



Wisconsin
Association
of
School
Business
Officials



Taking Care of Business

A Bimonthly Publication of the Wisconsin Association of School Business Officials - Volume 17, Number 2 - April 2013

Inside This Issue

President's Message.....	3
Executive Director's Report.....	5
ASBO Update.....	9
Meet Candidates for WASBO Board.....	11
Apply by June 1 for ASBO Bridges to the Future Scholarship.....	13
Spring Conference & Exhibits.....	14
Appeals Court Denies Request to Grant Stay: Act 10 Debate Continues..	17
Transportation Conference Pictures..	17
When an Internal Complaint is Unrelated to Discrimination.....	19
Non-Enforcement Period Still in Effect for Insured Plan Nondiscrimination Rules.....	21
Facilities Mgmt Conference Pictures...	23
Federal Funding Conference Pictures...	23
Director's Corner: Are You Utilizing Your Custodial Staff to Their Potential?....	24
Director's Corner: Will You Do the Right Thing?.....	25
Family Reunification: A Sample Plan...	26
WASBO Welcomes Kristin Hauser.....	28
CSRM Course Schedule.....	29
Accounting Conference Pictures.....	30
Optical Illusions.....	31
School Safety Lessons Learned: From Cleveland to Newtown.....	32
Retaining Tax Exempt Municipal Bonding.....	33
Groups Make Case for the Muni Bond...	33
Energy Management Shared Savings Saves \$5 Million in Energy Costs.....	35
Planning for Summer: Reducing Workers' Compensation Costs.	36
Regulatory Expectations: What to Expect When You Are Inspected.....	37
School Facility Security Concerns.....	38
Five Tips for Living Fully.....	41
Visitors in Your School.....	42
Book Review: "The Leader in Me".....	44
Weed Management in Hard to Reach Places.....	47
Welcome New Members.....	48
ASBO Code of Ethics.....	49
Stay Connected.....	50
Upcoming Events.....	Back Cover



John Forester

Legislative Update SAA Talking Points on State Budget and Voucher Expansion

*By John Forester, Director of Government
Relations, School Administrators Alliance*

SAA Budget Talking Points

This budget contains many proposals that impact every school district in the state. But, for now, it is vitally important that we focus on the following:

- Support the Ellis/Olsen plan to increase the revenue cap per pupil increase by \$150 in each year of the biennium.
- Support removing all private school voucher expansion proposals (including special needs vouchers) from the budget. Share with legislators that such a fundamental change in education policy really must stand as separate legislation – away from the budget – to allow the public's voice to be heard. The voucher proposals need the public scrutiny that only a separate public hearing before the standing education committees can provide.
- Support removing all charter school proposals (for both school district and independent charter schools) from the budget. The public's voice also must be heard – away from the budget – on these charter school proposals.



SAA Talking Points on Voucher Expansion, Special Needs Vouchers & Charter School Budget Proposals

Talking points on private school vouchers include: (See SAA Voucher Memo in February 2013 issue of *Taking Care of Business* for more information)

1. The ultimate objective of voucher advocates is a **statewide** system of private school vouchers for all Wisconsin school children.
2. Vouchers do not improve student achievement.
3. Vouchers eliminate public accountability.
4. Voucher expansion raises local property taxes and takes resources away from local public school students.

Talking points on special needs vouchers include:

1. Special needs vouchers will make districts' current maintenance of effort (MOE) problems even worse.
2. Special needs vouchers take tax dollars out of public schools, hurting the students with disabilities who remain in those schools.
3. Voucher schools would have no obligation to accept any given student with disabilities. Special

continued on page 7

WASBO Vision - To be the most influential Wisconsin organization for state and national school business management and leadership.

WASBO Mission - To provide professional development, to foster a network of support and to advocate for funding that ensures outstanding educational opportunities for all children in Wisconsin.

Find your Peace of Mind



PRICE

It's about price. Get a plan with options and prices that work for you.

STABILITY

Find consistency from year to year in price, service, and dependability.

PROMISE

Work with an insurer that delivers great service and keeps its word.

Contact our sales team:

1.800.279.4000 / sales@weatrust.com



weatrust.com

WASBO

Board of Directors

Janice DeMeuse - President
Lynn Knight - President Elect
Jeanne Stahl - Treasurer
Wendy Brockert - Past President

Directors At-Large

Robert Avery
Jay Clark
Jill Collins
Kenneth Mischler
Rob Nelson
Dave VanSpankeren
Andy Weiland
Dale Zabel
Betty Zimdars

Executive Director

Woody Wiedenhoef

Taking Care of Business is issued bimonthly by the Wisconsin Association of School Business Officials. Send address changes to:

Taking Care of Business c/o WASBO
4797 Hayes Road, Suite 101
Madison, WI 53704
P 608.249.8588 F 608.249.3163
wasbo@wasbo.com
www.wasbo.com

WASBO Inc. and the WASBO Foundation do not endorse or stand behind any claims or products advertised in *Taking Care of Business*.

Publication Policy: *Taking Care of Business* is distributed by the Wisconsin Association of School Business Officials. The ideas and opinions expressed do not necessarily represent the beliefs and policies of WASBO or its members. Neither WASBO nor any of its members or representatives accepts liability for the contents or use of the articles appearing in this newsletter. Materials that appear in *Taking Care of Business* may not be reproduced in any manner without written permission.

Editor: Woody Wiedenhoef

© 2013, Wisconsin Association of School Business Officials (WASBO)



President's Message

A Word From Your President

Preparing Today for Tomorrow's Challenges

By Janice DeMeuse, Business Manager,
Luxemburg-Casco School District

Are we ever going to see spring this year?! School delays, electrical outages, slippery roads—January conditions, not April. Maybe we'll just go straight to summer this year.

The Board held the April meeting in Manitowoc this week. The major portion of the April meeting each year is devoted to the strategic planning process facilitated by the president-elect. Lynn Knight led us through an evaluation of our vision, mission and belief statements. At the conclusion of that analysis, the board re-affirmed those statements. We also reviewed the results of surveys of general membership and our service affiliates, the spreadsheet of our historical landmarks, the results from the board's self-evaluation and existing strategic plan documentation. With all that information as a background, we broke into groups to set some strategic goals to help achieve our mission in the areas the data indicates we need to address. There is more work to be done before we bring a draft to the membership for input and we will continue this work in future meetings.

You may recall the survey that was sent out a few weeks ago regarding development of a Payroll/HR certification similar to the Facilities Certification and CSR. The overwhelming response was that we should proceed and that it should be split certifications—one for payroll and one for HR. Bob Avery is currently chairing the committee that will work toward development of the certifications with a goal to have them ready for 2014-15. A number of people volunteered via the survey to help with this project and Bob will be reaching out looking for assistance to meet this timeline. You will be hearing more about this topic as the program develops.



Training for the Certified Administrator of School Finance and Operations (SFO) examinations is being requested by members. ASBO offers a discount through the end of 2013 on the application fees for individuals who attend a state affiliate authorized SFO training. WASBO will offer an eight-hour training session on May 22 in Madison for interested individuals. This will be a refresher session that will utilize materials from WASBO. More information on the test is also available on the ASBO website.

An additional staff position was included in the budget for this year and approved by the Board. We are pleased to announce the position has been filled by Kristin Hauser. Kristin made the trip from Washington state in the midst of the wonderful spring weather we have been experiencing - welcome to Wisconsin, Kristin! We look forward to meeting you.

56 graduating high school seniors from across Wisconsin applied for scholarships through the WASBO Foundation. A review committee will be selecting recipients of the scholarships to be announced at the Spring Conference. Selection is always a difficult task as there are many engaged and deserving students.

The Spring Conference is fast approaching on May 7-10 in Green Bay. Hopefully summer will arrive before then for the golfers and bike riders. This year's theme is "Race to Excellence in Wisconsin Education" and as usual the committee has put together a schedule of educational workshops along with fun activities related to the theme. I look forward to welcoming all of you to Green Bay.

Continued on page 7

“Reducing losses adds value for your clients.”

Dave Young, Milwaukee Branch
Risk Improvement Manager

Provide more than protection to your clients. Provide the added value of EMC's no-fee loss control services, which could help reduce the cost of their insurance. It's just one of the many reasons policyholders *Count on EMC*®.



Milwaukee Branch: 800.236.1800 | Home Office: Des Moines, IA

www.emcins.com

© Copyright Employers Mutual Casualty Company 2011 All rights reserved



Woody Wiedenhoef

Executive Director's Report

A Closer Look at Voucher Expansion

By Woody Wiedenhoef, Executive Director, WASBO

Earlier this year, Governor Scott Walker introduced his 2013-15 proposed biennial budget. As with so many other educational policy matters, the governor's proposal has a complicated and broad agenda. Although it is his agenda proposed for Wisconsin, it comes from a national agenda. Google "ALEC" and you can learn more about where many of the proposals have originated. This is an effort to propose everything – and hope to get something – from the ALEC agenda. Because so much is being proposed, let's concentrate on what I believe is the most onerous proposal, the use of private school vouchers. The following are the basics of private school vouchers.

According to the Legislative Fiscal Bureau, under the proposed private school (including religious schools) voucher expansion, the nine affected school districts' local equalization aid will be reduced and local property taxes will increase more than they would under a scenario of not having vouchers. Some Wisconsin residents feel that the expansion of the private school voucher program would impact them only if expansion took place beyond the nine school districts. This is not true. Voucher proponents intend to expand private school vouchers in the future with the ultimate goal of a statewide voucher system. The result is that all taxpayers would be supporting both the public and private school systems. The expansion of private voucher schools would mean that ultimately all local public schools will receive less, with a

resulting loss of student programs and services.

Private schools using vouchers have virtually no public accountability. Private schools subsidized with vouchers are not required to meet most state and federal quality-control measures, including state graduation requirements. In addition, some existing voucher programs have been involved in scandals and fraud due to the lack of public accountability.

What are some of the accountability differences between public and private schools?

Is the school...	Private	Public
Required to comply with public financial accountability?	No	Yes
Required to meet the needs of students with special education disabilities?	No	Yes
Required to comply with state mandated teacher licensing?	No	Yes
Required to comply with standardized state student testing?	No	Yes
Required to make records and proceedings open to the public?	No	Yes
Required to accept all students?	No	Yes
Required to meet graduation requirements?	No	Yes

At a time when public schools in our state have more accountability, private schools have very little.

Students using private school vouchers do not perform better academically than students in public schools. While private school voucher advocates often suggest that students in these schools do better than their peers in public schools, this is simply not true. The 20-year voucher "experiment" in Milwaukee schools has not produced higher achievement results. According to a 2011 Wisconsin Legislative Audit Bureau study, private voucher school students in Milwaukee performed no better on standardized tests than their counterparts in public schools. Wisconsin public school students are better or equally prepared academically than private school students using vouchers.

Parents and students already have many choices. School districts, by state law, offer a variety of open enrollment choices between schools and charters. If a parent does not find a school to fit their family's needs, the statewide public school open enrollment option is now, by law, open to students year round. Thousands of students take advantage of open enrollment between school districts. There are hundreds of public charter schools available. Parents already have the ability to choose which school best meets their child's unique needs, and they are exercising that choice within the public education system. This choice leads to better schools for all.

Special needs vouchers threaten both the disabled students who would use the vouchers to attend private schools and the students who remain in public schools. The rights of special education

Continued on page 7

We present the options.
The choice is yours.



Every day, Humana guides millions of members toward better health and wellness. We'll help you control the cost of healthcare with networks of providers, a wide range of wellness programs, and online comparison tools. Only an experienced leader can help you find your way through the confusing landscape of healthcare. Humana can show you the way.

For more information, call your Humana representative at 1-800-825-9900 or visit Humana.com.

Medical Group Medicare Dental Vision Disability Life Workplace Voluntary Benefits

Humana[®]



Insured or offered by HumanaInsurance Company, HumanaDental Insurance Company, CompBenefits Insurance Company or Kanawha Insurance Company.
GCA04LOHH 0712



needs vouchers will go to students with mild disabilities, thereby leaving public

schools with reduced special education funding to serve the needs of children with moderate and severe disabilities.

4. Voucher schools are not required to employ special education teachers or therapists, and have no obligation to meet a student's specific needs.
5. Families who use special needs vouchers would give up their child's rights and protections guaranteed by the Individuals with Disabilities Education Act (IDEA), including the right to an enforceable Individualized Education Program (IEP).

Talking points on the Governor's proposals to create a state Charter School Oversight Board (CSOB) include:

1. The CSOB will be an unelected board in Madison dominated by political appointees and essentially empowered to decide where independent charter schools can open and who can open them.
2. Organizations and consortia authorized to operate independent charter schools could (and likely would) contract with for-profit management firms for day-to-day operation of new independent charters.
3. Because these organizations/consortia would be required to pay a fee to the CSOB, the proposal provides an incentive for the CSOB to approve more independent charter schools.
4. Independent charter schools are funded from a first draw on the general aid appropriation. For every additional 1,000 pupils enrolling in independent charter schools,

\$7,775,000 will be removed from children attending traditional public schools statewide. The net result: Property taxes will rise statewide and services to children attending traditional public schools will be reduced.

Talking points on the Governor's proposal to strip school boards' authority over instrumentality charter schools include:

1. This proposal would strip school districts of the authority to implement uniform curriculum or professional development for staff across the district.
2. By requiring a school district to fund its charter schools at the average per pupil cost for the school district, this proposal eliminates the districts' flexibility to use charter schools as a cost-effective tool to meet district instructional objectives.
3. In short, this proposal would create a disincentive for school districts to operate instrumentality charter schools.

Executive Director's Report

Continued from page 5

students and their parents are not protected when attending private schools. Families who use special needs vouchers would give up their child's rights and protections guaranteed by the Individuals with Disabilities Education Act (IDEA), including the right to an enforceable Individualized Education Program (IEP). This legislation will vaporize parents' rights as they cross the threshold of a private school. In addition, special needs private school vouchers will reduce the money received by public schools, hurting the students with disabilities who remain in the public schools. No statewide disability group in Wisconsin has endorsed special needs vouchers

– and none were consulted during the creation of Governor Walker's special needs voucher budget proposal.

Please continue your dialogue with your local legislators. John Forester will be sending out alerts pertaining to this proposal as well as others. As you have done in the past, please respond to his requests. It will make a difference for your students – and all Wisconsin students.

President's Report

Continued from page 3

The school year is rapidly drawing to a close and if you are like me, you are wondering where this year has gone. Carve out some of that precious time to nurture yourself and your family relationships.

See WASBO's Vision, Mission and Belief Statements on page 45.

**Renew your WASBO membership for
 July 1, 2013 - June 30, 2014
 at WASBO.com/renew.**

Controlling Health Care Costs IS OUR COMMON INTEREST



Million dollar babies that don't cost a million bucks.

While every new child is priceless, a prematurely born baby can literally rack up a million dollars in medical costs—99 times more than a full term, normal delivery. Preemies are stressful for parents, can complicate the health of the child, and significantly impact your school district's health insurance budget. Our *Great Beginnings* prenatal program helps connect women with high-risk pregnancies with appropriate care. So every million dollar baby has a better chance to be born at full term. That's something you can't put a price tag on.

Controlling Health Care Costs: 6 Things You Can Do Now — a free white paper from WPS is available at www.wpsic.com/control. To learn more about WPS and our subsidiary, Arise Health Plan, or to get a quote, contact your local agent, or call 608-223-5970 and reference "schools."



24781-021-1008 - WAS

©2010 All rights reserved. Wisconsin Physicians Service Insurance Corporation.

WPS is proud to have been named one of the *World's Most Ethical*

Companies 2010, 2011, & 2012





ASBO Update

By Tom Wohlleber, Assistant Superintendent - Business Services,
Middleton-Cross Plains Area School District



Tom Wohlleber
ASBO International
Director

I'd like to begin this ASBO International update with a big "Thank You" to my WASBO colleagues for your support and confidence in me to represent you at the national level. While I officially started my term as an ASBO Director on January 1st, I have been very engaged with the ASBO Board and staff for more than a year as a prospective candidate. I have attended all of the face-to-face ASBO Board meetings (including a strategic planning session held last July), participated in monthly ASBO Board conference calls, and attended a new board member orientation workshop in November. The opportunity to become better informed and directly involved with the ASBO board and staff prior to the start of my term has been extremely beneficial and rewarding. I have been impressed with the professionalism, commitment and enthusiasm demonstrated by the ASBO board members and staff.

ASBO, like WASBO, is focused on delivering value to its membership. ASBO strives to provide value to its members that is not available (for a variety of reasons) or that compliments value being provided at the (state) affiliate level. During my tenure as an ASBO Director, I will highlight ASBO programs or services that demonstrate the value of membership in ASBO International in each WASBO newsletter. This month I will focus on the Bridges to the Future Scholarship Program and Certified Administrator of School Finance and Operations (SFO) Program.

Bridges to the Future Scholarship Program

This program provides new school business officials (with less than 5 years in the profession) who haven't attended an ASBO Annual Meeting & Expo (AM&E) with an opportunity to receive a \$2,000 scholarship to attend the annual conference. New for 2013, membership in ASBO International is not required to apply. I strongly encourage all WASBO members who are eligible to apply to take advantage of this great program. Scholarship applications for the 2013 AM&E are due by June 1, 2013. More information on the ASBO Bridges to the Future Scholarship Program can be found at: <http://www.asbointl.org/BridgestotheFutureProgram.htm>

SFO Certification Program

This certification program was developed by ASBO to provide a recognized professional credential for school business officials. The development of this certification program was led by one of our own, Bambi Statz. Earning your certification has many benefits on a professional and personal level. Whether you want to strengthen your career by demonstrating your professional competencies, continue your professional development, or show your stakeholders that you have the know-how to support them, you might consider this program. With ever-increasing competition for school business official jobs, this certification is a means of setting you apart from other applicants. And don't forget, this certification will follow you anywhere in North America. WASBO will be supporting its members interested in pursuing SFO certification through the formation of SFO exam study groups.

Stay tuned for more information

from WASBO regarding the study groups. More information on the SFO Certification Program can be found on the ASBO website at: <http://www.asbointl.org/SFOCertification.htm>

If you are not currently a member of ASBO, please consider joining this outstanding professional association. My membership in ASBO has helped me become a better school business official by providing access to resources and networking with other school business professionals and business associates beyond the boundaries of our own state. If you are already an ASBO member, take advantage of the many opportunities and benefits that are available to you as a member of ASBO. Please consider:

- Expanding your involvement in ASBO by serving on an ASBO committee, sharing your knowledge /expertise by writing an article for publication in **School Business Affairs** or presenting a session at the ASBO Annual Meeting & Expo.
- Taking advantage of world-class professional development available through ASBO at the Executive Leadership Forum and ASBO Eagle Institute.
- Learning from and networking with fellow school business officials and business associates from throughout the United States and other countries while attending ASBO's Annual Meeting and Expo.
- Applying for ASBO's Certificate of Excellence in Financial Reporting (COE) Program and/or Meritorious Budget Award (MBA) Program. Only a few Wisconsin school districts have taken advantage of these two highly regarded programs.

Continued on page 13

Does Your Retiree Health Plan Comply with the Affordable Care Act?

Probably Not.

According to the Affordable Care Act's (ACA) non-discrimination provision, the amount of the board's contributions to Health Insurance premiums on behalf of Highly Compensated Individuals (HCI) (typically administrators and some teachers) must not exceed the amount of the contribution to all retirees. Non-compliance with this mandate may mean steep penalties.

Save Your Retiree Benefits. We Have the Solution.

Call us today to learn more about our solution that is already in place with many Wisconsin school districts.

- Helps you avoid ACA penalties.
- Reduces pressure from your board to modify your benefit.
- Preserves your retiree benefit.
- Does not increase your current costs.
- Reduces your GASB OPEB liability.

Act Today.

Our solution is exempt from the ACA non-discrimination rules confirmed as recently as January 4, 2013 by the Department of Labor.

Ken Zastrow

Market Development,
Retirement Income

kzastrow@NISBenefits.com



Life, Long-Term Disability, Short-Term Disability,
Dental, Health, Vision, OPEB trust, HRA, 403(b)

NATIONAL  INSURANCE
SERVICES
Client Focused. Solution Driven.

800.627.3660

www.NISBenefits.com / www.PPACAWatch.com

Meet Candidates for WASBO Board of Directors



John Gahan
Assistant Superintendent
Pewaukee School District
President Elect Candidate



Darren Clark
Director of Business Services
Mukwonago Area School District
Director Candidate

Work Experience		
February 2005-present	Pewaukee School District	Assistant Superintendent / CFO
December 1992-January 2005	Greenfield School District	Business Manager
September 1992-December 1992	Oconomowoc Area School District	Business Management Intern
Educational Experience		
January 1992-December 1992	University of Wisconsin - Whitewater	MSE - School Business Management
September 1987-December 1991	University of Wisconsin - Whitewater	BBA - Finance, Financial Planning
Professional Activities		
Southeast Wisconsin Area School Business Officials (SWASBO) - President Wisconsin Association of School Business Officials (WASBO) - Technology Committee, Board of Directors 2006-2009, School Finance Puzzle Facilitator Association of School Business Officials International (ASBO) Certified School Risk Manager (CSR)M Waukesha County Area Schools Cooperative (WCASC) - President		
Community Activities		
Pewaukee Youth Baseball Recreation and Select Coach Pewaukee Basketball Club Select Level Coach Knights of Columbus Council #2035 Girls Youth Softball Coach Greenfield Education Foundation Board of Directors		
Interests & Hobbies		
Family, Watching my three kids in sports, Playing Softball, Hunting, Fishing, Completing building projects around my home		

Work Experience		
January 2005-present	Mukwonago Area School District	Director of Business Services
June 2001-January 2005	Shorewood School District	Director of Business Services
January 1998-June 2001	Waukesha School District	Comptroller
March 1996-January 1998	South Milwaukee School District	Accountant
Educational Experience		
2005-present	Keller School of Management	Master Certificate in Human Resources / pursuing MBA
August 1992-August 1993	University of Wisconsin - Whitewater	Master Degree in Education - School Business Management
September 1988-August 1992	University of Wisconsin - Whitewater	Bachelor of Business Administration
Professional Activities		
WASBO - Accounting Committee, Nominating Committee Southeast WASBO - President, Secretary Waukesha County Area Insurance Cooperative - Vice President		
Community Activities		
Mukwonago YMCA - Finance Committee Member Pewaukee Youth Baseball - Coach Pewaukee Basketball Club - Coach		
Interests & Hobbies		
Fishing Coaching Youth Sports Family		

Meet Candidates for WASBO Board of Directors



Kathy Davis
Business Manager
Cambridge School District
Director Candidate



Jason Demerath
Director of Business Services
School District of Fort Atkinson
Director Candidate

Work Experience			Work Experience		
December 2005-present	School District of Cambridge	Director of Business Services	2013-present	UW - Whitewater	Adjunct Instructor in School Business Management Program
August 2000-December 2005	Parker High School, Janesville	Business Education Teacher	2009-present	School District of Fort Atkinson	Director of Business Services
January 2000-June 2000	Waukegan High School	Business/Marketing Teacher	2007-2009	School District of Waukesha	Controller & Executive Director of Business Services
October 1995-March 2004	TCF Bank	Lead Teller/Weekend Supervisor	2007-2007	Oshkosh Area School District	Executive Director of Business Services
			2004-2007	Deerfield Community School District	Business Manager
Educational Experience			Educational Experience		
Summer 2001-Fall 2004	University of Wisconsin - Whitewater	MSE - School Business Management	2002-2004	University of Wisconsin - Whitewater	MS in School Business Management
Fall 1994-Fall 1999	University of Wisconsin - Whitewater	BSE Business Education	1995-2001	University of Wisconsin - Green Bay	BS - Business Administration and Economics
Professional Activities			Professional Activities		
<p>WASBO - Member Since 2005, 2009 New School Business Official of the Year Recipient, Spring Conference Committee Member since 2006, Professional Development Plan (PDP) trainer/presenter for new business managers since 2010, Technology Committee Member since 2007, Sub-Committee participant for Membership Resources since 2007, Professional Development Committee Member since 2009</p> <p>Madison Area School Business Officials - Member since 2005, Chair 2008-09</p> <p>SAA - Alternate Member 2010-2011, Voting Member 2012-present</p> <p>ASBO - Member since 2005, Bridges to the Future Scholarship Recipient - 2008, SFO Exam Cut Score Committee Member - 2010-11</p>			<p>UW - Whitewater - Adjunct Instructor in School Business Management Program</p> <p>UW - Whitewater - Intern Supervisor in School Business Management</p> <p>WASBO - Member</p> <p>ASBO - Member</p> <p>WSSCA - Member</p> <p>Certified School Risk Manager (CSRM) - Course Participant, seeking certification</p> <p>WASB / WASDA / WASBO State Education Convention - Presenter</p>		
Community Activities			Community Activities		
<p>Cambridge Foundation - Member since 2007</p> <p>Cambridge Community Activities Program - Instructor and Volunteer</p>			<p>Fort Atkinson Lions Club - Member</p> <p>Fort Atkinson Golf League - Former Member</p> <p>First Congregational United Church of Christ - Former Finance Committee Chair & Council Member</p> <p>Deerfield Lions Club - Former Member</p> <p>Madison Bass Club - Former Member</p>		
Interests & Hobbies			Interests & Hobbies		
<p>Anything Crafty, Home Decorating, Golf, Wine Making</p>			<p>Family, Bow Hunting, Bass Fishing, Golfing</p>		

Meet Candidates for WASBO Board of Directors



Kent Ellickson
Director of Business Services
Sparta Area School District
Director Candidate

Work Experience

2005-present	Sparta Area School District	Director of Business Services
2004-2005	Cambridge School District	Business Manager
2003-2004	Deerfield/Cambridge Cooperative	Business Manager
2001-2003	Clinton Community School District	Business Manager
1990-2001	School District of Lodi	Business Education Teacher

Educational Experience

1996-1999	University of Wisconsin - Whitewater	Wisconsin School Business Manager Licensure Program 08
1991-1995	University of Wisconsin - Eau Claire	MS in Teaching - Business Education
1984-1990	University of Wisconsin - Eau Claire	BS - Business Education

Professional Activities

WASBO - School Finance Puzzle Co-Chair, Joint Convention Committee, WASB New Board Member Workshop Presenter
 ASBO - Member for 12 years
 WCSBO Regional - Member for 8 years
 MASBO Regional - Member for 4 years

Community Activities

Sparta Chamber of Commerce - Ex-Officio Member for Sparta Area School District
 La Crosse Irishfest - Festival Volunteer for 4 years
 Sparta Community Education Committee - Member
 Tanglewood Condo Association - Secretary

Interests & Hobbies

Music - Play the Double Bass and Piano
 Travel - History and Geography/Reading Maps
 Biking

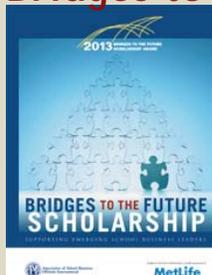
ASBO Update

Continued from page 9

- Receiving international recognition for your lifetime achievements in school business management through the Eagle Awards Program or for innovative ideas / strategies that you have led or implemented in your school district through the Pinnacle Awards Program.

Please contact me if you have any questions or would like to provide feedback or suggestions regarding ASBO.

Apply by June 1 for ASBO Bridges to the Future Scholarship



ASBO International's Bridges to the Future Scholarship welcomes 20 new school business officials with a network of peers, targeted professional development, and \$2,000 to help cover the costs of attending the 2013 Annual Meeting & Expo, October 25 – 28 in Boston.

And new this year, applicants don't have to be ASBO or ASBO affiliate members to apply! All school business professionals with fewer than five years of experience are eligible.

Eligibility

- Applicants must be presently employed in the school business profession. An applicant does not need to be a member of ASBO International or an ASBO affiliate.
- Applicants must have been in the profession for five years or less as of June 1, 2013. This includes combined time in present position and in previous positions in current and other school districts.
- Applicants may be employed in the areas of finance and accounting, purchasing, food service/nutrition, risk management, transportation, facilities, and other positions that fall under the school business office purview.
- The Bridges to the Future Scholarship may be earned only once and may not be combined with another ASBO International offer to attend the Annual Meeting & Expo.

Benefits

- Recipients receive \$2,000 to cover the registration fee and help defray travel expenses to ASBO International's Annual Meeting & Expo (AM&E) in Boston, MA, October 25-28, 2013 - the premier professional development event for school business management professionals.
- Recipients attend a customized workshop and luncheon on Friday, October 25, 2013 - Where they have the opportunity to make contacts, share challenges, and successes, and exchange ideas with colleagues.
- After the Annual Meeting & Expo, recipients have free access to more than 90 hours of recorded professional development on ASBO's Live Learning Center.

Questions about The Bridges to the Future Scholarship?
<http://www.asbointl.org/BridgestotheFutureProgram.htm>
 Contact ASBO's Vee Boehringer,
 866.682.2729, ext. 7069, vboehringer@asbointl.org

WASBO 66th Annual Spring Conference & Exhibits

And We're Off! Race to Excellence in Wisconsin Education

May 7-10, 2013, KI Convention Center, Green Bay

By Sue Schnorr, Director of Business Services, Fond du Lac School District
& Spring Conference Committee Co-chair

What better way to have fun with our theme this year than the Kentucky Derby? The Derby is run on Sunday; ours will begin Tuesday night with the Welcome Reception, located in the atrium of the Hyatt on Main in Green Bay. You are not going to believe what we have planned for Wednesday night after a beautiful day of golf or biking... video horse racing! I am told it is almost like being right there at Churchill Downs. The reception and silent auction will then be capped off with a live band, Full Circle, playing a repertoire of party and dance music.

Thursday it's time to get serious (or at least down to some serious business). The Conference offers 49 breakout sessions. We have divided them into 7 tracks:

- **Save Money/Improve Efficiency/ Best Practice** – did you ever think about self funding dental or using

the LEAN process?

- **Human Resources** – health care reform will be the predominant contender in this track.
- **Technology** – 1 to 1 initiative, saving money on your network and utilizing mobile devices and apps could be your trifecta.
- **Auxiliary Services** – are we serving enough fruits and vegetables? Do you have to bid out food service this year? Or maybe you thought about contracted cleaning?
- **Facilities** – Have you looked at your utility bill lately? Or looked at your roofs with infrared technology?
- **Safety** – safety programs do save you money...we'll prove it!
- **New Business Manager** – everything you need to know as you head into the crazy summer season. We'll help you answer

the question, "do you have the summers off?"

- **Plus** – Tom Wohlleber is going to talk about his experience refereeing in the NFL during the officials' strike. Our representative from ASBO, Mark Pepera from Westlake, Ohio, will talk about how pursuing the Meritorious Budget Award can benefit your district.

Did you know that the 2012 winner of the Kentucky Derby was named "I'll Have Another"? At the finish line Thursday evening is another opportunity to network with your colleagues and possibly try a mint julep. The Derby is referred to as "The Most Exciting Two Minutes In Sports" – we are planning on this conference being the most exciting one of your year!

We look forward to seeing you in Green Bay. - Your Spring Conference Planning Committee

WASBO 66th Annual Spring Conference & Exhibits
Wisconsin Association of School Business Officials

RACE TO EXCELLENCE IN WISCONSIN EDUCATION

May 7-10, 2013
KI Convention Center
Green Bay, WI

www.WASBO.com/spring

The banner features a logo of Wisconsin with the WASBO acronym, and an illustration of three diverse cartoon children running across a track. A red ribbon banner is stretched across the track with the text 'RACE TO EXCELLENCE IN WISCONSIN EDUCATION'. The background is a light blue sky.



WASBO Spring Conference & Exhibits

Race to Excellence in Wisconsin Education

May 7-10, 2013, KI Convention Center, Green Bay

Conference Schedule

Tuesday May 07

6-8pm

President's Recognition Dinner
(By Invitation)

8-11pm

PMA Opening Mixer

Wednesday May 08

10am-4pm

Scholarship Golf Outing

10:30am-4pm

WASBO Spring Bicycle Tour

3-8pm

Conference Registration

6-11pm

WASBO Reception, Video Horse
Racing, Silent Auction & Live
Music

Thursday May 09

6:30-8am

Continental Breakfast

7am-5pm

Conference Registration

8-8:30am

Conference Welcome

8:30-9:30am

Concurrent Sessions

- WCPN - Procurement "Hot Topics"
- Understanding Your Utility Bill: Part 1 (Core Module 2)
- Traps for the Unwary: Land Acquisition, Construction and Renovation Projects
- New Federal School Lunch Regulations
- Perspectives of a New Business Manager
- How Does Health Care Reform Affect Wellness Programs?
- Use of Task Manager - Skyward
- Why Pursue The Meritorious Budget Award: An Opportunity To Enhance Strategic Planning

9:40-10:40am

Concurrent Sessions

- Understanding Your Utility Bill: Part 2 (Core Module 2)

- School Construction & Renovation Concerns
- Navigating the Wisconsin DPI RFP for Foodservice Management
- Summer at a Glance
- Utilizing Mobile Devices and Apps
- Save Dollars on Part-Time, Seasonal and Temporary Employees
- Bridging the Generation Gap

10:40am-1pm

Exhibit Hall Open
Over 120 Exhibitors

1-2pm

Lunch

2:15-3:15pm

Concurrent Sessions

- Understanding HVAC: Part 1 (Core Module 2)
- Safety Programs Save Districts Money
- Business Ethics
- Fiscal Audit - What Do You Need to Know About Your Upcoming Audit?
- Health Care Exchanges
- Your Network is Costing You 50% More Than It Should
- LEAN Goes to School

3:25-4:25pm

Concurrent Sessions

- Understanding HVAC: Part 2 (Core Module 2)
- Focus on Energy Business Incentive Program: Update and Energy Saving Ideas
- Transfer of Service
- Health Care Reform
- Financing Options to Start & Sustain a 1 to 1 Program
- Debt 102
- Risk Management Best Practices During a Time of Change

4:35-5:35pm

Concurrent Sessions

- Electrical Systems: Part 1 Lighting & Lighting Controls (Core Module 2)
- 20 Cost Saving Ideas for School Districts
- Life Outside the Business Office

- OPEB and Fund 73
- Implementing the Employee Handbook
- Equipping Your Building to Bring Your Own Device
- Self-Funding Your District's Dental Plan

5:35-6:30pm

Evening Networking Reception

Friday May 10

7am-12pm

Conference Registration

8-9:30am

General Session and Breakfast

10-11am

Concurrent Sessions

- Electrical Systems Part 2 Electronic Systems (Core Module 2)
- Energy Efficiency Projects – Understanding the New Revenue Limit Exemption Law
- Book Study - Ethical Intelligence
- Preparing for Year End: Closing Out the Fiscal Year
- Avoiding Post Employment Landmines and Still Saving Money!
- Learning more about the WASBO p-Card Program

11:15am-12:15pm

Concurrent Sessions

- Designing with LED Lighting
- What You Don't See Will Absolutely Hurt You! Infrared Technology and Your Roof
- Outsourcing Custodial & Maintenance Services & Staffing For School Facilities, A Panel Discussion
- Tying it All Together
- Employee Benefit Planning - Compliance Updates 2013 and Beyond
- Ultimate Web Site Design for Your District
- Business Intelligence for Wisconsin Schools - Forecast5 Analytics

12:15-12:30pm

Grab 'n Go Lunch

Is your insurance provider
a phone number or a partner?

Personal service. That's the
strength of our Community.



Community Insurance Corporation provides liability insurance coverage for cities, towns, villages and school districts. We offer broad coverage, designed to specifically meet the needs of Wisconsin public entities under ONE single liability policy form to include:

- General Liability
- School Board Legal Liability
- Auto Liability
- Public Officials Errors and Omissions

Unlike other insurance companies that provide coverages based solely on price and are not heard from again until renewal time, we work directly with our clients in partnership to control their insurance costs through a unique risk management and aggressive claims philosophy. And because we are local government, we always keep the end goal of saving taxpayer dollars in mind.

Take control of your insurance needs with Community Insurance Corporation. It just makes sense.



To learn more, please contact Kim Hurtz, Aegis Corporation,
1.800.236.6885 or kim@aegis-wi.com

Upcoming Events

Professional Development

WASBO Spring Conference & Exhibits

May 9-10, 2013 - KI Convention Center, Green Bay (Viterbo Credit)

SFO Study Group

May 22, 2013 - WASBO Office (Viterbo Credit)

Investing in Wisconsin Public Schools Table Coach Training

June 13, 2013 - CESA 7, Green Bay

WASBO Custodial & Maintenance Conference

June 19, 2013 - Indian Trail High School & Academy, Kenosha Unified School District

June 26, 2013 - DC Everest High School, Weston

WASBO New School Administrator & Business Support Staff Conference (Year of Success)

August 13-14, 2013, Holiday Inn, Stevens Point (Viterbo Credit)

WASBO Fall Conference

October 3-4, 2013 - Osthoff Conference Center, Elkhart Lake (Viterbo Credit)

ASBO International Annual Meeting & Expo

October 25-28, 2013 - Hynes Convention Center, Boston, MA (Viterbo Credit)

Midwest Facility Masters Conference & Exhibits

November 14-15, 2013 - Kalahari Resort & Conference Center, Wisconsin Dells (Viterbo Credit)

Winter at a Glance (Year of Success)

December 3, 2013, Marriott Madison West, Middleton

WASBO/WASPA School Personnel Academy

December 4-5, 2013, Marriott Madison West, Middleton (Viterbo Credit)

Scholarship Fundraisers

Spring Golf Outing

May 8, 2013 - Royal St. Patrick's and Mid Vallee Golf Courses

Spring Bicycle Tour

May 8, 2013 - Mountain-Bay Trail

Fall Golf Outing

October 2, 2013 - Autumn Ridge Golf Course

Certified School Risk Manager (CSRM) Courses (Viterbo Credit)

Fundamentals of Risk Management

October 7, 2013 - Holiday Inn, Stevens Point

Handling School Risk

October 8, 2013 - Holiday Inn, Stevens Point

Funding School Risk

November 4, 2013 - Holiday Inn, Stevens Point

Measuring School Risk

November 5, 2013 - Holiday Inn, Stevens Point

Administering School Risk

December 3, 2013 - Holiday Inn, Stevens Point

Visit WASBO.com
for future WASBO Professional
Development & Networking!



Appeals Court Denies Request to Grant Stay: Act 10 Debate Continues

By Robert W. Burns, Davis & Kuelthau, s.c.

Reprinted with permission from Client Alert, March 14, 2013

Robert W. Burns

The Wisconsin Court of Appeals issued an Order on March 12, 2013, denying the State Attorney General's request to stay the Dane County Circuit Court decision of Judge Colas that declared certain portions of Act 10 unconstitutional. The Order did not address the merits of the constitutional issues on appeal, but only dealt with the motion to stay.

While the denial of the stay means Judge Colas' decision remains in place for now, the Court of Appeals did not resolve the question of whether that Dane County decision has any statewide application, but merely recognized that the debate on that point continues. On that issue, the

Court of Appeals stated the following in a footnote:

In their motion for a stay, the appellants indicated that the circuit court's decision was not binding state-wide. In response to our request for supplemental briefing, the appellants expanded on this topic and more forcefully argued that the circuit court's decision is not binding state-wide on nonparties.

We acknowledge that the respondents argue that the circuit court's decision here is binding statewide. But we reject out of hand the proposition that the circuit court's decision has the same effect as a published opinion of this court or the supreme court. . . .

The Court of Appeals did not feel the arguments made regarding "statewide confusion" were sufficient to overturn Judge Colas' denial of the stay request. As a result, this Order does little to change the current strategies for municipal employers when responding to bargaining requests from unions.

The next step in this litigation will be for the Court of Appeals to render a decision on the merits of the constitutional issues, unless the Wisconsin Supreme Court were to take up the matter at the request of one of the parties or on the Supreme Court's own initiative.

Please contact your attorney or Robert W. Burns, at rburns@dkattorneys.com / (920) 431-2224 if you have any questions on this development.

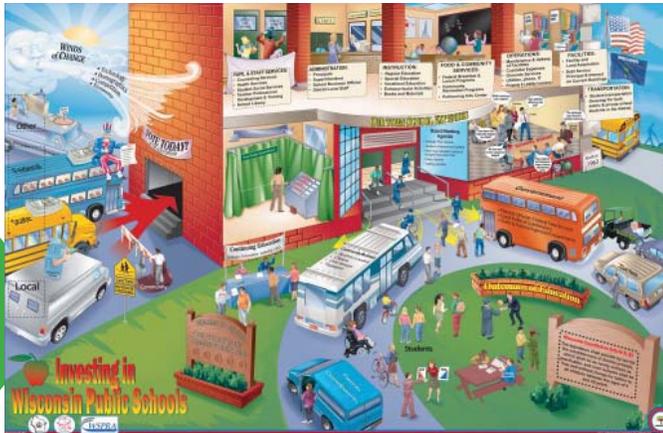


WASBO Transportation & Bus Safety Conference February 27, 2013 Kalahari Resort & Conference Center Wisconsin Dells



Introducing an exciting, new, hands-on tool to provide an understanding of the variables, stakeholders and nuances of financing Wisconsin's public schools.

Investing in Wisconsin Public Schools



- Six Components of the Map Process
- Visualization or Storyboarding of the Wisconsin Educational System & Complex Systems
 - Data Connections
 - Socratic Dialogue & Discovery
 - Learning Peripherals, Exercises & Simulations
 - Interaction in Small Group Settings
 - Trained Facilitation

Potential Audiences

- Staff Professional Development
- Board Member Orientations
- Community Engagement
- Parent Groups
- Business Community



For More Information and Pricing
www.WASBO.com/InvestingInSchools

Investing in Wisconsin Public Schools™ presents very targeted and provocative questions on core organization issues, challenging participants to think...often driving each person to address unpleasant but nonetheless vital systemic and environmental realities.

Investing in Wisconsin Public Schools™ was collaboratively developed by



Wisconsin Association of School Business Officials



Wisconsin Association of School Boards



Wisconsin School Public Relations Association



Edventures in Learning, Inc.

Service Affiliate Checklist

- Renew your Membership for July 1, 2013-June 30, 2014 at WASBO.com/Renew
- Sponsorship Opportunities
 - Spring Conference WASBO.com/Spring
- Taking Care of Business Articles due May 15 for June issue.
- Update your profile and Buyer's Guide categories at WASBO.com.
- Join a WASBO Committee

Investing in Wisconsin Public Schools Table Coach Training

June 13, 2013
 Green Bay, CESA 7
 Register at WASBO.com/InvestingInSchools

ASBO MEETING DATES

- 2013 Annual Meeting & Expo**
 Oct. 25-28, 2013 - Hynes Convention Center - Boston, MA
 Room Block and Registration Opens May 1
- 2014 Annual Meeting & Expo**
 Sept. 19-22, 2014 - Gaylord Palms Resort & Convention Center - Kissimmee, FL
- 2015 Annual Meeting & Expo**
 October 23-26, 2015 - Grapevine, TX
- 2016 Annual Meeting & Expo**
 September 23-26, 2016 - Phoenix, AZ
- 2017 Annual Meeting & Expo**
 September 22-25, 2017 - Denver, CO
- 2018 Annual Meeting & Expo**
 September 21-24, 2018 - Orlando, FL





When an Internal Complaint is Unrelated to Discrimination:

Balancing the Seventh Circuit and the EEOC

By Geoffrey S. Trotier, Davis & Kuelthau, s.c.

Reprinted with permission from Client Alert, March 27, 2013

Geoffrey S. Trotier

On March 21, 2013, the Seventh Circuit Court of Appeals upheld the dismissal of a complaint in which the plaintiff claimed that she was fired in retaliation based on race and sex after making an internal complaint that she was attacked by a co-worker. The Seventh Circuit issued a decision discussing what constitutes protected activity under Title VII of the Civil Rights Act ("Title VII"). When read in tandem with the EEOC's recent "fact sheet" discussing Title VII and domestic violence, it becomes clear that employers should take a deeper look at the substance of any internal complaint when considering exposure to retaliation claims.

Everyone Loves A Lover's Quarrel

In *Northington v. H & M International*, the Seventh Circuit reviewed a workplace drama involving a love triangle, threats, stalking, and assault. Elnae Northington, a "lot checker" for one of H & M International Transportation's ("H & M") railroad and trucking terminals, dated a fellow H & M employee who already was involved in a seven-year relationship with another employee, Shequita Sims. After Sims learned about Northington's relationship, Sims made several verbal and physical threats to Northington. Northington complained about Sims' behavior to her Terminal Manager, Bart Collins. Collins, as luck would have it, was dating Sims' mother, who just happened to be the Assistant Terminal Manager. (Apparently H & M did not have a non-fraternization policy.)

Collins met with Sims and Northington in an attempt to settle their dispute;

however, he was not able to do so. Sims later assaulted Northington at a gas station, off H & M property. Northington filed a criminal complaint against Sims, and Sims pleaded to battery. As a condition of Sims' guilty plea, she was subject to a no contact order. Northington provided a copy of this order to her union and made internal complaints to H & M, claiming that Sims and Sims' mother harassed her, but did not allege that the harassment was based on her race or gender.

Northington's Termination

During a subsequent safety inspection of Northington's work vehicle, the inspector suspected that Northington was under the influence of drugs. Northington was in turn directed to undergo a "reasonable suspicion" drug test at a testing facility where she produced an untestable sample. Northington was instructed to wait at the testing facility until she could produce a suitable sample. If she refused to do so, her behavior would be deemed a "refusal to test." Northington left the testing facility without providing a second sample and refused to return.

Based on Northington's refusal to test, Human Resources terminated Northington's employment. The Vice President for Human Resources and the two reviewing officers were unaware of Northington's internal conflict with Sims.

Northington filed a lawsuit, claiming that her termination was in retaliation for her complaints against Sims, in violation of Title VII.

Northington's Complaint Was Unrelated To Discrimination

The district court granted H & M's motion for summary judgment, finding that Northington failed to establish her retaliation claim because she had not participated in a protected activity under Title VII. Northington appealed. On appeal, the Seventh Circuit affirmed the District Court's award of summary judgment.

The Seventh Circuit based its decision on the fact that while Northington filed an internal complaint and a criminal complaint regarding Sims' behavior, Title VII only could protect these complaints if they arose from harassment based on a protected factor, such as race or sex. However, Sims' threats and assault of Northington were not related to Northington's race or gender. As stated by the court, "Vague and obscure 'complaints' do not constitute protected activity." Rather, Sims only was motivated by "personal conflict." Because the harassment alleged by Northington was not related to race, gender, or any other Title VII-protected classification, Northington's complaint did not qualify as protected activity. Rather, they were "simply personal conflicts."

The EEOC Muddies the Newly-Cleaned Waters

The Seventh Circuit has emphasized that retaliation claims do not arise simply from any internal complaint. A retaliation claim only will arise if the underlying complaint is related to race, color, sex, religion, or any other protected status.

Continued on page 20

However, employers should not immediately dismiss concerns regarding such internal complaints. Before dismissing "relationship complaints," employers also should consider whether they have any exposure under the EEOC's recent position on domestic violence. The EEOC has published a "fact sheet" stating that employers should consider the personal circumstances of their employees who may have been victims of domestic violence, stalking, or sexual assault. If an employment decision is based on such considerations, it may violate Title VII or the ADA, leading to a retaliation claim.

Employer's should beware that an employee with complaints similar to Northington might be able to support a retaliation claim if it arises from domestic violence or stalking. Northington could

have pursued her claim under the theory that she was stalked by Sims based on her relationship with Sims' boyfriend. Northington filed a criminal complaint and alerted H & M as to the assault by Sims. It is possible that this activity could constitute stalking or domestic violence. Because Northington made an internal complaint on this basis, she could have stated a prima facie case for retaliation because her internal complaint could have related to a protected class, according to EEOC's position on domestic violence.

Although the Seventh Circuit has taken the position that retaliation complaints cannot arise from mere "personal conflicts," employers should be aware that they may have some exposure under Title VII if an employee brings a complaint to their attention related to domestic violence, stalking, or

other personal circumstances. If an employee files an internal complaint about personal conflicts that appear unrelated to a Title VII-protected class, employers should investigate deeper to determine whether the complaint might have roots in conflicts that indicate domestic violence, stalking, or related circumstances. If so, the employer should take care to follow its usual protocols for any potential retaliation claim.

If you have any questions regarding this article, please contact your Davis & Kuelthau attorney, or Geoffrey S. Trotier at 414.225.484 / gtrotier@dkattorneys.coml.



Pay... make payments 24 hours a day for all school related expenses

Payment Solutions for Schools!



Online Lunch and Other Payments

Mobile/Text Pay In-Person Credit or Debit Card

e-Check and Cash

www.efundsforschools.com



Products & Services

- Online Payments
- Cash Tracker
- Check Processing
- Sports Pass
- Mobile Pay
- Tuition Payments
- School Store
- Summer School
- Fall Registration
- Textbook Rental
- Activity Registration
- Mobile Pay
- In-Person Credit Card Payments

Solutions

- Cost Control
- Full Compliance
- Risk Management
- Single Source Solution
- Increase Fund Raising

- ✓ PCI Compliant
- ✓ Free to the School

For More information: Contact Richard Waelti Phone: 262-377-8306 rwaelti@mvpbanking.com



Non-Enforcement Period Still in Effect for Insured Plan Nondiscrimination Rules

By Kelly S. Kuglitsch, Davis Kuelthau, s.c.

Reprinted with permission from *Client Update*, March 20, 2013

Kelly S. Kuglitsch

As most Wisconsin employers know by now, the Patient Protection and Affordable Care Act (the "ACA") introduced new nondiscrimination requirements for insured group health plans; however, many employers remain confused about the impact of these rules. The simple answer is that no formal implementation must commence until the administrative agencies charged with enforcing these rules publish guidance on the subject. This client update explores and examines the information currently available with regard to the ACA's nondiscrimination rules, the continued delay of the insured plan rules, and the implications for insured plan sponsors.

Nondiscrimination Rules

Under the self-insured nondiscrimination rules, self-insured group health plans (which include, but are not limited to, medical reimbursement plans and health reimbursement arrangements), must comply with the nondiscrimination tests found in Internal Revenue Code Section 105(h) ("Section 105(h)") on an annual basis. Under Section 105(h), a self-insured group health plan satisfies the nondiscrimination rules if the plan does not discriminate in favor of highly compensated individuals ("HCIs") with respect to plan eligibility or plan benefits. The purpose of the rule is to ensure that employer-provided health benefits are reasonably available to a broad range of employees, instead of just to higher earners.

HCIs are employees who are: (a) one of the five highest paid officers, (b) a shareholder owning more than 10% of the company's stock, or (c) among the top 25% highest paid employees.

Employees with less than three years of service, who are under age 25, who are seasonal, who work less than 35 hours per week, who are non-resident aliens, or who are covered by a collective bargaining agreement, are excluded from the nondiscrimination calculations.

To pass the benefits test, the same benefits must be provided to HCIs and to non-HCI employees. To pass the eligibility test, the benefits provided by the employer must meet one of the following criteria: (a) 70% of all non-excluded employees must benefit if under the plan (b) The plan must benefit 80% of all non-excluded employees and 70% of those employees must actually benefit[DK1], or (c) the employees who benefit must be in a classification approved by the IRS.

The New Nondiscrimination Rule Announcement

In enacting the ACA, Congress voiced concern about discrimination with respect to insurance eligibility and benefits in insured plans. To that end, in March 2010, we learned that the ACA would apply rules "similar" to the existing Section 105(h) nondiscrimination rules (already in effect for self-insured plans) to fully insured plans.

Despite the fact that the ACA nondiscrimination rules were supposed to be "similar" to the Section 105(h) rules, the consequences of violating the rules differ considerably for the different plan types:

- **Self-Insured Plans:** A violation of the 105(h) rules for self-insured plans causes any highly compensated individual who receives a discriminatory benefit

to recognize additional taxable income. The employer faces no penalty.

- **Insured Plans:** The penalty for insured plan noncompliance would be substantially more punitive, with the entire penalty being imposed on the employer (and no increased taxation on any highly compensated individual or other employee). If discrimination with respect to eligibility or benefits occurs under an insured plan, the employer would be responsible for (1) an excise tax of \$100 per day per individual discriminated against (capped at \$500,000 per year); and (2) potential application of ERISA civil action provisions (for private-sector plans).

The language of the ACA provides that the nondiscrimination rules apply to insured plans as of the first day of the plan year beginning on or after September 23, 2010. For calendar-year plans, this means that the provisions were scheduled to take effect on January 1, 2011. However, this date of commencement has been delayed.

The IRS Temporary Non-Enforcement Announcement

The ACA charged the IRS, the Department of Labor ("DOL") and the Department of Health and Human Services ("DHHS") with the responsibilities of drafting rules "similar" to those used under Section 105(h). In December 2010, the IRS issued Notice 2011-1, which explains that regulatory guidance is "essential to" implementing the insured plan provisions; therefore, compliance "should not be required until after" regulations or other administration guidance has been issued. Thus, the

Continued on page 22

IRS stated explicitly that it would not enforce the ACA nondiscrimination rules and would not impose sanctions on employers and group health plan sponsors for failing to comply with the rules until after a “specified period” following the issuance of the regulations. The DOL and DHHS have also agreed to this delay.

At the same time it delayed the enforcement of the nondiscrimination rules, the IRS also requested public comments (to be submitted by March 11, 2011) on how the future guidance should address thirteen specific issues, including:

- What is a discriminatory benefit (i.e., is a higher percentage of employer contribution or a shorter waiting period a “benefit”?)
- Whether after-tax benefits provided to a “highly compensated individual” should be exempt from the nondiscrimination provisions?
- May the “eligibility” test be based on the annually-indexed “highly compensated employee” income definition (currently \$115,000) rather than on the “highly compensated individual” definition?
- Should the eligibility test be applied separately to multiple plans where an employer sponsors multiple plans and/or separate insured plans in distinct geographic locations?
- Should an “availability of coverage” test, instead of an “eligibility” and a “benefits” test, be the only basis upon which discrimination is determined?

While the IRS and the other agencies have not announced when they anticipate finalizing the rules on this topic, it is reasonable to expect that they will take a considerable amount of additional time to do so, given the unusually large number of public comments submitted in response to the notice.

What to Expect While Awaiting the Next Announcement

IRS representatives have informally indicated that the IRS will continue to observe its practice of providing at least six (6) months’ advance notice of changes. Taken together with the IRS custom of making changes applicable for plan years first beginning on or after a specified effective date, we believe it is likely that many plan sponsors will experience more than six months of transition relief. Until the future guidance becomes effective for a given plan, the IRS non-enforcement policy will remain in place. Indeed, until the IRS issues guidance “essential” to implementation, the nondiscrimination rules will not take effect and will not result in penalties to employers.

In light of the lack of current guidance, there is no definitive way to plan for the application of nondiscrimination rules to fully insured plans. While employers can certainly consider whether current insured health benefits are generally offered in a nondiscriminatory manner (as defined under Section 105(h)), and what changes might be required to

make benefits more equitable, formal testing or auditing is not required at this time and may, ultimately, have little relevance to the final nondiscrimination rules. For public sector employers, the possibility that Act 10 may not survive constitutional scrutiny also leaves open the issue of whether compliance with nondiscrimination rules will ultimately be required at all. Therefore, until the IRS provides more information about the rules governing nondiscrimination in insured plans, we do not encourage employers to spend resources to conduct testing under current nondiscrimination rules at this time. Instead, employers may wish to evaluate their benefits in regard to the other ACA provisions for which rules have already been supplied, such as the definition of (and safe harbors relating to) “full-time employees,” and employer shared responsibility (also known as the “pay or play mandate”).

Contact your Davis & Kuelthau, s.c. attorney or Kelly Kuglitsch at kkuglitsch@dkattorneys.com / 414.225.1417 with any questions regarding nondiscrimination compliance, the legal requirements of the Affordable Care Act, or employee benefit plans.

WASB/WASBO School Budget Cycle Handbook

- Comprehensive handbook written by experienced, Wisconsin school finance experts.
- Understand the school district budgeting process – from strategic planning to preparation, presentation, administration and evaluation.

Visit **WASB.org** for complete information.

The Budget Cycle diagram includes the following stages: Planning, Legal & Other Considerations, Projections, Detail, Reconciliation & Approval, Managing & Reporting, and back to Planning.



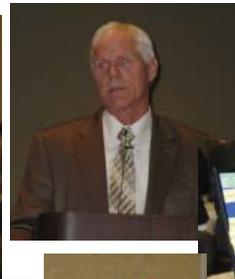
15th Annual WASBO Facilities Management Conference

February 26-27, 2013
Kalahari Resort & Conference Center
Wisconsin Dells, WI



WASBO/WCASS/DPI Federal Funding Conference

February 28-March 1, 2013
Kalahari Resort & Conference Center
Wisconsin Dells, WI





Director's Corner

Are You Utilizing Your Custodial Staff to Their Potential?

By Dale Zabel, Director of Facility Services/Safety, School District of Kettle Moraine

Dale Zabel
WASBO Director

Developing your custodial staff to perform their duties in the education environment is a constant challenge.

Do the reduction in budgets and always present pressure to outsource have you looking for ways to enhance the type and amount of work your in-house staff can accomplish? We all know the answer, but how can we go about exposing custodial and maintenance staff to new techniques and equipment without sending these staff members to courses that are expensive and time consuming? With that being said, there is also a need for training in topics like after school emergencies, bleacher safety, door hardware repair and adjustment, event management and HVAC operation, to name a few. We know the importance of all of the fore-mentioned topics. A well-trained custodian is an asset to your school district. The more ownership they take on, the more reason they have to take pride in their duties and shine a positive light on the entire district. We cannot fail to mention the countless members of the community that walk through the doors for events on weekends and after school.

Now that we have asked the questions and pointed out some of the obvious reasons to have a well-trained custodial staff, let's take a look at a few of the options available to administration. There are the vendors who sell the products and are willing to answer questions and support with training. We know that this is one of the most reasonable resources as far as cost and effectiveness in order to get a thorough understanding of the products and techniques. This is why it is important

to mention that training should be part of the RFP when you are seeking new products and suppliers. We also have our consultants who will train staff in a variety of topics, such as blood borne pathogens, asbestos awareness training and well water testing. There are classes that staff can attend on an individual basis to gain specific knowledge; however, these tend to be expensive and you have to either operate without the staff member or hire a substitute to fill in.

WASBO offers assistance and training through Custodial & Maintenance Conferences and the Facility Managers Certification Program. The two annual conferences offer a variety of hands-on and classroom training. Each year the WASBO Facilities Committee decides on the locations and topics for training. Two different locations and dates are offered to provide the maximum exposure throughout the state for training opportunities. The topics are selected based on the needs of the membership as well as new trends and requirements that are constantly presented to school districts. The conferences offer the opportunity for custodial staff to network and exchange ideas on practices that are working in other districts. We know if the staff brings back one new idea that can make a difference in our district, it was well worth the time and effort to send them to one or both of the WASBO Custodial & Maintenance Conferences held in Kenosha or DC Everest School Districts in June.

Another option to consider for some of your lead custodians is to enroll them in the Facility Managers Certification Program. This program offers more in-depth training as it pertains to more of a

management view. This is very helpful when you have staff members in charge of crews and building operations. They can be your extra pair of eyes and ears to view your building operations. The additional input can assist in managing your staff and resources more efficiently by identifying possible problems before they develop. The knowledge also helps when you are initiating new programs or making changes in operations to be as seamless as possible.

Finally, the WASBO Facilities Committee members volunteer their time and expertise to offer current and realistic solutions to managing and operating your school facilities. You should be taking advantage of the training, networking and conferences opportunities that are offered by WASBO to improve your custodial staff skills and abilities.

WASBO Custodial & Maintenance Conferences



June 19, 2013
Indian Trail High School & Academy
Kenosha Unified School District,
Kenosha

June 26, 2013
DC Everest High School
DC Everest School District,
Weston

WASBO.com/Custodial



Ken Mischler
WASBO Director

Director's Corner

Will You Do the Right Thing?

By Kenneth Mischler, Director of Business Services, Manitowoc Public School District

There is good news out there. Most school districts and most individuals that work in those districts are doing honest, fair, moral and legal things every day. Why? Because your reputation is at stake and your job is at risk. This is why we need to care about ethics and doing the right thing.

Did you know that the Association of School Business Officials International (ASBO) has a Code of Ethics? The ethics code is broken down into three sections; ethical standards, ethical conduct, and expectations of personal and professional integrity. The ASBO Code of Ethics web site is <http://www.asbointl.org/ASBOsCodeofEthics/2954.htm>. School business officials, accountants, bookkeepers, and other members in a school business office have huge ethical responsibilities each day.

Being ethical is not very clear cut and there is no road map. I will give you an example. The ASBO code of ethics, ethical standard reads:

1. Make the well-being of all students, staff, and fellow members a fundamental value in all decision making and actions.
2. Fulfill professional responsibilities with honesty and integrity.

I was in a meeting with another colleague and he was on the phone with a vendor trying to negotiate a contract. This negotiation will result in saving the district money, which meets the ethical standard 1. However, the colleague made several false statements to the vendor and as the colleague was talking to the vendor, I tried to correct him numerous times with the right information. He had no

part of it. After the colleague hung up, I asked him about the false statements. His response was, "It is okay to lie if it saves the organization money." Was he ethical? I do not think so and thus we did not collaborate on this project. Was he saving money for his organization? Yes, but couldn't the savings have been conducted through honest negotiations? I believe so.

Are you an ethical business official? "Of course," you say to yourself. As I mentioned, ethics are not as clear cut as one thinks. If you knowingly allow employees to take clearly personal expenses through your district financial system, it is a violation of your own internal controls. Just because the amount is small does not mean it is right.

There are many reasons for not doing the right thing. A handbook by Eric Harvey and Scott Airitam titled "Ethics 4 Everyone" stated some common responses to common rationalizations for not doing what's right such as:

- Everyone else does it.
- It is not my job or responsibility.
- They'll never miss it.
- That's close enough.
- No one will know.
- I do not have the time to do it right.

Ethical behavior is a tough task at times. Doing the right thing can be difficult. There are common opposite ethical behaviors. Some examples are:

- It is right to be honest and tell the truth; however, it is right to be kind and considerate of individuals' feelings.
- It is right to not share information given to you in confidence, but it is also right to report violations of law and district rules and procedures.
- It is right to pay invoices in a timely

manner, but it is also right to spend the time to verify the invoices and make sure they are paid correctly.

Some ethical questions you can ask yourself:

- Is what you are doing legal?
- Would you be uncomfortable and feel guilty after you do it?
- Do your actions comply with the school district's values and job responsibilities?
- Would you be proud of your actions if they were placed on a billboard?
- Would you be perfectly fine if someone did it to you?

In my personal opinion, honesty and integrity are the most important ethics. However, each person has their own perspective on what is right and wrong. If you found a \$1 bill, would you seek out the owner? What if you found a \$100 bill, would you seek out the owner? What if it was more than \$100? You weigh your time and effort with your ability to find the owner of the money. The self-satisfaction that you tried is important.

Remember, one issue of ethical misconduct will overshadow numerous good actions. Protect yourself because ethics violations can result in the loss of your job. When a majority of the employees are behaving according to some ethical standards, the entire school or organization tends to be more productive, appealing, honored, cooperative and focused. The secret to professional or personal success is to practice ethical behavior regardless of what others choose to do. Focus on doing the right thing.

See ASBO International's Code of Ethics on page 49.

Family Reunification: A Sample Plan

This plan is shared by Paul Buchholz, CSRM, CSFM, CSSC, Coordinator of Buildings, Grounds and Safety, Beaver Dam Unified School District

Submitted on Behalf of the WASBO Safety & Risk Management Committee

Purpose: The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

Materials needed

- Radios/pagers
- Cell phones
- Clipboards
- Paper
- Pens
- Markers
- Rosters of school students and staff
- Student Emergency Medical Cards
- Yellow Caution tape or portable plastic construction fencing
- Reunification Forms

Principal

- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the Family Reunification Center.
- Notify the contact person at the relocation site to prepare for arrival of students.
- Notify district office regarding establishing a media staging area and implementing media protocol.

Reunification Site Commander

- Establish a command post.
- Ensure that every student's parent/guardian is notified of reunification site. This may be done using a combination of media releases, phone calls and mass electronic communication. Teachers may be directed to call the parents of

their students. Foreign language teachers/translators may be directed to assist with parent communications as needed.

- Provide the Verification Team a list of parents who need to report to the Notification Room.
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Keep students on buses or in a holding area separate from parents until authorization to release is given.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers

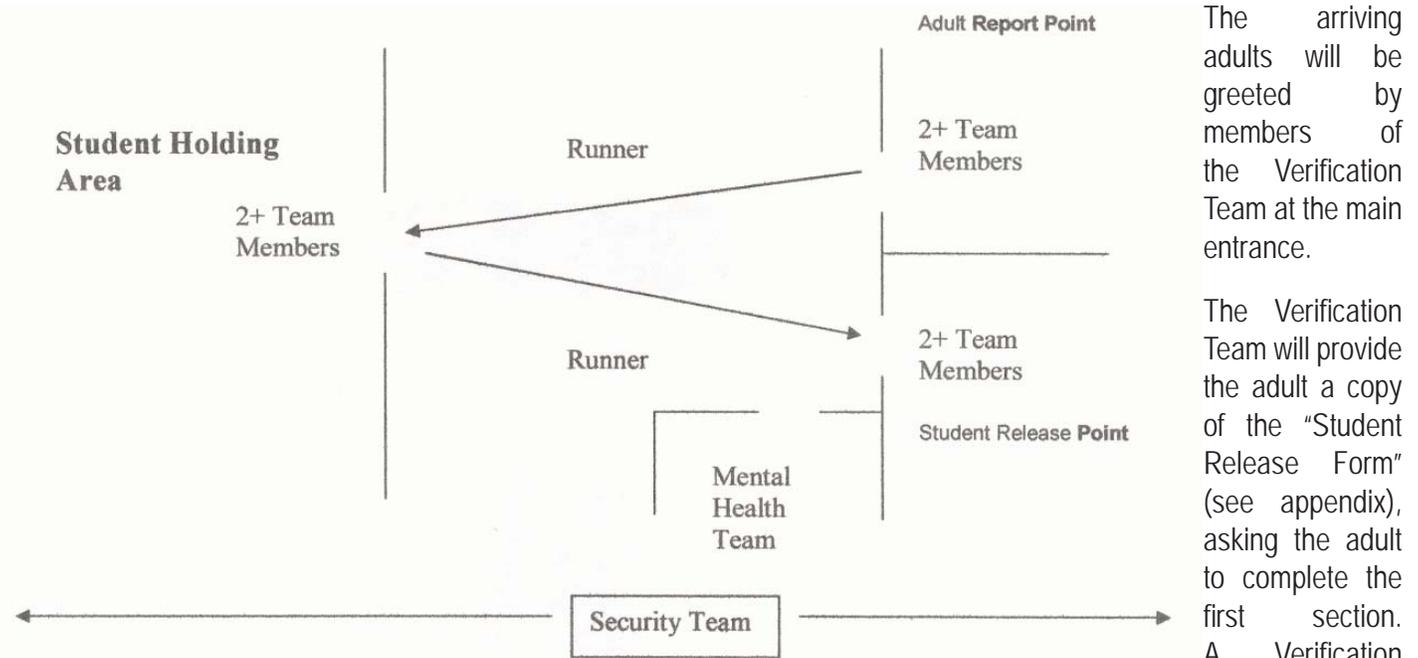
- Provide a list of students to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

Double Gate System

The reunification team will be using the double gate system. Staff will be located in two areas. The first area, the "holding area," will be where students can wait for their parents. The second area will include both the "report point" and the "student release point" where adult care givers will report and wait for their students to join them. These will be two distinctly separate areas, but they will be in close proximity to one another. Volunteer assistants, if available, will be utilized to increase staffing and to improve the communications capabilities.

Holding Area Operation

Designated classroom teachers will remain with their assigned students in the holding area. Each will have the list of the students assigned to their supervision, including the exact name of their parents/guardians with home, cell and work numbers as provided to the school. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted. At the end of the day, designated personnel will call all those parents/guardians who have not yet picked up their child(ren).



The arriving adults will be greeted by members of the Verification Team at the main entrance.

The Verification Team will provide the adult a copy of the "Student Release Form" (see appendix), asking the adult to complete the first section. A Verification

Release Point Operation

When a parent/guardian arrives at the release point, s/he will be asked for the name of the student(s) being picked up. The parent/guardian will be required to show photo identification. When the staff member confirms the parent's/guardian's identity and authority to pick up the student, the staff member will use a runner or a radio/cellular telephone to notify the staging area that the designated student(s) are to be escorted to the release point. When the student(s) reports to the release point, the staff member will have the parent/guardian sign for the student(s) on Student Release Form (see appendix) and the student(s) are released.

If the parent/guardian must be notified that their child(ren) have been injured or for some other reason are not available for release, the staff member at the release point will not indicate the status of the child but will ask the parent to report to a nearby room for further processing. The "notification room(s)" will be manned by members of the Crisis Intervention Team (see appendix).

Notification Room Operation

Members of the Crisis Intervention Team will be responsible for notifying parents that their child is not available for pick-up and why.

The Crisis Intervention Team member will:

- Provide available information regarding the child(ren) in a sensitive way.
- Will assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
- Will inform the parent/guardian where they are to await further information about how they will be reunited with their child(ren).
- Will assist the parent/guardian with their trauma.
- Will make available to the parent/guardian means for communicating with other family members and supporters.
- Will shelter the parent/guardian from media representatives.

The double-gated system to be utilized when laying out the Parent Reunification Site is depicted above. The adult picking up a student will report to the "Adult Report Point".

Team member will then confirm the identity of the adult utilizing photo identification and confirm that the adult is listed on the emergency data card. A Verification Team Member will then complete the second section of the "Student Release Form" and hand it to a Runner to be carried to the Student Holding Area.

The adult will be asked to go to the "Student Release Point." The Runner will deliver the "Student Release Form" and the student to a member of the Release Team who is working at the entrance to the "Student Holding Area." A Release Team Member will then record that the student has been released on the "Student Release Form."

A copy of full student rosters should be used by both the Verification Team and Release Team to maintain a list of those students who have been released. Classroom teachers should all record which students have been taken from their supervision by a Runner.

See Student Release Form on page 28.

STUDENT RELEASE FORM

Please Print

Name of Student _____

Teacher _____ Grade _____

Requested By _____

To be filled in by Verification Team Member

Proof of I.D. YES NO Name on Emergency Card YES NO

(After identification verification, give this form to a Runner.)

Teachers must maintain their own documentation of which students they have released to Runners.

To be filled in by Release Team Member

Released by (signature) _____ Time _____

To be filled in by Requester at the Student Release Point

Requester Signature _____

Once this form is completed, the student may leave with the requester.



WASBO Welcomes Kristin Hauser

Kristin Hauser joined the WASBO staff as Administrative Assistant in April. She is a graduate of Western Washington University and majored in Communication. Kristin has worked with several non-profits in the state of Washington as Program Manager, Special Events Coordinator and Community Outreach and lived in the Northwest for the last 10 years. Originally from Wisconsin, she is pleased to relocate to the Madison area to join the WASBO staff.

Kristin is looking forward to becoming involved in the community and exploring the Madison area. She is also looking forward to a Midwest summer of traveling and exploring Wisconsin as she visits and catches up with family and friends. She also enjoys nature and the outdoors, music, dancing, gardening, organizing, crafts and DIY projects.

Please take a moment to welcome Kristin to WASBO at the Spring Conference!

School Nutrition Made Easy

Specializing in providing schools with customized food service management solutions to **REDUCE COSTS** and **INCREASE PARTICIPATION.**

Purchasing Power • Staff Development • Leadership Training
Nutrition Education • Financial Expertise

Great People - Great Food 888-872-3788 www.aviands.com

A'viands
FOOD & SERVICES MANAGEMENT

"Be who you are and say what you feel because those who mind don't matter and those who matter don't mind."

~ Dr. Seuss

WASBO Certified School Risk Manager Program



Register at
WASBO.com/riskmanagement



Curriculum & National
Certification provided by



Who Should Attend?

Risk managers, facility managers, business managers, safety personnel, HR personnel, insurance providers and agents who work in school risk management.

Register at
WASBO.com/riskmanagement

5 Core Courses Available Online and In Person

- Fundamentals of Risk Management
- Handling School Risks
- Measuring School Risks
- Funding School Risks
- Administering School Risks

Viterbo Credit Available
Contact the WASBO office for more
information

Fundamentals of Risk Management

October 7, 2013 - Stevens Point
Holiday Inn

This course provides an in-depth look at the overall risk management process, delves into the identification step of the process, and examines the function of the school risk manager.

- Risk Management Function and Process
- School Risk Manager
- Identifying School Risks: Logical Classifications
- Identifying School Risks: Methods
- Gathering Loss Data

Handling School Risks

October 8, 2013 - Stevens Point
Holiday Inn

This course studies the development of a safety and health plan, loss control fundamentals, risk control and mitigation of exposures, and managing school claims. A post-accident loss control reduction technique is included.

- Introduction to and Fundamentals of Controlling Risk
- Safety and Health Program for School Districts
- School District Exposures
- Managing School Claims

Funding School Risks

November 4, 2013 - Stevens Point
Holiday Inn

Examine various loss funding techniques, including guaranteed cost programs, deductibles and retention programs, pools, and transferring risk through contracts.

- Introduction to Funding School Risks
- Foundations for Funding
- Options for Funding School Risks
- Reserving for School District Risks
- Finance Issues for the School Risk Manager

Measuring School Risks

November 5, 2013 - Stevens Point
Holiday Inn

Learn the mechanics of developing, forecasting, and trending losses to be used in determining insurance program retentions and deductibles.

- Introduction and Qualitative Analysis for School Risks
- Qualitative Risk Assessment and Loss Run Analysis
- Quantitative Analysis: Tools and Forecasting
- The Risk Analysis Process

Administering School Risks

December 3, 2013 - Stevens Point
Holiday Inn

This course covers how a school risk manager implements and monitors the school risk management program, the risk management team, information technology, allocating costs, ethics in school risk management, and requests for proposals.

- Introduction to Administering School Risks
- The School Risk Management Team
- Communicating with the Risk Management Team
- Implementing the Risk Management Program
- Monitoring the Risk Management Program

Training to Protect Your School District



WASBO Accounting Conference

March 20-21, 2013
Chula Vista Conference Center - Wisconsin Dells, WI



Say "Yes" to Dual Benefits

When you renew with your affiliate ASBO, check the box for ASBO International Membership. With one payment, you can participate in both organizations—doubling the tools, resources, and colleagues you can call on to help you in your everyday responsibilities. Together, we can effectively manage resources to give every child the power of education.

With the increasing responsibilities and fewer staff, the help and expertise that I gain through ASBO membership is priceless.
Peter Willcoxon Sr., RSBA, White Bear Lake Area Schools (MN)

Association of School Business Officials International www.asbointl.org

Boilers, Hot Water Heaters, Burners and Controls

Complete Boiler Service
— All Makes —

24 / 7
262-252-7575 or 800-236-9620

- Boilers – Cleaver-Brooks, Raypak, Columbia
- Hot Water Heaters – Armstrong, Raypak
- Controls – Cleaver-Brooks, Autoflame, Hays Cleveland
- Burners – Cleaver-Brooks, NatCom, Webster, Limpfield

– Engineering Services –

www.pbbs.com

Milwaukee | Madison | Green Bay
Stevens Point | Twin Cities | Fargo

Since 1955



Don Mrdjenovich

Optical Illusions

By Don Mrdjenovich, Retired WASBO Executive Director

Lately I've noticed a common word being given a new definition and meaning in the world of political reporting. For example a reporter referring to a dinner the President sponsored for members of Congress said, "The optics were good, but we will have to wait to determine if any substance will be forthcoming." In other words, it looked like a positive endeavor, but will it result in any meaningful outcome? It was certainly a good "optic" for the President, as it portrayed him as one who was willing to reach accord with legislators. Note how the word optic has evolved in political terms to mean looking good or looking bad. Note also, that when it is used in that context it only refers to perception, not substance.

Try this optic. "This budget bill will make it possible for parents to send their children to high performance schools, public or private." Difficult to argue the optics aren't good. Unless you immediately vault to the substance, you would have to agree that it looks like a positive and good initiative. When you began to question how this bill would be financed or examine any of the negative aspects, you soon realize that the optic is an "optical illusion."

Yes, I'm referring to vouchers and the negative impact they have on public schools. In a previous article, I addressed the significant number of rules and regulations currently being imposed on public schools. Most of those regulations result in expensive, required services and compliance efforts. It seems to me that transferring monetary resources from encumbered public schools and turning them over to private schools who are not encumbered

by the same requirements for services and compliance, is truly a giant step toward disenfranchising public schools. It should certainly not be undertaken by a legislature given responsibility, under the State Constitution, to create and maintain a system of public schools as uniform as possible. If the responsibility, under the constitution, is to create and maintain, should one not assume that our founders also meant for the legislature to do a good job of it?

If public schools are not performing to expected or acceptable levels, is it reasonable that the legislature and administrative branch should be held harmless? This is an optic that needs to be more closely examined for its substance. It is not human nature to assume that given a task or responsibility that we try to do it

poorly. How many people do you know who feel good about failure or poor performance? Human beings just don't derive satisfaction from a job poorly done. Rather than diverting scarce resources elsewhere, let us use them to do the best job we can in meeting our state's constitutional requirements. That would be a positive optic. That would have substance.

"Education is the most powerful weapon you can use to change the world."

~ Nelson Mandela

Public Sector Advisors



Referendum Services

Springsted provides Public Education Clients with Broad and Sophisticated Planning Tools for Revenue Cap and Facility Referenda

Springsted's Public Education Team:

Don Lifto	651-223-3067	dlifto@springsted.com
Patricia Heminover	651-223-3058	pheminover@springsted.com
Jerry Dudzik	414-220-4255	jdudzik@springsted.com



Springsted

springsted.com

800-236-3033



Stephen Sroka

School Safety Lessons Learned: From Cleveland to Newtown

By Stephen Sroka, PhD.

I dealt with school violence before it was fashionable and funded. To me, any child killed anywhere, anytime, is a huge tragedy. But decades ago, when children were killed in the inner city of Cleveland, you probably never heard about them. When the killings moved to suburbs such as Columbine, they became national news. The Newtown shootings shocked the United States like no other school violence. Now, school violence prevention is front-page news. Working with school safety for more than 30 years, I have tried to help schools and communities keep our youth safe and healthy so that they can learn more and live better. Here are several lessons that I have learned.

School violence can happen anywhere, but not here. After school shootings, I often heard "I cannot believe that it can happen here." As we have learned, school violence can happen anywhere. But don't be surprised after the next tragedy if someone says, "I cannot believe that it can happen here." Denial is human.

Be prepared, not scared. Schools are not powerless. Awareness, education, and advocacy can help break down the attitude that it can't happen here. Schools and districts need to have a school-community emergency plan of action in place for students, staff, and parents. It should be both practiced and proactive. Practice drills are crucial. Denial allows violence to grow unseen. Preparation allows violence to be dealt with as soon as it is seen.

Social media has changed how we communicate. Texts, tweets and Facebook posts, which were not around at the time of the Columbine shootings,

now offer instant information—and misinformation. Before problems occur, students need to be part of a dialogue with parents and educators about how schools can responsibly use social media to make schools safer. Social media may prove to be one of the best new tools to help keep our schools safe and parents informed, and to encourage students to take ownership of their schools and education.

Bullying is a symptom and mental health is the issue. Bullying is a hot topic and is often blamed for many of the heinous actions that result in deaths. Bullying is serious and needs to be addressed. Some experts today do not see bullying as a cause, but rather as a symptom of a mental health problem. In fact, bullying is often mentioned as a cause for violence even when it is not, as with the Columbine shooting. Issues such as mental illness, depression, suicidal ideation, anxiety, anger, family violence and substance abuse are often at the root of such destructive behaviors.

Treat the illness, not the symptom. Many professionals would like to provide a comprehensive mental health approach for the schools, families and community. Perhaps depression screening for all students may prove to be more helpful in identifying those at risk of hurting themselves as well as others. Some experts are now suggesting that teachers be taught mental health first aid to assist those in crisis. As we often see, hurt people hurt people; and the use of mental health professionals, such as school counselors, school social workers, school nurses, school psychologists, and school resource officers may enable us to help people help people.

Building relationships is key. We may

need more metal detectors, but we must have more student detectors. The Secret Service found that school shooters usually tell other kids, but not adults. Adults trusted by kids may be given life saving information. We need to put a human face on school safety. Teaching to the heart, as well as to the head, to reach the whole child, not only academically, but also to the social, mental, emotional, physical and spiritual dimensions, will help build a school and community of respect. Social-emotional learning can help students learn in a safe environment. We often say to police officers that you have a more powerful weapon in your heart than in your holster to make your school safer. School safety needs to be built in, not tacked on. Students respond to people, not programs. You cannot mandate kindness, but you can nurture it by building relationships with communication, collaboration, cultural awareness and caring. Words can kill, and words can give life. You choose.

When kindness fails, you need to be aggressive, forceful and effective. An emergency plan of action needs to be in place, practiced and proactive. Teachers and students should be trained and allowed to practice lockdown drills. Parents need a low-tech and high-tech communication system for responding to school emergencies. Gone are the days of Columbine when police waited for hours to enter the school. Today police and community emergency response teams are trained for active shooter/rapid response, to take out the shooter ASAP.

Healing is personal. Schools need to be prepared to deal with the consequences of violence immediately and long after the incident. Individuals react to grief in a wide range of ways, and there is no

Continued on page 34

Retaining Tax Exempt Municipal Bonding

Reprinted from *League of Wisconsin Municipalities Legislative Bulletin*, March 18, 2013

Critical Week Ahead in Congress on Retaining Tax Exempt Municipal Bonding

Tomorrow, on March 19, the U.S. House Ways and Means Committee held a hearing on federal tax provisions that affect local governments, including tax exempt municipal bonds. The National League of Cities will be submitting testimony and attending the hearing.

Also this week, the U.S. Senate will take up a budget resolution containing language that could support either a 28 percent cap (as proposed by President Obama) or total elimination (as proposed by the Simpson-Bowles Commission) of tax-exempt financing.

Please call your Members of Congress and:

- Ask your Representatives to co-sponsor House Resolution 112, which former local elected officials,

Representatives Lee Terry (R-NE) and Richard Neal (D-MA) introduced last week, commemorating the 100-year precedent of the federal tax exemption of municipal bonds. The resolution reinforces the importance of these bonds to municipalities.

- Ask your Senators to speak out during floor debate on the budget resolution in support of tax-exempt financing and to oppose any changes to this tool that would increase costs to taxpayers or decrease infrastructure investment. NLC's recent report shows that if the 28 percent cap had been in place over the last decade, it would have cost state and local governments an additional \$173 billion in interest expenses; and if the exemption had been fully eliminated it would have cost them \$495 billion over that same time.

Tax-exempt municipal bonds have been in place for 100 years. This system of financing is a great example of how the partnership between the federal, state and local government should work. It has proven to be a low-cost efficient way for local governments to finance schools, hospitals, roads, water and sewage systems, transit systems and other critical infrastructure.

The League has created a Preserve Tax Exempt Financing page on its website, <http://www.lwm-info.org>, which includes, among other items, a League resolution opposing any efforts by Congress and the President to eliminate or limit the federal tax exemption on interest earned from municipal bonds.

Groups Make Case for the Muni Bond

By Timothy Firestine, Chief Administrative Officer, Montgomery County, MD

Reprinted from *Politico.com.*, December 5, 2012

As we're seeing from the recovery efforts from Hurricane Sandy, affected states, towns, counties, transit authorities, utilities and other government entities will have a significant amount of work to do repairing and rebuilding the physical infrastructure on which so many of our citizens depend. Beyond assistance from the federal government, which is needed and is greatly appreciated, state and local governments also need to find ways to address many of the costs associated with rebuilding public infrastructure, including tunnels, streets, bridges, schools, hospitals, housing, water facilities, buildings and other structures that have been destroyed or significantly damaged. Municipal bonds are the way in which

these costs are traditionally financed. They also played an integral role in rebuilding our communities following various disasters including New York and other communities affected by the Sept. 11 terrorist attacks; the Gulf Coast region after Hurricanes Katrina and Rita; Joplin, Mo., and Tuscaloosa, Ala., following devastating tornadoes; and the Midwest floods of 2008.

The first municipal bond was issued in 1812. Since that time, state and local governments have used them to finance long-term investments with needs determined and financing approved by elected bodies and citizens. The principal and interest on these bonds, often issued for 20 or 30 years to match the life of the project being financed, are

paid through taxes and fees gathered from the citizens who benefit from them. And — since the enactment of the federal income Tax Code in 1913 — interest paid on such bonds has been exempt from federal tax. Exempting the interest paid on municipal bonds means that state and local governments do not have to pay the higher interest rates that would be demanded if the bonds were issued as taxable securities. Taxing municipal bonds would immediately increase interest payments on all new issuances of municipal bonds by as much as 2 percentage points. This will either cause a significant decrease in infrastructure spending by states and municipalities — and exacerbate the economic uncertainty we face

Continued on page 34

best way to grieve. Where some people need to process the grief immediately, others need to be left alone. Grief has no specific timeline for everyone.

School safety has entered uncharted waters. When I started working in school safety decades ago, the weapon of choice for school violence was a box cutter or knife, now it is automatic weapons. What will be next? The unthinkable is now doable, and probably unpreventable. The Newtown shootings raise disturbing issues and questions. Controversial approaches, which once would have been considered ridiculous, are now being debated, such as arming teachers and having teachers and

students take out the shooter by any means possible. Guns, metal detectors, mental health issues, zero tolerance, and other emotional issues make for complex and difficult decisions. A voice of reason is often lost in the heat of hysteria.

There are no guarantees, only intelligent alternatives. Today we are better prepared to deal with and prevent school violence than we were in the earlier days in Cleveland and Columbine. There still is no 100-percent guarantee that our schools will be free from violence. There are no easy solutions, but there are intelligent alternatives to reduce the risks. It's time for all schools to explore

these alternatives. For some, tomorrow may be too late.

© 2013 Stephen R. Sroka, PhD, Lakewood, Ohio. Used with permission.

Stephen Sroka, PhD, is an adjunct assistant professor at the Case Western Reserve University School of Medicine in Cleveland, Ohio, and president of Health Education Consultants. He has worked on school violence issues worldwide for more than 30 years. Connect with Sroka on his website or by e-mail at drsroka@aol.com.

Groups Make Case for the Muni Bond

Continued from page 33

nationally — or cost taxpayers and ratepayers billions of dollars in higher interest costs each year.

Comprehensive tax reform will most likely be a major issue for the 113th Congress. Hurricane Sandy offers policymakers a blunt reminder about the critical role of tax-exempt financing in rebuilding our communities and a painful warning to “do no harm” to this essential infrastructure financing tool. Curtailing the ability to issue municipal bonds would cause governments — and taxpayers — to pay more for their infrastructure needs. Municipal bonds are a tried-and-true vehicle that allows communities to meet the needs of their citizens. Repealing, replacing or limiting the tax-exemption on municipal bond interest would cause governments — and taxpayers — to pay more for their infrastructure needs. This would result in higher taxes and fees, which translates into less infrastructure investment, fewer jobs and higher costs to states and localities that are already under fiscal stress.

As the country looks for ways to rebuild from this storm and the overall \$4 trillion infrastructure deficit, we urge Congress to strengthen, not weaken, the tax-exempt bond market because of its essential role in financing our nation's infrastructure needs.

Timothy Firestone is the chief administrative officer, Montgomery County, Md. The following groups co-signed this op-ed:

- National Governors Association
- National Conference of State Legislatures
- International City/County Management Association
- National Association of Counties
- National League of Cities
- U.S. Conference of Mayors
- Government Finance Officers Association
- International Municipal Lawyers Association
- National Association of State Auditors, Comptrollers and Treasurers
- National Association State Treasurers
- American Public Gas Association
- American Public Power Association
- Council of Infrastructure Financing Authorities
- Education Finance Council
- Large Public Power Council
- National Association of College and University Business Officers

- National Association of Health and Higher Education Facilities Authorities
- National Association of Local Housing Finance Agencies
- National Council of State Housing Agencies
- National School Boards Association

“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.”

~ Albert Einstein

“Nothing is impossible, the word itself says I'm possible!”

~ Audrey Hepburn

Energy Management Shared Savings Saves \$5 Million in Energy Costs: Averages 20% Savings Per District



Cooperative Educational Service Agency (CESA) 10's Energy Management Services are having a big impact on schools' energy bills throughout Wisconsin since the service's inception in 2004. While serving over 30 districts during the last eight years, the service has saved more than \$5 million in utility costs, putting much needed funds back in to schools' budgets. "We see an average of 20% cumulative savings off customers' utility bills over the course of a 3-year contract," said Charlie Schneider, Facilities Management Director for CESA 10. "The services we provide to the district make a real impact on their utility bills. As a non-profit, we are in a unique position to offer third party, non-biased opinions on energy efficient capital projects as well." CESA 10 saves money for districts in a shared savings arrangement whereby Energy Management staff work with district staff to reduce energy consumption. The partnership is at no upfront cost to the district. "The risk is entirely on us," said Schneider. "If we don't save you energy, you don't pay a bill."

Energy Managers specializing in the technical side of building operations work directly with facilities staff to understand the building(s) at all levels in order to determine how best to fine-tune operations. In the process, district facility staff is trained in techniques related to energy conservation and building controls systems. "We have a very qualified staff with more than 100 years of combined experience in building operations," said Mike Haynes, CESA 10 Administrator. "Our staff stays up to speed on industry best practices so you don't have to. Our employees are well trained and ready to help your

school with any energy related and other facility needs."

CESA 10 Energy Management experts also focus on the behavioral side of energy conservation with all school occupants. Presentations are given to office staff, food service workers, teachers and others and include information about how the utilities charge for energy, ideas on how to save energy in the schools, and updates on savings. Poster savings competitions, teacher classroom audits, weekly e-tips and help with Energy Teams and Energy Policies are also offered as part of the partnership.

School board quality quarterly and annual reports are provided to show the current savings in energy and dollars and to outline past and future projects. "The information that CESA 10 provides is a tremendous asset. I can use it to show the public and the school board where we're at, where we've been, where we're saving, and where we can go from here," notes Ron Sturomski, Director of Buildings and Grounds at Marshfield School District, and longtime Energy Management partner. Marshfield School District has saved over \$440,000 in their partnership with CESA 10, and recently earned the "ENERGY STAR Leaders 30%" award from the EPA for reducing their facilities' energy consumption by more than 30% in the past several years.

CESA 10 Energy Management serves districts of any size and has found significant savings from small districts like Flambeau, saving over \$189,000 in six years for the district of about 600 students, to Hudson, saving over \$432,000 in three years for the district

that serves over 5500 students. "With less revenue for public schools and budgets continuing to increasingly get tighter, working with the Energy Management Team provided by CESA 10 has saved our district over \$180,000 over the last six years," said Flambeau Schools District Administrator Bill Pfalzgraf. "These savings have helped us to put the saved resources into education for the students of our district." Similarly, Dr. Connie Biedron, Altoona School District Administrator added, "During these tough economic times it is of the utmost importance to be fiscally responsible caretakers of our school district resources as well as responsible consumers of energy. The energy specialists at CESA 10 have helped us to save more than \$220,000 while becoming better masters of our energy consumption."

CESA10 provides facilities management services to assist school districts and governments statewide reduce energy costs, implement school projects safely and efficiently, and provide a safe and healthy environment for staff, students and community members. CESA 10 is committed to helping the school districts of Wisconsin save millions more in energy costs moving forward. For more information call 888-947-4701 or visit www.cesa10.k12.wi.us/fm.



Kathy Johnson

Planning for Summer: Reducing Workers' Compensation Costs

By Kathy Johnson, CSR, Independent Risk Management Consultant, Risk Management Strategies LLC

Submitted on Behalf of the WASBO Safety & Risk Management Committee

As the end of the school year approaches, districts are preparing for many activities and events: prom, graduation, award ceremonies, audits and more. Those who are responsible for managing Workers' Compensation injuries and their impact on the district's costs may not be aware of a very effective tool to reduce costs as the school year ends: offering work within an injured employee's physical restrictions to avoid the carrier paying Temporary Total Disability (TTD) over the summer.

The Workers' Compensation Act dictates that when an injured employee is unable to return to his regular job, TTD will be paid by the carrier (or you may continue wages) unless you offer work within the doctor-prescribed restrictions, which halts the TTD payments. You know that applies during the school year when all employees are scheduled to work, correct?

But, did you know that when the school year ends, an employee who is still unable to perform his normal job duties—even though his job does not require him to work during the summer—will continue to collect TTD, unless you offer work that is within his physical restrictions? Being prepared for the year-end injury and ensuing disability with restricted-duty tasks will mitigate the impact of that injury on your Experience Mod, and perhaps your dividend. Often, the job doesn't have to be within the employee's department or a job even close to the employee's own.

And the even greater savings occur

when you return to the employee to restricted duty before the state-imposed 3-day waiting period occurs. You save 70% on how that claim is calculated into the Experience Mod.

Many times, the employee has summer plans that discourage or prevent him from accepting the offer of work. Fortunately, when the offer is refused, the carrier's obligation to pay TTD ceases and your Workers' Compensation exposure is reduced. To ensure that there is no misunderstanding regarding the offer to work, especially when the employee learns that the TTD payments cease, it is wise to prepare a document outlining the work offered and obtain the employee's signature declining

the offer. Provide that to your carrier's adjuster to halt any TTD payments.

As always, an insurance agent or consultant who provides claims consulting services will assist you with this strategy.

Kathy Johnson, CSR
Independent Risk Management Consultant,
Risk Management Strategies LLC
Consultant, WI Educators Risk Management
Cooperative (WERMC)
Member, WASBO Safety & Risk Management
Committee

Precision
ROOFING SERVICES, Inc.

**NEED A FLAT
ROOF REPLACED?
THEN CONTACT THE SPECIALISTS**

We've been installing flat roofs for over 26 years and are licensed, insured and bonded. Trust your next roofing project, including new construction, to our experts. Get started with a free, professional estimate now.

920-452-8399
www.precisionroofinginc.net



Jessica Schroeder

Regulatory Inspections: What to Expect When You Are Inspected

By Jessica Schroeder, CSR, Environmental Health and Safety Manager, CESA 10
Submitted on Behalf of the WASBO Safety & Risk Management Committee

The regulators are coming! That is a typical response to finding out that a regulatory agency will be visiting your school. First, you may wonder what triggered your inspection. While it could be several things, it's typically one of the following:

- 1. Employee Complaints:** An employee complaint can trigger an inspection, although the regulator may sometimes inquire informally first. It is a violation of law for an employer to retaliate against an employee who files a complaint, even a frivolous one.
- 2. Serious Workplace Incidents:** Deaths or serious injuries must be reported and may also trigger inspections.
- 3. General Scheduled Inspections:** Random or routine inspections are conducted.

Whether you know the trigger or not, knowing what to expect can help to assuage your concerns. While not every regulator conducts inspections the same way, the basic elements of the inspection process are the same.

The Opening Conference

Before an actual inspection begins, the inspector will likely meet with the employer's representatives to explain the purpose and reason for the visit (e.g., triggered by a complaint, a fatality, catastrophe). If an inspection is related to an employee complaint, the district may request a copy of the complaint. Although the complaining employee's identity may be withheld, the employer is entitled to know the subject matter of the complaint. It is important to have the inspector define

and explain the reasons for scrutinizing specific areas and the specific health and safety considerations at issue. These elements define the focus of the inspection.

The Walkabout

At the conclusion of the opening conference, the inspector will typically proceed to check the premises for safety and health violations. The inspector will determine where the inspection begins and how long it lasts. Nevertheless, one or more district representatives should remain with the inspector at all times. Depending to a certain extent on an inspection's scope and purpose, an inspector's intention is to evaluate the facility's safety and health conditions and procedures against general OSHA regulations, as well as standards that specifically apply to districts. During the walkabout, the inspector may take photographs, instrument readings, air samples, spill samples, and other measurements.

Examination of Records

The inspector examines a district's recordkeeping to ensure compliance with regulations. These include incident records of injuries, illnesses, fatalities, and exposures to any toxic or hazardous substances. The inspector will ask for verification that a copy of the 300 log summary* has been posted. The inspector may also examine the district's training records, written safety programs, and safety data sheets.

The Closing Conference

After the inspection, the inspector will confer with the employer and employee representatives. The district representative should ask the inspector to explain problems and needs that were identified during the walkabout.

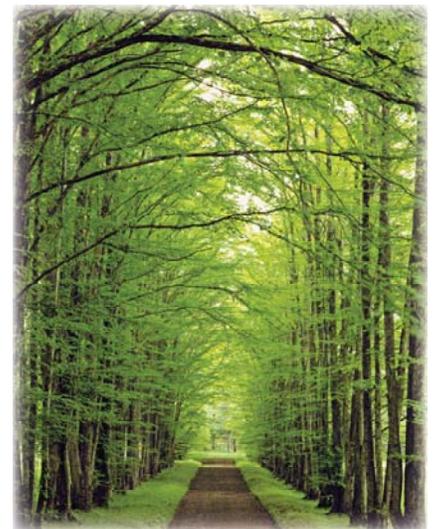
This provides an opportunity to ask questions about corrective action (i.e. abatement) and any anticipated citations and penalties.

It is important to remember that inspectors are just doing their jobs. Use their time as an opportunity to learn how to avoid issues in the future. If you have questions about upcoming inspections or findings, call your environmental health and safety service provider right away to discuss. Their expertise can help you save time and money.

*Per SPS 332.10, all Wisconsin public employers must complete and submit this summary form, or the equivalent OSHA 300A form, by March 1 of each year even if no work-related injuries or illnesses occurred during the year.
<http://165.189.64.111/Default.aspx?Page=1dc77a6c-5a15-4ef1-a449-3725fb0bdd9e>

"A society grows great when old men plant trees whose shade they know they shall never sit in."

~ Greek Proverb





Ted Hayes

School Facility Security Concerns

By Ted Hayes, CSP, MSE, Senior Risk Manager, M3 Insurance Solutions, Inc.

Submitted on Behalf of the WASBO Safety & Risk Management Committee

The development of effective facility security controls does not always have to be a costly proposition for your school. I encourage your crisis prevention team to review the following controls to enhance the physical security of your facilities.

Facility Controls

1. Make sure your emergency announcements can be heard throughout the entire school building. During emergency situations, announcements may not be heard in all areas of the building – especially band rooms, locker rooms or during physical education classes.
2. Make sure your emergency announcements can be heard by teachers and students who are outside of the school building – on the playground during recess or a physical education class on the athletic field.
3. If emergency announcements cannot be heard in all areas of a school building, a visual means of communication (flashing strobe light) should be installed.
4. In the event of an emergency, the administration should have the ability to make a simultaneous announcement to the entire building to warn of a perceived or known threat and to convey instructions to protect staff and students. Solutions may include modifications to the existing PA system, visual alarms or two-way radios.
5. Secure all of your electrical panels throughout your school buildings. You never want students or an intruder to have easy access to your electrical panels.
6. All of your building operations' equipment, including boilers, water shutoffs, gas shutoffs, and key boxes should be secured or maintained behind locked doors.
7. Don't label your school's room doors as it relates to their contents. Labeling a room door as 'electrical room' or 'mechanical room' may provide an intruder easy access to your utilities.
8. Don't use name plates to label a teacher's classroom. An intruder may be searching for a certain teacher or student – don't make it easy for them.
9. Instruct your teachers to never post student rosters and other personal information in public areas or outside of their classroom doors. Research of recent school violence incidents indicates that intruders may have used student rosters to search for specific students or to learn student names.
10. Close and secure kitchens when they are unoccupied by school staff. An unoccupied kitchen presents a real exposure to potential weapons (knives) and an easy opportunity for food tampering.
11. Secure custodial closets and work rooms when they are not occupied by a school employee. Don't allow anyone to have easy access to tools, equipment, and hazardous substances which could be used to commit a violent act. Securing of hazardous substances, especially in elementary schools is critical.
12. Do not allow the hanging of objects or art work that will obstruct emergency exit signs. Exit signs must be visible from all areas in the hallway and classroom. Any objects that obstruct the exit signs should be taken down immediately.
13. Ensure classroom doors can be locked from the inside of the classroom. Classroom safety can be improved through the use of specific types of door hardware. Traditional classroom locksets require that the door be locked from the outside while the inside lever remains operable, which mean that unauthorized individuals cannot lock or unlock doors without a key. But in a security emergency situation it forces teachers to open the door from the inside, insert their key in the outside cylinder, turn the key to lock the door, and then close it again, which may actually expose the teacher to the very danger they are locking the door against.
14. A 'security classroom function' lockset has a cylinder on the inside that locks the outside lever. Teachers can lock the classroom door without having to go into the corridor. This lock type provides a door lock on the corridor side to protect occupants, yet the lever handle inside the room retracts the latch bolt with one motion for fast egress.
15. Classroom door handles and locks must meet fire code requirements for exits. Therefore, it is recommended that the proper fire authority approve classroom door

Continued on page 39

- locks prior to installation.
16. Always close and secure all classroom doors when the room is not occupied by a teacher or school employee. Unoccupied classrooms create an opportunity for the theft of valuables, building keys, computers and documents.
 17. Keep doors to unoccupied and unsupervised areas closed and secured at all times. Unlocked doors to unoccupied areas could be used as a temporary hiding place for those planning to commit malicious acts. Schedule a security survey to identify each school's secluded hiding places - both inside and outside buildings.
 18. Do not allow your teachers to cover the glass panels and windows on classroom doors. In an emergency situation, this door may be your only visual access with the outside world.
 19. Ensure that your classroom evacuation plans indicate secondary exit paths. An emergency situation may prevent a classroom teacher from using the primary evacuation path of travel out of the building - have a plan and a plan to back up that plan.
 20. Identify a large item in the classroom which could be placed against the door during an emergency lockdown. Most intruders are looking for 'easy targets of opportunity' - blocking the door with a desk, table, or filing cabinet may prevent an intruder from easily entering the classroom. At a minimum, it may slow down their efforts - gaining more time until law enforcement arrives.
 21. Lock all of your school building's exterior doors after normal school hours. A checklist could be used by the custodian to confirm and document that all exterior and interior doors have been examined and are locked prior to leaving the building. This document should list all doors to be locked nightly, the day's date, and signature of the person confirming the doors are secured.
 22. Individuals or groups using the school after hours should keep the door locked at all times and allow access only to known persons. This should be clearly spelled out to any groups using your school buildings.
 23. Close and secure all windows and doors at the end of the school day.
 24. Never allow anyone to park vehicles or bicycles close to your building's exterior exits. In an emergency situation, exits could be obstructed by parked vehicles. Signage or curbing could be installed to prevent vehicles from parking too close to exit doors.
 25. Locate your trash receptacles far away from your building entrances. Trash cans are locations where arson fires are set, bombs may be placed or weapons hidden. Any dangerous device or situation that occurs at these receptacles could easily remove a building's emergency exit from use.
 26. Place dumpsters in secured locations so they cannot be accessed. Rolling dumpsters have been moved against the school building to access the roof or second story windows. Additionally, dumpsters are a great place to store weapons, bombs and contraband.
 27. Trim your landscaping around the school. All bushes, shrubs and trees should be trimmed so there is a clear viewing area outside of the school building. This clear zone also allows passing pedestrians to clearly see the building and activity around it.
 28. Don't allow for easy roof access. Ensure building roof access is strictly controlled with roof hatches that are locked when not in use. If trees are located close to your building, an individual could scale the tree and access upper levels of your school.
 29. Whenever possible, use wall-mounted fixtures close to buildings and avoid light poles because they offer access to upper windows or roofs.
 30. Ensure your schools have adequate vandal-proof exterior lighting. This is important for vehicle and bicycle parking areas, bus loading and pickup/drop-off zones and walkways leading to the building entrance.
 31. Consider installing motion-sensor lights in hidden or vulnerable areas around your school building.
 32. Limit the number of school employees who have master keys to your school building. This means tightening the access to master keys and may mean rekeying the entire school; a costly proposition, but critical from a building security standpoint.
 33. Secure your doors during the school day. First thing each morning, free up a custodian's time so they can perform this important security procedure.

34. Develop your building security plan that addresses the high priority items first. Not all school security measures can or have to be implemented at one time.

Restrooms

1. Ensure that your restrooms are brightly lit and well supervised by school staff throughout the day.
2. Protect the restroom light fixtures with vandal proof covers to prevent them from being damaged.
3. Make sure restroom entry and exit doors can only be locked from the outside and not be readily blocked from the inside.
4. Do not allow any free standing items (plants, trash receptacles, product storage) that could be used to block the restroom door.

5. Discourage the installation of drop ceilings in your restrooms. These above ceiling spaces could easily be used to hide weapons and contraband.

6. Use see through paper towel, liquid soap and toilet tissue holders to discourage someone from using them as a hiding place for weapons and contraband.
7. Only install shatterproof mirrors in your restrooms.

Locker rooms

1. Use open mesh type locker doors to discourage the concealment of weapons or contraband.

Mechanical Systems

1. Ensure your building's fresh air intakes are located on secured roofs

or placed high on your building's exterior walls. Remember, roof mounted air intake locations are vulnerable to flying debris in high winds, so wall mounting may be preferable.

2. To prevent tampering or vandalism, make sure fresh air intakes are at least 12 feet off of the ground and away from vehicle exhaust areas.
3. Ensure there is a master ventilation system shut-off in a designated area to control the spread of airborne contaminants through the school building's ventilation system.
4. Ensure each of your school building's custodians and administrators know how and when to shut off your ventilation system.

Are you paying for services you don't need?

Districts around the state are *saving money and staff time* by taking advantage of our *no-cost* value-added 403(b) services to administer their plan. With fewer resources, this is the time to eliminate inefficient and redundant services.

We can help.

133 districts are now using our sample plan documents.

42 districts are using us as their sole 403(b) provider.

Last year, **19** districts transitioned to our sample plan documents and **10** districts transitioned so far in 2013.

6 districts dropped their TPA as a result of the transition.

More than **250** districts had plan reviews in 2012.

Save time and money. Call **1-800-279-4030** to set up an on-site plan review with Scott Thomas, our expert in 403(b) plan administrative solutions. Or, visit **weabenefits.com**.

The 403(b) retirement program is offered by the WEA TSA Trust. TSA program securities offered through WEA Investment Services, Inc., member FINRA.





Mark Towers

Five Tips for Living Fully

The Secret to Traversing Life's Ups and Downs is Commanding a Purposeful Life

By Mark Towers

Living fully is an orientation toward life that enables you to stay up no matter what comes down.

The following concepts are easy-to-grasp, adaptable, and inspirational. They have served me well. It is my pleasure to share them with you and I hope they will be of help to you too.

- 1. **Keep good perspective.** Have an abundance mentality...see the world through a large windshield and a small rearview mirror. Out of abundance you can withdraw abundance and still abundance remains. Life contains tragedy, but it isn't tragic. In *The Human Comedy*, Saroyan wrote, "But try to remember that a good man may leave... or be taken away... but the best part of a man stays. It stays forever. Love is immortal and makes all things immortal. But hate dies every minute."
- 2. **Don't believe everything you think.** Most of us have heard this phrase, "I think therefore I am." Eckhart Tolle, a well-known spiritual teacher disagrees. He says, "I am, therefore I think." Tolle asserts that

no matter what is going on in your mind, it is not really who you are. Don't believe everything you think. Your mind is a tool of the self... a part of your being... but not the real you. He instructs us that all fear comes from living in the past or the future, which are both in our minds. In actuality, it is always Now. As long as we stay with the Now, we have peace. Therefore, we can choose peace at any moment.

- 3. **Deal with today.** Closely related to the previous point is the notion that worry is negative goal setting. Don't get worked up about what may or may not happen. In his book, *Traveling Light*, Max Lucado states, "God will help you deal with whatever hard things come up when the time comes" (Matthew 6:34). That last phrase is worthy of your highlighter... 'when the time comes.' He goes on to say "Meet today's problems with today's strength. Don't start tackling tomorrow's problems until tomorrow. You do not have tomorrow's strength yet. You simply have enough for today."
- 4. **Learn for the joy of it.** Don't read, learn, and grow for the sake of acquiring more smarts... using

your wisdom as a "merit badge" to show you are superior to others. Acquire knowledge purely for the joy of doing so. When teaching and coaching others, embrace your ultimate role and that is simply this: Knowledge Shared is Knowledge Squared. Perhaps Harvey the Rabbit said it best, "In this world, you must be oh-so smart or oh-so pleasant. I've been smart, I recommend pleasant." Deliver wisdom to others in the spirit of service.

- 5. **Be grateful.** The opposite of being negative is not being positive. It is being grateful. We cannot control what befalls us. We can only control how we deal with it and how we live with largess... helping others deal with their realities.

In summary, Betty Davis once said, "Getting old is not for sissies." I agree. I also think that getting older has its upside. Think of it this way... aging is "saging" and provides an even greater perspective for living fully. Let's keep that in mind and realize there are no good days... only great ones.

Mark Towers is the Principal of Speak Out Seminars, LLC. Reach him at mark@speakoutseminars.com.



"Let us be grateful to people who make us happy. They are the charming gardeners who make our souls blossom."

~ Marcel Proust

"April hath put a spirit of youth in everything."

~ William Shakespeare





Ted Hayes

Visitors in Your School

By Ted Hayes, CSP, MSE, Senior Risk Manager, M3 Insurance Solutions, Inc.

Submitted on Behalf of the WASBO Safety & Risk Management Committee

Recent tragic events have forced many schools to develop or reinforce a strict district wide visitor control program. Your visitor control program defines the school district's position on authorized and unauthorized visitors and the responsibilities and interaction of staff with these visitors. A set of written guidelines must be developed that identifies procedures for the staff to follow in the event of observing or interacting with an unauthorized visitor.

Keep these visitor control best practices in mind:

- **Place signage on all exterior doors identifying visitor control procedures.**
 - o Your main entrance should have easily visible (blaze orange) and readable (large font) signage – located at eye level directing all visitors to the main office.
- **Consider use of a camera, intercom and buzzer at the school main entrance.**
 - o Controls for these doors should be located at the desk of each main office secretary. Make sure the secretaries know the procedures for allowing access to your school.
- **Whenever possible, maintain one main entrance near the school office for visitors to enter the school building.**
- **All exterior doors — other than the main entrance doors — must be closed and locked at all times.**
- **Doors used by students to go outside for recess or other activities should be locked behind students and only opened**

when the class is returning to the building.

o An instructor should be present to admit students who are reentering the building.

- **Use school staff proximity cards with card readers at the most frequently used doors.**
 - o This may include teachers' parking lot entrances, the main entrance, doors used for recess and playground activities, doors used for physical education classes, etc.
- **Never chain or block a door to keep it closed; it must always be available as an emergency exit.**
- **Use magnetic locks on doors so they close more easily.**
- **Minimize the number of doors which may be opened from the outside.**

Visitor Controls

- **Always use a visitor sign-in/sign-out book.**
- **Ask all visitors to provide photo identification to verify their identity.**
- **Require visitors to leave their driver's license or car keys at the office when signing in.** This will ensure the visitor returns to the office when leaving the school.
- **Require visitors to wear brightly colored, easily identifiable badges.** A 5"x7" brightly colored (orange/lime green) badge worn around the visitor's neck will allow school staff to identify approved visitors from a distance.
- **Don't be afraid to say 'no' to a visitor's request.** If the visitor is dropping off an item for a student, they do not have to take it to the classroom; that's what hall monitors are for.

- **Call a student to the office to see a visitor – don't send the visitor to the student.**

Staff and Student Controls

- **Develop a procedure for students to report threats or dangerous behavior.** A procedure should be developed that allows students to anonymously report specific threats of imminent school violence or other suspicious or criminal conduct to a school district representative. This procedure should allow students to report via many different avenues such as email, text messaging, voice mail, website, instant messaging, etc.
- **Ensure all school doors are closed and secured when cleaning personnel are working inside the building during after-school hours.**
- **Educate all school staff on how to confront potential strangers.** At a minimum, your staff should be trained how to report strangers to the office if they do not feel safe in approaching someone. Consider these visitor approach strategies:
 - o **Simply ask "Can I help you?"** Those four words may be most effective when approaching a visitor or stranger in your school. Simply asking "Can I help you?," places the visitor in a 'defensive' approach – they must now answer why they are in your school. Once the visitor provides an answer to "Can I help you?," assist them if possible. Send them to the office to sign in the visitor log book, tell them to wait in the office, and the student in question will be brought to the office to see them. Go with

your gut feeling; if it doesn't feel right, it probably isn't right and further action is required.

- o **State to the visitor "I forgot your name..."** A visitor with good intentions will have no qualms about providing their name and showing appropriate identification. A visitor with bad intentions does not want to give his/her name; they don't want to be noticed or identified. Here's a little trick that is quick and effective, forcing a visitor to provide their name:

Approach the visitor and say, "I forgot your name..." Let's say the visitor answers, "Tom."

Your reply: "No, I know your first name is Tom, I just can't remember your last name." This may place the visitor on the hot seat. Will they provide their full name, as well as identification that will reveal their identity? If they do provide their full name and their identification appears to be legit, escort them to the main office. Remember to go with your gut feelings...if it doesn't feel right, they probably shouldn't be there.

- o **Get physically close to strangers.** Visitors who are in your school for the wrong reasons, do not want confrontation or to be touched. By simply placing a hand on the visitor's arm or shoulder, you have violated their personal space – potential panic time. Asking "Can I help you?" with a physical touch is often very threatening to a stranger and may tip you off to their intentions.
- o **Ask a stranger, "How is your**

mother doing?" The only thing a visitor with bad intentions dislikes more than physical contact is someone getting too personal with them. By asking "How is your mother doing?" you can get a stranger to think you know his/her family. This is a great method to force a visitor's hand...get personal.

- **Instruct students to never open doors to strangers or even adults they may know.**
- **Throughout the school year, educate parents about your school's visitor control procedures and the importance of following the rules.** Mailings, emails, and parent/teacher conferences are great tools to get this message out to parents.
- **If you are not comfortable in approaching a visitor – don't hesitate, call the police.** This is the easiest, safest, but least used method to deal with an unknown visitor. Police are paid for the risks they take; this is one of those risks. A visitor with good intentions has nothing to worry about – it's just a few minutes out of their day to explain their actions.

Main Office Controls

- **Never provide detailed information regarding the school's emergency response plans to unknown individuals.** If an unknown individual makes such a request, simply state that the school has emergency response procedures but we cannot discuss them. Better yet, refer them to the district administrator.
- **Utilize a duress alarm or panic button for the school receptionists.** A duress alarm could be added to your existing alarm system to provide notification to administration and other staff

members. The simplest application would be a strategically located button that, when initiated, would send a signal to several locations, such as the principal's office, police department, or the school resource officer.

- **View your video security monitor.** Often times the security monitor is located in another room and cannot be observed by office staff. The security monitors should be located to ensure that multiple office staff members are able to see the monitors at all times.

Building Controls

- **Consider placing a highly visible large-screen display, located in the hallway to provide a constant reminder to students and visitors that their actions are being monitored.**
- **Secure delivery doors, technology education garage doors and custodial entrances when not in use.**
- **Have custodial personnel keep a log of deliveries to include the name of the vendor company, name of the delivery person, license plate of vehicle, date and time of arrival and departure, and associated information.**
- **Develop an emergency announcement regarding the entrance of an unauthorized visitor or intruder in to the school building.** Your lockdown procedures may need to be used if the visitor/intruder cannot be quickly identified.



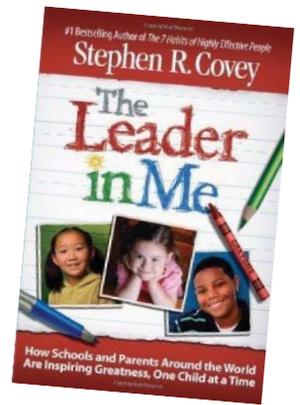
Orvin R. Clark,
EdD, RSBA

Book Review

"The Leader in Me: How Schools and Parents Around the World Are Inspiring Greatness, One Child At a Time"

Stephen R. Covey, Author

Review by Orvin R. Clark, EdD, RSBA, Chair, Graduate Council,
Educational Leadership Department, University of Wisconsin - Superior



The Leader In Me, written by Stephen R. Covey focused

on developing positive social-leadership skills in young students. Dr. Stephen R. Covey was an internationally respected leadership authority, teacher, organizational consultant, and Co-Chairman of Franklin Covey Company. He passed away in July 2012. He held an MBA from Harvard and a doctorate from Brigham Young University, where he was a professor of organizational behavior and business management. Dr. Covey authored several acclaimed books including *The Seven Habits of Highly Effective People*, *Principle-Centered Leadership*, *First Things First*, *The 8th Habit: From Effectiveness to Greatness* and *The 3rd Alternative: Solving Life's Most Difficult Problems*.

The Leader In Me is 224 pages in length and is based upon *The Seven Habits of Highly Effective People* as a strategy for a leadership-centered rather than a fact-centered education. A.R. Combs Elementary School in Raleigh, NC was about to be shut down, due to poor condition of facilities, demoralized teachers, unhappy parents, disadvantaged socio-economic students — all factors pointed to failure when Principal Muriel Summers met with the stakeholders involved in the school, including parents, teachers, community and business leaders and asked them a question: What would our ideal school look like? Together the stakeholders developed a new mission for the school: "To Develop

Global Leaders." Ms. Summers met with her school team and developed strategies for infusing the 7 habits into the curriculum traditions, systems and culture of A.R. Combs. The results were incredible, including the school winning national awards.

The Leader In Me is a whole school transformational model that fosters academic achievements, significantly enhanced self-confidence and esteem in students, fewer discipline problems, improved school cultures, and increased engagement of teachers and parents.

If you want a personal challenge, try modeling the principles during a tough moment to resolve the problem. Consider the following underlying paradigms of habits and potential action steps you might take:

Be Proactive

- You choose your actions — Stop and think: Ask what is the right thing to do
- You choose your response – Gain control of your emotions, walk away.
- Patience is a proactive choice – Take responsibility for actions.

Begin With the End in Mind

- The mental creation precedes the physical – Keep the bigger picture in mind.
- Your values should guide your actions – Focus on the relationship you want with others.

Put First Things First

- Things that matter the most – Do not engage in arguments that have no relevance.
- Urgent matters are not always important – Act on problems at the right pace.
- Relationships are more important than things – Stick to your values. Do the right thing.

Think Win-Win

- Lose-lose, lose-win, or win-lose are all undesirable outcomes – Make meaningful emotional deposits in others.
- Fairness is the minimum starting point – Apologize when necessary.
- No deal, agreeing or disagreeing are acceptable outcomes – Balance courage with consideration.
- The most acceptable outcomes are when both parties win – Seek outcomes that are mutually beneficial.
- Don't take unfair advantage of others – Avoid comparisons and forgive.

Seek First To Understand, Then To Be Understood

- Give people emotional "airtime" to release and resolve emotions – Listen, listen, listen.
- Making your thoughts and feelings understood is just as important as listening – Accept accurate feedback, clearly and concisely communicate your feelings.

WASBO Vision, Mission & Belief Statements

Vision

To be the most influential Wisconsin organization for state and national school business management and leadership.

Mission

To provide professional development, to foster a network of support and to advocate for funding that ensures outstanding educational opportunities for all children in Wisconsin.

Belief Statements

1. We have a responsibility to develop school business professionals who are visionary educational leaders.
2. In being committed to high quality performance, professionalism and ethical standards in all endeavors of the Association.
3. We have a responsibility to provide the infrastructure for the delivery of quality educational programs for students.
4. In advocating the concept that every child is entitled to a quality education supported by comprehensive school funding systems that are stable, adequate and equitable.
5. School Business Officials play a key role in the responsible, equitable and effective use of resources available to educate children.
6. We should foster communication by providing networking opportunities, continuing education and training for members and non-members to address the needs of lifelong learners.
7. Continuous improvement should be fostered by information, critical evaluation and reflection.
8. Enhanced leadership is promoted by mentorship among our members.
9. There should be strong alliances among educational organizations.

Book Review

Continued from page 44

Synergize

- Synergy values differences and seeks out third alternatives – Optimize strengths and diverse perspectives.
- Synergy creates better solutions – Be humble. You don't need to have the right answer.

Sharpen the Saw

- Regularly sharpen the physical-emotional, mental and spiritual saws — Take time to build relationships, learn stress reduction techniques.
- Most conflicts result from one or more of the four basic needs not being met – Study life, do meaningful things to build your confidence and esteem.

These are a few underlying principles and action steps you can take to model the habits to resolve conflicts, develop strong relationships and improve your performance. Dr. Stephen Covey's book will transform the way you think about conflict and your purpose in life. ***The Leader in Me*** is highly recommended for those who desire to be a thinker and doer in this new leadership era.



SFO® CERTIFICATION IS THE MARK OF A DEDICATED PROFESSIONAL

The role of a school business official varies by district size and resources; however, the fundamental skills and knowledge needed to effectively safeguard school funds and maximize resources for students do not.

By earning an international credential, you'll instill confidence in those around you. Give your fellow administrators, board, and community even more reassurance that you have the know-how to support them.

ASBO International's Certified Administrator of School Finance and Operations® (SFO®) program recognizes school business officials who demonstrate a combination of experience and education and who have a mastery of the knowledge and skills required to be an effective school business leader.



Applications Accepted Year-round—Submit Today.

www.asbointl.org/certification

For more information, call 866.682.2729 x7065

New ASBO Resource for SFO® Hopefuls

Are you preparing to take the SFO® certification exams? Thinking about starting a study group? Wondering what study materials are available? Looking for practice questions? Get a copy of *The Certified Administrator of School Finance and Operations® (SFO®) Guide to Studying for the Examinations*, a new resource from ASBO International, to help you excel on the SFO® certification exams.



Available Statewide



Employee Handbooks = New Post-Employment Options LET'S TALK!

ALL-IN-ONE SOLUTION

The **Wisconsin OPEB Trust** program, from CESA 6, has options to manage, analyze and innovate the right post-employment benefit choices for your school district including health reimbursement accounts (HRA).



www.wiopeb.com

Contact:
Dave Van Spankeren
920-236-0518
dvanspankeren@cesa6.org

Before you make another budget cut!

What if you could put 20% of the money you are paying for utilities back into classrooms?

CESA 10 has helped Wisconsin schools save over \$5,000,000 in utility costs. That's equivalent to the cost of more than 62 teachers still educating because CESA 10 Energy Management partner districts adopted a culture of energy efficiency.

Contact CESA 10 Statewide Facilities Management today to find out how much money could you be diverting from utility bills and sending back into classrooms!

"Like with homeowners, saving on utilities means that the district has more money for other essential needs. We have been able to use these cost savings for technology upgrades, other areas of maintenance, and general instructional supplies." - Dr. Peg Geegan, District Administrator Marshfield School District Savings = \$440,000+



Call today!
888-947-4701

Hudson Schools \$432k DC Everest Schools \$253k Altoona Schools \$220k Flambeau Schools \$189k



Weed Management in Hard to Reach Places

Reprinted with permission from School IPM 2015 Newsletter: March 2013

Most schools have at least one place on campus with weeds that are difficult to manage such as along fence lines or around bleachers. An IPM approach can save time and money according to Dr. Robert Hartzler, extension weed specialist and professor of agronomy at Iowa State University. "The best preventative measure for weed management is to provide a less favorable environment for weeds to get started."

Mulches and weed barriers, when used properly, are useful tools. Both Hartzler and Phil Boise, director of GreenCare for Children, recommend removing weeds before installing barriers or mulches. "Many perennial weeds can grow through mulches and barriers, so they'll rapidly destroy that barrier and provide the opportunity for annuals to gain a foothold as well," says Hartzler. Boise also suggests having a defined margin that extends down into the soil four to six inches around a mulched area. This keeps weeds from creeping in from surrounding areas.

Handheld liquid-propane flamers can be an alternative to hand weeding. "This technique is most effective when the weeds are small. As weeds get bigger, more fuel is required to kill them," comments Hartzler. Care must be taken to prevent burns to the applicator. Repeated treatments will be required as the weeds grow back.

Concrete, brick, or paver mowing strips can be installed around trees and planting beds, and under bleachers and fences. These strips keep weeds from growing in areas that can't be easily mowed. Boise recommends that a mowing strip extend down about six inches into the soil and be both wide

and sturdy enough to hold the mower deck, or tall enough that weeds running up against the strip can be cut using an edger.

On lawns and athletic fields, thick, healthy turfgrass makes it more difficult for weeds to gain a foothold. Regular aeration is important to prevent compaction, especially on heavily used playing fields.

Intended use is a critical variable to consider when dealing with turf. Phil Boise recommends taking into account the function of the location because "not all turf areas need to be top-notch sports turf." Turf areas where children play at recess, eat lunch, or wait for a bus don't need to be a monoculture of one species of grass, but can instead be viewed as a meadow with a higher tolerance for other plant species.

If herbicides are part of your IPM approach, make sure you do your homework when choosing products. Identifying the particular weeds you are dealing with is an essential first step. Many herbicides are effective against a narrow range of weeds. Reduced risk options are available. EPA minimum risk pesticides, sometimes referred to as 25(b) products, are considered "demonstrably safe for their intended use." Some 25(b) product options include Ecosmart Weed and Grass Killer, Weed Zap and GreenMatch Burndown Herbicide. Protective equipment should still be used with minimum risk pesticides. "Just because they are made from natural compounds doesn't mean they don't carry risks," says Hartzler.

The Pesticide Hazard and Exposure Reduction (PHAER) Zone System, developed by Boise, can provide a road map for schools to prioritize areas of their grounds according to pesticide

exposure risk. The PHAER System helps schools focus their limited resources on the areas where children spend a lot of time and have the greatest risk of pesticide exposure, such as near sand boxes, playgrounds and walkways. More resources are devoted to these areas so that techniques such as hand weeding, flaming or mulching can be used in place of pesticides. The school campus is mapped and areas are given color designations of green, yellow or red. Green areas are those that will receive the most resources. Each color has a corresponding approved materials list. "The advantage of mapping is that the grounds crew knows where they can and cannot apply pesticides," comments Boise. "This is a decision-making tool that lets every district budget for and measure their IPM goals based on their own priorities and resources."

Renew your
WASBO membership
for July 1, 2013 -
June 30, 2014
at
WASBO.com/renew





Welcome New Members

February 2013 - March 2013

District Professional Members

- **Angie Baierl**, De Pere
- **Randy Blaschka**, Maintenance Supervisor, Wausau
- **Kathleen Carpenter**, District Bookkeeper, Horicon
- **Matt Clendenen**, Maintenance Director, Southwestern Wisconsin
- **Laura Curry**, District Bookkeeper, Monticello
- **Kristi Foy**, Staff Attorney and Director of HR, Elmbrook
- **Beth Hobbs**, Assistant Transportation Supervisor, Holmen
- **Marisa Joehnk**, Bookkeeper, Norway J7
- **Lane Johnson**, Maintenance Supervisor, Somerset
- **Sheryl Kinsman**, Transportation Secretary, Reedsburg
- **Jan Kunstmann**, Bookkeeper, New Auburn
- **James Mauss**, Bookkeeper, De Soto Area
- **Jamie Merath**, Director of Finance, Beloit
- **Sherry Rozek**, Transportation Coordinator, Winneconne Community
- **Bill Samborski**, Manager Purchasing, Transportation, Custodial, Janesville
- **Leslie Seeger**, Business Administrator, Clayton
- **Steve Squires**, Custodian, Wilmot UHS
- **Mike Stange**, Building and Grounds Supervisor, Bangor
- **Sara Stoner**, Accounting Manager, Onalaska
- **Jeff Urbans**, Food Service/Custodial Supervisor, Wausau
- **Sean Winters**, Buildings and Grounds, Marinette
- **Robert Wolske**, Lead Day Custodian, Lodi

On the Move

- **Karen Kucharz-Robbe** from Clinton, Business Manager, to Janesville, Comptroller
- **Pete Grender** from Janesville, Comptroller to Deerfield, Business Manager
- **Bob Tess** from Oshkosh, Business Director to Wausau

ASBO International New Members

March 2013

- **Rosey VanAernum**, Glendale River Hills SD, Glendale, WI

Keep us Posted!

Retiring?

Contact us before you leave so we can update your member type to retired and get your contact information. We want to keep in touch! If you are interested in being added to our interim list, send an email to Woody Wiedenhoft at wwiedenhoft@wasbo.com.

Changing Districts?

Be sure to update your profile at WASBO.com so you don't miss any communications. Give us a call at 608.249.8588 if you need help.

Service Affiliate Members

- **Randy Boden**, Senior Vice President, Somerville, Inc.
- **Kory Dogs**, Director, CBIZ Valuation Group, LLC
- **Bill Enright**, Director of Medical and Dental Insurance, National Insurance Services, Inc.
- **Mike Forrester**, Vice President, Anchor Moving Systems
- **Michelle Froehke**, Employee Health Benefits and Wellness Consultant, Ansay & Associates, LLC
- **Andrew Frost**, Associate, Jackson Lewis LLP
- **Jeff Furness**, Program Development, Johnson Controls, Inc.
- **Joseph Gagne**, Owner, Allerton Hill Consulting
- **Steven Pereus**, President, Enlit, LLC
- **James Pierret**, Owner, Quality Control Services, Inc.
- **Dale Poynter**, President / Architect, SDS Architects, Inc.
- **Lynn Rabeor**, Marketing Director, Giertsen Company of Wisconsin
- **Jerry Tinberg**, BAS Account Executive, North American Mechanical, Inc.
- **Elizabeth Sue Tobias**, Sr. Account Executive, HealthPartners
- **Maureen Voss**, Programmer/Analyst, Data Magic LLC
- **Mark Weidemann**, General Manager, Per Mar Security Services
- **Kurt Werowinski**, Project Manager, MM Schranz Roofing
- **Phil Yuska**, Business Development Manager, Performance Services
- **Dale Zank**, Account Executive, J.F. Ahern Co.



WASBO Career Center

Connecting school business professionals with the leading employers in Wisconsin.

The WASBO Career Center is a dedicated search and recruitment resource for school business professionals and employers in Wisconsin. We offer simple and easy-to-use tools to make searching for career opportunities and finding qualified professionals fast, more efficient, and more successful than ever before.



Tools for Job Seekers

The WASBO Career Center gives job seekers access to inside opportunities available only through the association and provides the tools needed to quickly find and apply for jobs.

Advanced Job Search

Find the most relevant jobs from top school districts throughout Wisconsin.

Customized Job Alerts

Stay up-to-date on the latest opportunities by receiving automated notifications.

Apply for Jobs

Create an anonymous profile and resume to quickly apply for jobs and have employers come to you.

Advantages for Employers

Employers can fill positions faster and at a lower cost than other job websites by reaching a highly qualified and targeted audience of school administration professionals.

Recruit Top Talent

Target WASBO members and job seekers committed to the advancement of school administration and support professions.

Low-Cost Posting Packages

Reduce recruitment costs with flexible, affordable posting options.

Proactive and Direct Recruitment

Take advantage of search, email and online advertising options to recruit candidates.

Visit the WASBO Career Center

Discover the difference the WASBO Career Center can make for you.

To search jobs, post jobs or learn more, visit:

www.wasbo.com/jobs



ASBO International's Code of Ethics

Basic Beliefs

Members and associate members of the Association of School Business Officials International, including its affiliates, are committed to conducting themselves within the highest standards of professional and personal ethics, to continuing ongoing professional growth and development, and to developing these beliefs in others with whom they work.

Members assume the responsibility for providing professional leadership in their schools, communities, and organizations. This responsibility requires members to maintain standards of exemplary personal and professional conduct. To these ends, members subscribe to the following standards.

Ethical Standards

In all activities, members and associate members in good standing of ASBO International and its accredited affiliates shall:

1. Make the well-being of all students, staff, and fellow members a fundamental value in all decision making and actions
2. Fulfill professional responsibilities with honesty and integrity
3. Support the principle of due process and protect the civil and human rights of all individuals
4. Obey all local, state, and national laws
5. Implement the policies and administrative rules and regulations of the employing organization (school district, private school and/or associated organization)
6. Pursue appropriate measures to correct those laws, policies, and regulations that are not consistent with this code of ethics
7. Not tolerate the failure of others to

act in an ethical manner and will pursue appropriate measures to correct such failures

8. Never use their positions for personal gain through political, social, religious, economic, or other influence
9. Honor all contracts until fulfillment or release.

Ethical Conduct

In all activities, members and associate members in good standing of ASBO International and its accredited affiliates shall demonstrate their adherence to the standards set forth above by:

1. Actively supporting the goals and objectives of the educational institution with which they work
2. Interpreting the policies and practices of their employer to the staff and to the community fairly and objectively
3. Implementing, to the best of their ability, the policies and administrative regulations of their employer
4. Assisting fellow members, as appropriate, in fulfilling their obligations
5. Supporting a positive image of the educational institution with which they work
6. Not publicly criticizing board members, superiors, administrators, or other employees.
7. Helping subordinates achieve their maximum potential through fair and just treatment
8. Maintaining confidentiality of data and information
9. Accurately and objectively reporting data, in a timely fashion, to authorized agencies.

Expectations of Personal and Professional Integrity

In the conduct of business and the discharge of responsibilities, each member will:

1. Conduct business honestly, openly, and with integrity
2. Avoid conflict of interest situations by not conducting business with a company or firm in which the official or any member of the official's family has a vested interest
3. Avoid preferential treatment of one outside interest group, company or individual over another
4. Uphold the dignity and decorum of their office in every way
5. Never use their position for personal gain
6. Never accept or offer illegal payment for services rendered
7. Not accept gifts, free services, or anything of value for or because of any act performed or withheld
8. Support the actions of colleagues whenever possible
9. Actively support appropriate professional associations aimed at improving school business management, and encourage colleagues to do likewise
10. Accept leadership roles and responsibilities when appropriate.

Notice of Disclaimer: The Association of School Business Officials International (ASBO) assumes no liability, in part or in whole, for results or outcomes stemming from actions, including performance or non-performance, as well as misuse or misinterpretation of these professional standards or code of ethics.



Stay Connected



Please Vote

Each of our candidates needs to be thanked for volunteering to help set WASBO policy. Please find an opportunity to thank each of them for their willingness to serve. You can find their resumes in this issue of **Taking Care of Business**. In addition, in the February Taking Care of Business, candidates provided an article about their backgrounds and why they wish to participate on the Board. District Professional, Retired and Lifetime members can vote online through April 30th for the candidates.

Congratulations!

Congratulations to our new WASBO Award recipients. The following awards will be presented at the 2013 Spring Conference in Green Bay:

2013 Wallace E. Zastrow Award Gary Kvasnica

Director of Business Services,
Kimberly Area School District

2013 New School Business Official of the Year

Joseph Marquardt

Director of Business and HR Services,
New London School District

2013 Facilities Manager of the Year

John Williams, CSRM

Coordinator of Facility Services,
Fond du Lac School District

2013 Friend of WASBO

Jerry Landmark

Director of School Finance Team,
WI Department of Public Instruction

The following will be awarded at the 2014 State Education Convention in Milwaukee:

2014 School Business Official of the Year

Gail Moesch

Business Manager,
Shawano School District

2014 WASBO Shining Star Award

Rebecca Hansen

Business Manager,
New Holstein School District

Network by Participating on a WASBO Committee

– Do you want to meet professional school colleagues and service affiliates, share ideas, enhance WASBO services and enrich your professional development and that of your peers? Serving on a WASBO committee can help you do all that, and more. We know it is great to meet in person, but we have options to participate by conference call as well. To sign up for one of the many WASBO committees, go to WASBO.com/committees.

State Legislative Process – The opportunity to influence the proposed legislation still exists. Please respond to communications from John Forester, Executive Director of SAA. Please review the SAA Legislative Agenda at WSAA.org and John's article in this issue of **Taking Care of Business**. Communicate with your legislators. The Governor's proposals will be modified by the Legislature to help us in our work for improving children's learning only if we are actively involved.

Interim Assignments – School Business Officials and Facility Directors are taking new positions during the upcoming spring and summer months, leaving a void in some districts during the transition. In addition, some

districts request specific project work for which our members are specifically qualified. If you would like to be considered, please send a one-page resume and other pertinent details to Jeanne Deimund at Deimund@wasbo.com. Some retired WASBO members have already done so, but more are needed.

Scholarships for ASBO Annual Meeting

– MetLife developed this scholarship to support new school business officials who would like to further develop their knowledge, skills and leadership. If you are a new school business administrator who has been in the profession for five years or less, you are eligible. Recipients receive \$2,000 to attend ASBO International's Annual Meeting in Boston, October 25-28, 2013. The application deadline is June 1, 2013. For more information, visit <http://www.asbointl.org/BridgestotheFutureProgram>.

Win a Free ASBO International AM&E Registration to the 2013 Convention in Boston!

Here's your chance to win one of 16 complimentary registrations to attend ASBO International's 2013 Annual Meeting & Expo (AM&E), October 25-28 in Boston—and to win a front-row seat for the opening keynote presentation by Steve Gross. The Horace Mann Companies, proud sponsor of ASBO's 2013 opening keynote speaker, is providing 16 complimentary registrations to get you in the door. Last year, Jim Froemming, Director of Business Services for Port Washington-Saukville School District, attended the ASBO Annual Meeting by winning one of these free registrations. Register online at <http://asbo.informz.net/survistapro/s.asp?id=7693> by April 25, 2013 for your chance to win. No purchase is necessary. Winners will be

selected at random and will be notified by email on April 26, 2013.

Please Send Auction Items – The WASBO Foundation Spring Conference & Exhibits will include the annual silent auction fundraiser. Please send your auction items to the WASBO office, arrange transport with the person handling this in your Regional, or bring items to the conference. If you are bringing them to the conference, please contact the WASBO office at WASBO.com/SilentAuction so the item can be publicized. The proceeds support our WASBO members who participate at ASBO International through Board or Committee service.

Mark Your Calendars for Conferences – See the back cover of this issue for dates or go to WASBO.com. Registration is open for the Spring Conference. Your participation in these professional development opportunities is an important investment for you and your district. Professional development is sometimes characterized as a travel expense when it actually is an investment for the future. Networking and gaining proficiency in our ever-changing world will pay dividends.

SFO® Program Test Preparation – Can anyone walk in off the street and do your job? Probably not! It requires a specific set of knowledge and skills to do the job you do each and every day. In recognition of that fact, the Certified Administrator of School Finance and Operations® (SFO®) program was designed by and for school business officials. Professionals with the Certified Administrator of School Finance and Operations® (SFO®) demonstrate they have met the standard of experience and expertise in school business management through an examination of school business management competency. The value of passing the test for the SFO Certification validates skills, demonstrates knowledge and increases visibility, marketability and mobility.

The first WASBO study group to prepare for taking the examination will convene on May 22, 2013, 11 am to 7 pm at the WASBO offices. The instructors will be Janice DeMeuse, SFO and Cindy Reilly, SFO, both of whom have passed

the test. In addition, Janice DeMeuse is one of the authors of the SFO Study Guide. Demonstrate professionalism and competency to your stakeholders. In addition, participants in this study group receive a discount on the SFO application fee. Stay tuned for additional information and registration coming soon.

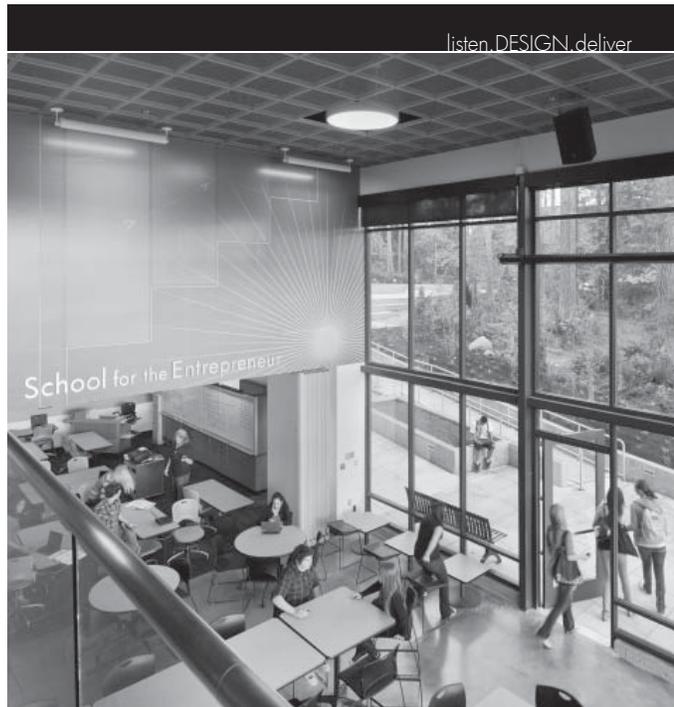
Investing in Wisconsin Public Schools – Are you looking for a valuable, interactive tool to foster dialogue and facilitate understanding around the complex topic of Wisconsin school finance in your community? The ability to provide your school district and community a safe, collaborative and interactive environment which results in high quality educational experiences for all students is now available. A scheduled training on June 13, 2013 at CESA 7 in Green Bay on the use of “Investing in Wisconsin Public Schools” and providing table coach training will be communicated soon.



Connect on WASBO's
Peer to Peer
Communication Forum
at WASBO.com
Member Cental



Looking for products
and services?
Check our WASBO's Service
Affiliate Members on the
Buyer's Guide
at WASBO.com
Member Cental



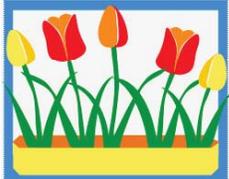
DLR Group
Architecture Engineering Planning Interiors

Tony Sjolander, LEED AP
tsjolander@dlrgroup.com
612/977-3520 - dlrgroup.com



**Wisconsin Association of School
Business Officials**
4797 Hayes Road, Suite 101
Madison, WI 53704

PRSR STD
US POSTAGE
PAID
MADISON WI
PERMIT NO 801



Please share with a prospective member!

Upcoming Events - WASBO.com

Professional Development

WASBO Spring Conference & Exhibits

May 9-10, 2013 - KI Convention Center, Green Bay (Viterbo Credit)

SFO Study Group

May 22, 2013 - WASBO Office (Viterbo Credit)

Investing in Wisconsin Public Schools

Table Coach Training

June 13, 2013 - CESA 7, Green Bay

WASBO Custodial & Maintenance Conference

June 19, 2013 - Indian Trail High School & Academy, Kenosha Unified School District
June 26, 2013 - DC Everest High School, Weston

WASBO New School Administrator & Business Support Staff Conference (Year of Success)

August 13-14, 2013, Holiday Inn, Stevens Point (Viterbo Credit)

WASBO Fall Conference

October 3-4, 2013 - Osthoff Conference Center, Elkhart Lake (Viterbo Credit)

ASBO International Annual Meeting & Expo

October 25-28, 2013 - Hynes Convention Center, Boston, MA (Viterbo Credit)

Midwest Facility Masters Conference & Exhibits

November 14-15, 2013 - Kalahari Resort & Conference Center, Wisconsin Dells (Viterbo Credit)

Winter at a Glance (Year of Success)

December 3, 2013, Marriott Madison West, Middleton

WASBO/WASPA School Personnel Academy

December 4-5, 2013, Marriott Madison West, Middleton (Viterbo Credit)

Scholarship Fundraisers

Spring Golf Outing

May 8, 2013 - Royal St. Patrick's and Mid Valley Golf Courses

Spring Bicycle Tour

May 8, 2013 - Mountain-Bay Trail

Fall Golf Outing

October 2, 2013 - Autumn Ridge Golf Course

Certified School Risk Manager (CSRM) Courses (Viterbo Credit)

Fundamentals of Risk Management

October 7, 2013 - Holiday Inn, Stevens Point

Handling School Risk

October 8, 2013 - Holiday Inn, Stevens Point

Funding School Risk

November 4, 2013 - Holiday Inn, Stevens Point

Measuring School Risk

November 5, 2013 - Holiday Inn, Stevens Point

Administering School Risk

December 3, 2013 - Holiday Inn, Stevens Point

Committee Meetings

Fall Conference

All meetings are by conference call at 2 pm.
May 15, 2013, June 12, 2013, July 24, 2013, August 7, 2013, September 11, 2013

Midwest Facility Masters Conference

All meetings are by conference call at 10 am.
May 23, 2013, June 6, 2013, August 1, 2013, September 5, 2013, October 10, 2013, November 7, 2013 (if needed)

Safety & Risk Management

All meetings at 12:15 pm, WASBO Offices, Madison
August 13, 2013, October 15, 2013, January 14, 2014, April 8, 2014, August 12, 2014

School Facilities

All meetings at 9:30 am, WASBO Offices, Madison
August 13, 2013, October 15, 2013, January 14, 2014, April 8, 2014, August 12, 2014

Committee Meetings continued

Service Affiliate

May 9, 2013 - KI Convention Center Exhibit Hall, Green Bay

Spring Conference

All meetings at 2:00 pm, WASBO/Conf. Call unless otherwise noted.

WASBO Business Meeting

May 10, 2013 - Green Bay, Spring Conference

Board of Directors Meetings

June 11, 2013 Madison

Leadership Team Meetings

May 15, 2013

Regionals

Check WASBO.com for more information.

Bay Area - Meetings start at 9:00 a.m.

May 31, 2013 - Manitowoc

Madison Area - Meetings start at 9:00 a.m.

May 3, 2013 - Lodi

Northeast - Meetings start at 11:00 a.m.

May 31, 2013 - Manitowoc

Northwest - Meetings start at 10:00 a.m. at

Lehman's Supper Club in Rice Lake.
May 15, 2013

Southeast - Meetings are from 12:00-2:30 pm.

TBD

Southwest - Meetings start at 12:30 pm. at CESA 3

TBD

West Central - Meetings are from 10 am - 1 pm at

the Sparta Area SD Administration & Education Center
May 2, 2013, June 6, 2013

WI Valley - Coffee at 9:00, Meeting at 9:30.

June 14, 2013 - D.C. Everest, August 16, 2013 - Antigo

