Pack bus.					
7:00 PM			CLEANUP		Pick up Pizza at Danbury	
7:30 PM						
8:00 PM	Pack everything except what is needed.	Best 6-7 students bake cake		Best 6-7 students bake cake.	ARRIVE AT CABIN- REMOVE EVERYTHING FROM BUS- Eat pizza ,START CLEANUP	
8:30 PM						
9:00 PM	EARLY TO BED	Night hike - look for animals	Campfire/ story time	Night hike- look for animals		
9:30 PM						
10:00 PM		Bedtime	BEDTIME	BEDTIME	BEDTIME	

Comet School Finance Information

Penny Medinger and Meyer shared some highlights of the Certified Annual Report, along with some other financial information and enrollment trends as well tabulated in a booklet by IASB (which Penny tracks as well)...See information at the end of the document. Overall, the district is in solid financial standing, with good solvency and unspent balance authority for spending.

Facilities Improvement

I met face-to-face with Steve Baughman from Russell Construction last week (along with Brett and Curt Ernst). He is going to examine square footage and give us some ideas ideally by the end of next week. Additionally, I spoke on the phone with Robin Randall from Legat and Jeff Sandberg (one of the lead architects at Legat) about potential ideas and plans. I shared some of the "reasons" people gave for some not being in favor of the bond in the past. They had thoughts about "not making it look sooooo nice" and how to reduce some things without losing the programming which is vital for learning of students. They also believed in meeting with some of those in opposition and finding out what kind of building they would support and discovering their overall viewpoints. Additionally, they also believed that having the next vote sooner than later is better as the talk can be capitalized on and discussion can be how "we listened and scaled back the price and some of the concerns" which were expressed.

When is the next referendum?

- Is April the right time? Is it too close to the last vote? Addressing this while it is still fresh in people's minds may be good, especially having meetings with those who were opposed.
- Is it better in June? Does summer impact this and voting?
- Do we want to vote in August (not September as was scheduled by the state for this school year)?
- Is the holiday season or November the right time in 2019?

Referendum Results

Below are several things I have heard in the community in regard to reasons for the referendum not passing this time around. What else is missing? What are the most important factors from this list?

Reasons for the vote not getting 60+%

- Taxes
 - Tax Rate increase
 - Tax Assessments recently updated/released
 - Place a "tax calculator" online for people to determine their tax increase for the project
- Building
 - Square foot was too much in comparison to the other school (it actually is similar in ratio)
 - A Wick building would be cheaper
 -

- Building Appearance (exterior)
 - Too luxurious/Extravagant...Too nice of a building
 - Design of the building (too much glass, not square, etc); Curved wall
 - Too nice of a picture of the new school
 - Too nice of a picture of the renovation of the current Bellevue Elementary
- Building Components (interior)
 - Included a full-size gym (or a gym at all...some felt not needed)
 - A two-story building vs a single level building concern (handicap accessibility and convenience concerns)
 - Some thought we were putting in a new "complete" kitchen in the new building; when it was only going to be a serving area similar to our process currently
 - Label the rooms in "old-school" terms (Library instead of Media Center, etc.)
- Private School
 - Lack of support from those at the other school in town
 - Needed to involve the other school in the decision
 - We need to share more with the private school (some would say we need to end all sharing programs for the private school students and any services we provide to them)
 - What benefit is this to the private school in town and its students?
 - Meet with representatives of the private school and find out "what would it take for you to support this new elementary school?"
- Public School Parents
 - Public Discussions
 - Needed to talk individually with farmers and other large land owners (possibly in an informal manner)
- Need for a new building
 - People did not see the need for the building; Must share why it is needed beyond for future learning needs and development of students.
- Voting
 - Not enough public school voters participating (parents)
 - Needed to get more college students out to vote
 - "Reach across the divide"
- Marketing
 - We were too transparent in sharing ALL information publicly
 - "Bellevue Votes Yes" slogan needs to be changed
 - Board members needed to be more involved in discussions in the community
 - Make statements short...people will not read anything of length
- Land for Building
 - Bought land without a public meeting (which we had said we were doing this and had meetings with notes about this)
- Construction of Building
 - Needed to talk to local contractors about their thoughts on how to build a school (while they do construct buildings, a school architect recognizes the needs for students in the long-term...my opinion)
- Financing
 - SAVE funds should be utilized instead of tax payer's money
 - Fundraise for the building

- Current Bellevue Elementary
 - The future use was unknown if a new school was built
 - A daycare would be better in the new Bellevue Elementary building, and it was not included in plans
 - Renovation experts needed to talk with the community about potential uses and their typical process

I am only sharing these thoughts from others...they are not necessarily those opinions that I believe.

Some other key components to discuss...

Financing through SAVE (if extended by the legislature) and the \$2.70 Levy

Below is a message I received from Matt Gillespie on Monday in regard to financing future projects when I asked about the potential impact of SAVE on our borrowing for a new building, and it is not as "optimistic" as some in our community may believe (it is not the answer!)

Attached is an estimate we had done previously and not much has changed, so this would still be in that "questimate" range...

1st page: your capacity to borrow NOW under current law...might net around \$730,000 for project costs

2nd page: your capacity to borrow if the law allowed for a 20-year borrowing from SAVE....might net around \$1.5 million for project costs

The reason it's not dramatically different - and this is a misconception of MOST schools across the state - is that you already have a significant amount of debt outstanding against the sales tax. If you were to borrow now for 20 years the INTEREST ALONE in the period between now and 2029, when added to your existing P&I payments, would take your debt service coverage down to the agreed upon limit of 1.20x. In order to borrow significantly more you'd have to RESTRUCTURE the existing bonds you have, and you cannot do that until 2021 when those bonds become callable. After 2021 you could stretch the payment out on the OLD bonds which would lower their annual payment (although it would also add enormous amounts of interest cost...but, that's something you and every other school might HAVE TO do) and allow for more NEW principal and interest.

Additionally, in a follow-up email, it was explained that the \$2.70 levy would allow us to borrow around \$11 million (11,000,000.00) - see below. Can we get something started for this amount that would be adequate and add to with some of our other funds? Possibly. I met with Legat on the phone on Tuesday and can share more about this at the meeting. I also met with Russell Construction on Monday with Brett to gain their insights. See Matt's message below...

Even though I'm giving you a number of \$11,070,000 you COULD if you want put a number that is slightly larger than that on the ballot; perhaps as high as \$11,500,000. Doing that would (a) give you some cushion in case my estimating is too conservative and you can actually fit a larger amount within \$2.70 once bonds are really being sold, but (b) you & the architect would have to understand up

front that just because \$11.5 million (or whatever the number) is on the ballot that does not mean you can actually get there mathematically when we get to the real day upon which you sell bonds. You'd have to go into it with eyes wide open that you MIGHT have to shave your scope back to around the \$10.8 million amount instead of perhaps a net of \$11.2-\$11.3 million if using the \$11.5 million ballot amount. There is some risk that with a larger number everyone gets hyped up into ASSUMING that you can attain it, and then if property valuations were to actually decline instead of increase, and/or interest rates were to skyrocket, you may not be able to actually fit that larger \$11.5 amount within the \$2.70 limitation. Many districts do put a larger amount on the ballot to cover any over-conservatism built in originally.

Approved - Modified Allowable Growth - School Budget Review Committee

Each year which we are eligible we apply to the School Budget Review Committee (SBRC) for "spending authority" for new students into our district who continue school in their previous district or choose to go to another public school district. We will have a few of them this year, but not sure how many currently. This gives us spending authority for this school year, as we must pay the other district for the student this year even though we do not get the funding until next school year. I recommend you approve this for the district's benefit...it is not giving us more money now, but the increase in authority that each student brings our district financially.

Also, our enrollment numbers are below and show a significant increase from last year, and the previous years on the sheet. We show an increase of 27 students overall.

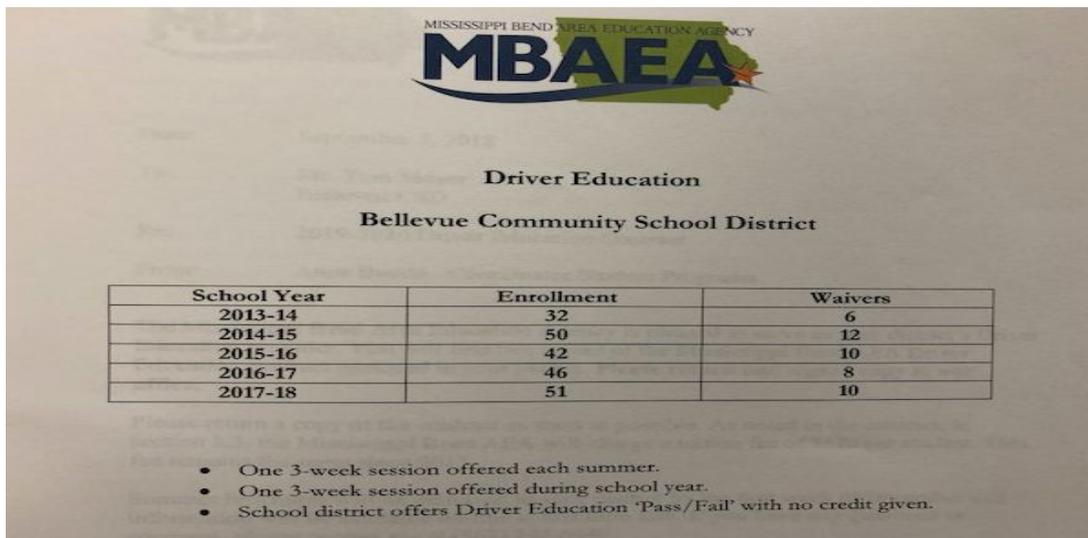
Enrollment Trends

Year	ECSE	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Elem (TK-5)	MS/HS Dist (6-12)	4PK/3PK Total Total (TK-12)
2008/ 2009	8	6	31	51	54	36	36	44	58	48	45	54	53	62	46	266	366	632
2009/ 2010	9	6	35	32	56	52	36	39	45	53	49	48	56	50	62	265	363	628
2010/ 2011	7	8	34	35	34	55	50	39	43	45	50	58	47	60	49	262	352	614
2011/ 2012	3	10	46	34	33	37	53	52	40	42	43	61	62	56	58	265	362	627
2012/ 2013	4	12	34	49	33	38	36	55	50	43	44	49	60	61	55	262	362	624
2013/ 2014	2	9	43	38	45	37	35	41	55	54	43	51	56	63	61	248	383	631
2014/ 2015	3	7	36	39	36	49	37	43	42	59	59	45	52	55	62	250	374	624
2015/ 2016	2	15	42	35	42	37	49	39	45	43	59	67	44	53	53	259	364	623
2016/ 2017	4	12	37	44	37	43	38	53	45	49	48	65	64	46	50	264	367	631
2017/ 2018	3	10	37	38	42	40	49	40	54	49	50	61	64	63	47	256	388	644
2018/ 2019	6	14	48	41	39	44	42	48	44	55	53	55	60	68	60	276	395	671

Approved - Driver's Education

We have been working with the Mississippi Bend Area Education Agency for 15 years to provide driver's education to our students. The cost has not rose in several years (this is the 7th year with this cost) as it still remains at \$370/student (with free and reduced pricing available for those families who qualify for free/reduced lunches).

Our students are not required to utilize this service, but many do (they can utilize other services in the area). The price is reasonable overall, and the staff that provides the classroom and driving instruction have been great to work with. I recommend we approve this, as the AEA has done a great job in providing service to our students and their families. They provide over 70 classes each school year throughout the entire area of the AEA. Some information overall from the last few years, and about the program overall:



School Year	Enrollment	Waivers
2013-14	32	6
2014-15	50	12
2015-16	42	10
2016-17	46	8
2017-18	51	10

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

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

Comet Reading and Reflection

Below is a graphic and an article at the end of the notes on some of the top skills we need to be working on with our students to develop for "their future". We can discuss the graphic below regardless of the skills, and the article as it defines some of the skills for 2020.

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence **NEW**
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility **NEW**

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Information Items

IASB and NSBA Conferences

Janet Sieverding, Mike Reed, Kevin Lundin and Allysen Bonifas will be attending the IASB Annual Convention in Des Moines on November 15 when Bellevue CSD will present (pre-conference is November 14). Bellevue students and staff are presenting on November 15 @ 2:45 on the following:

Can your students manage independent projects, understand multiple disciplines, and solve problems creatively? Will your classroom content serve them in the future? The Bellevue Schools BIG program allows students to explore their passions for learning and work side-by-side with community and business leaders to tackle real-world issues. Students design learning situations that expand into deep understanding of standards and prepare them for life after high school through community engagement and societal impact. Attend this interactive session, and consider how and why this type of robust learning is so impactful and important in schools today.

The National School Board Association conventions is March 30-April 1. Janet Sieverding and Kevin Lundin are planning to attend, along with Mr. Meyer.

Meyer also shared a local opportunity for board learning...

Navigating the Tug of War: District Priorities vs. Day-to-Day Operations

5 Reasons to Attend:

- *Network with peers on how to respond effectively to the public.*
- *Learn strategies for responding to community and staff complaints.*
- *Take home tips and a tool to help the board prepare for deliberations and decision making.*
- *Explore a reflection tool to analyze time spent on student learning and district priorities vs. other competing needs.*
- *Gain hands-on experience with the new **At the Board Table Series—Coherence: The Right Drivers - What is the Work of the Board, Part 1** discussion tool.*

Extracurriculars and "Bellevue Students"

Meyer shared an overview of participation numbers, and general information of activities for K-12 students.

Over 40 students in HS Football (About 20 in MS football)

Over 30 students in HS Volleyball (About 30 in MS Volleyball)

Near 50 students in Cross Country (this includes around 15 MS students)

30+ in the musical in some capacity

Legislative Update

Below is another narrative of the responses of the candidates for governor. In the last few weeks I have shared information about the SAVE Extension, vouchers, and SSA. This week information on Funding Equity is being shared.

Funding Equity

"Equitable school funding is a key pillar of IASBs legislative efforts. IASSB has led on this issue by designing a formula that was ultimately revised and signed into law in 2018. The original formula outlined a plan to create true equity in transportation and district cost per pupil over a period of several years. As governor, would you support a path toward full equity over a period of years? Please explain your rationale for your position."

- **Reynolds: yes, it's long overdue and we are making progress. We started it last year and there's a commitment to continue. It can't be done all overnight, but phased in.**
- **Hubbell: yes, schools should be treated fairly. It's unfortunate that the legislature and governor could only do one year.**

Overall topics have included the following:

- Equitable School Funding
- Mental Health Issues
- Rural Sustainability
- Supplemental State Aid (SSA)
- SAVE Extension
- Vouchers
- AEA Funding

There are also videos over the areas identified and they are located at the following website provided by IASB:

https://www.ia-sb.org/Main/Advocacy_Center3/Main/Advocacy_Center/Advocacy.aspx?hkey=b6cce992-e9f4-425e-90f0-2633f59f46de

Additionally, some of the School Administrators of Iowa Priorities are the following...Any thoughts on these and things you specifically would like me to advocate for now and throughout the legislative session to our local legislators and those throughout the state? I am on the SAI Legislative Committee with about 12 other superintendents across the state.

SAI Legislative Priorities 2018-2019

Supplemental State Aid

Due to low levels of funding growth, averaging less than 1.7 percent per year over the past eight years, school districts in Iowa are under tremendous financial pressures. The critical labor shortage districts are facing is increasing the cost of doing business and exacerbating district financial stress. For the 2019-20 school year (FY20) we support an increase in SSA that provides adequate resources for students and teachers, is timely and equitable, takes into account overall state revenue growth, and is substantially greater than the 1.7 percent average for the past eight years.

Any increase should not be calculated by including categorical funding. Categorical funding should be increased at the same rate as Supplemental State Aid.

SAVE

We support the removal of the SAVE sunset. The extension of this revenue source is urgently needed for this funding to successfully address school district facility needs. The resources for this program should not be diverted for any other uses by the Legislature and/or Executive Branch. SAVE has provided school districts with a means to mitigate property tax increases, and in many instances lower local property taxes. Removal of the sunset will enable school districts to continue with these successes. The Iowa House voted 95-3 for passage of a 20-year extension during the 2018 session, showing widespread support for this funding stream. Numerous newspaper outlets have also come out in support. It's time for the Legislature to extend SAVE for the benefit of ALL districts.

School Transportation Equity/Per-Pupil Equity

We support legislation that addresses the inequities of transportation per-pupil costs for school districts with higher than the state average per-pupil transportation costs. The transportation equity provided must be revenue neutral for districts at or below the state average transportation costs per pupil. Any additional revenue provided by the state shall be considered categorical for the

school districts receiving additional funding, and it shall not be included as part of the calculation for increases in SSA.

We also support equalizing the per-pupil funding school districts receive, so that all districts receive the same dollar-per-pupil amount. Any changes should NOT include a reduction in per-pupil allocations to districts.

The 2018 Legislature took an important first step on this issue with one-time transportation funding, and a \$5 increase in per pupil for districts on the low end of the per-pupil amount, but much work remains if we truly aspire for equity among school districts.

Praxis

Teacher shortages in Iowa are increasingly having an impact on hard-to-fill positions such as Industrial Technology, Foreign Languages, Math, Science, Special Education, etc. We support allowing prospective teachers who have not yet met the Praxis requirements to be allowed to teach on a one-year waiver. This would be contingent on them meeting all other requirements for a license and passage of the Praxis at some point before a contract extension is completed. We also support granting a provisional license to certified teachers seeking to relocate to Iowa, who have passed a Praxis exam in another state. Additionally, establishing permanent cut scores for passage, rather than relying on yearly shifting percentile ranks, would be beneficial. If legislation were passed, it would be beneficial for it to become effective immediately upon signing.

Teacher Shortages

The teacher shortage areas are becoming critical. It's time for the Legislature and governor's office to take leadership in addressing this rapidly developing crisis for our students and schools. Teacher recruitment to our university and college prep programs, incentives for teachers entering critical shortage areas, along with emergency exceptions for IPERS rules for retirees in shortage areas should all be considered.

(We looked into the conversation the committee had around difficulty filling special education positions, and the number of temporary authorizations etc. We reached out to the BoEE, and they are aware of the issue and trying to respond. Mike Cavin with the BoEE has been overseeing a work group with Mary Stevens, retired Executive Director of Special Education for Central Rivers AEA, in response to the issue of special education certification, the number of temporary authorizations, etc. It has been identified as a priority through the BoEE board goals. Their findings will be presented at a November 9th meeting for consideration by the BoEE board. Anyone is welcome to send feedback you would like to offer related to these concerns that can be shared with the board, or you are welcome to attend the November meeting. This is not an issue that requires legislative action, but rather a BoEE policy/rules item. Therefore, it will not be part of the legislative priorities that we take forward.)

IPERS

We support the IPERS program as a defined benefit program for Iowa Public Employees. At a time when fewer and fewer individuals are choosing education as a career, it is imperative that the state support benefit programs that encourage individuals to choose a career in education and enable school districts to effectively recruit teachers from both in and outside Iowa.

Mental Health

We support state policy that identifies options and provides resources for school districts to address the complex issues of student suicide and other serious mental health-related issues for students.

Whole Grade Sharing

We support the extension of whole grade sharing incentives beyond 2020.

Probationary Administrators

We support the removal of the new Chapter 20 requirement that all administrators new to their position automatically have to serve a three-year probation period. We believe each local board should have the authority to determine a probation period that works for its respective district.

Vouchers

We are opposed to any and all forms of voucher programs/additional public funds appropriated to private school uses.

Safety Update

The district had an intruder drill in both buildings on Tuesday, September 25 at 1:00. Both buildings had separate scenarios, but they both involved an intruder in the building. All classrooms and areas went into "lockdown" (locking their doors), and then were dismissed by individual classrooms to an area or larger sections of the building to an area. It went well overall, but we are getting feedback on some areas which we need to address for the future based on situations and where students and staff are at the time (PE outside or in the weightroom where there is not an intercom system, elementary PE area, elementary kitchen area, and a few others).

We had a mock drill with staff last year, and at the start of this year, but it was good to do with students. We will do another mock drill later this school year (at least one more time).

I attended a meeting with two other staff members on Wednesday, September 26 in regard to state requirements for updated safety plans. It was beneficial, and we will work to revise our current plan, focusing on prevention measures to be included in our overall plan (most of our plan meets requirements based on what was stated at the meeting).

Comments from the Superintendent, Building Principals, and Board Members

Mrs. Hartung-Schroeder shared about elementary programming.

Meyer shared the district tested water in the buildings for lead. The results were very good for our district.

Adjourn

Next meeting is on November 12, 2018



Unspent Authorized Budget (Also Known as Unspent Spending Authority)

Definitions and Calculations

Maximum Spending Authority – also known as Maximum Authorized Budget (MAB)– the maximum amount authorized under the school finance formula that a district has available to spend for a given budget year. It is a calculation and is the sum of maximum district cost, preschool foundation aid, ISL, Ed Improvement Authority, miscellaneous income and prior year unspent spending authority.

Maximum district cost – also a calculation; the sum of regular program cost (enrollment multiplied by legislatively authorized cost per student), special education instructional costs, AEA costs and district supplementary weighting - all funded with a mix of state aid and property taxes. It does not include a district's cash reserve levy.

Miscellaneous income – revenue which is not part of the combined district cost– for example, state grants, federal funds, student fees and tuition from open enrollment in, and interest income. It does not include the cash reserve levy.

Unspent Spending Authority – also known as Unspent Authorized Budget (UAB) – amount of maximum spending authority left at year end after deducting the general fund expenditures incurred during the year.

Three Views - Data, Charts & Graphs (page 11)

View of Unspent Spending Authority Balances	Calculation	Why Important?
Current (traditional) Fiscal Year Unspent Authorized Balance	Maximum authorized budget less expenditures.	By law, cannot exceed the maximum spending authority. Cannot have a negative unspent spending authority at year end and if do, SBRC requires submission of corrective action plan
Annual Unspent Authority Balance	Current year's maximum authorized budget less current year expenditures. (does not include prior year's unspent spending authority).	Once an adequate unspent authorized budget balance is achieved, no need to bank additional unspent authority.
Available Unspent Authority Balance	Current unspent spending authority less restricted funds' fund balances.	Amount that the district has available to spend, if cash is available. Restricted funds must be spent for specific purposes.



% Unspent Authority to Maximum Ratios	Calculation	Target	Questions To Be Answered?
% Balance Traditional to Maximum	Unspent authorized budget as a percent of maximum spending authority	5% - 15%, recommended not to exceed 25%	Are we within legal minimums? What do the trends tell us? Are we below 0% and must go to SBRC?
% Balance Annual to Annual Maximum	Annual unspent spending authority as a percent of maximum spending authority less prior years' spending authority	Build to UAB Ratio, - then stabilize at 0%	Are we spending all authority generated for a given year, using prior year's spending authority, or building unspent authority levels too high?
% Balance Available to Maximum	Current unspent spending authority less restricted funds' fund balances as a percentage of maximum authorized budget	??	What authority is available to the district to spend?

Other Important Information

- Maximum spending authority can be compared to a credit card limit – that is, it controls spending. It represents the most that can be spent. It is a legislatively enacted calculation to keep spending per student the same (equitable) regardless of where in Iowa those students reside. Spending authority does NOT equate to cash available. Unspent spending authority can be compared to the unused portion of a credit card limit. A district's level of unspent spending authority does not mean a district has cash. Conversely, a district's cash balance does not mean a district has unspent spending authority—that is, districts cannot use their cash to spend above their credit card limit.
- The amount of unspent spending authority is the most important key measure. If the district's unspent spending authority goes below zero (negative), the district by law is required to present a corrective action plan to the School Budget Review Committee (SBRC) to raise the spending authority above zero. If a district's corrective action plan is not sound or if the district is negative for 2 or more years, the SBRC may recommend a Phase II – an on-site, thorough fiscal visit.
- Spending authority can be increased by: higher modified supplemental amount; modified state amount; increased enrollment; increased miscellaneous income; SBRC approval of increased authority for unique circumstances; and by decreasing district expenditures.

Iowa Association of School Boards: Financial Focus - All Funds Detail

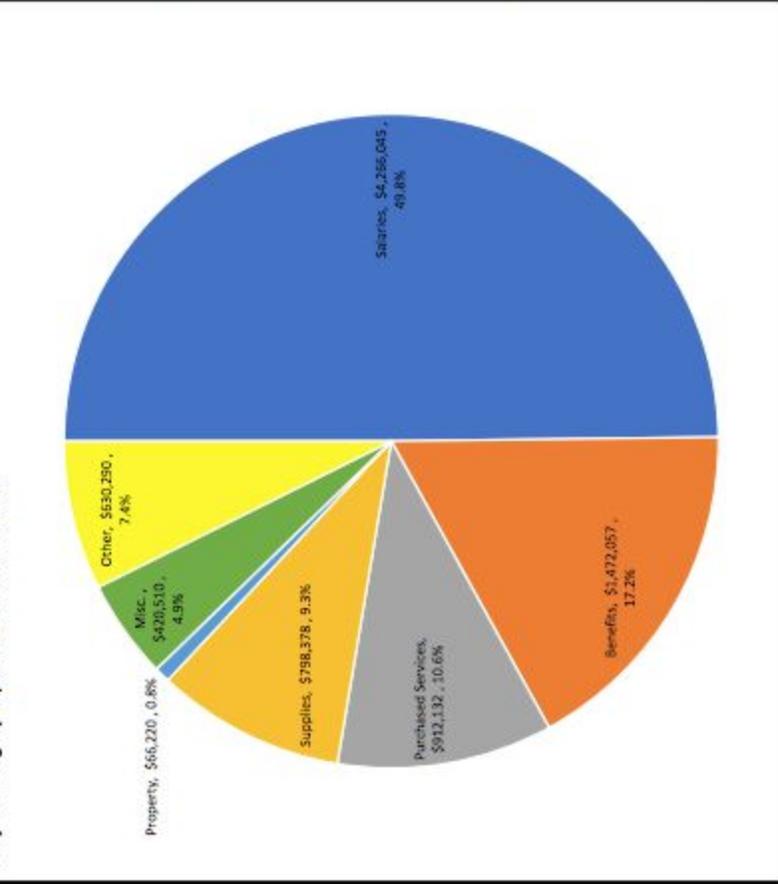
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FY 2017

Object Category Expenditures for All Funds

Object Category	Salaries	Benefits	Purchased Services	Supplies	Property	Misc.	Other	Total
Object Category Expenditure Amount	\$ 4,266,045	\$ 1,472,057	\$ 912,132	\$ 798,378	\$ 66,220	\$ 420,510	\$ 630,290	\$ 8,565,632
% of Total Object Category Expenditures	49.8%	17.2%	10.6%	9.3%	0.8%	4.9%	7.4%	100.0%

Object Category Expenditures for All Funds



Descriptions and Information on Different Funds (not all inclusive)

Fund	Description	Code Cite	Major Revenue Sources	Major Expenditures
General Fund	All school district educational programming and most operations	298A	-State and property taxes generated through the school aid formula -Other local taxes, state aid, federal aid and grants -Tuition from open enrolled	-Salaries and benefits, utilities, curriculum, services, instruction support staff, transportation, administration
Student Activity Fund	Student-related cocurricular or extracurricular	298A.8	-Activity fees -Gate Receipts -Student fundraising -Picture revenues	-Cost of co-curricular activities (athletics, clubs, trips) -Protective/safety equipment
Management Fund	Fund activities for specified items, per law	298A.3, 298.4	-Property taxes (board approved)	-Liability insurance -Early retirement -Unemployment claims -Tort payments -Arbitration/Mediation
Capital Projects Funds	Fund accounts for infrastructure, such as land and buildings	298A.9, 298.21	-Bond proceeds from General Obligation (GO) bonds and revenue bonds -Sales tax (from SAVE funds) -Property taxes	-Acquisition -Construction -Major renovation -Technology -Stated bond purpose
Physical Plant and Equipment Levy (PPEL) Fund		298A.4, 298.2, 298.3	-Property taxes (board approved) -Property taxes (voter approved)	-Purchase/construction of infrastructure -Purchase, lease, lease-purchase of buildings -Technology -Busses and bus repair
Debt Service Fund	Account for debt payments	298A.10, 298.18	-Property taxes (voter approved) -Transfers-in	-Payment of principal and interest on bonds
School Nutrition Fund	Meals provided to students	298A.11	-Lunch fees -State and federal student lunch reimbursements -Fee for services	-School nutrition programs -Compensation of lunch staff -Food -Examples include: -Before/after school day care -Student house construction programs
Other Enterprise Funds	Funds for programs that are run like a business			
Internal Services Funds	Services provided to other district departments		-Department charge-backs	-Self-insurance fund -Risk management fund -Print shop
Trust Funds	Designated purposes monetary gifts - district is trustee	298A.13	-Benefactor gifts or donations	-Use of principal/interest in accordance with trust document -Example: College scholarships
Other Funds	Catch-all	298A.14 300.1	Examples: -Property tax from the Public Educational and Recreational Levy (PERL) -Entrepreneurial fund revenues	-Expenses in accordance with the terms of the specific "other fund"

Misc. are object category expenditures with codes between 800 and 899.
Other are object category expenditures with codes between 900 and 1000.

Note:
Agency Funds (288.13) are not included in these tables and charts as the district acts only as custodian of those funds. Decisions on use of these funds is made by the agency in charge. Examples: PTA, PTO, Booster Club

Sources:
Iowa Department of Education, Certified Annual Financial Reports (CAR) files
IASB analysis and calculations

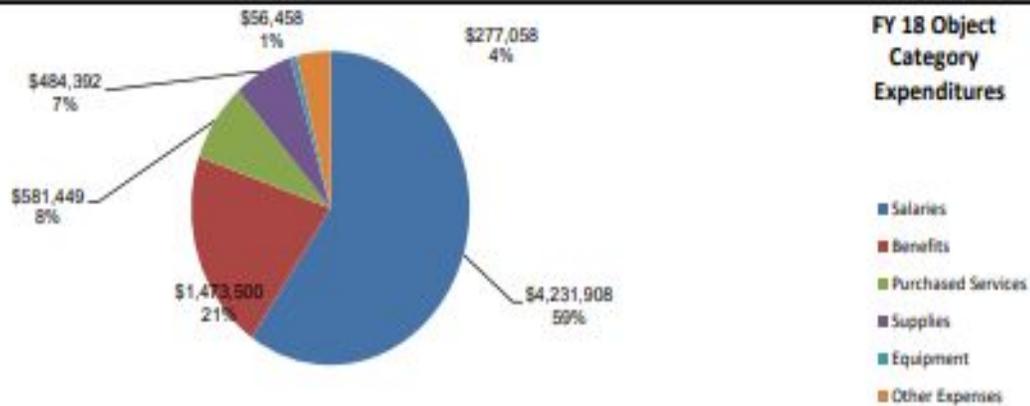
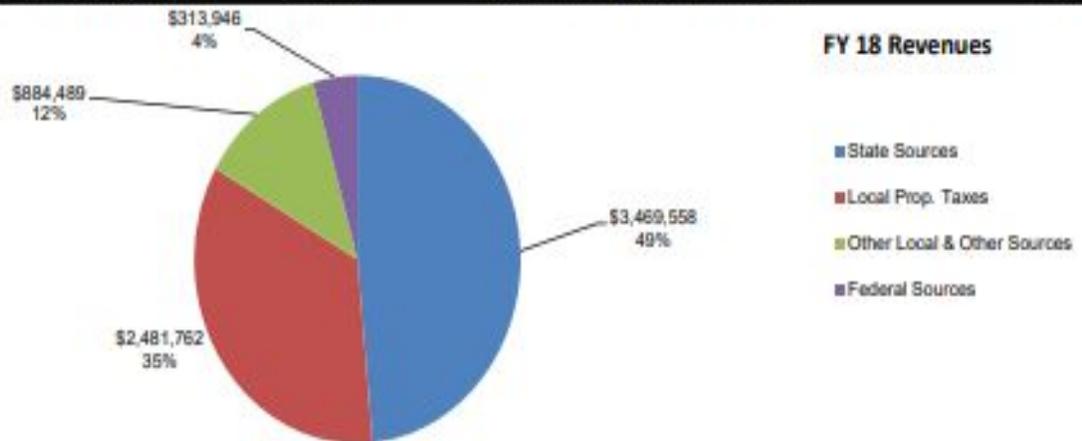
This does not include this year's enrollment, as it is all from last year budget.

IASB School District General Fund Fiscal Facts

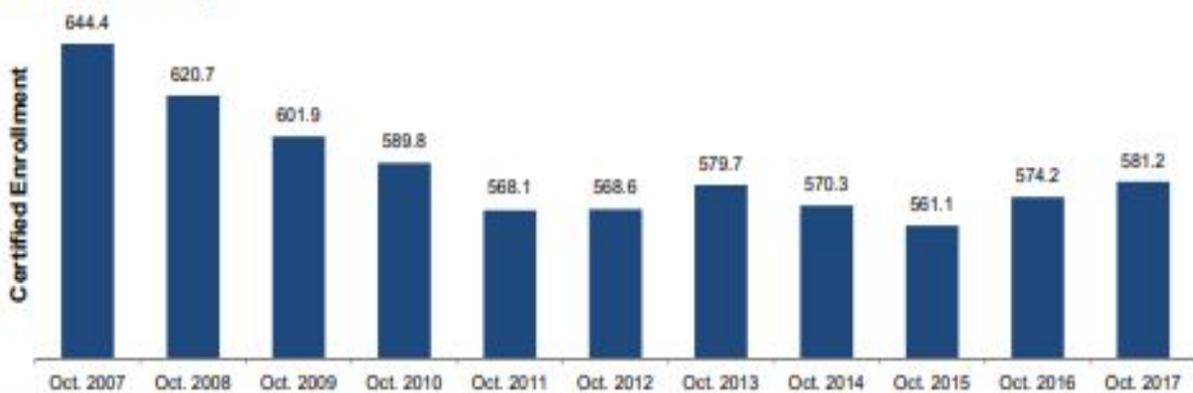
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Six Important District Financial Facts: General Fund Revenues and Expenditures, Enrollment Trend, Financial Solvency Ratio Trend, Unspent Authorized Budget (UAB) Percentage Trend, Cash/Unspent Balance Trends, Certified Staffing Levels, and Property Tax Rates.

Total General Fund Revenues= \$ **7,149,755** Total General Fund Expenditures= \$ **7,104,766**

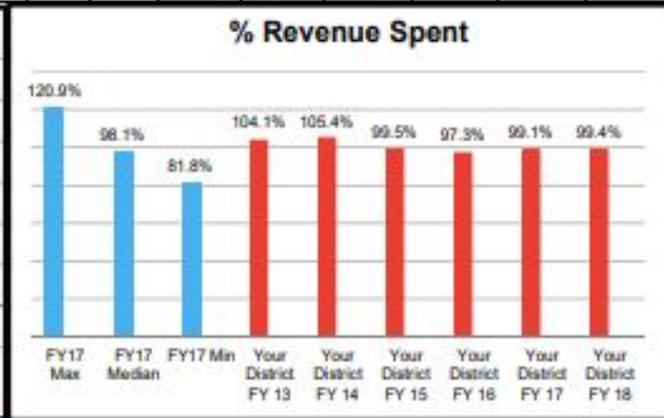
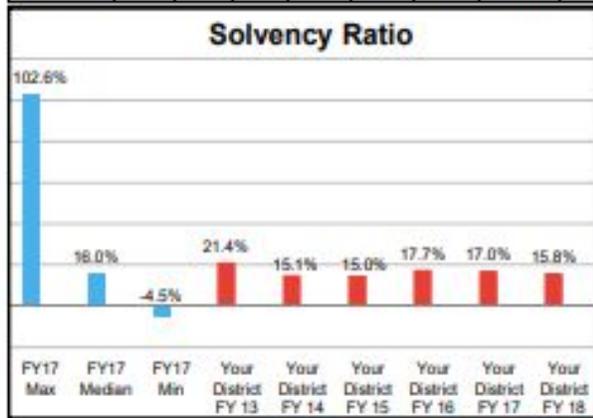


Enrollment History



Solvency FY 17 $[(\text{Unassigned}+\text{Assigned Fund Balance})/(\text{Total Revenue}-\text{AEA Flowthrough})]$

Solvency Ratio	Neg.	0%-4.99%	5%-9.99%	10%-14.99%	15%-19.99%	20%-25%	Greater than 25%	FY17 Max	FY17 Median	FY17 Min	Your District FY 13	Your District FY 14	Your District FY 15	Your District FY 16	Your District FY 17	Your District FY 18
Number	5	20	38	89	72	41	65	102.6%	16.0%	-4.5%	21.4%	15.1%	15.0%	17.7%	17.0%	15.8%
Percent	1.5%	8.1%	11.5%	27.0%	21.8%	12.4%	19.7%									

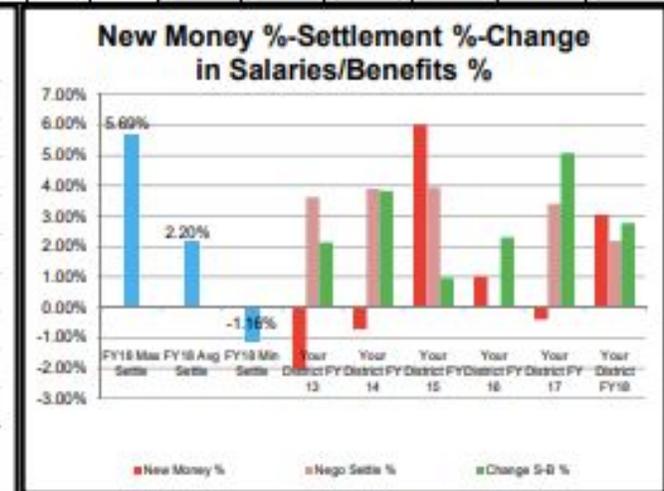
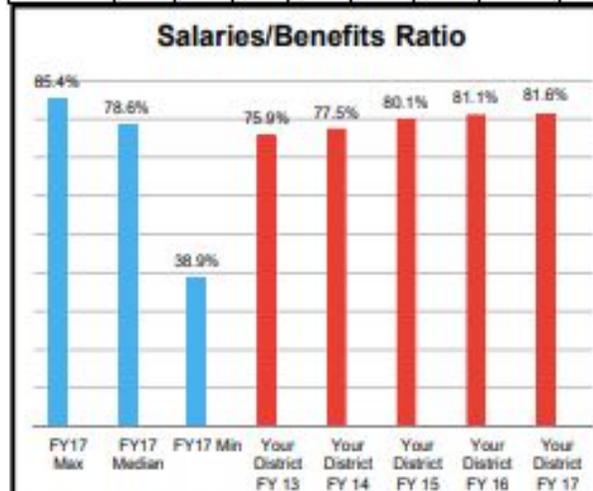


% Revenue Spent FY 17 $(\text{Total Expenditures}/\text{Total Revenues})$

% Revenue Spent	Below 85%	85%-89.99%	90%-94.99%	95%-99.99%	100%-104.99%	105%-109.99%	110% and Greater	FY17 Max	FY17 Median	FY17 Min	Your District FY 13	Your District FY 14	Your District FY 15	Your District FY 16	Your District FY 17	Your District FY 18
Number	3	15	58	147	82	23	2	120.9%	98.1%	81.8%	104.1%	105.4%	99.5%	97.3%	99.1%	99.4%
Percent	0.9%	4.5%	17.8%	44.5%	24.8%	7.0%	0.6%									

Salaries and Benefits Ratio FY 17 $(\text{Total Salaries and Benefits}/\text{Total Expenditures, including AEA Flowthrough})$

Salary-Benefits %	Less Than 65%	65%-69.99%	70%-74.99%	75%-79.99%	76%-79.99%	80%-84.99%	Above 85%	FY17 Max	FY17 Median	FY17 Min	Your District FY 13	Your District FY 14	Your District FY 15	Your District FY 16	Your District FY 17	Your District FY 18
Number	37	21	15	41	386	107	3	85.4%	78.6%	38.9%	75.9%	77.5%	80.1%	81.1%	81.6%	88.3%
Percent	11.2%	6.4%	4.5%	12.4%	32.1%	32.4%	0.9%									



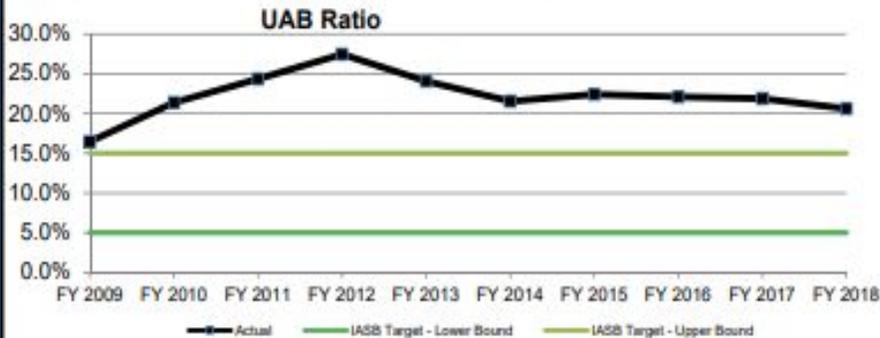
New Money %-Settlement %-Change in Salaries/Benefits $(\text{Settlement from IASB-ISEA Report on Teacher Settlements})$

Compensation Into FY18	<0%	0%-1.99%	2%-2.99%	3%-3.99%	4%-4.99%	5% & Over	FY18 Max Settle	FY18 Avg Settle	FY18 Min Settle	Your District FY 13	Your District FY 14	Your District FY 15	Your District FY 16	Your District FY 17	Your District FY 18
New Money %										-2.01%	-0.72%	6.00%	1.00%	-0.40%	3.03%
Nego Settle #	3	42	50	22	1	2									
Nego Settle %	2.3%	32.8%	45.7%	17.1%	0.8%	1.6%	5.69%	2.20%	-1.16%	3.62%	3.90%	3.95%	NA	3.40%	2.19%
Change S-B %										2.13%	3.83%	0.95%	2.30%	5.06%	2.76%

IASB School District General Fund Fiscal Facts

Bellevue

Unspent Authorized Budget (UAB) Ratio: IASB recommends a financial UAB ratio range of 5-15%, not to exceed 25%. This is a key indicator that represents the amount of spending authority remaining at the end of a fiscal year. A negative value is a violation of Iowa law and will require a district to develop and implement a corrective action plan.

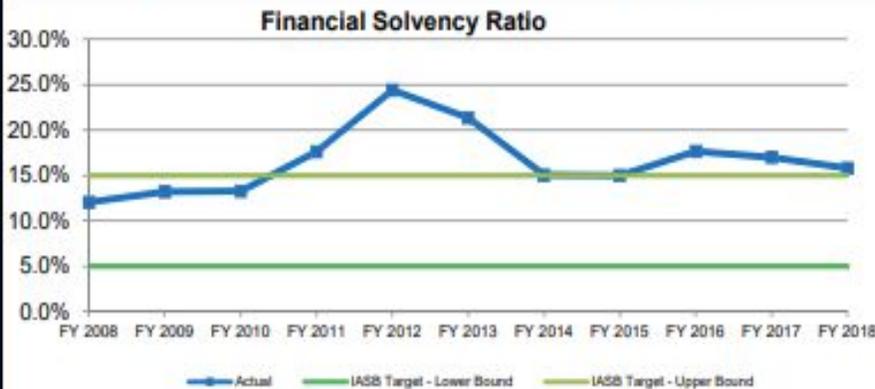


Certified Staffing Levels

Ex. Serviced/TE Certified Staff (Counselor, Teacher Librarian, Regular Ed. Teacher, Early Childhood Spec. Ed., & Spec. Ed. Teacher)



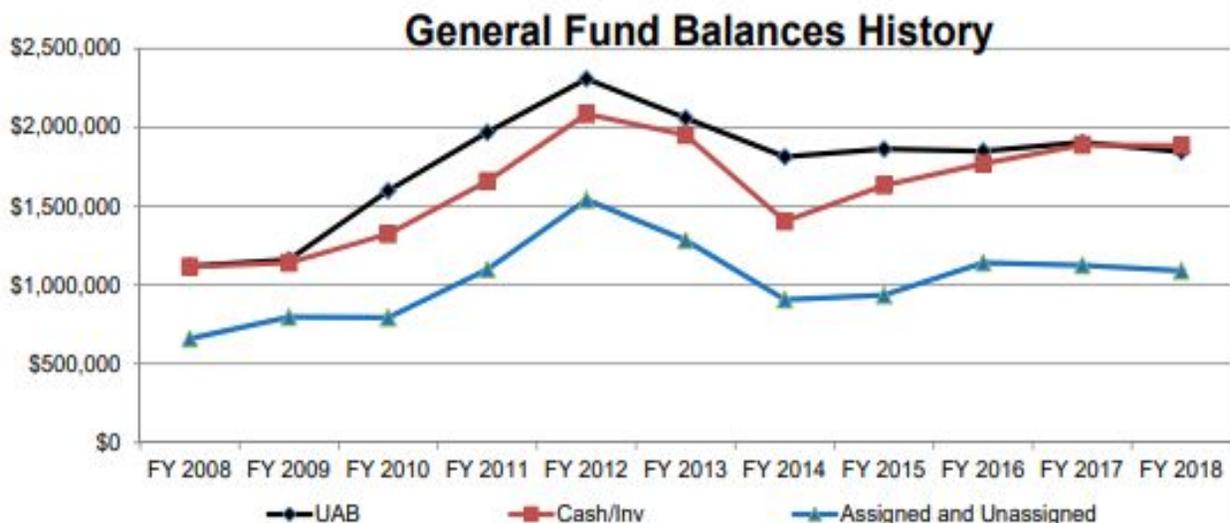
Financial Solvency Ratio: IASB recommends a financial solvency ratio range of 5-15%, not to exceed 25%. The financial solvency ratio is a measure of unobligated resources at a point in time (usually at year end as shown here).



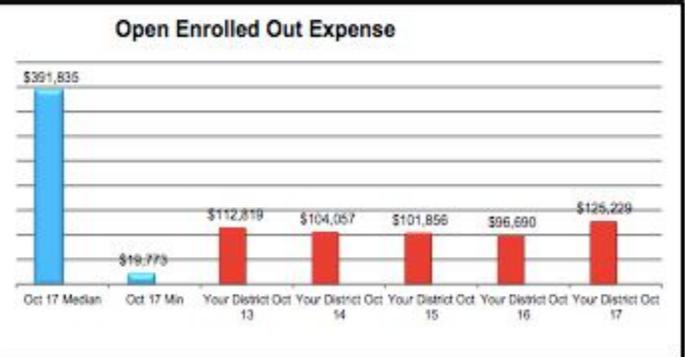
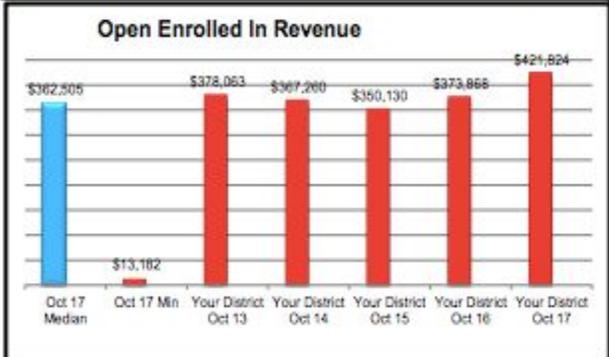
School District Total Property Tax Rates (Per \$1,000 of taxable valuations)



General Fund Balances History: It is important to monitor the trendlines for each of these measures.

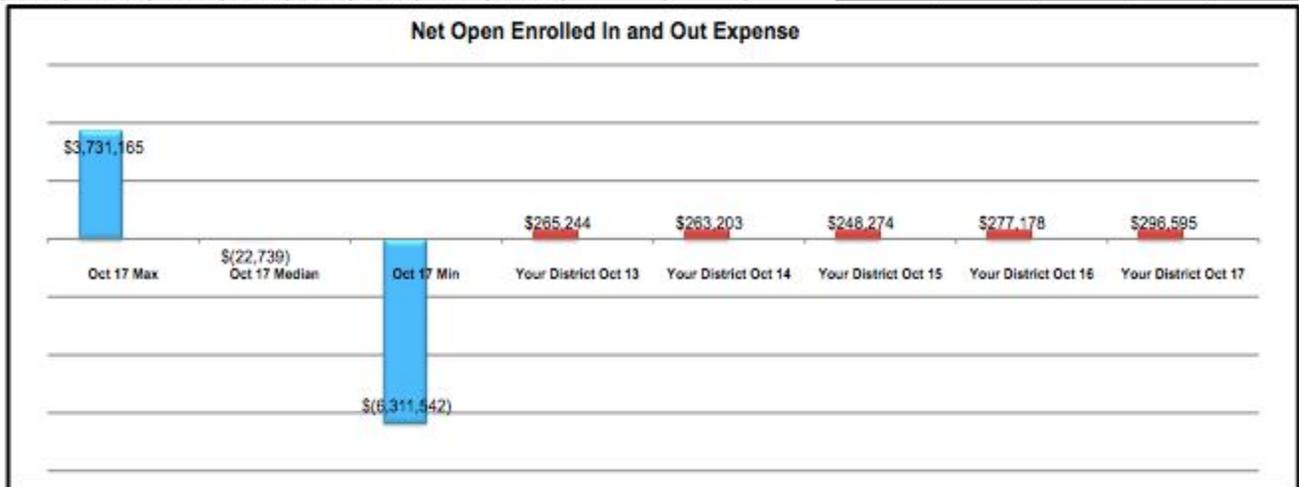


Open Enrolled In Revenue Oct 17 (Estimated at state cost per student)										Bellevue					
Open in Rng	Under \$150,000	\$150,000-\$299,999	\$300,000-\$449,999	\$450,000-\$599,999	\$600,000-\$749,999	\$750,000-\$899,999	\$1,000,000 and up	Oct 17 Max	Oct 17 Median	Oct 17 Min	Your District Oct 13	Your District Oct 14	Your District Oct 15	Your District Oct 16	Your District Oct 17
Number	53	81	63	33	18	25	57	\$ 5,211,504	\$ 362,505	\$ 13,182	\$ 378,063	\$ 367,290	\$ 350,130	\$ 373,868	\$ 421,824
Percent	16.1%	24.5%	19.1%	10.0%	5.5%	7.6%	17.3%								



Open Enrolled Out Expense Oct 17 (Estimated at state cost per student)										Bellevue					
Open Out Exp	Under \$150,000	\$150,000-\$299,999	\$300,000-\$449,999	\$450,000-\$599,999	\$600,000-\$749,999	\$750,000-\$899,999	\$1,000,000 and up	Oct 17 Max	Oct 17 Median	Oct 17 Min	Your District Oct 13	Your District Oct 14	Your District Oct 15	Your District Oct 16	Your District Oct 17
Number	18	87	86	47	26	29	37	\$ 9,525,972	\$ 391,835	\$ 19,773	\$ 112,819	\$ 104,057	\$ 101,856	\$ 96,690	\$ 125,229
Percent	5.5%	26.4%	26.1%	14.2%	7.9%	8.8%	11.2%								

Net Open Enrolled In and Out Expense Oct 17 (Estimated at state cost per student)										Bellevue					
Open Net Exp	-\$1,000,000 and lower	-\$500,000 to -\$999,999	-\$1 to \$499,999	\$0 to \$499,999	\$500,000 to \$749,999	\$750,000 to \$999,999	\$1,000,000 and up	Oct 17 Max	Oct 17 Median	Oct 17 Min	Your District Oct 13	Your District Oct 14	Your District Oct 15	Your District Oct 16	Your District Oct 17
Number	16	32	126	96	23	9	26	\$ 3,731,165	\$ (22,739)	\$ (6,311,542)	\$ 265,244	\$ 263,203	\$ 248,274	\$ 277,178	\$ 296,595
Percent	4.8%	9.7%	36.2%	29.7%	7.0%	2.7%	7.9%								



Select School District from List Below:		<h2>Unspent Authorized Budget History</h2>
Bellevue		
0585	DoM School District #	



UAB Ratio equals:	$\frac{\text{Unspent Authorized Budget}}{\text{Maximum Authorized Budget}}$
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Statewide Unspent Authorized Budgets										
Measure	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
State Maximum	61.7%	59.1%	61.8%	62.9%	63.4%	65.5%	64.5%	65.1%	65.1%	64.3%
State Median	14.2%	13.9%	15.6%	18.3%	19.3%	17.6%	16.8%	16.8%	16.7%	18.7%
State Minimum	-11.3%	-13.0%	-21.1%	-4.9%	-10.6%	-20.6%	-34.3%	-7.4%	-7.4%	-2.2%
State Average	14.9%	14.6%	16.5%	19.0%	19.9%	18.5%	17.6%	17.5%	17.5%	19.4%

Note: Updated 9/2018

Three Views for Unspent Authority Balance

Select School District from List Below:

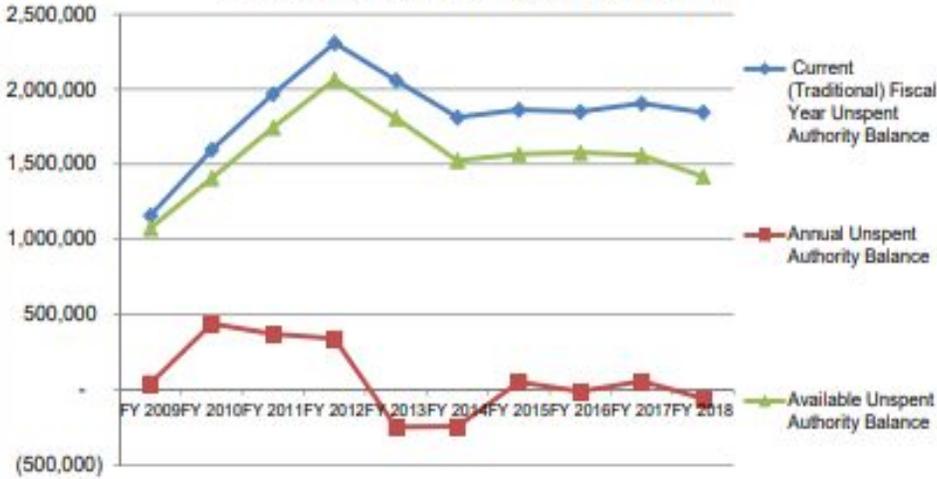
Bellevue

0585

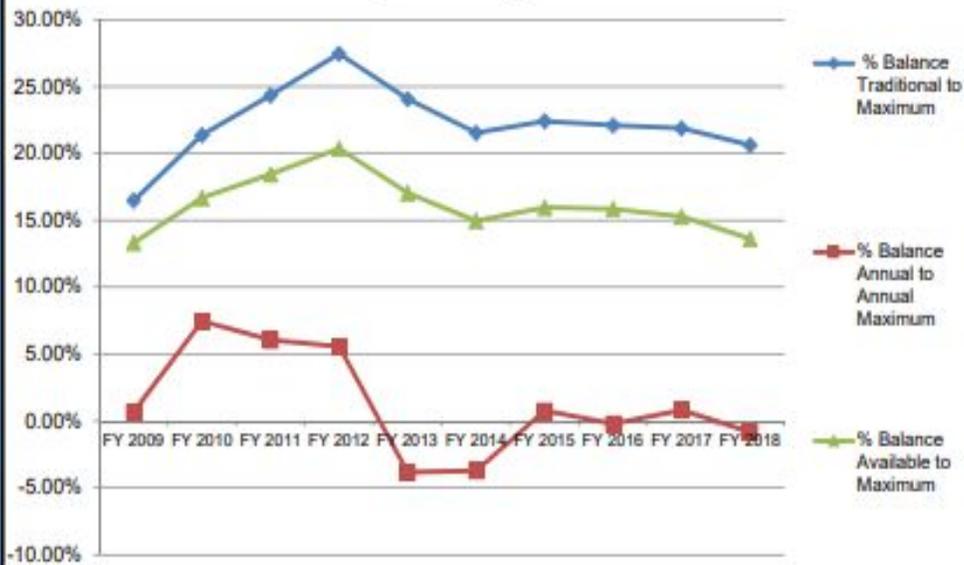
=DoM School District Number

1. Traditional
2. Annual view only
3. Traditional view without the restricted funds

Combined View of the Three Unspent Authority Balances (Assigned and Unassigned Fund Balance included for comparison)



% Unspent Authority to Maximum

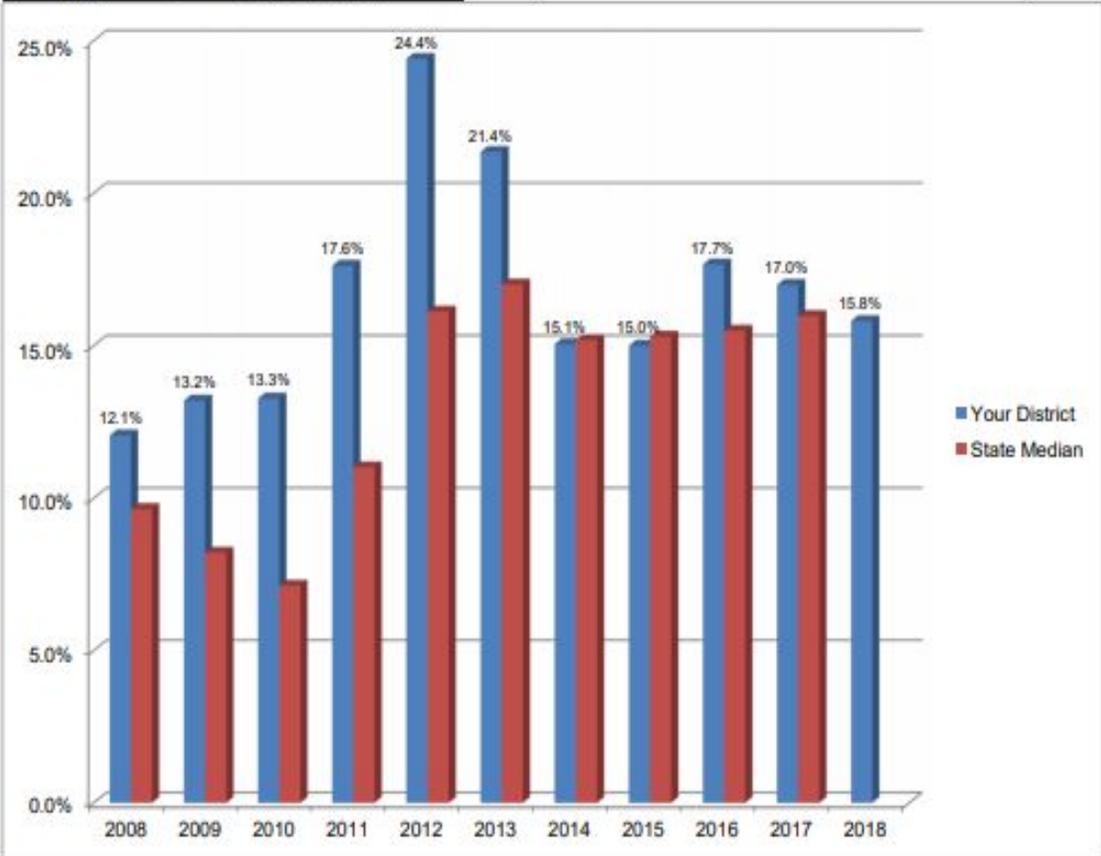


Select School District Below:

Bellevue

Solvency History

0585 School District #



Solvency Ratio equals: $\frac{\text{Assigned plus unassigned fund balances}}{\text{Total revenue minus AEA Flowthrough}}$

Statewide Solvency Ratios										
Measure	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
State Maximum	58.7%	62.0%	77.2%	89.1%	97.1%	91.6%	82.2%	86.7%	98.7%	102.6%
State Median	9.6%	8.2%	7.1%	11.0%	16.1%	17.0%	15.2%	15.3%	15.5%	16.0%
State Minimum	-17.6%	-23.2%	-31.8%	-20.4%	-17.0%	-23.3%	-11.5%	-7.8%	-9.0%	-4.5%
State Average	10.5%	9.6%	8.0%	11.3%	16.5%	17.8%	16.8%	16.3%	17.1%	14.8%

The 10 Skills You'll Need By 2020 (And Beyond)

By Vivien Luu

Self-driving cars, artificial intelligence, quantum computing – these are no longer the fantasies of sci-fi authors or Hollywood directors. This is the reality of our future, and the future is almost here!

The World Economic Forum says we're on the cusp of the Fourth Industrial Revolution (or Industry 4.0), and you don't need to have seen Ridley Scott's *Blade Runner* or Steven Spielberg's *A.I Artificial Intelligence* to know that this next one is going to change everything.

Next Industrial Revolution - World Economic Forum

Industry 4.0 will be marked by lightning-speed advancements and mind-boggling change as it brings together advances in digital, physical and biological technologies. Industries earmarked to revolutionise the future and generate billions if not trillions for the global economy include genomics, artificial intelligence and virtual reality.

So as we look towards the future, it raises the question – what skills will we need to thrive in this brave new world?

By surveying the chief HR officers at some of the world's leading companies, the World Economic Forum has released *The Future of Jobs* report revealing the top 10 skills you'll need by 2020.

So strap yourself into the DeLorean and rev up that flux capacitor. Let's see what arsenal of skills the future demands of us!

10. Cognitive flexibility

Cognitive flexibility is all about being a mental gymnast. If you think of your brain as a gymnast's floor, and imagine all the different apparatuses (e.g. the rings, parallel bars, and balance beam) as the different ways of thinking (e.g. the creative brain, mathematical brain, critical thinking brain etc.) – cognitive flexibility is how quickly (and easily) you can swing, leap and twirl back and forth between different systems of thought.

The more limber you are, the easier it becomes to see new patterns, and to make unique associations between ideas. It sheds new light on the concept of having a 'nimble' mind!

So how do we flex our cognitive muscles? By learning new things and in particular, learning new ways of thinking. If you're 'not a creative type', make it a point to learn an instrument, take up hip-hop dancing or try your hand at an art class. If you've got the soul of a creative, but your eyes glaze over when you hear words like 'financial markets' or 'the economy', make it your mission to read *The Economist* or *The American Economic Review*.

Expand your interests, read outside your comfort zone, and embrace people who challenge your worldviews. Your career (and your brain) will thank you for it.

9. Negotiation

With robots infiltrating the workforce and job automation flagged to become increasingly commonplace, social skills will be more important than ever in the future.

Why? Because we're far better at social interaction and negotiations than robots are (for the time being, anyway).

Even people in purely technical occupations will soon be expected to show greater interpersonal skills, and being able to negotiate with your colleagues, managers, clients and teams will be high up on the list of desirable skills.

To find out how to become a better negotiator, here are five things great negotiators always do.

8. Service orientation

Defined as the ability to 'actively look for ways to help people,' having strong service orientation skills is all about shining a spotlight on consumers, and anticipating what their needs will be in the future.

As the WEF report points out, businesses in the energy, financial services and IT industries are 'increasingly finding themselves confronted with new consumer concerns about issues such as carbon footprints, food safety, labour standards and privacy.'

From a skills perspective this means that businesses 'will need to learn to more quickly anticipate these new consumer values, to translate them into product offerings and to become ever more knowledgeable about the processes involved in meeting these demands.'

Getting a grip on service orientation involves stepping into the minds of users and thinking about what they value, fear, and dislike; and developing new products or adapting services to future proof your company or brand.

7. Judgement and decision-making

The ability to make sound judgement calls and the knack for strong decision-making skills is forecast to move up the list to nab the seventh spot by 2020.

This isn't surprising considering the sheer volume of data that organisations can now amass, and the growing need for employees who can sift through the numbers, find actionable insights, and use big data to inform business strategy and decisions.

How can you improve your decision-making skills immediately? Start getting a whole lot more comfortable with data. First, figure out what questions or problems you want to answer, then set aside time to explore new data tools and technologies that can help you collect this information. Once you have these two things, you'll want to make Excel your best friend, learn how to manipulate the data and mine it for all it's worth!

6. Emotional intelligence

The overwhelming response from HR officers and company strategists was that when it comes to desirable skillsets, 'overall, social skills—such as persuasion, emotional intelligence and teaching others – will be in higher demand across industries' of the future.

Co-author of *Emotional Intelligence 2.0*, Travis Bradberry explains that emotional intelligence 'is the other kind of smart.' It's that intangible 'something' that helps us tune into the kaleidoscope of human emotions, and measures how adept we are at adjusting our behaviour depending on the mood of a colleague, partner, family member, or even our own internal feelings.

Emotional intelligence literally informs every interaction we have. As Bradberry explains in an article for *Forbes*, 'It affects how we manage behaviour, navigate social complexities, and make personal decisions that achieve positive results.'

It's a social skill that's particularly important to managers and leaders, and you'll be glad to hear that you can give your EQ (emotional quotient) a boost!

5. Coordinating with others

Social skills dominate the list again at number 5, and point to the emerging trend of companies putting more emphasis on strong interpersonal skills, and employees who play well with others.

Collaboration is crucial in any work environment and this is something that thankfully humans are still better at than robots!

'Human interaction in the workplace involves team production, with workers playing off of each other's strengths and adapting flexibly to changing circumstances,' the WEF report explains. 'Such non-routine interaction is at the heart of the human advantage over machines.'

Coordinating with others involves strong communication skills, an awareness of other people's strengths and weaknesses, and being able to work with a range of different personalities.

4. People management

Irrespective of how many jobs get automated and how advanced artificial intelligence becomes, employees will always be a company's most prized resource.

Human beings are more creative, better at reading each other, and able to piggyback off each other's ideas and energy. But being human also means that we get sick, we get demotivated, and we get distracted.

So it's vital that in the future, managers and team leaders know how to motivate their teams, maximise their productivity and respond to their needs.

Being a great manager has a lot to do with emotional intelligence, knowing how to delegate, and developing your own management style.

3. Creativity

As the World Economic Forum senior writer, Alex Gray explains, 'With the avalanche of new products, new technologies and new ways of working, employees

are going to have to become more creative in order to benefit from these changes.'

'Robots may help us get to where we want to be faster, but they can't be as creative as humans (yet).'

Creativity is predicted to become a key skill in the future, so before you dismiss yourself as a 'non-creative' person, remember that creativity is not the exclusive domain of artsy types like musicians and writers.

If you're able to connect the dots with seemingly disparate information, and throw all the ideas together to present something 'new', then you are a creative person.

The problem with the creative process is its inherent 'non-process' nature. There is simply no one way to creatively problem-solve something. In saying that, there are ways to unleash the creative within you by exercising curiosity and self-expression on a regular basis.

Some other things you can do include giving yourself time to let your thoughts wander (this is why some of our best ideas come to us in the shower!), making it a habit to sit down and create a body of work when you're sleepy (because when your brain's unfocused, it's less inhibited), and using limitations as a starting point for creativity!

2. Critical thinking

Being a critical thinker will still be a valued skillset in the next four years, according to the survey. But what does critical thinking actually involve?

The answer is: logic and reasoning. Critical thinking involves being able to use logic and reasoning to interrogate an issue or problem, consider various solutions to the problem, and weigh up the pros and cons of each approach.

While IBM's supercomputer Watson and its legal-savvy companion ROSS are giving humans a run for their money in the critical thinking department, organisations in 2020 will see critical thinkers as highly employable, and a welcome addition to any team.

1. Complex problem-solving

Topping the list as the most desired skill to have by 2020 is complex problem-solving ability – defined by the report as the capacity 'to solve novel, ill-defined problems in complex, real-world settings.'

What does that even mean?

In a nutshell, it's about having the mental elasticity to solve problems we've never seen before, and being able to solve them in a landscape that's changing at breakneck speed and getting more complex by the minute!

In a world filled with what economists describe as 'wicked' problems – problems that are not 'evil', but considered wicked because they are near-impossible to solve due to incomplete, contradictory or ever-evolving requirements (think

climate change, poverty or terrorism) – complex problem-solvers will be in hot demand.

As the report details, 'More than one third (36%) of all jobs across all industries are expected by our respondents to require complex problem-solving as one of their core skills.'

Now, don't worry! This doesn't mean that you'll be expected to solve the world's problems. Having strong complex problem-solving skills is about being able to see the big picture, zero in on minute details, and move things around to make a difference.

Thankfully this is not a skill that anyone is born with. It's something that gets honed over time, and is built on a strong foundation of critical and lateral thinking.

So how do you acquire this holy grail of all skills? According to some studies, problem-solving skills can be improved by playing a lot of video games!

As our world and the workforce continue to rapidly evolve, it's clear that we all need to develop alongside it if we're going to keep apace with the changes. As Doc Emmett Brown put it in *Back to the Future*, 'Where we're going, we don't need roads!'

But you might need a roadmap! So arm yourself with these 10 skills to future-proof your career.