



**Wisconsin
Association
of
School
Business
Officials**



Taking Care of Business

A Bimonthly Publication of the Wisconsin Association of School Business Officials - Volume 18, Number 3 - June 2014

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WASBO Honors Jenny Goldschmidt with Wallace E. Zastrow Award

Jenny Goldschmidt, Business Manager for Clintonville Public School District, received the 2014 Wallace E. Zastrow Award from WASBO at its Annual Spring Conference business meeting on May 23. The award is named after WASBO's first Executive Director and is presented each year to recognize a school business official who shares Zastrow's service, commitment and dedication to the profession of school business management.



Jenny Goldschmidt receives the Zastrow Award from Chad Trowbridge of WISC.

Jenny was nominated by her peers at the WASBO Bay Area and Northeast Regional Groups, along with Clintonville Superintendent Tom O'Toole. She was selected as the recipient by the WASBO Board of Directors. Jenny will be WASBO's nominee for the 2015 Association of School Business Officials International (ASBO) Eagle Award, ASBO's lifetime achievement award.

2003. Due to her diligence, the district will save over \$7 million over the term of the payment from what was projected at the time of the referendum.

Jenny's recommendations shared some underlying themes. Main among them is her leadership, friendship and organizational skills. In nearly three decades of working in education, she has been involved in many projects, particularly the Clintonville Area Foundation. She was instrumental in the follow-through after passage of a \$22.9 million building referendum from 2000-

Jenny has been a major part of the planning for WASBO's Annual Spring Conference, serving on the planning committee for several years.

The Wallace E. Zastrow Award carries with it a \$500 cash award, sponsored by Wisconsin Investment Series Cooperative (WISC). Jenny also had the honor of presenting a \$1,000 scholarship, also sponsored by WISC, to a graduating senior in her district. She chose Aubrey Netzel, who will attend UW-Madison in the fall. 🇺🇸

▷ [More Award Winners, pages 14-15](#)

▶ [Scholarship Recipients, pages 8-10](#)

▷ [WASBO Spring Conference Recap, pages 24-25](#)

▶ [Semi-Annual Business Meeting Executive Director's Report, page 26](#)



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Editor: Woody Wiedenhoef

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President's Message *A Word From Your President*

By Lynn Knight, Business Manager, School District of Nekoosa



Lynn Knight
WASBO
President

For any WASBO president, the June newsletter article is bittersweet. To be honest, there's a lot of pressure to write an article for every newsletter. Don't get me wrong, once it's written, it's an accomplishment. It's the point leading up to writing the article that stresses me out! I think the WASBO office can attest to that as they have been consistently patient with me on my late submissions (this one is not an exception)! On the other hand, I will miss the reflection opportunity to connect with members in the "President's Message." And that's not the only thing I'll miss. But first, let's talk business.....

The WASBO Board is continuing its education on policy governance. We have been working with Jon Bales, WASDA Executive Director, who has extensive knowledge in the policy governance process. In April, Jon provided the Board with an orientation on Policy Governance. At the June Board meeting, Jon continued the education process and the Board began envisioning how the model would look for WASBO. The discussions will continue into next year with possible implementation within two years.

John Gahan has been moving WASBO forward with the strategic plan and developing SMART goals. The Board is assisting John in developing statements focusing on professional development, advocacy, and networking. The hope is to develop a process where strategic planning is at the forefront of every WASBO Board meeting.

Tom Wohlleber will be running for ASBO Vice President in 2015. Wisconsin continues to have a strong presence at the national level so please consider joining ASBO to support Tom. If you don't know Tom, he is extremely intelligent and charismatic. If elected, he would take ASBO to the next level.

The Board is pleased to announce three new Board members beginning their three year terms on July 1: Jim Beckmann, Cathy Cramer, and Ted Hayes. Congratulations! They participated in the 3rd Annual Board

Orientation on June 4 provided by the WASBO Leadership Team (myself, John Gahan, Janice DeMeuse, and Jeanne Stahl) along with the WASBO staff. The time was well spent going over current Board initiatives as well as strategic planning and policy governance. They also attended the June 5th Board meeting to get a taste of what's to come.

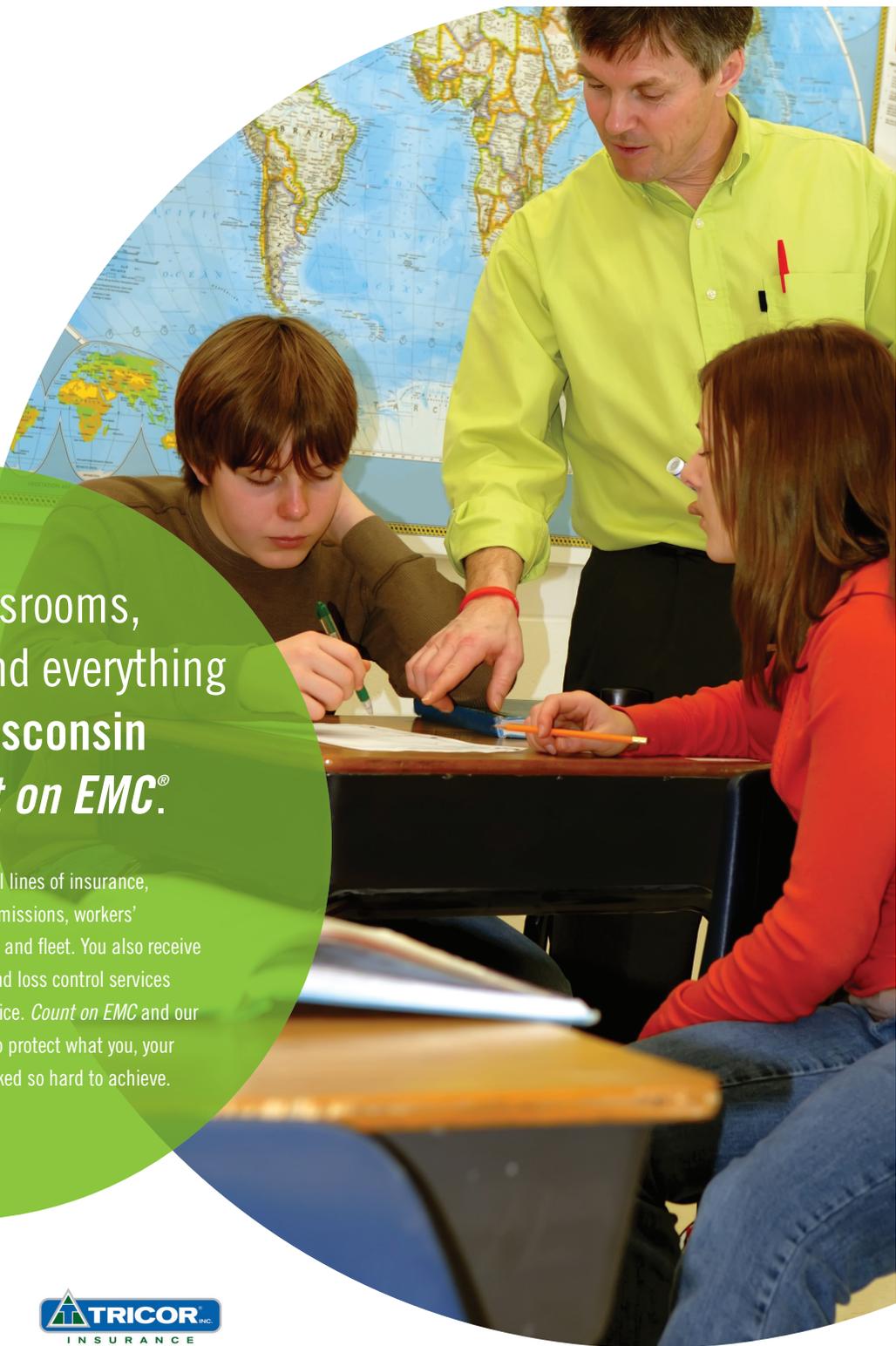
Leadership will also be changing on July 1. The new president will be John Gahan and the president-elect will be Bob Avery. They are two true leaders as we continue down the path of strategic planning and policy governance. Congratulations to both of you!

Usually with hellos, there are some good-byes. Rob Nelson, Ken Mischler, and Janice DeMeuse will complete their service on June 30. I will miss the uniqueness of each of them; Rob's professionalism, Ken's courage, and Janice's clarity. Both Rob and Ken have contributed three years of service. Janice is finishing her 7th year on the Board! I know I speak for all when I say THANK YOU for your time, your knowledge, and sharing your unique gifts! It has been a pleasure working with you.

As my presidency winds down I find myself reflecting on this past year....what went well and what we could have done better. I truly believe the path of policy governance is the right path for WASBO. I'm excited to be a part of the development and hope to see its implementation. I have so many people to thank that helped me this past year. I especially want to thank the WASBO staff. I have never met a group of individuals that work so hard and are so happy to help. It has been a pleasure working with all of you. I know that I could not have done this without their confidence in me and their constant encouragement. Thank you from the bottom of my heart.

I also want to thank the WASBO Board of Directors for their conversations, clear thinking, and expertise. We worked well

Continued on page 16



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Executive Director's Report

School District Fund Balance

By Woody Wiedenhoeft, Executive Director, WASBO

Every June for the last several years, state politicians have had questions about school district fund balances. After watching the UW System, legislators and the Governor deal with fund balance discussions this last year, it appears that school districts should do some communication and school board activities that bring light to the issue and educate everyone as to the purpose and importance of a school district fund balance.

During school budget presentations to the school board and community (budget hearings or otherwise) there should always be a discussion about the June 30 fund balance (especially the cash reserves). A budget presentation should reflect the same thoughtful thinking about fund balance cash reserves that is used for expenses and revenue. School districts should also have a monthly cash flow analysis to explain when revenues come in and when expenditures go out. The presentation should explain that school districts are different than cities and counties in regards to year-end fund balances, cash reserves and cash flow.

Because the UW-System was very quiet about fund balances, legislators were able to say they were surprised about them and cut the System's revenue. The UW will now use its fund balance to operate. Are we running the risk of having the same thing happen to public schools? The operating fund balance for all school districts in the state at the end of the 2012-13 fiscal year was \$ 2,047,729,849. School administrators, business officials and school board members must make sure their school district fund balance is the result of thoughtful planning that is totally transparent. There should be no political surprises at any political level. Unfortunately, many districts do not have fiscal policies relating

to cash reserves. Of those districts that do have fund balance (cash reserve) policies, many are, frankly, not adequate. Let me follow such a wild accusation with what I think are key components needed by school districts in their fund balance cash reserve policy. Then make sure the school administration and board have a thorough and transparent discussion. School districts cannot afford another cut in State or local funding because of inadequate budget planning and communication, including fund balance and cash reserves. There can be no surprises, real or perceived. I have taken the liberty of providing some thoughts about fund balance and cash reserves. I hope it is helpful.

What is a School District Fund Balance?

The fund balance IS NOT: the equivalent of a person's savings or cash accounts. It IS NOT entirely cash that can be used for any purpose.

Fund Balance IS: Assets (What a district owns) less Liabilities (What a district owes).

Fund balance consists of cash, cash equivalents (i.e. investments), and non-cash components (i.e. taxes receivable, payables). Fund balance is often confused as cash. Cash and cash equivalents, also known as financial cash reserves, are only a portion of fund balance. For school district audit purposes, fund balance is measured on June 30, so the amount of fund balance will include significant receivables (August tax receivables, grants receivable, and delayed state aid payments). Policy discussions must concentrate on financial cash reserves that school districts need to operate. School boards and communities should review monthly cash flow analysis as a part of the proposed budget and how it relates to Fund Balance.



Woody
Wiedenhoeft

Why is a Sufficient Fund Balance So Important?

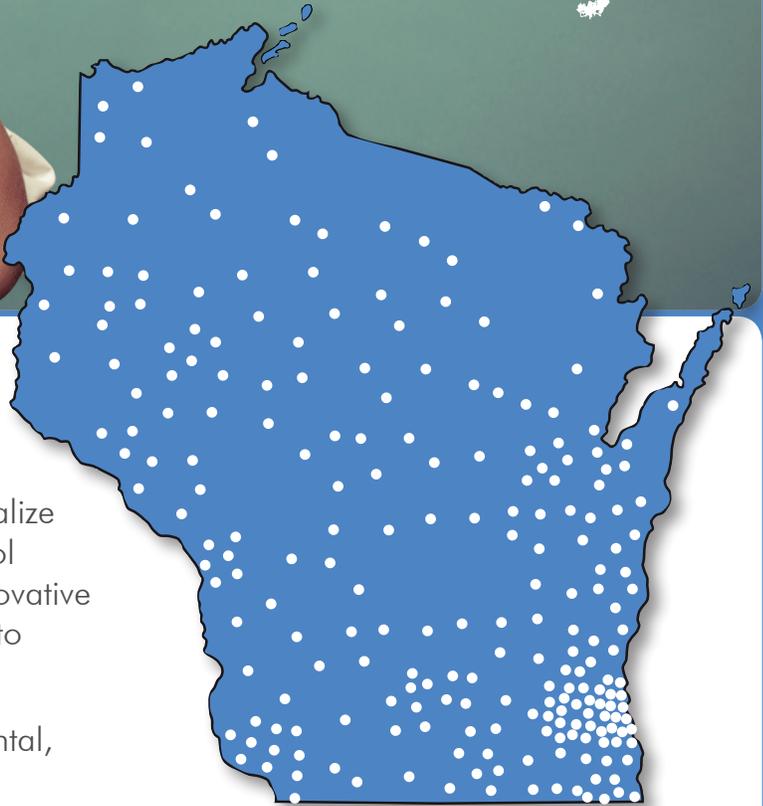
School districts need to maintain adequate financial cash reserves in order to demonstrate a strong fiscal position, solid financial planning, and sound fiscal management. The financial cash reserve portion of fund balance should be at a level that supports attaining district long-range goals for the community's children. Reserves should be adjusted to adequately insulate against future instability and/or reduction of revenue. An appropriate amount of financial reserves will enable the district to meet both planned and unplanned short-term cash needs while also setting aside funds for anticipated future needs.

Insufficient fund balance cash reserves will result in a district borrowing to meet cash flow needs. Borrowing will result in additional interest expense borne by taxpayer. An appropriate amount of financial reserves will result in higher credit ratings that will lower district borrowing costs. Taxpayer money that does not go towards interest expenses can then be used for needed educational programs.

Recognized best business practices do not use a percentage or a number as a measure in and of itself for school districts. These do not effectively quantify the numerous factors to be considered when establishing adequate financial reserves. The factors are fluid and fluctuate according to the current and predicted economic environment. They require ongoing analysis. The adequacy of financial reserves should be reviewed annually as part of a school district's budget development process. Bonding agencies, such as Moody's, always review this practice.

Continued on page 43

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Legislative Update

DPI Seeks Viewpoint on Fund 80

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



John Forester

Since Senate Bill 478 (Fund 80) was signed into law by Governor Walker as 2013 Wisconsin Act 306, SAA members have expressed concern about the requirement that DPI create administrative rules defining eligible/ineligible expenditures from the Community Programs and Services Fund (Fund 80). SAA members have openly wondered how the viewpoint of school administrators in the field could be heard on the issue of defining eligible/ineligible Fund 80 expenditures.

Well, I am writing to remind you that DPI is seeking your viewpoint. You see, under s. 227.13, Wis. Stats., the Department of Public Instruction may use informal conferences and consultations to obtain the viewpoint and advice of interested persons with respect to contemplated rule making. Last month the DPI School Financial Services (SFS) Team, in School Finance Bulletin #551, asked for your viewpoint

and advice regarding 2013 Act 306, summarized below:

2013 ACT 306 – Community Programs and Services Fund (Fund 80)

- Requires DPI to create administrative rules defining ineligible/eligible expenditures from the Community Programs and Services (CPS) Fund (Fund 80).
- Requires DPI to determine if ineligible CPS expenditures exist and if so, reduce the district's allowable revenue limit authority the following year by the amount of the ineligible CPS expenditures; structured as a negative exemption rather than a reduction to the district's base (first applies to Revenue Limit calculation for 2015-16 school year, based on 2014-15 expenditures).
- Requires that Fund 80 expenditures be audited by the school district's auditor.

- **NOTE:** Current law already directs DPI to exclude from Shared Costs (for General Aid purposes) any CPS expenditures. If an audit of the CPS expenditures were to determine that a district had inappropriately coded CPS expenditures to Fund 10, those expenditures would have to be removed from Fund 10 and would decrease the district's Shared Costs for General Aid purposes.

Please send the SFS Team your viewpoints and advice regarding your district's community programs and services (Fund 80) and 2013 Act 306 to the following mailbox: dpifund80@dpi.wi.gov.

Please take advantage of this opportunity to share your viewpoint. Thanks for listening and, as always, thank you for all your efforts on behalf of Wisconsin school children. 🍁

Save the Dates!

WASBO Foundation Fall Conference

October 2-3 • Osthoff Resort

Scholarship Golf Outing

October 1 • Autumn Ridge Golf Course



*"Think big, think fast,
think ahead.*

Ideas are no one's monopoly."

– Spirit of Shri Dhirubhai H. Ambani

Session Tracks:

Best Practices/Money Saving Techniques
Human Resources/Insurance
Innovative Solutions
Technology/Social Media/Communication
New School Administrator and Support Staff
(Year of Success)
WASBO Facilities Certification Core Module 2
WASBO Facilities Certification Continuing Ed
Writing Your Professional Development Plan

More information coming soon!

Recognizing Excellence in Wisconsin's Students 2014 WASBO Foundation Scholarship Recipients



\$4,000 WASBO Foundation Matching Scholarship

Marcella Wiinamaki, Richland Center High School

Sponsored by MetLife

Marcella graduated with honors, receiving the highest honor roll and the Presidential Award for Academic Excellence. She was active in the National Honor Society, Key Club, Future Business Leaders of America and Investment Club. Marcella spent her junior year abroad as a Rotary International Youth Exchange Student in Croatia. She became fluent in the Croatian language and gave numerous presentations on American culture and history while there. As an athlete, she participated in soccer, cross country, and volleyball, was voted Captain of the Girls Varsity Soccer team, and was recognized by the WIAA Southwest Conference. Marcella is also a musician, having sung multiple concert solos as well as performing with the school choir. She will attend the University of Minnesota-Duluth to major in marketing.

**\$4,000 WASBO Foundation Facilities Management Conference /
Joel Konze Memorial Matching Scholarship**

Tyler Rudig, Chilton High School

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Tyler has a passion for music, spending much of his time playing drums or guitar, singing, writing music, and learning about music theory. He earned varsity letters three of his four years on the swim team, and was a state alternate one year. Tyler has taken many advanced placement classes, including calculus, and was the MVP of the Math Team for three of the four years he participated. He was team captain, and served a year as class treasurer and Student Council treasurer. He is a member of the National Honor Society. He has worked as a lifeguard and at a structural steel detailing firm. Tyler will attend UW-Madison, majoring in Engineering.



\$3,000 WASBO Foundation Scholarship

Meagan Cramer, Greenwood High School

Sponsored by   **Harris Bank**

Meagan is certainly a presidential young woman. She served as president of the Greenwood FBLA, her class at Greenwood, and the Fellowship of Christian Athletes. She was vice president of Wisconsin FBLA Region II in 2013-14, and has been recognized by the national organization with five different awards. She graduated as class salutatorian. In July 2013, Meagan served at China's Shanghai Healing Home, an orphanage that provides pre- and post-surgical care for abandoned babies suffering from correctable deformities, and as an assistant teacher at the Learning Beyond Academy. She will pursue an undergraduate degree in Global Studies and International Business at Liberty University, in hopes of one day starting her own orphanage.



\$2,000 WASBO Foundation Matching Scholarship

Dana Papala, Cudahy High School

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Dana has been active in the Cudahy Varsity Pom Pon team, choir, theater, and orchestra all four years of her high school career. She also was a four-year member of the award-winning Cudahy Marching Band Color Guard unit. An honors student, Dana is graduating in the top 20% of her class. She earned three varsity letters and is president of the school orchestra. She was named a Badgerette Pom

Pon Florida All Star dancer and performed at Disney World in February. Dana, a dancer, is also a baton twirler and has represented Wisconsin twice at Miss Majorette of Wisconsin in her division at National, held at Notre Dame University each year. She was a member and captain of the Leslynettes Flag Corps, winning numerous national championships and performing at the World competition in the Netherlands in 2006. Dana will attend UW-Whitewater, where she will pursue a major in Media Communications, minoring in Film Studies and Vocal Performance.

\$1,000 WASBO Foundation Scholarship

Alyssa Freybler, West Salem High School

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Alyssa was a member of the National Honor Society, Student Council, and Pep Club, taking on various leadership roles such as senior class president and Pep Club president. She graduated in the top 10% of her class and volunteered over 130 hours of her time at community organizations in the past year. Alyssa will attend the University of Wisconsin – La Crosse, pursuing a degree with a double major in biological sciences and Spanish. She would like to study abroad in Spain. Her hope is to continue her schooling and earn a master’s degree in genetics and cell development.



WASBO Foundation Business Official of the Year \$1,500 Scholarship

Presented in Honor of Gail Moesch, 2014 School Business Official of the Year

Lindsey Kurtz, Shawano High School

Sponsored by  **Liberty Mutual**

Lindsey has achieved a 4.0 grade point average while taking the most rigorous courses at her school. She was a member of the Mayor’s Youth Advisory Board, forensics, Spanish Club, FARR (a club against dating violence), student advisory, Tri-M music club, Students Against Destructive Decisions, and science society. Lindsey is striving to be a 12-season athlete in Shawano’s sports program. She plans to attend a four-year college next fall.

WASBO Foundation - Zastrow Award \$1,000 Scholarship

Presented in Honor of Jenny Goldschmidt, 2014 Zastrow Award Recipient

Aubrey Netzel, Clintonville High School

Sponsored by  **WISC Wisconsin Investment Series Cooperative**

Aubrey was an active participant in student council, Spanish Club, band, choir, and cross country. She was also the class treasurer for one year and a member of the National Honor Society her senior year. On the state level, Aubrey participated in the State Solo Ensemble contest and State Cross Country. She ranks in the top 10% of her class. Aubrey has also been involved with 4-H, Relay for Life, volunteered at Keller’s Lake Camp, taught Sunday School, and took part in two youth mission trips. Aubrey will attend UW-Madison to study Actuarial Science.



Recognizing Excellence in Wisconsin's Students

2014 WASBO Foundation Scholarship Recipients



**\$3,000 WASBO Foundation President's Scholarship
Presented in Honor of WASBO President Lynn Knight
(President Knight chose to split this scholarship and honor two students)**

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Dane Dupee, Nekoosa Academy

Dane shared that he began to struggle with school in 7th grade, not fitting in socially and suffering from low self-esteem. He was put into special education, in the EBD program. After a rough start in high school, he applied to attend Nekoosa Academy. Since then, he has flourished, improving his academic and social skills and volunteering within the community. He has participated in the "Backpack for Kids" program, which provides food for needy families. Dane is taking a course at Mid-State Technical College through youth options and plans to continue his education there.

Lianna Schwalenberg, Nekoosa High School

Lianna moved to Nekoosa in 6th grade and has found her place in the close environment of the high school. She is involved in the community, and assists the athletic department with statistics and other tasks. Lianna plans to attend the University of Wisconsin – Madison to major in International Studies, after having studied Spanish throughout high school. She hopes to work with immigrants.



**Dr. Bambi Statz \$1,000 Academic Scholarship
Sue Cornell, Washington Island School District**

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This scholarship is designated for someone working on a Master's degree in School Business Management and earning their 08 license. It was named in honor of Dr. Bambi Statz who retired as the Coordinator of UW-Whitewater's School Business Management Program. Sue currently is enrolled in the WISCAD program for School Business Manager Licensure. Sue previously was enrolled in a graduate program in Education with a Business Manager emphasis at St. Mary's University. She earned a bachelor's degree in Business Administration from Grand Canyon University, graduating on the President's List with a 3.8 GPA. She currently works as an administrative assistant and bookkeeper for the Washington Island School District. In her application, Sue explained she has worked for her school district for 11 years. She noted that her district has never had a business manager, and she hopes to serve in that capacity after receiving her license. She is a mother of two boys, one on the autism spectrum. She worked as a special education aide in the 1990s, and is involved with Special Olympics.

Congratulations to the 2014 Class of High School Graduates

By State Superintendent Tony Evers

It's graduation season again in Wisconsin. Over the course of the next few weeks, nearly 60,000 high school seniors will wrap up their journey from kindergarten to 12th grade and begin the next phase of their lives.

Receiving a high school diploma unlocks countless opportunities, and Wisconsin continues to be a national leader in high school graduation rates. Wisconsin's graduates will take many diverse paths. Some will enter the workforce or join the military, but most will continue their education at a two- or four-year college or university. In fact, recent data shows that more



I have the opportunity as state superintendent to visit schools across Wisconsin. I interact with students with different backgrounds, but the foundation of skills that help our graduates succeed is something they all share.

Wisconsin students are seeking to continue their education immediately after completing high school. This trend runs counter to that of the nation and demonstrates the desire Wisconsin's graduates have to further their education.

Yet despite the different routes graduates take after high school, they will forever share a common experience—the strong educational foundation they received. Students are exposed to a variety of challenges, sometimes in schools or simply

through life events. When students encountered these obstacles, they had the help of their families and educators to lead them along and teach valuable lessons. As they begin the next stage of their lives, new difficulties will undoubtedly arise. The skills they have learned from teachers, administrators, support staff, and their parents will prove invaluable to them. I have the opportunity as state superintendent to visit schools across Wisconsin. I interact with students with different backgrounds, but the foundation of skills that help our graduates succeed is something they all share.

And while every graduate does not possess identical skills or life experiences, the quality education they received prepared them in the best possible way to succeed. Whether our graduates follow in the footsteps of Wisconsin high school alumna Marissa Mayer, the current CEO of Yahoo, or alumnus Tony Shalhoub, a multiple Emmy award winning actor, their education will be an essential element to their success. So graduates, if you have not done so yet, take time to reflect on the education you received, and think about the people who guided you along the way. Before you move on to the next chapter of your life, thank them for getting you to where you are now. Always remember the skills these people taught you and use them to reach your dreams while giving back to others and our communities. 🍷



*Tony Evers
Wisconsin State
Superintendent*

WASBO.com is Getting a New Look!

The WASBO.com website is moving to a new server and will unveil a new look by June 30, 2014. Watch your email for information about how to log in to your user account. Logins will be based on your email address, and you will receive a new password.

The website will feature an enhanced Discussion function, which will be used in place of the Peer-to-Peer Communication Forum.

Be sure to visit WASBO.com and see what we have in store for you!



The Success of the “Year of Success” Program

By Bob Avery, Director of Business Services, Beaver Dam School District; WASBO Director



Bob Avery

Imagine being a new business manager or bookkeeper. You're attending the Accounting Conference and there is a session called "Orientation for Staff New to the Business Office, Parts 1, 2 and 3" to be presented by DPI staff. You've been on the job now for maybe 8½ months. Perhaps you attended the New School Administrator and Support Staff Conference the previous August. Seven months ago.

A lot has happened in the intervening months. Stuff you may or may not have been prepared for. And getting a crash course in August just skimmed the surface. You're hoping this "Orientation" session – all three hours of it, will help. The session description reads:

Presented by the DPI School Finance Team. This session is designed for business officials/ superintendents and business office staff who are looking for an introduction to the many responsibilities performed by a district business office, including WUFAR Accounting (ledger transactions), State Reports, Pupil Membership Reports (counting students), Equalization Aid, Revenue Limits, Tax Levy, Short/ Long Term Debt, Special Education Reporting, Budget Development, Budget Publication, Annual Meeting, among others. Also included will be a demonstration of the resources and tools available on the School Financial Services website. Curriculum will be presented in a manner that provides clear examples and organizational strategies to best prepare you to navigate this complex arena.

Well that's weird. It's March and the session is "an introduction to the many responsibilities" – where was it earlier?

So, you settle in for three hours. Hopeful to come away with some solid content knowledge....

As one of the presenters at that session in 2011, I was looking forward to sharing what I knew with the audience members, even though I had only been at DPI for a month. My one concern, though, was the fact that the presentation was 185 slides long. One Hundred and Eighty-Five. By the start of the third hour, I could see we were losing the audience. By the end, people had glazed-over eyes and dazed expressions on their faces.



"There has to be a better way to get this information out to newbies in a more timely fashion than just the August conference and this three hour session," I thought. So I spoke with our team director, Jerry Landmark about my concern and about my idea. With his approval, I also spoke with Woody Wiedenhoef and Tina Hafeman at WASBO. I was in a unique position at the time, a member of WASBO (running for the Board) and an employee at DPI. I was able to be the bridge between the two organizations to try and implement something new that would call on both.

The idea: Rather than have just one two-day conference and one three-hour presentation seven months later, let's create a track of sessions at each of the major conferences (Fall, Accounting, and Spring) devoted to those new to school business. We have a facilities track in place, why not a newbie track? And with that, the "Year of Success" was born. An additional day was added in late November/early December to the School Personnel Academy to fill the gap between the Fall Conference and the Accounting Conference.

The Year of Success included 41 sessions spread over five conferences dedicated to providing information and support for business managers, superintendents and bookkeepers in their first year or two on the job. Some sessions repeat, by design, to reinforce some of the most critical content areas such as revenue limits, state aid, and membership. Sessions on cash flow, special education funding, budget building, preparing for an audit, and OPEB supplement these to provide a well-rounded curriculum. Sessions are timed to be relevant to the audience at that point in time. For example, membership is covered in August, before the Third Friday and again in December, before the Second Friday counts.

With the support of the Board of Directors, the Year of Success Program kicked off during the 2011-12 year. With a discounted registration fee for the Year of Success (compared to registering for the five conferences individually), the interest in the program has grown in the last three years. Initially, only two individuals signed up for the Year. This year, there were nine. And, registrations at the August conference and "Winter at a Glance" day have also risen. (Data on track-specific attendance within the other conferences is not available.)

The success of the Year of Success is testament to:

- the benefits of collaboration between WASBO and DPI
- the support of the WASBO Board and staff to the program
- the cooperation of the conference committees to set aside a track of times and rooms so this can take place
- the commitment of presenters,

Continued on next page

The Success of the “Year of Success” Program

Continued from previous page

both practitioners and DPI, to guide newbies on their journey

Finally, in the words of second-year business manager Mike Gerlach of Hustisford:

“I’m completing my second year as a school business manager and I found the Year of Success program very valuable in making the transition into my position. It immediately plugged me into WASBO as a professional organization, where I’ve been able to network with experienced school business officials as well as other

new business officials. Establishing a network of peers has been instrumental in helping me navigate through the wide variety of tasks and challenges that come with working in a school business office. The conference programming, especially the DPI staff sessions, were excellent in helping prepare me for the ‘mission critical’ tasks of Wisconsin school finance and reporting. I have also participated in the WASBO mentorship program, which paired me up with an excellent mentor, who has always been available to answer any questions I’ve had these first two

years. Finally, my first mentor in school business management had a motto of ‘make it happen’ and this is how I feel about the WASBO Year of Success Program. The program will truly help make the transition into school business management, happen!”

If you know people who are new to their positions or new to the profession, please encourage them to check into the Year of Success through WASBO. And please let WASBO know about newbies in your area so we can reach out to them as well. Thank you. 🍷

ASBO Recognizes Wisconsin Business Managers, School Districts



ASBO recently commended WASBO for its involvement during 2013-14.

Wisconsin has 17 SFO (Certified Administrator of School Finance and Operations) certificants:

- Lori Ames
- Robert Avery
- Martha Baldwin
- Mary Blaha
- Janice DeMeuse
- Erin Green
- Denise Howe
- Julie Kelly
- Janelle Marotz
- Erica Pickett
- Maria Putzer
- Cynthia Reilly
- Brent Richter
- Judy Rogers
- Robert Thom
- Gretchen Thomes
- Katherine Zwirgzdas

Two school districts are receiving the Meritorious Budget Award (MBA) for the 2013-2014 budget submissions:

- School District of Chilton
- School District of Marshfield

One district received the Certificate of Excellence (COE) award for the FYE 2013 Comprehensive Annual Financial Report (CAFR) review:

- School District of Kettle Moraine

For 2013, Wisconsin had two Pinnacle Award recipients:

- Scot Ecker – Pinnacle of Excellence
- Joe Marquardt – Pinnacle of Achievement

ASBO International New Members

March 2014

- Mark Hessel, HCA Asset Management, Milwaukee, WI

April 2014

- Amy Kohl, Greenfield SD, Greenfield, WI

ASBO International Milestones

April 2014

- Andrew Weiland, Oregon SD, Oregon, WI (20 years)

ASBO MEETING DATES

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

2019 Annual Meeting & Expo

October 25-29, 2019 - Washington, DC

2020 Annual Meeting & Expo

October 2-5, 2020 - Nashville, TN





Honoring Excellence in Wisconsin's School Business Officials

New School Business Official of the Year Nathan Jaeger



We are happy to present the 2014 New School Business Official of the Year award to Nathan Jaeger from Whitewater Unified School District. Nathan began as a teacher for the school district before taking the business leadership role there. Superintendent Eric Runez noted that in Jaeger's three years as Director of Business Services, he has supported the district with a financially sound annual budget that also provides strong academic and extracurricular programming for students. He created a business services website containing a wealth of information for stakeholders, and it was an integral part of a successful operational referendum in 2012. We are proud to recognize Nathan as WASBO's 2014 New School Business Official of the Year and congratulate him on a superb start to his career in the business office.



Nathan Jaeger accepts his award from Tammy Quick of Key Benefit Concepts.

School Facilities Managers of the Year Joe Ledvina and Dale Zabel



Our 2014 School Facilities Manager of the Year award is being shared by Joe Ledvina of the School District of La Crosse and Dale Zabel of Kettle Moraine School District. Currently, Joe and his team are overseeing the construction of a new elementary school. He looks for opportunities to involve students in department work in creative ways, such as holding a competition between two high schools' family and consumer education departments to create painting schemes for the schools. Joe also speaks in the classrooms regarding topics such as recycling, health and safety. Dale was instrumental in developing the current training modules for the WASBO Facilities Manager Certification. He was one of the founding committee members of the growing Midwest Facility Masters Conference that brings facilities professionals from Wisconsin, Illinois, Iowa, and Minnesota together each fall for outstanding professional development. He has long been involved in WASBO committees, and currently serves on its Board of Directors. We are delighted to recognize Joe and Dale as WASBO's 2014 School Facilities Managers of the Year.



Dale Zabel (left) and Joe Ledvina accept their awards.

Business Services Award Waunakee Community School District - Steve Summers

WASBO is happy to present the 2014 Business Services Award to the Waunakee Community School District, represented by Business Manager Steve Summers. Waunakee was recognized for its business practice of Converting Accounts Payable from Checks to ACH. Staff members are able to receive ACH reimbursement funds immediately in their bank accounts, and the school district is able to reallocate resources towards its educational program. The district works with vendors to help them understand the ACH system and agree to accept ACH payments. They have also provided sample documents to other school districts. We commend the Waunakee Community School District and Steve on this innovative practice. Congratulations on being chosen for the WASBO Business Services Award.



Mike Clark (left) from Baird Public Finance presents the award to Steve Summers.

Honoring Excellence in Wisconsin's School Business Officials

Safety, Security & Wellness Grant Hayward Community School District



WASBO is proud to present the first-ever 2014 Safety, Security & Wellness Grant to the Hayward Community School District. To address challenges associated with school safety – including bullying and harassment, violence, and alcohol and drug abuse, the school district established a creative school and community campaign called “...like a Cane” Campaign. The campaign team included students, district staff, parents, and key community partners to innovate positive culture and climate. The benefits have been tremendous. Positive trends have been noted in almost every problem category, and graduation rates have increased in all student populations. Transition programs for students in middle and high school have been implemented, and the K-5 buildings have initiated a “Mentor like a Cane” program. We commend the Hayward Community School District for this creative and effective system.



Marty Malloy of M3 Insurance introduces the grant, accepted by WASBO on behalf of the Hayward Community School District.



Special thanks to our award sponsors and to all who nominated a peer for consideration. Find out more about the awards process at WASBO.com/awards.

President Elect and New Directors on the WASBO Board

Results of the 2014 WASBO Board elections were announced at the WASBO business meeting on Friday, May 23 during the Spring Conference. The new members were welcomed to the current board's June meeting and will take

office on July 1, 2014. The Service Affiliate position on the board is appointed by the incoming board president. John Gahan appointed Ted Hayes, who will serve a three-year term on the board.

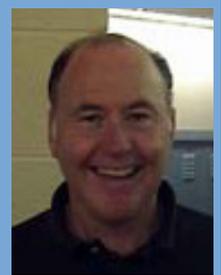
Bob Avery, SFO

Director of Business Services,
Beaver Dam Unified School District
WASBO President-Elect
Term: July 1, 2014-June 30, 2015



Jim Beckmann

Director of Operations,
Glendale River Hills/
Maple Dale-Indian Hill School District
WASBO Director
Term: July 1, 2014-June 30, 2017



Cathy Cramer

Director of Business Services,
Oak Creek Franklin Joint
School District
WASBO Director
Term: July 1, 2014-June 30, 2017



Ted Hayes

Senior Risk Manager,
M3 Insurance
WASBO Director
Term: July 1, 2014-June 30, 2017



2014 Certified School Risk Managers (CSRM) Designees

Kurt Bohman, CSRM
Substitute Teacher

Brian Dasher, CSRM
Director of Finance
Merrill Area Public Schools

Jason Demerath, CSRM
Director of Business Services
School District of Fort Atkinson

Joseph Francour, CIC, CRM, CSRM, CPCU, AAI
Regional Representative
Church Mutual Insurance Company

Stephen Loos, CIC, CRM, CSRM
Regional Representative
Church Mutual Insurance Company

Martin Malloy, CSRM, CPCU, ARM-P, ARM, AIS
Practice Group Leader
M3 Insurance Solutions

Janelle Marotz, CSRM, CPA, SFO
Executive Director of Business Services
School District of Beloit

Thomas Olsen, CSRM
Business Manager
Sturgeon Bay School District

Judy Rogers, CSRM
Compensation and Benefits Coordinator
Kenosha Unified School District

Ruth Schenning, CSRM
Business Manager
Burlington Area School District



William Trewyn, CSRM
Business Manager
Elkhorn Area School District

Rebecca Zimmer, CIC, CISR, CSRM
Account Manager
M3 Insurance

President's Message

Continued from page 3

as a team and I appreciate all the support you have given me this past year.

Finally, I want to thank the membership for electing me to this esteemed position. I had a blast! You have given me opportunities of a lifetime that I won't ever forget. It has been an honor being your president!

Idealism. *When you have ideals, you really care about what is right and meaningful in life. You follow your beliefs. You don't just accept things they way they are. You make a difference. Idealists dare to have big dreams and then act as if they are possible.* 🍷

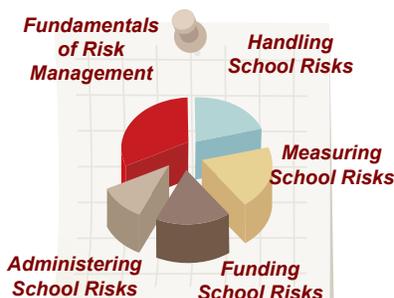
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Administering School Risks

June 17, Oshkosh, Best Western
Learn how a school risk manager implements and monitors school risk management.

Bullying Prevention

June 18, Oshkosh, Best Western
CSRM & CIC Update Credit available

Fundamentals of Risk Management

Oct. 14, Madison, School Leadership Center
Get an in-depth look at the overall risk management process

Handling School Risks

Oct. 15, Madison, School Leadership Center
Study the development of a safety and health plan, loss control fundamentals, risk control and mitigation of exposures, and managing school claims.

Funding School Risks

Nov. 12, Madison, School Leadership Center
Learn the mechanics of developing, forecasting, and trending losses.

Measuring School Risks

Nov. 13, Madison, School Leadership Center
Examine various loss funding techniques.

Administering School Risks

Dec. 9, Madison, School Leadership Center

Workers Compensation

Dec. 10, Madison, School Leadership Center
CSRM Update Credit available

Who Should Attend?

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

Courses Available Online and In Person

Viterbo Credit Available
Contact the WASBO office for more information



Is Using a Risk Management Consultant Right For You?

By Arlene Petersen, CPCU, T.E. Brennan Company

Many organizations use consultants as a source of outside expertise, but anyone can be called a consultant. The title may be used by anyone – even those with limited knowledge and/or questionable ethical standards. Some states have licensing laws, but even in states where consultants are licensed, there is nothing to prevent consulting and insurance sales being generated by the same person.

The Society of Risk Management Consultants (SRMC) is a leading professional organization in the risk management consulting field. Members must meet both experience and ethical standards and must be independent of any organization related to other insurance or other risk management services. Individuals who are employed by agents, brokers or insurers are not eligible for membership, even when consulting and insurance sales are kept separate.

Risk management consultants operate in a variety of ways. Some are independent, working only for client fees. Some firms combine fees with commissions from insurance, in which case they are not true consultants. Some may work only for fees but are associated with insurance entities. To maintain complete independence, the consulting firm should not be owned by, nor have a financial interest in, nor receive fees or other compensation from insurance companies, brokers, agents or other entities whose services they evaluate. With income solely from client fees, the consultant is free from the influence of potential conflicts of interest, which can be from the sale of insurance or other services.

Some consultants only take retainers from permanent clients, others work only on specific projects, but most are a mix of the two. Where organizations are not large enough to employ a full-time risk manager, the consultant

An organization's CPA or attorney may provide opinions about adequacy of limits or types of coverage, but unless they have a specific risk management capability, they cannot analyze details of policy wording or policy limitations that could negate coverage and they cannot assess your exposures to determine what protection may be needed.

may act as the outsourced risk management department.

While there is a legal distinction between agents and brokers, most use the terms interchangeably. The general definition of an agent is one who is appointed by an insurer to solicit applications for a policy of insurance or to negotiate a policy of insurance on the insurance company's behalf. An agent is appointed by the insurer, and receives a written and signed contract

from the insurance company. With few exceptions, the agent will only have access to those carriers with which they have a contract.

In the early 2000s, the Independent Insurance Agents and Brokers of America (IIABA) recommended that its members stop using the word "consultant" in advertising programs, letterhead, or telephone directory listings. While consulting services can certainly be obtained through an agent or broker, there is a natural tendency for them to be influenced by the potential sale of insurance and not to consider non-insurance solutions.

An organization's CPA or attorney may provide opinions about adequacy of limits or types of coverage, but unless they have a specific risk management capability, they cannot analyze details of policy wording or policy limitations that could negate coverage and they cannot assess your exposures to determine what protection may be needed.

The consultant can often judge if costs reasonably reflect industry trends, exposures to loss and loss

Continued on next page



Arlene Petersen

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Is Using a Risk Management Consultant Right For You?

Continued from previous page

history, and where costs may be better controlled, since they are familiar with a variety of different insurance programs. The consultant can also provide an independent analysis to determine whether insurance costs reasonably reflect an organization's loss experience and when some form of risk retention may reduce costs.

While agents and brokers are used to place coverages, they can also provide a broad range of other services. It is important that these services be clearly defined and of high quality. Since consultants have knowledge of a wide range of agents and brokers, they are in a good position to provide feedback with regard to the level and quality of the services each can provide.

An effective manager uses a risk management audit as a tool for a variety of purposes, as well to assure top management and the board of directors that the risk management

program measures up to the organization's needs.

Normally, the project cost is determined based on the consultant's hourly rate. Any given project can be open-ended (i.e., performed on a time and expense basis) with or without a maximum fee cap or the project can be done for a flat fee. A very small number of firms work on a percent of savings. However, most consultants believe this approach to be unprofessional, since it places more emphasis on cost than on other factors which could be equally or more important. Also, it may create a bias to recommend a course of action that may not be in the client's best interest through decreasing or eliminating coverage which may be desirable.

The first step is to define the purpose and scope of work. That is not always easy to do. If the concerns are vague, speaking to a good consultant can sometimes help management think through the problem and focus on

specific needs. In many cases, a consultant has addressed similar client issues and can help clarify the client's concerns.

A referral from an industry associate is a great resource for identifying a good consultant. A trusted agent or broker, one who is not intimidated by the inclusion of a consultant, is another good referral resource.

So should you use a risk management consultant? Maybe, maybe not. Consider the costs, but also consider the reason for doing so. It is prudent management to have an independent set of eyes on your program so that you can be assured that the best possible plan is in place for your organization at that point in time. 🍷

Arlene is President of T.E. Brennan Company, an independent risk management consulting firm located in Brookfield, WI. She can be contacted at 888-271-2232 or petersen@tebrennan.com.

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Robert Butler

Director of Buildings, Grounds &
Transportation
Clinton Community Schools

Chris Carlton

Facilities Operations Supervisor
Menomonee Falls

Tim Diestler

Director of Facilities
Hortonville

Kevin Dulmes

Facilities Manager
Sheboygan Falls

Donald Erickson

Director of Maintenance
Germantown School District

Robert George

Buildings and Grounds Keeper
Muskego-Norway

Mark Hansel

Facilities Director
Appleton Area

Becky Heins

Maintenance Manager
Platteville

John Hinrichs

Buildings and Grounds Supervisor
Deerfield

Matthew Karshna

Buildings & Grounds Supervisor
Whitnall School District

John Kasha

Business Manager
Seymour

Andrew Koehler

Building Maintenance
Fort Atkinson

Amy Kohl

Director of Business Services
Greenfield

Laurie Krueger

Operations Supervisor
Racine

Stephen Kuhn

Mechanical/Security Systems
Technician
Appleton

Tom Kulczewski

Manager of Buildings and Grounds
Wauwatosa

Dan LaPaz

Director of Facilities
Blackhawk Technical College

Matt Last

Supervisor of Buildings & Grounds
Howards Grove

Nancy Liverseed

Business Administrator
Columbus School District

Joe Marquardt

Director of Business & HR Services
New London

Hannah Nagl

Custodian
Muskego-Norway School District

Curt Reavis

Director of Operations
Tomah Area SD

Neal Reible

Head Custodian
Waunakee Community

Bill Rodenberg

Supervisor of Maintenance
Racine Unified

Dennis Schmitt

Maintenance Supervisor
Hartford UHS

Robert Smith

Director of Buildings & Grounds
Tomorrow River

John Somers

Building Manager
Mukwonago

Steve Squires

Custodian
Wilmot Union High School

Randy Staubli

Director of Buildings and Grounds
Cambridge

David Stutzman

Director of Building Maintenance &
Energy
Tomah Area SD

Andrew Thorson

Director of Facilities/Engineer
Neenah

Jared Tobin

Building and Grounds Coordinator
Edgerton

Jodi Traas

Senior Risk Management Consultant
Community Insurance

Cindy Wiedenhoeft

Custodial Supervisor
Whitewater

Sean Winters

Buildings & Grounds Director
Marinette

Green & Healthy Schools Institute

Aug. 13-15 in Stevens Point



An environmental education conference this summer promises to inspire, ignite, and recharge you as you head into the next school year. Early bird registration is now open for the Wisconsin Association for Environmental Education's Annual Conference and Green & Healthy Schools Institute, August 13-15 at UWSP in Stevens Point. This year's theme of "40 Years of Collaboration" will provide sessions that are diverse and relevant to the 21st century educator. Conference programming will cover topics such as

engaging students through hands-on citizen science projects, integrating STEM and STEAM into the classroom and the community, using mobile devices for teaching and learning, and learning how environmental education can help meet Common Core State Standards for literacy in all subjects.

Keynote speaker Stephen Ritz is an educator traveling from the Bronx in New York to inspire us through his Green Bronx Machine, a vertical garden program feeding thousands. (See https://www.ted.com/talks/stephen_ritz_a_teacher_growing

[green_in_the_south_bronx](#))

Best of all; the cost! Due to a partnership with Green & Healthy Schools Wisconsin and a generous grant from the EPA, early bird registration is discounted up to 60%! Register now at <http://www.waee.dreamhosters.com/annual-conference>.

Bonus: Purchase three (3) full conference registrations from a single school/organization/agency, get one free! (Will be reimbursed after the conference.)

Find all the details at www.waee.org. 🍷

Outsourcing Your Substitute Pool: A Cost Saving Measure

By Kim Howard, President/CEO, Teachers on Call

The Affordable Care Act is the most sweeping health care legislation in decades. It aims to give workers greater access to better coverage at more competitive prices, giving them more control over their work life, and increasing the mobility and competitiveness of the U.S. workforce. But it is a huge administrative burden to track, report, and pay the costs of insuring substitutes.

Cutting the hours to less than 30 hours per week is not a good solution, given the shortage of teachers and paras. With this being said, school districts and staffing firms have different parameters in meeting the guidelines for staying in compliance. Schools have a 9- or 10-month look-back period, and must count all days off as days worked including school breaks and holidays. Staffing firms can have a

12-month look-back period, count only the specific hours worked, and may choose a couple of different plans that offer affordable care at an affordable price. Working with a staffing firm, schools will be able to have their preferred substitutes working for them as much as they want, without being concerned about limiting their hours. The staffing firm tracks, reports and monitors all substitutes on an ongoing basis for eligibility. Staffing services must offer health insurance, on behalf of the district, to qualified individuals who meet the criteria for insurance (following the staffing firm's broader parameters).

The shortage of teachers brings on a whole new challenge for many districts. Advertising and recruiting efforts have to be increased at a huge cost of the administrators' time and the budget for advertising, background checks,

physicals, etc. Staffing firms advertise, recruit, qualify, screen, and interview all year round to find qualified teachers, teaching assistants and paras; it is like having a whole team working just for your district! Summers are used for ramping up those efforts even more, directly targeting areas where ratios need to be improved, and forming coalitions with neighboring districts. All these efforts increase the talent pools, which can be managed more strategically and efficiently by a staffing company using substitute placement software such as Aesop. 🍷

If you have questions about this article, contact Kim Howard at khoward@teachersoncall.com.

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

Upcoming WASBO Events

Professional Development

WASBO Custodial & Maintenance Conferences

June 19, 2014, Black River Falls Middle School, Black River Falls
June 19, 2014, Glen Hills Middle School, Glendale
July 16, 2014, Antigo High School, Antigo
July 30, 2014, Oaklawn Elementary School, Oshkosh

Save with
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WASBO.com/coupons

WASBO New School Administrators & Support Staff Conference

Aug. 13-14, 2014, Holiday Inn at the American Center, Madison (Viterbo Credit)

WASBO Fall Conference

Oct. 2-3, 2014, Osthoff, Elkhart Lake (Viterbo Credit)

Midwest Facility Masters Conference

Nov. 3-4, 2014, Kalahari, Wisconsin Dells (Viterbo Credit)

Scholarship Fundraisers

Fall Golf Outing

Oct. 1, 2014 - Autumn Ridge Golf Course, Valders

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

Administering School Risks

June 17, 2014 - Best Western, Oshkosh

Bullying Prevention

June 18, 2014 - Best Western, Oshkosh (Update Credit)

Fundamentals of Risk Management

Oct. 14, 2014 - School Leadership Center, Madison

Handling School Risks

Oct. 15, 2014 - School Leadership Center, Madison

Funding School Risks

Nov. 12, 2014 - School Leadership Center, Madison

Measuring School Risks

Nov. 13, 2014 - School Leadership Center, Madison

Administering School Risks

Dec. 9, 2014 - School Leadership Center, Madison

Workers' Compensation

Dec. 10, 2014 - School Leadership Center, Madison (Update Credit)

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

Invest in yourself and your district by attending WASBO professional development.

New Law Restricts District Rights To Employee and Student Personal Internet Accounts

By M. Tess O'Brien-Heinzen and Jennifer Mirus, Attorneys, Boardman & Clark LLP



Jennifer Mirus



M. Tess O'Brien-Heinzen

On April 10, 2014, “The Wisconsin Social Media Protection Act” took effect. The new social media law places restrictions on the activities of employers and educational institutions in accessing and observing the personal Internet accounts of employees, applicants for employment, students, and prospective students. The definitions of “employer” and “educational institution” both encompass public school districts; therefore, districts must comply with the new law with respect to its employees and its students.

The general aim of the new social media law is to protect individual privacy rights in “personal Internet accounts,” which is defined as Internet-based accounts that are created and used by an individual exclusively for the purpose of personal communications. Common Internet accounts are Facebook, Twitter, Instagram, Snapchat, and Internet blogs. Districts are often faced with issues regarding information posted and accessed on accounts from devices supplied by the district and from personal electronic devices. The new social media law establishes restrictions on a district’s ability to require an employee or student to provide access to these accounts. While the new law also puts restriction on landlords, this FYI addresses what districts may and may not do with respect to personal Internet accounts of district employees and students.

School District as Employer

As an employer, a district is prohibited under the new law from:

- Requesting or requiring an employee or applicant, as a condition of employment, to disclose access information to a

personal Internet account or to otherwise grant access to or allow observation of the account.

- Terminating or otherwise discriminating against an employee because the employee:
 - refused to provide the employer access to a personal Internet account; or
 - opposed the employer’s potential violation of the law, or filed a complaint or testified or assisted in an action against the employer for such a violation.
- Refusing to hire an applicant because the applicant refused to provide access to a personal Internet account.

Under the law, a district still retains these important rights as an employer:

- Districts may require access to personal Internet accounts in order to gain access to an electronic communications device (such as a computer or cell phone) supplied by or paid for by the district.
- Districts may require account access to an account or service provided by the district, obtained by the district due to the employee’s employment, or which is used for the district’s business.
- Districts may discipline or discharge an employee for transferring the district’s confidential or financial information to the employee’s personal Internet account without the district’s authorization.
- Districts may require an employee to grant access to or allow observation of the employee’s personal Internet account in certain instances:

- (1) if there is a reasonable belief that the employee has transferred confidential or financial information without authorization to the employee’s personal Internet account or
 - (2) if there is a reasonable belief that activity on the employee’s personal Internet account relates to other work-related misconduct or violation. Districts are not permitted to require the disclosure of personal Internet account access information in such cases.
- Districts may comply with a duty to screen applicants for employment prior to hiring and may comply with a duty to retain employee communications that is established under state or federal law, rules, or regulations.

In addition, nothing in the new social media law prohibits districts from (1) restricting employee access to Internet sites on district equipment or using the district’s network, (2) viewing information about applicants or employees that is publicly available without personal Internet account access information, or (3) requiring an employee to disclose a personal email address. Further, a district that inadvertently obtains access information, through the use of an electronic device or program that monitors the district’s network or through an electronic communications device supplied or paid for in whole or in part by the district, is not liable for possessing that access information, so long as the district does not use that access information to access the employee’s personal Internet account.

The new social media law applies to all district employees. However, if a district

Continued on next page

New Law Restricts District Rights To Employee and Student Personal Internet Accounts

Continued from previous page

employee is affected by a collective bargaining agreement that contains provisions that are inconsistent with Act 208, the Act is effective when the collective bargaining agreement expires, or is extended, modified, or renewed.

School District as Educational Institution

As an educational institution, districts are prohibited under the law from:

- Requesting or requiring a student or prospective student, as a condition of admission or enrollment, to disclose access information for the personal Internet account of the student or prospective student or to otherwise grant access to or allow observation of that account.
- Expelling, suspending, disciplining, or otherwise penalizing any student for refusing to disclose access information for, grant access to, or allow observation of the student's personal Internet account, opposing a prohibited practice with respect to personal Internet accounts, filing a complaint or attempting to enforce a right protected by the statute, or testifying or assisting in any action or proceeding to enforce such right.
- Refusing to admit a prospective student because the prospective student refused to disclose access information for, grant access to, or allow observation of the prospective student's personal Internet account.

Educational institutions also retain certain important rights related to students and prospective students:

- Districts may request or require a student to disclose access information to the district in order for the district to gain access to or operate an electronic communications device supplied or paid for in whole or in part by the district, or in order for the district to gain access to an account or services provided by the district, obtained by virtue of the student's admission to the district, or used for educational purposes.
- Districts may view, access, or use information about a student or prospective student that can be obtained without access information or that is available in the public domain.

No Duty to Monitor

The new social media law does not create any duty for a district as an employer or educational institution to search or monitor the activity of any personal Internet account. Further, a district is not liable under the statute for failing to request or require that an employee, applicant, student, or prospective student grant access to, allow observation of, or disclose information that allows access to or observation of a personal Internet account.

Violating the Law

A district that violates the new law's provisions is subject to a \$1,000 forfeiture. In addition, in the event a district does not hire an applicant or terminates an employee in violation of

the statute, the applicant or employee can pursue a claim against the district under the Wisconsin Fair Employment Act. Further, a person who has been discharged, expelled, disciplined, or otherwise discriminated against in violation of the Act may file a complaint with Department of Workforce Development, which may take action to remedy the violation in the same manner as employment or housing discrimination complaints.

Conclusion

Districts should plan to review existing policies and procedures as they relate to social media, Internet use, and acceptable use with respect to both staff and students and revise if necessary to comport with this new law. In particular, districts should be mindful of employee and student rights with respect to account information on personal electronic devices, unless those devices are used in connection with an account or service provided by the district or the information is accessible under one of the narrow exceptions addressed above. In addition, districts should provide training to the school board and to staff regarding the privacy rights of employees and students in personal Internet accounts and delineate the circumstances in which those rights are limited. 📌

Inquiries about the article can be made to Tess at 608.283.1798 (tobrien@boardmanclark.com) or Jennifer at 608.283.1799 (jmirus@boardmanclark.com).

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Spring Conference Highlights

May 20-23, 2014



PRESIDENTS' DINNER

Past board presidents gather after Tuesday evening's President's Dinner.



WASBO Executive Director Woody Wiedenhoef (center) shares a moment with former execs Don Mrdjenovich (left) and Don Hafeman.

Sponsors listed on pages 32-33

BIKE TOUR



Around 20 bikers explored the Wisconsin 400 State Trail on Wednesday.

RECEPTION & SILENT AUCTION

Attendees took part in an Alice in Wonderland theme while raising funds for WASBO participation in ASBO International activities.

At right: Tom Wohlleber (aka The Mad Hatter), who will be running for ASBO Vice President.



GOLF OUTING

Golfers and sponsors enjoyed perfect weather at Trapper's Turn while raising funds for WASBO Foundation student scholarships.



SESSIONS, MEALS & BUSINESS MEETING



BLOOD DRIVE

Nearly 250 school district professionals attended this year's Spring Conference, which had a sold-out exhibit hall and almost 50 professional development sessions to choose from. Topics included facilities management, leveraging social media, cashless school districts, apps for the business office, recent legislative changes, and many more.



Tanya Lewison of WEA Trust helped check donors in for WASBO's first-ever blood drive. The Red Cross collected 35 pints.

EXHIBITS

Hearts for Kids

Key Benefit Concepts

Security Health Plan



Booth Prize Winners

1st Place: Key Benefit Concepts - free booth in 2015

2nd Place: Security Health Plan - free golf sponsorship in 2015

3rd Place (tie): A'viands and Rinderle Door Company (not shown) - free golf registration in 2015



Tweedledee and Tweedledum from MJ Care greet Ed Chabal, who is running for the ASBO International board.



A'viands



TIES

Semi-annual Business Meeting Executive Director's Report

Wisconsin Dells, Wisconsin • May 23, 2014

By Woody Wiedenhoef, WASBO Executive Director



Woody
Wiedenhoef

Congratulations to our three new WASBO Board Members and President-Elect. Please thank all the candidates for their willingness to serve. We also recognize the outgoing Board Members for their service to WASBO.

A special thank you goes to the Spring Conference Planning Committee for providing great learning and networking opportunities this week.

WASBO members pride themselves in providing outstanding professional development, a professional support network, and promoting educational opportunities for Wisconsin's children. We celebrate past WASBO members who cultivated a culture of continuous improvement. Because of WASBO's exemplary past actions, we can easily envision a bright future for our Wisconsin students and society.

So what are we doing today? One year ago, WASBO President Lynn Knight introduced the WASBO theme for 2014-15, *Public Education – Where Success Begins*. WASBO members, collaborating with other education professionals and entities, continue to develop more effective and successful ways to help educate our students.

Over the last several years, WASBO members provided guidance by responding to surveys. The WASBO Board used their responses extensively to develop a wide-ranging list of needs. The WASBO Board prioritized the needs, set action goals with clarifying timelines and designated responsible WASBO Committees, WASBO members and staff. The WASBO staff also moved forward with a number of related, but independent improvements.

Since WASBO's semi-annual meeting in January, WASBO has had three extremely successful conferences – the Facilities Management,

Transportation, and Accounting Conferences led by the WASBO School Facilities, Transportation, and Accounting Committees. Working with DPI and WCASS, WASBO offered a highly attended Wisconsin Federal Funding Conference. We have also offered Certified School Risk Managers training with support from the Safety and Risk Management Committee. Please congratulate the committee members for their professional work when you get the opportunity.

Future WASBO Board Goals – The WASBO Board continues to move forward with changes that will benefit WASBO members in the future. Examples include developing new programs in the areas of Payroll and HR Certification and providing online tracking of all WASBO Certification Programs for members. The WASBO Board is investigating the possibility of using Carver's Policy Governance model for Board meetings in order to enhance the WASBO Board's strategic thinking, goal setting and discussions. In addition, the WASBO Board is starting the process of using SMART goals for better accountability. The Board will also be updating the WASBO constitution, policies and procedures.

The Professional Improvement Committee will be evaluating the Mentorship Program and reviewing the WASBO Professional Recognition Program for clarity and consistency. WASBO will again offer training classes taught by Janice DeMeuse and Cindy Reilly for those who wish to earn their ASBO SFO Certification. The WASBO Accounting Committee is updating the *WASBO Handbook for Evaluation and Improvement of Business Support Staff Functions*. WASBO Committees will also be reviewing possible updates needed in the *School Budget Cycle* book and the *Investing in Wisconsin*

Public Schools™ Project. WASBO will be active in promoting Tom Wohlleber as the best candidate for Vice President of ASBO International. Our Conference Committees will continue to move the professional development bar towards excellence.

New Website and Association Management Software Conversion

– Immediately following the Spring Conference the WASBO staff will be focusing on moving WASBO's membership database and website content management to a new service provider. Much of the conversion will need to be completed by June 30. Your assistance in helping us to close open invoices as quickly as possible, registering early for Custodial Conferences and renewing your membership with a credit card would be most helpful! We are hoping to have minimal disruption of web service. We look forward to sharing the enhanced features and functionality of our new site as they become available. Should you have any questions during this transition, please contact the WASBO office.

As always, there is a need to thank a few more WASBO members. Please express your appreciation to the WASBO Board members for providing excellent leadership and strategic thinking in serving the wishes of WASBO members. Also, please thank the WASBO Staff, Tina, Jeanne, Deb, Áine and Kristin, for implementing those great strategies, supporting the WASBO committees, and for paying excellent attention to WASBO members' daily needs. 🍷

New Strategy for Student Achievement: Spend Less

By Christopher Flavelle

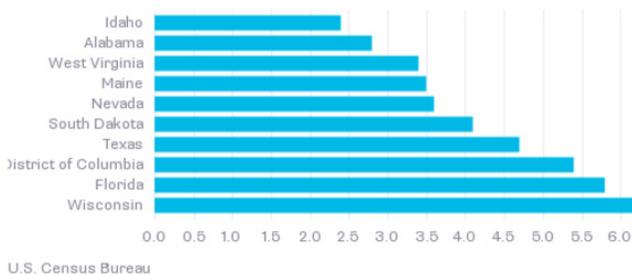
Reprinted from BloombergView, bloombergview.com

After spending more money on primary and secondary schools every year for almost four decades and not getting much to show for it, the U.S. is trying the logical alternative: spending less. Whether you think that's a good idea depends on how you value the competing roles of government – and your appetite for risk.

The U.S. Census Bureau reported last week that spending on public elementary and secondary schools declined by \$5 billion in 2012, the first time since 1977 expenditures have fallen. In almost half of states, spending per pupil fell.

Where Per-Pupil Funding Is Falling the Most

% drop in per-pupil funding, public primary/secondary schools, 2011-2012



What's driving the reductions varies from state to state, but it's not hard to see a pattern. Eight of the 10 jurisdictions with the greatest drops have Republican governors, most of whom have made a big deal out of cutting taxes. Nor are we talking about a slight dip. In those eight states, 2012 per-pupil spending was lower than in 2009 even before accounting for inflation. (You can find the figures in Table 20 of the report.)

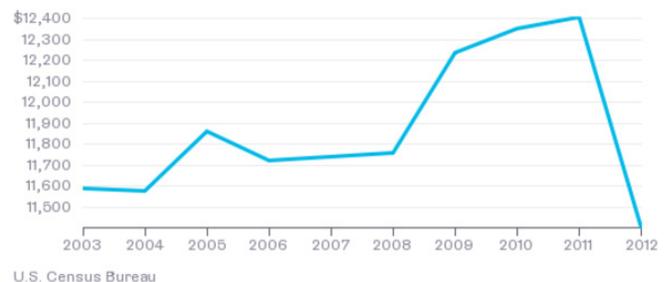
Take Wisconsin, where Republican Governor Scott Walker took office in January 2011 vowing to cut taxes and spending. That year the state spent \$11,774 per public school student. (Charter schools are mostly excluded from the data.)

Walker has since made good on his promise. In 2012, per-pupil spending fell 6.2 percent, to \$11,042 – the largest drop in the country – moving the state from 18th to 22nd in the nation by that measure. After adjusting for inflation, Wisconsin spent less per pupil in 2012 than at any point during the previous decade.

Read or comment on the article at:
<http://www.bloombergview.com/articles/2014-05-28/new-strategy-for-student-achievement-spend-less>

A New Day in Wisconsin Public Education

Spending per pupil at primary/secondary schools, inflation-adjusted



(Asked for comment, Walker's press secretary Laurel Patrick told me the cuts were needed to help balance the state's budget deficit, and noted that Wisconsin's per-pupil funding remains above the national average.)

The shift toward lower spending coincides with widespread dissatisfaction with the U.S. system of public education. The country is already below average in math scores for Organization for Economic Cooperation and Development countries. A quarter of American 15-year-olds don't meet the level of math skills at which, according to the OECD, they "begin to demonstrate the skills that will enable them to participate effectively and productively in life." On reading and science, American students are about average.

In that context, one might ask, why not scale back school funding? A recent report from the CATO Institute found that the funding increases over the past 40 years haven't led to an increase in verbal or math skills, and that states that lowered their funding saw no decline in test scores.

That research is partially borne out by Wisconsin's limited experience so far with reduced funding. On nationwide standardized tests given to fourth- and eighth-graders in math and reading in 2013, Wisconsin was one of the states that failed to show improvements over its 2011 test results in any category. But its scores didn't fall either.

Moreover, while the marginal benefit of an extra dollar spent on education is hard to quantify, an extra dollar in tax cuts is tangible, clear and satisfying. You don't have to be Ayn Rand to acknowledge that the purpose of government isn't to spend money; it's to spend money to further a meaningful objective. If the status quo doesn't work, we could at least stop paying so much for it.

At the same time, ensuring value for money isn't the only function of government; the fate of some projects is considered too important to base decisions on a simple cost-benefit analysis. Take public security, where there's

Continued on page 29

President Elect's Corner

By John Gahan, Assistant Superintendent/CFO, Pewaukee School District

Hello WASBO – It is with great excitement that I begin the 2014-15 year as the President of this association. I am excited to follow in the footsteps of our dedicated past-president Lynn Knight and all of those who have preceded her in the role of President. Lynn, thank you for all of the learning opportunities you have afforded me over the past year.

Over the past several months, the WASBO Board has worked diligently to develop a Strategic Plan that truly addresses areas that were expressed as valuable by our membership. Our theme for the upcoming year of “Opening Doors” will be lived through the implementation of the action plans being developed. The greatest strength of our organization is the willingness to share ideas and learn from each other. Your input over the course of the next several months will be invaluable in charting our course.

The first area of the plan focuses on looking at how we are governed as an



association. The exploration of what policy governance could mean for us and how it would respect the history of WASBO will be vetted in a thoughtful manner. In addition, we will work toward the development of a Payroll and Human Resources Certification program to open doors of opportunity to other aspects of our members' districts.

Secondly, we look to build the professionalism of our members through the systematic review of the current mentoring program which was implemented in 2012. This program helps to formalize one of the greatest assets WASBO has to offer, the willingness of members to share with

each other and train the next generation of school leaders.

To improve communication we will also implement and train members on a new association management software.

Finally, we will focus on the development of working relationships and training of our membership on how to effectively communicate and build relationships with elected officials on a state and national level.

The direction we have chosen for the upcoming year will provide adequate opportunity to stretch as an organization. We will work together as a Board to “Open Doors” for our members to become better leaders, to take a look at how we are organized as an association, and to create opportunities for us to demonstrate the value we provide to our districts on a daily basis.

Thank you again WASBO for the opportunity to represent this association for the upcoming year. 🍷



John Gahan
President Elect

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“Learn from yesterday,
live for today,
hope for tomorrow.
The important thing is to
not stop questioning.”
~ Albert Einstein

Past President's Corner

By Janice DeMeuse, Director of Business Services, Fox Point - Bayside School District



Janice DeMeuse
Past President

This is the last news article I will write as a member of the WASBO board: the conclusion of three years as a director and four years serving as treasurer, president-elect, president and past president. It is hard to believe those seven years passed by so quickly. I have had the privilege of working with so many dedicated board members during that time—thank you to all of you for your service to this organization and its members.

Much has been accomplished in such a short seven years—*Investing in Wisconsin Public Schools*; CSRM designation program; ERC; mentorship program; enhanced relationships and increased leadership with outside organizations like SAA, DPI, WASB and ASBO International; Records Retention schedule; *School Budget Cycle* book and increased conferences resulting in more scholarships and office staffing—just to name a few. Projects like the payroll and HR certifications are in process to help meet the needs of our members. The Board is currently exploring a new way of conducting their business. I know I would have felt more than a little overwhelmed if it were

possible to foresee all of this when I came on the Board. I feel honored to have played a small part in the development of resources to help meet the needs of members.

June will bring changes to the faces on the Board. Ken Mischler and Rob Nelson are completing their terms at the end of June. Both of these individuals have brought a wealth of experience and knowledge and it has been a pleasure to work with them over the last three years. New directors taking office July 1 are Jim Beckmann, Cathy Cramer and Ted Hayes. Bob Avery will continue on the Board serving as the President-elect. Welcome and best wishes to you all.

With the ever-changing membership on the Board, the one anchor is the WASBO staff. Jeanne, Deb, Áine, Kristin and Tina are truly dedicated to getting the job done and doing it in blue-ribbon fashion. Woody is the constant representative on the leadership team and invests many of his efforts into maintaining relationships within and out of the organization to help WASBO grow. Thank you all for being

there for WASBO members and for me personally over the years.

WASBO offers an array of opportunities to match anyone's individual interests, as you can see by the varied projects mentioned earlier. I urge you to get involved at any level of commitment with which you feel comfortable. From participating at regional meetings to working on one of the standing or ad hoc committees to running for the Board of Directors, there are many ways you can contribute. You will find that benefits of being involved will outweigh the effort you put into the organization. The leadership skills you develop and refine will serve you in your career, but the affiliations you build will be invaluable both professionally and personally. I appreciate all the relationships we have built together, and I am grateful to have been given the opportunity to provide leadership in this organization. Thank you. 🍷

New Strategy for Student Achievement: Spend Less

Continued from page 27

little effort to determine whether spending – for example, \$53 billion in federal and state money on correctional services last year to lock up more people than any other country – could yield better results elsewhere.

Or consider health care, an area in which the U.S. famously spends more than any other country for worse results, yet clings to the model of competing private insurers that leads to much of that extra expense. The unspoken rationale in both cases is that some things matter more than cost – a particular view of justice, in

the first case, and the freedom to choose where we get our health care in the second.

So the choice facing state policy makers, and by extension voters, isn't whether the current education system makes financial sense; by any reasonable measure, it doesn't. A better question is whether that spending reflects other American values, such as investing as much in our children as we can afford to, that take precedence over cost.

An equally good question is whether it's smart to risk making an already

mediocre system worse by taking money out of it – especially when, by popular consensus, improving the educational achievement of U.S. students is among the most important elements of this country's future economic success. At the very least, we should be aware of the chance we're taking. 🍷

Contact Christopher Flavelle at cflavelle@bloomberg.net.

To contact the editor responsible for this article, email Lisa Beyer at lbeyer3@bloomberg.net.

WASBO p-Card Program generates \$409,925 in rebates

Each June, WASBO sends participating school districts a rebate payment as a result of their participation in the WASBO p-Card Program. The total rebate amount for Wisconsin School Districts for April 1, 2013 - March 31, 2014 was \$409,925.19. 2013-14 total annual purchasing volume for the over 90 participating Wisconsin school districts was \$34.1 million. This is an increase of \$7.3 million over 2012-13 fiscal year. The total Procurement Card Program, including 15 ASBO affiliates, had purchasing volume of over \$248 million dollars this year. This joint purchasing power allows WASBO to provide rebates to school districts of any size and for any purchasing volume. Rebates this year ranged from \$26,502 to \$20. With the increased volume of the program, this is the seventh year rebate amounts have

increased. The rebate rates for 2013-14 are:

Grace Period	Rebate
27 Days	1.09%
21 Days	1.14%
14 Days	1.20%
7 Days	1.26%

WASBO retains 10 percent of the gross returns to offset its cost of administering the program.

While rebates are a wonderful part of this no fees program, a district's greatest savings may be the efficiencies in the reduction of the time and labor required to process purchase orders to pay for regularly purchased goods and services.

For participating districts, we would like to remind you to send your 2014 audited financial reports to BMO Harris Bank N.A. using one of three options:

1. Email online link to school district financials to pcard.reviews@bmo.com
2. Scan and email entire audited financials to pcard.reviews@bmo.com
3. Send paper copy of entire audited financials to:

BMO Harris Bank N.A.
Institutional Markets 5/C
Attn: Michael Murawski/Jordan Ruiz
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Chicago, IL 60603 📍

For more information about the p-Card program, contact Jeanne Deimund at deimund@wasbo.com.



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WASBO Foundation Custodial & Maintenance Conferences

June 19, 2014

- Black River Falls Middle School, Black River Falls
- Glen Hills Middle School, Glendale

July 16, 2014

- Antigo High School, Antigo

July 30, 2014

- Oaklawn Elementary, Oshkosh

June 19, 2014 - Black River Falls

Keynote - Ted Hayes

Facility Mgr Core Cert. Sessions (Module 5)

- Long Range Capital Projects Planning
- Comprehensive Facility Planning
- Budgeting for School Facilities
- Budget Tracking Tools for Operating Budgets and Capital Projects

June 19, 2014 - Glendale

Keynote - Jim Froemming

Facility Mgr Core Cert. Sessions (Module 6)

- Employee Relations Part 1: Hiring Support Staff
- Employee Relations Part 2: Managing Support Staff with the Employee Handbook
- Interaction with the Public: How to Sell Your Program

July 16, 2014 - Antigo

Keynote - Jim Froemming

Facility Mgr Core Cert. Sessions (Module 4)

- Exterior Building Envelope Maintenance
- Roof Maintenance
- Effective Preventative Maintenance Program
- Building Automation Management Systems

July 30, 2014 - Oshkosh

Keynote - Jim Froemming

Facility Mgr Core Cert. Sessions (Module 1)

- Effective Hiring and Orientation Process
- Custodial Staffing Levels
- Custodial Supervision and Evaluation
- Product and Equipment Selection

Session Tracks:

- Cleaning
- Green & Healthy Schools
- Grounds
- Maintenance
- Pool Operation
- Safety & Environmental Issues
- Benefits/Personal Wellness
- Bullying/PBIS

Keynote Speakers

Custodian's Role in Preventing School Violence

*Ted Hayes
Senior Risk Manager
M3 Insurance*



Ted has served as a safety and security consultant to school districts throughout Wisconsin. He has been a speaker at a number of national school safety and security conferences.

June 19 - Black River Falls

Golf Lessons, Life Lessons, Work Lessons

*Jim Froemming
Director of Business Services
Port Washington-Saukville
School District*



Jim has been an educator for 25 years, facilitating learning for 15 years for middle school math students and the last 10 years as the Director of Business Services for the Port Washington Saukville School District.

June 19 - Glendale

July 16 - Antigo

July 30 - Oshkosh

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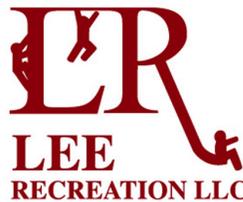
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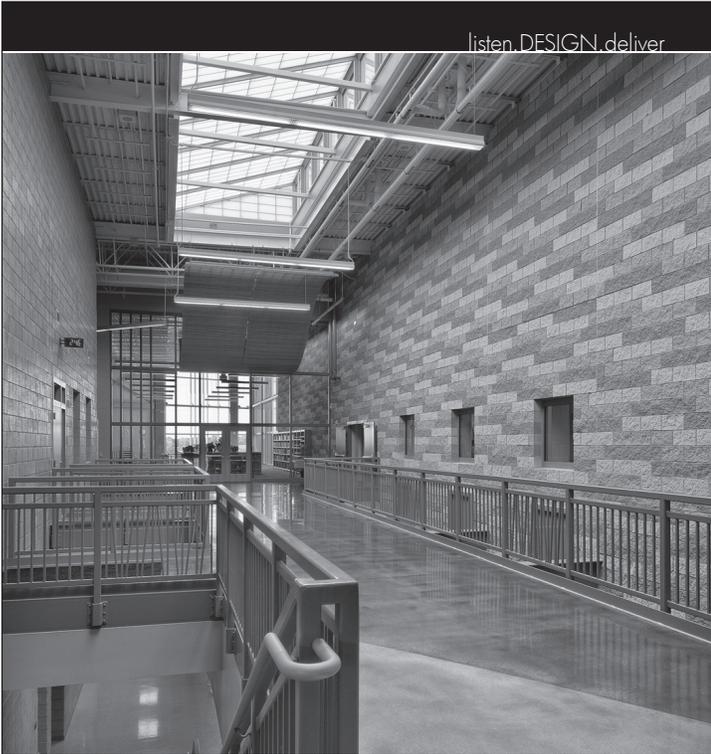


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School IPM 2015 Updated Priorities

Reprinted from School IPM 2015, April 2014 Newsletter

The goal of the School IPM 2015 Strategic Plan (http://ipminstitute.org/school_ipm_2015/SCHOOL_IPM_2015_v2%200_DRAFT_FOR_COMMENT_071111.pdf) is to assess the current status of pest management in our school systems, identify priorities for management, education, research and regulation, compile our current understanding of best practices and set out a plan of action to achieve full implementation of IPM in all of our schools by 2015. The first plan was released in 2009.

Strategic plan priorities were recently updated through a ranking survey completed by all four regional School IPM working groups (Northeastern, North Central, Western and Southern). Priorities were ranked according to the number of votes each priority received during the ranking process, 51 working group members voted. The updated strategic plan will be available at the School IPM 2015 website at http://ipminstitute.org/school_ipm_2015.htm later this year. Below are the top five ranked priorities for each section.

Management Priorities

1. Track adoption of IPM practices in schools and disseminate economic, environmental and/or health impacts of IPM. Educate policy makers about the needs and benefits of IPM in terms of dollars, health, environmental and academic performance.
2. Identify and piggyback with ongoing environmental health efforts and coordinate with partners in promoting IPM to help schools and child care facilities to meet healthy, high performance and safety, economic and energy efficiency goals.
3. Create job-specific IPM guidelines for roles within schools.
4. Develop IPM decision-making tools.

5. Identify, educate and activate appropriate school-related organizations to embed IPM into the organizational culture.

Regulatory Priorities

1. Establish IPM policies in school systems to institutionalize the commitment to IPM.
2. Identify and promote interagency cooperation among regulatory, environmental, health, insurance, education, State and Federal, Cooperative Extension and other agencies.
3. Create and mandate minimum standards for school IPM at federal level established through high level IPM training/licensing for pest management professionals.
4. Implement and enforce existing IPM laws and policies at the highest level of economic and regulatory accountability.
5. Work to incorporate IPM strategies into building codes.

Research Priorities

1. Identify effective least-risk products and tools to manage pests and measure IPM continual improvement.
2. Research the cost of IPM, including: implementation and education versus conventional pest management. Conduct a cost analysis for misapplication of pesticides (indoor and outdoor), calculate the cost savings of exclusion practices, research effectiveness of pesticides/pest treatments.
3. Research the impact IPM has on indoor and outdoor school environmental health, e.g., school well water, school gardens, use of adjacent properties, children's health, (asthma, allergies, absenteeism, grades, ADHA), academic performance and safety factors.

4. Research and evaluate outreach methods to determine most effective methods of school/community audiences.
5. Evaluate building design, construction, renovation, and maintenance criteria.

Education Priorities

1. Develop and utilize educational methods to provide education and hands-on training for custodial, maintenance, kitchen and grounds staff, school nurses, facility directors, administrators, teachers and IPM coordinators.
2. Partner with pest management professionals (PMPs) and organizations to create and implement effective, economical IPM service relationships.
3. Create best management practice for schools to use with vendors of pest management services, design and construction services, custodial services, food and drink product service providers, etc.
4. Improve superintendents, principals and teacher pre-service training courses and develop curricula for training Extension, state legislators and other change agents.
5. Create multi-state coordinated train the trainer programs on School IPM, e.g., resources for peer-to-peer training.

Several Current Projects Addressing Priorities

The North Central School IPM Working Group, the University of Arizona and other individuals from federal, state and local governments, Cooperative Extension, non-governmental and non-profit organizations are currently working on Stop School Pests - A National Standard IPM Training Program. This project addresses

Continued on page 41

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No Significant Difference

By Don Mrdjenovich, Retired WASBO Executive Director

Research in education is often referred to as the science of “no significant difference.” “No significant difference” is statistical terminology. In essence it signifies that what you are measuring could be due to chance as opposed to being attributed to a specific factor. Plainly put, say you create a research model that introduces a new way to teach math. Some kids stay with the old method and some are assigned to the new method. You then compare their performances after a specified period of time to see if one group gets better results than the other. If there is a statistically significant difference, does that imply one method is better than the other all the time? If you do the same thing with other kids and other teachers, will you get the same results? How many times and with how many different students and teachers would you have to repeat the research before you could conclude that one method was always superior to the other?

Human beings are, by nature, moving targets that make every interaction unique and temporary. A high degree of replication is very difficult to achieve, if not impossible.

I think you know where I am going with this. Students and teachers are not interchangeable. Students have different learning styles and teachers have different teaching styles. Human beings are, by nature, moving targets that make every interaction unique and temporary. A high degree of replication is very difficult to achieve, if not impossible. So when the boss, the school board or a citizen says, as they so often do, “Why aren’t we doing that?” The answer, in a word is, we are different.

Your organization has a unique group of individuals. They vary in their skills, experience, work ethic and numerous other factors. Your organization has a discrete amount of resources, your facilities, equipment, workload, and support systems are also unique. Intangibles, such as leadership and willingness to take risks also come into play. We can and should always be willing to learn and improve by looking

“ If you want to
live a happy life,
tie it to a goal.
Not to people or things.”
~ Albert Einstein



Don
Mrdjenovich

to the success of others, but attempting to replicate what others may be doing and expecting the same result isn’t a realistic expectation. Organizations are best served by making the best and most efficient use of the unique talents of their people and the supporting resources available to them.

Does Wisconsin’s current school aid formula square with what we know about the differences among school districts? Does most of the education legislation that is proposed or passes? Do rules and regulations impact every school district in the same way? Are publicized performance reports the most accurate measure of how well school districts are doing?

In summary, if we can’t measure and assure ourselves that one method of teaching math to kids is always and everywhere better than another, how can we be assured that top down, one size fits all, legislation and policy is always best for Wisconsin’s schools every time and everywhere?

Did I just make a case for more local control? 🍷

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The TLC Formula for School Leaders

By Dr. John Draper, NSPRA National Consultant



Dr. John Draper

Public schools are really doing an excellent job—better in practically every way than they did in the past.

The good news about public schools, for the most part, falls on deaf ears. But bad news often has a high profile. A prime example is found in a recent issue of Newsweek that focused on education and featured a lead article that began with a widely accepted-but unfounded-assertion: The relative decline of American education at the elementary- and high-school levels has long been a national embarrassment as well as a threat to the nation's future. This sentence, unfortunately, embodies the perception of many citizens disconnected from our schools.

As school leaders, we must acknowledge that perception, roll up our sleeves, and go to work on changing the mistaken belief that today's public schools are in the midst of a precipitous decline. For many of our citizens, this will represent a massive paradigm shift that will require information to be presented in a different way. The goal is helping these people better understand our schools so they can better believe in, care about, and support them.

The TLC Formula for School Leaders

What should a school leader do to shift public perceptions about schools? In general, how can we take the public from dissatisfaction to a better understanding of what public education actually does for our country and its children? To start, begin internalizing this thought: The greatest power you have as a leader is to establish the conversation.

Conversations make a difference and are the first, and potentially most powerful, step toward increasing understanding about and support for our schools. Use these three

guidelines—the TLCs of effective conversations to frame your work:

- Think about and talk about what you believe and why you believe it.
- Learn to use language that reframes the conversation
- Connect your community to your students using stories to bridge the gaps.

1. Think about and talk about what you believe and why you believe it.

As educators, we have an innate, shared value system that we rarely put into words.

We often incorrectly assume that others understand and share the same values.

Doesn't everyone want every child to succeed, be healthy, happy, and productive?

Most do, but their frame of reference about the role public education plays in meeting those goals may be different from ours. Those who think badly about public schools are not stupid, they are not unpatriotic, and they are not mean, greedy or uncaring towards children.

They may be uninformed and/or fearful of change, but they are not the enemy of school leaders. The enemies are ignorance and separation, and the paths to victory over these enemies are education and mutuality (a reciprocal relationship between interdependent entities). Recognizing this, school leaders, in order to preserve public schools, must be proactive in building connections to offset the separation within our society. Beliefs are contagious.

School leaders must begin by articulating what they believe and why. Heartfelt, spoken words make a difference. Be reassured and confident that your values as an educator

are the very best of traditional American values. Put them into words. Do you believe that public education is the backbone of democracy? Say so! Thomas Jefferson did: "if a nation expects to be ignorant and free...it expects what never was and will never be."

Do you believe that every child deserves a quality education regardless of where she lives or who her parents are? Say so! Do you believe that, while standardized tests can provide some measurement of student achievement, qualities such as creativity, self-discipline, curiosity, persistence, courage, imagination, enthusiasm and patriotism are equally important? Say so!

2. Learn to use language that reframes the challenges and issues of public schools.

Language is important. As school leaders, we should not use language that is at odds with our beliefs. Some people honestly perceive public schools as the enemy. They use language that conjures up a negative impression without actually addressing the reality of public schools. Some choose to substitute the phrase "government schools" for "public schools." A few go on to miscategorize public schools as "Godless," resulting in "Godless, government schools." I know of no educator who, when asked where he works, would respond with "in a Godless, government school." It is not a true representation of our schools.

The language grows even more damaging by adding "Godless, government schools staffed with selfish union employees." The selfish union employee label falsely paints teachers as interested only in increased salary and benefits while

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The TLC Formula for School Leaders

Continued from page 38

the union protects their mediocrity and lack of performance. There may be a few problem teachers, but teachers are not the problem, they are the solution.

More damaging language occurs when the sentence is completed, “Godless, government schools staffed with selfish, union employees leaving little children behind. Now that the No Child Left Behind Act (NCLB) is labeling schools across the nation as failing, some falsely think that public schools are in the business of leaving children behind.

School leaders must change their frame of reference. Educators need to develop the skills to move the paradigm to one that accurately and positively describes the reality of our schools. For example, use the phrase “caring, community schools” to more correctly identify schools. Every school is a reflection of the community in which it is found, and even struggling schools are staffed with many educators who care deeply about their students.

The children within a caring, community school are the responsibility of the entire community. The phrase invites support and engagement. Caring, community schools rise to the challenge of providing for all children. Caring, community schools are an asset to the district and an investment in the future. “Caring community schools” staffed with “sincere, dedicated professionals” adds to the paradigm. We all know from personal experience how important the teacher is to the learning process. Many teachers feel a “calling” to work in education. Teachers and others who work in education have been acutely aware for decades that the rewards of the profession are frequently nonmonetary. “Caring community schools staffed with sincere, dedicated professionals providing every child with every chance for success” completes the paradigm. While educators chafe

at the impossibility of ensuring that every child will be successful, they should welcome the accountability of providing every child with every chance for success.

Caring, community schools staffed with sincere, dedicated professionals providing every child every chance for success. It’s the frame that school leaders should use in the crucial conversations about public schools.

3. Connect your community to your students using stories that bridge the gap between generations, classes, races and religions.

Unfortunately for school leaders, the years of study and preparation for your career work against you when you are communicating with those outside education. The university classes and conferences where you spent countless hours learning the vocabulary of your trade can now handicap your effectiveness.

“Every time you try to convince others through verbal persuasion, you suffer from your inability to select and share language in a way that reproduces in the mind of the listener exactly the same thoughts you are having. You say your words, but others hear their words, which in turn stimulates their images, their past histories, and their overall meaning—all of which may be very different from what you intended.

Effective stories overcome this. A well-told narrative provides concrete and vivid detail . . . it changes people’s view of how the world works because it presents a plausible, emotional, and memorable story that can alter people’s perception of the consequences of various actions or beliefs.

If school leaders want others to support public schools, they must appeal to the “higher good.” Education must be viewed in its broader sense. Gilbert Chesterton once said, “Education is simply the soul

of a society as it passes from one generation to another.” The mission is what motivates, not the routine. When we share the story of the public school teacher who donates a kidney to a student, perceptions about teachers begin to change. When we share the story of the coach who took one of his athletes from a poor family to the department store and bought the boy his first sport coat to wear to the athletic banquet, perceptions begin to change. When we share the story of the school bus driver who provides books to her students to read while riding on the bus, perceptions begin to change. When we share the story about the custodian who takes a special education student under his wing and helps him learn a trade, perceptions begin to change. When we share the story about the basketball player with Down syndrome who finally gets in the game and both teams work to help him score a goal, perceptions begin to change.

You don’t need to be a talented speaker to be effective. Have your research and information, but don’t use it unless requested. Using it simply to demonstrate to your audience, whether it’s one person or a packed auditorium- that you have the issues under control will weaken your message. If your time is short, just share the stories that will resonate with your hearers and help them care about your students, their success and the mission of your district. 🍷

Dr. John Draper can be contacted at john@johndraper.org. He will keynote the Midwest Facilities Masters Conference this November. For information about John, visit www.johndraper.org.

Earwigs Thrive in Wet Springs

Reprinted from School IPM 2015, May 2014 Newsletter

Earwigs are most abundant during unusually wet springs and summers. Contrary to legend, they don't actually tunnel into human brains through the ear canal. In reality, earwigs are not considered a major pest, and are beneficial in many environments, though they can be a nuisance inside homes.

Identification

Adult earwigs are pale brown to reddish black in color, with flat bodies that are ¼ to one-inch long. Both males and females have large pincers at the end of their abdomens for defense against predators and to capture prey. Earwigs do not generally attack humans, but will bite if trapped, in clothing or sat upon for example. They seldom fly despite most species having wings under short, hard wing covers.

Damage

Earwigs feed on a variety of dead and living organisms, including insects,

mites and growing shoots of plants. They can do substantial damage to seedling plants by removing parts of their leaves or stems. Earwigs may also feed on soft fruit such as strawberries or blackberries. Earwigs are encouraged in many crops where they help control plant-feeding mites, aphids and other pests.

They seek refuge indoors when conditions outside are too wet, dry, hot or cold. They do not breed indoors because eggs and nymphs cannot endure long periods of dryness. Earwigs pose no health hazards.

Management

An IPM approach includes limiting favorable habitats. Keep water away from buildings by installing and maintaining gutter downspouts to make sure water drains away from structures. Ventilate crawl spaces to deter these moisture-loving insects. A mulch of compost around seedlings can provide earwigs with more



preferred organisms to eat, diverting attention away from seedlings. Deny access to buildings by caulking cracks and crevices, screening and weather stripping doors and cutting back foliage that touches buildings.

To learn more about earwigs, visit the University of California IPM website at <http://www.ipm.ucdavis.edu/PMG/PESTNOTES/pn74102.html>.

School IPM 2015 Updated Priorities

Continued from page 35

the priority for educational, hands-on training for school staff roles and is funded by the North Central IPM Center and the Environmental Protection Agency. To learn more about the Stop School Pests training program, check out the March School IPM 2015 eNewsletter article at http://ftp.ipminstitute.org/school_ipm_2015/March%2014_eNewsletter.htm.

Texas A&M University, Salt Lake City School District and Colorado State University are currently addressing the priority to develop IPM decision-making tools through their work on iPEST, SchoolDude and the IPM Calculator, funded by the Environmental Protection Agency. The North Central

School IPM Working Group is currently developing the Illinois IPM Association, which addresses the priority to identify, educate and activate appropriate school-related organizations to embed IPM into the organizational culture, funded by the North Central IPM Center.

Northeastern IPM Center funded Expanding School IPM Implementation within the Northeastern United States: a Best Management Practices (BMP) Approach, addressing the priority to provide succinct guidance documents and training aid for practitioners to use with vendors of pest management services, design and construction services, custodial services, food and drink product service providers and

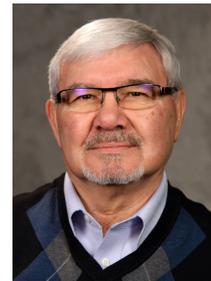
other vendors. To learn more about this project, visit <http://www.northeastipm.org/bmps-for-school-ipm>.

The regional working groups continue to address the priority to identify and promote interagency cooperation among regulatory, environmental, health, insurance, education, State and Federal, Cooperative Extension and other agencies.

Book Review: Soul Food

Authored by Dan Clark

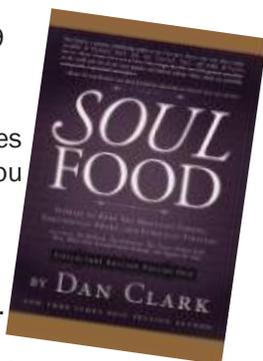
Review by Orvin R. Clark, EdD, RSBA, Chair, Graduate Council,
Educational Leadership Department, University of Wisconsin - Superior



Orvin R. Clark,
EdD, RSBA

Soul Food was written by Dan Clark (no relation to Orv). He is a motivational speaker, author, university professor and CEO of Clark Success Systems. He has written more than 20 books on motivational and leadership topics and has been inducted into the National Speakers Hall of Fame.

Soul Food is 269 pages in length, organized in 14 sections by stories meant to keep you mentally strong, emotionally awake and ethically straight. The sections are a collection of stories which are powerful and have an immeasurable impact.



The sections are on *Understanding, Self-Worth, Inspirational, Service, Love, Perspective, Significance, Attitude, Communication, Life Lessons, Commitment, Legacy, Military, and Lyrical Poetry*. Stories are our greatest teachers because our greatest teachers always tell stories. The greatest teachers in history taught with parables and stories. We don't remember facts and figures, but we remember the interpretation of the information. Facts are retained by the cognitive left brain and stories are retained by the emotional right brain.

So let's try a right brain application with a brief identification of the contents of each section.

Understanding –Light the Fire Within, Promises, Memories;

Self-Worth – It's What's on the Inside, Potential;

Inspirational –The Magic in All of Us, Be Above Average, Never Say Never;

Service – The Bellman, Land of Opportunity, Paying It Forward;

Love – The Law of Attraction, Forgive the Mistakes of Others;

Perspective – You Can If you Think You Can, What Makes You an American;

Significance – Rescue at Sea, Commitment;

Attitude – Class, Get Yourself Right, Just a Little Extra Effort;

Communication – A Brother's Song, Letter from Camp, Ethical Forgiveness;

Life Lessons – Halftime Score, The Hot Tub Theory;

Commitment – Friendship; What Do You See?

Legacy – Tribute to Preparation, True Nobility, Born to Succeed;

Military – One of the Few Good Men, Killer Chick, and;

Lyrical Poetry – Real Man, Quiet Heroes, Parable of the Eagle.

Now you are ready for Clark's Credo (not mine—Dan's)

- I'm smart, talented, and I never say never,
- I'm wanted, important, lovable, capable, and I can succeed,
- I have pride, class, flexibility, grace, discipline, and balance,
- I'm a good athlete, I love music, and I get good grades in school,

- I never say "I can't"—I always say "I can, I will,"
- If I fall down or fail, I just get back up and try again,
- If I spill or make a mistake, I learn why, clean it up and say "no big deal,"
- I treat others as I want to be treated,
- I always tell the truth and play by the rules,
- I dream mighty dreams, If I don't dream, how can I make a dream come true?
- I love God and will do the right thing simply because it's the right thing to do!
- Therefore, I leave no regrets by always leaving my family, friends, job, neighborhood, country, and world in better shape than I found them. I'm somebody very special. No one can ever take my place. Whenever I leave, everybody says, "I like me best when I'm with you. I want to see you again."

Now you can't beat that—short stories and anecdotes (from a paragraph to a page or two long) that are thought provoking and echo many of life's lessons. Without a question, *Soul Food* will captivate your right brain. 🍷

Executive Director's Report: School District Fund Balance

Continued from page 5

Financial reserves provide:

1. Adequate funds for cash flow.
2. Adequate funds for unplanned expenses. This provides a way to set money aside for repairs (roof), maintenance (new heating systems, etc.), major purchases (buses, textbooks) or catastrophic (or near catastrophic) events.
3. Adequate funds to insulate against revenue loss and instability. This addresses uncertainty about state and federal funding, as well as the myriad of problems posed to school districts in declining enrollment. For the more than 60 percent of Wisconsin school districts currently in declining enrollment, having sufficient fund balance allows these districts to better manage the decline.
4. Adequate mechanisms to accumulate sufficient funds to make designated future purchases or implement new programming initiatives without borrowing or diverting existing and needed program budgets.
5. Adequate funds for contractual and other legal contingencies.

How is a Sufficient Fund Balance Determined?

When establishing appropriate financial reserves, there are many factors to consider. Overall, the cash flow cycle/pattern of all federal, state and local revenue sources should be evaluated. Analyzing the past, present, and predicted fiscal stability, position, and the economic forecast of these revenue streams will collectively influence appropriate financial reserves. Reserves should be adjusted to adequately insulate against future instability and/or reduction of revenue.

Specific factors to consider when determining appropriate financial reserves include:

1. The district's enrollment pattern

and stability, and its impact on the revenue limit.

2. The district's level of local tax collections and the history, as well as the anticipated timing, of future collections.
3. The amount of budget support provided by grants.
4. The district's asset position: Age and condition of district facilities (i.e., roofs, brick, pavement); age and condition of major facility equipment components (i.e., HVAC, electrical, infrastructure). This year's legislation created a new sinking fund. This raises the question of how much of a school district's fund balance from last year might be transferred to the new Fund 46 sinking fund just created by the State.
5. The relationship between operating expenditures, income, cash flow analysis and financial reserves. Insufficient fund balance (cash reserve portion) will result in the district borrowing to meet cash flow needs or require a reduction in needed programs. Borrowing will result in additional interest expense borne by taxpayers. Because of revenue limits, educational programs will need to be reduced.
6. The amount of existing debt obligations (Wisconsin Retirement unfunded prior service liability, OPEB ARC).
7. Anticipated new program implementation.
8. The current and predicted economic environment.
9. A sufficient and stable district fund balance (cash reserve portion) is considered a prudent business practice by the bond rating agencies, resulting in lower district bond borrowing costs for major projects.

When the district attains appropriate financial reserves, or an urgent need

arises that requires reserves to be spent, a plan for use of the reserves should already be in place. Use of financial reserves should not be used for operating expenses. It should only be for temporary or one-time expenditures to meet best business practices.

Issues to Consider Related to School District Fund Balances

The School District's fiscal year is not the same as that of municipalities, counties, and other governmental bodies, posing unique issues.

Receivables timing and cash flow circumstances that must be considered include:

1. Most State General Aid payments come very late in the fiscal year and even after the end of the fiscal year. Some General Aid is paid in July but recorded as part of the June 30 Fund Balance. There is no State General Aid income in August, October, November and May.
2. Property taxes start flowing to school districts six months after the fiscal year has started. There is no property tax income in the months of July through December for the current fiscal year. The August property taxes received are for taxes receivable for the previous year's expenditures. Again, these amounts are part of the June 30 Fund Balance. One cannot use the same thinking or practices that cities and counties use, because the tax collections start immediately at the start of the fiscal year for cities and counties. This does not happen for school districts.
3. School levy credits and first dollar credits are received by the school districts after the fiscal year is over. These payments for the previous school year are received in August. But these amounts are also included in the June 30 Fund Balance.

Continued on next page



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Executive Director's Report: School District Fund Balance

Continued from previous page

4. All receivables mentioned above are included in the Unassigned Fund Balance. One cannot pay bills or paychecks with a receivable. The check won't clear the bank.

Recommendations

Each school district operates under unique circumstances and has unique reasons for building a fund balance (financial cash reserve portion). Therefore, general recommendations cannot possibly cover all the individual situations that necessitate an appropriate fund balance. It is recommended that each school district carefully and thoughtfully develop policies, goals and presentations that are transparent, understandable to the community and based on good business practices appropriate for their community. Let's not have any surprises.

The DPI provides a suggested format for the budget document that is voted on by the school board and used for the budget meeting vote on tax levy. One of those accounts that is listed in the budget format is fund balance. Please provide the community and school board the rationale for this account as well as the revenues and expenses. Transparent and active local participation about fund balance cash reserve will make discussing this topic in other venues (i.e. the legislature) more influential and precise in the long run. 🍷

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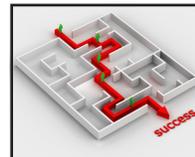
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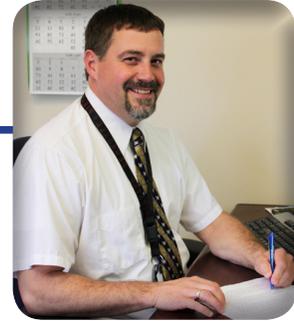
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Dear WASBO Members:

WASBO is a professional association that depends on the willingness of its membership to play an important role in planning and carrying out its numerous functions. We do not rely on an expensive dues structure or a large number of salaried staff. We divide our activities and services into manageable pieces. A lot of people give their time and talents to keep WASBO a responsive and healthy organization.

Please consider serving on a WASBO committee or sharing your expertise at a conference during this upcoming fiscal year. Whether you are new to WASBO or have been involved for years, please submit committee membership requests and/or calls for presentations to help keep your organization strong.

Thank you,

WASBO President, 2014-15

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Committee Participation

WASBO offers a variety of committees which plan conferences, develop policy positions, manage aspects of governance and bylaws, and provide direction on membership needs. From these varied options, you are sure to find a committee that matches your interests as well as your available time. For additional details on each committee's mission and goals and to indicate your interest in joining a committee, visit WASBO.com/committees.

Conference Presentations

WASBO provides programming for 12 or more conferences every year and is therefore continually considering presentation topics. If you are interested in presenting at one of WASBO's professional development activities, please complete the online form at WASBO.com/present. Final programming decisions are made by the appropriate planning committee for each event.

Selection criteria includes, but is not limited to:

- Presentation fits the planning criteria of the conference planning committee
- Presentation is informative in nature (not a marketing pitch)

Professional Articles

We also look for members to submit articles for our newsletter, *Taking Care of Business*. Learn more at WASBO.com/newsletter.

Welcome New Members

April - May 2014



District Professional Members

- **Brian Chase**, Energy Manager, Whitefish Bay School District
- **Sherry Jaeck**, HR Generalist/Systems Manager, School District of Menomonee Falls
- **Jon Lamberson**, Superintendent, Cedarburg School District
- **Todd Miller**, Director of Facilities, University School of Milwaukee
- **Jared Richmond**, Custodian, Wilmot Union High School

Service Affiliate Members

- **Tyler Adair**, President, Adair Commercial Flooring, Inc.
- **Tim Anderson**, Project Manager, CSDA Design Group
- **Jody Andres**, Project Architect, Hoffman Planning, Design & Construction, Inc.
- **Scott Bachhuber**, Account Executive, National Insurance Services
- **Bryan Bachleitner**, Security Specialist, IDN H. Hoffman
- **James Buggs**, Schneider Electric

- **Christopher Daly**, Government Banking Associate, BMO Harris Bank N.A.
- **Daniel Davis**, Senior Vice President, CG Schmidt, Inc.
- **Allan Degner**, Director of Marketing, Paul Davis Restoration & Remodeling
- **Jim Gillen**, Workplace Sales Director, Metlife
- **Christine Hamiel**, Attorney, Phillips Borowski, SC
- **Bryan Horvath**, Senior Consultant, Roofing Consultants LTD and RCL Engineering
- **Scott Mason**, Business Development, Schneider Electric
- **Mike O'Connell**, President, Vendura, Inc.
- **John Paddock**, Vice President, E. T. Paddock Enterprises, Inc.
- **Joe Schmidt**, Preconstruction Manager, CG Schmidt Inc.
- **Stephanie Young**, Sales Consultant, Allegion

Student Members

- **Jacob Holtz**, Student

New to School Business Management?

A mentor can help!

Find out about WASBO's mentorship program:

**WASBO.com/
mentorship**



Service Affiliate Checklist

- It's almost time again! Renew your membership through June 30, 2015 at WASBO.com/renew.
- Sponsorship Opportunities - contact Áine at calgaro@wasbo.com:
 - Custodial & Maintenance Conferences
 - New School Administrator and Support Staff Conference
 - Fall Conference
 - Midwest Facility Masters Conference
- *Taking Care of Business* Articles due July 31 for August issue - send to calgaro@wasbo.com.
- Advertise in *Taking Care of Business* - contact Áine at calgaro@wasbo.com.
- Update your profile and Buyer's Guide categories at WASBO.com.
- Join a WASBO Committee.

On the Move

- **Al Behnke**, from Director of Facilities - Operations Green Bay SD to Director of Facilities Services, Howard-Suamico SD
- Mick Howen, from Assistant Director of Administrative Services, Madison Metropolitan SD to Director of Administrative Services, Madison Metropolitan SD
- **Patrick Miller**, from Director of Business Services, Palmyra-Eagle to Director of Business Services, Shorewood

Retirements

- **Randy Bowe**, Director of Business Services, CESA #10 WIRCC
- **Jenny Goldschmidt**, Business Manager, Clintonville SD
- **Paul Hauffe**, Director of Business Services, Neenah SD
- **Rick Ketter**, Business Manager, Ripon SD
- **Joe Ketterhagen**, Buildings & Grounds Supervisor, Elkhorn SD
- **Gary Kvasnica**, Director of Business Services, Kimberly SD
- **Sherry Powell**, Client Relations, National Insurance Services
- **Marcia Sawyer**, Business Director, Port Edwards SD

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 Wiedenhoef at wwiedenhoef@wasbo.com.

Changing Districts? Be sure to update your profile at WASBO.com so you don't miss any communications. Call 608.249.8588 if you need help.



Stay Connected



Don't Stop Receiving This Newsletter!

To continue receiving the benefits of your WASBO membership, including your subscription to *Taking Care of Business*, please take a few minutes to renew at WASBO.com/renew. When you are the only one in your district who does your job, you need to stay connected to your colleagues across the state that are faced with the same challenges. If you need assistance, give us a call at 608.249.8588.

Interim Assignments

As school business officials (business managers, bookkeepers, facility directors and other critical positions) take new positions or retire, the districts they depart are left with a void. In addition, many districts are in need of consulting help on project or oversight work. These districts are in need of assistance for interim school business officials until their openings are filled or specific projects are completed. If you would like to be considered, please send a one-page resume and other pertinent details to Woody at wwiedenhoft@wasbo.com.

Service Affiliates: Is Your Company Missing from this Newsletter?

If you aren't advertising in *Taking Care of Business*, you're missing an opportunity to reach over 1,200 WASBO members, including individuals in virtually every Wisconsin K-12 school district.

Past issues of the newsletter are archived at WASBO.com/newsletter for continuous exposure. Your ad will have impact long after each issue's print date!

For rates, more information, and an ad contract, email Áine at calgaro@wasbo.com today.

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. To sign up for one of the many WASBO committees, go to WASBO.com/committees.

New to School Business Management?

If you are a new school business official, a mentor can help! Find out about WASBO's mentorship program at WASBO.com/mentorship.

New School Administrator & Support Staff Conference

Get the best possible start to the new school year by attending the New School Administrator & Support Staff Conference, Aug. 13-14 at the Madison Marriott West in Middleton. Bring your whole team—while this conference is especially helpful for new business officials and staff, seasoned school professionals will find information they can use as well. Come early to participate in Mentor-Protégé Orientation on Aug. 12. Watch for registration information coming soon! 🇺🇸



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





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

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Upcoming Events - WASBO.com

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Professional Development

Custodial & Maintenance Conferences
June 19 - Black River Falls & Glendale
July 16 - Antigo
July 30 - Oshkosh
New School Administrators & Support Staff Conference
Aug 12-13 - Holiday Inn at the American Center, Madison (Viterbo Credit)
Fall Conference
Oct 2-3 - The Osthoff, Elkhart Lake (Viterbo Credit)
Midwest Facility Masters Conference
Nov 3-4 - Kalahari Resort & Conference Center, Wisconsin Dells (Viterbo Credit)
Winter at a Glance
Dec 2 - Madison Marriott West, Middleton
WASBO/WASPA School Personnel Academy
Dec 3-4 - Madison Marriott West, Middleton (Viterbo Credit)
Scholarship Fundraisers
Fall Golf Outing
Oct 1 - Autumn Ridge Golf Course, Valders, WI

Certified School Risk Managers (CSRIM)

Courses (Viterbo Credit)
Administering School Risks
June 17 - Best Western, Oshkosh
Bullying Prevention
June 18 - Best Western, Oshkosh
Fundamentals of Risk Management
Oct 14 - School Leadership Center, Madison
Oct 15 - School Leadership Center, Madison
Nov 12 - School Leadership Center, Madison
Measuring School Risks
Nov 13 - School Leadership Center, Madison
Administering School Risks
Dec 9 - School Leadership Center, Madison
Workers' Compensation
Dec 10 - School Leadership Center, Madison

Committee Meetings

Midwest Facility Masters Conference
July 10 and Aug. 7, 10 am (conference call)
Safety & Risk Management
All meetings at 12 pm, WASBO Offices, Madison, Aug 12
School Facilities
All meetings at 9:30 am, WASBO Offices, Madison, Aug 12
Spring Conference
All meetings at 2 pm, WASBO/Conf. Call unless otherwise noted.
May 1

Regionals

Check WASBO.com for details.
Bay Area/Northeast - Meetings start at 11 am. Sept. 12, CESA #7; Dec. 12, Denmark; March 6, 2015, Oshkosh; April 17, 2015, Fond du Lac; May 29, 2015, Manitowoc
Madison Area - Meetings start at 9 am. TBD
Northwest - Meetings start at 10 am at Lehman's Supper Club in Rice Lake. Sept. TBD
Southeast - Meetings from 12-2:30 pm. Sept. TBD
Southwest - Meetings start at 12:30 pm at CESA 3. TBD
West Central - Meetings from 10 am - 1 pm at Sparta Area SD Admin & Education Center. Sept. 4, Oct. 9, Nov. 6, Dec. 11
WI Valley - Coffee at 9 am, Meeting at 9:30 am. June 19, D.C. Everest; Aug. 15, Antigo

Buildings & Grounds Group Meetings

Coulee Region - First Thursday of the month. Meetings start at 10 am. July 3
Milwaukee Metropolitan - Meetings are the third Thursday of the month. June 19, July 17