



Taking Care of Business

Wisconsin Association of School Business Officials

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Inside This Issue

President's Message	3
Executive Director's Report	5
Legislative Update.....	7
ASBO Milestones.....	8
ASBO Update.....	9
Attitude - a Story of Success	11
Staying Current With Your Safety Procedures	12
Review Your School's Athletic Liability.....	13
Implementing Document Imaging and Management.....	14
Transporting Students to and from School-Sponsored Events.....	19
A Fresh Look at Natural Gas Contracting.....	20
Efforts of Many Achieve Success	22
Taking a Stand for Office & Classroom Ergonomics	26
Master Planning.....	28
Custodial Conferences Highlights	30-31
Accountability and Responsibility	33
The TLC Formula for School Leaders.....	34
Protect Yourself from Mosquito Bites	37
Book Review: Whistling Vivaldi.....	38
New Ways to Save With WASBO.....	39
Remembering Kerri Minett.....	39
Remembering Tom Helgestad.....	40
Get Involved.....	41
Welcome New Members/On the Move.....	42
Stay Connected	43

Advertisers

A'viands Food and Services Management.....	21
Community Insurance Corp.....	23
EMC Insurance/M3/Tricor.....	4
Hoffman Planning, Design & Construction.....	27
MEP Solutions	22
National Insurance Services	6
PBBS Equipment Corp.....	17
Security Health Plan.....	16
WEA Trust.....	2
WEA Trust Member Benefits.....	32
Weidenhammer.....	33
WPS Health Insurance.....	10

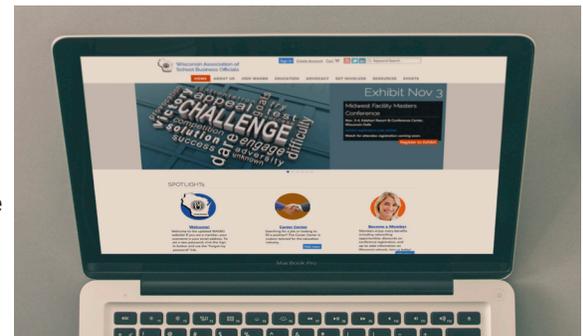
WASBO's Summer Project: WASBO.com

While you have been busy with summer projects, WASBO has embarked on one of its own. We have been working on an association management software and website conversion. Our previous provider was bought out, and as of July 1, the software we had been using no longer exists.

Immediately following the Spring Conference, we began the process of learning the new software, building the new website and converting the data. While we would have liked more time to get everything up and running for July 1, we had to focus on the most important areas such as dues renewal and conference registrations. Below are highlights of some of the changes you will see and a preview of what is to come over the next year.

Changes to Date:

1. New log in. Your user name is now your email address. To log in, click on the blue **Sign In** button at the top right of the home page. Enter your email address (user name) and your password. If you have not yet logged into the new site, select "Forgot my password" on the Sign In screen and enter your email address in the user name field. You will receive an email prompting you to create a new password. Keep your login information handy; you will now need to log in to the website to see members-only



menu options such as the Member Directory and Links By Topics (which includes conference handouts). These items can be found under the Resources menu.

2. More profile options. Once you are signed in you will see your name next to the blue **Sign Out** button. Clicking this will take you to your profile. What can you do from your profile?

- **Renew Your Membership** – If you have not yet renewed your membership for the July 1, 2014 – June 30, 2015 year, you will see an orange **Renew Now** button on the left. (For those who have already renewed, this button will be grayed out.) If you are paying with a purchasing/credit card, click this button to go through the online renewal process. Should you choose to process a check for your membership instead, select the **Print Dues Invoice** button below **Renew Now** to print an invoice.

District Professional Members have the option of including ASBO

Continued on page 19



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Editor: Woody Wiedenhoef

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President's Message

An Ending or a New Beginning?

By John Gahan, Business Manager, Pewaukee School District



John Gahan
WASBO
President

As you read this newsletter it is time to exhale and acknowledge that you have reached the end of another busy summer in your district. At the same time, we welcome back the staff of the district who are full of renewed energy and excitement that comes with the start of another school year. Whether it was the completion of the year-end audit, cleaning the buildings, or building bus routes, we have all completed our share of processes throughout the summer.

This time of transition is also shared by those in the leadership of WASBO. This is the time of year that we say Thank You to all of the outgoing Board members who have served the membership for the past three years. Janice DeMeuse, Ken Mischler, Bob Avery, and Rob Nelson have driven the mission of the organization with their passion for excellence and service leadership. We also appreciate Janice's work in the various officer positions. Although your terms may be completed, the organization will continue to look to you for your outstanding leadership.

I also would like to welcome the members who are new to the Board. Cathy Cramer, Oak Creek-Franklin School District and Jim Beckmann, Glendale River Hills / Maple Dale Indian Hill School District are Directors At Large. Bob Avery, who recently completed his term as an At-Large Director, will serve as the President-Elect. Serving as the new Service Affiliate Board Member is Ted Hayes, Senior Risk Manager with M3 Insurance. Please take a moment to thank these members for the service they have committed to for the betterment of WASBO over the next three years.

Finally, a special Thank You to Lynn Knight for her leadership as the President of WASBO throughout the past year. Through your work on the strategic plan, we have become more focused as an organization.

The Strategic Plan, as reviewed at the Spring Conference, will guide our organization over the next year. Our direction remains aligned with the mission of WASBO, "To provide Professional

Development, to foster a Network of support and to Advocate for funding that ensures outstanding educational opportunities for all children in Wisconsin." The Board and WASBO office will work diligently to meet this mission through our actions over the 2014-15 school year.

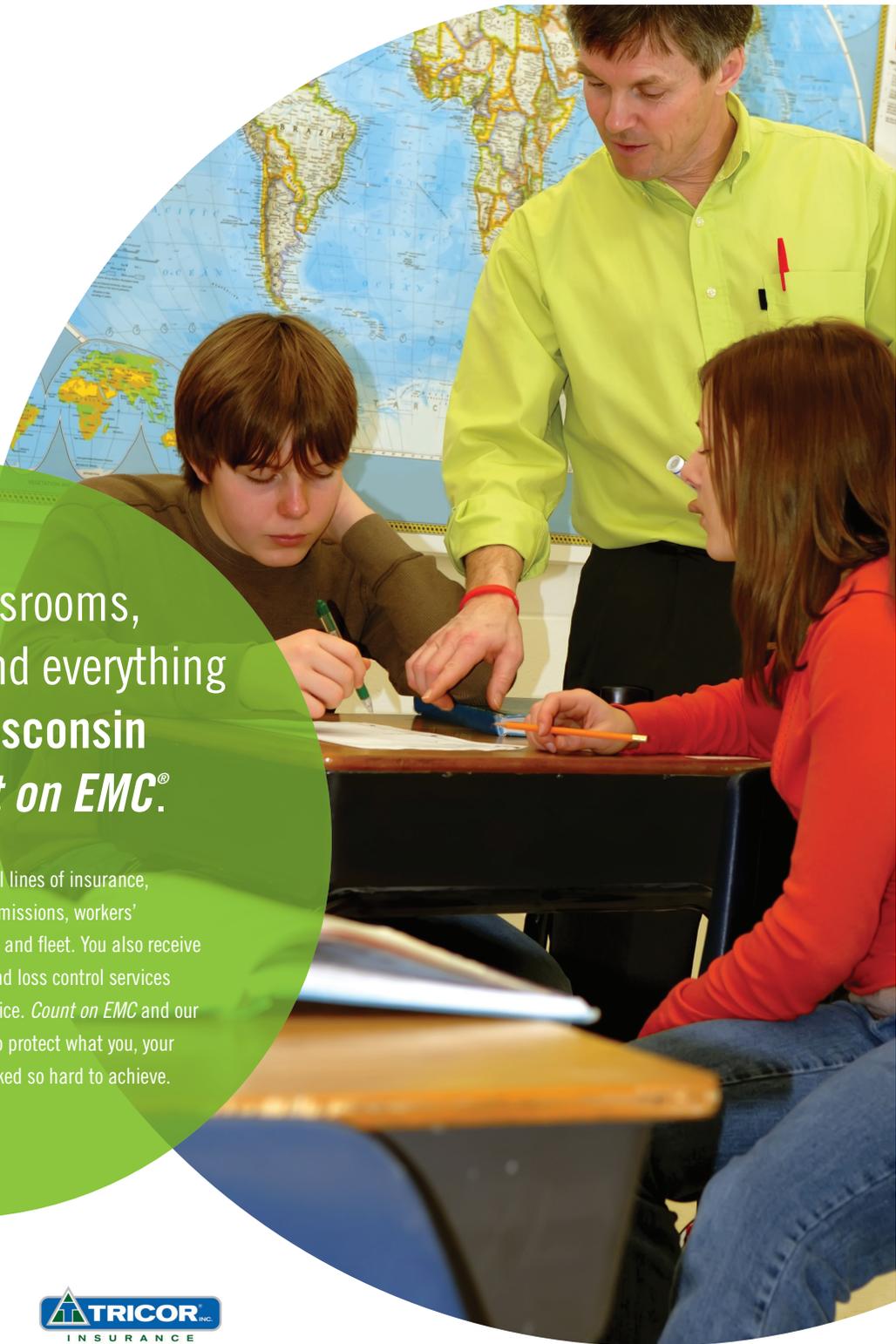
One of the most critical steps in the completion of a process and transitioning to a new beginning is to reflect on the effectiveness of what has been done. Taking a look backward at the effectiveness of what we did before moving forward is a critical step in the continuous improvement journey. After all, the definition of insanity is to continue to do things the way we always have but expect different results. This look back can take many forms:

- A casual conversation in passing to ask a teacher, "How ready was the room for you to come in and get ready for the new year?"
- Creating a feedback survey for the staff.
- Identifying those areas that caused problems and meeting in a small group to identify the root cause of the problems which were incurred.

Whatever method you choose, taking the time to evaluate what has been completed can provide valuable insight into making things go smoother the next time around. As we know, we will have another opportunity in the summer of 2015 to do it all again.

As a WASBO member, I would encourage you to provide us feedback throughout the year when the opportunity presents itself. Our association, like many others, is built around meeting the needs and expectations of the members. We believe that our goals and action plans currently meet these member priorities, but the best affirmation of this is through the feedback of the membership. Please take the time to be part of the feedback process through conversation with Board members or through conference evaluations to make WASBO even better than it is currently. 🇺🇸





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Executive Director's Report

Welcome Back: To Opening Day – and Our Future

By Woody Wiedenhoef, Executive Director, WASBO



Woody
Wiedenhoef

Very soon, we will be welcoming our students back to school for an exciting and engaging year. The managing of finishing touches is taking place after months of planning for the needs of our students in each of our school districts. I am sure it will all go well due to the preparation process used by each of you. Great management is certainly part of the leadership role in which we all participate. But now that school is starting, how do we as leaders think about the start of school in future years? What are the important areas we want to consider as we develop a vision for the future?

Because I have the luxury of no longer preparing for the first day of school, I have time to think about what the future may hold for our profession. I would like to share my thoughts with you. Some of these topical ideas may become important in our professional lives as we set out to develop a vision, strategic plan and specific actions to help us achieve our goals. Each school district will need to provide the detailed answers as to what these different areas will mean to their students. It is too early to predict exactly what these goals and action plans will look like or predict their success. The following opportunities should be considered and dealt with in the near and long-term future.

- Achievement Gap
- Common Core
- College and Career Readiness
- Technology
- Accountability
- Educator Effectiveness
- Statewide Assessments
- Facility and Equipment Needs
- Private Market Culture
- State and Federal Political Decisions
- Economic Decisions

The decisions made locally will impact what type of engagement will happen with our students in each of

“

No matter what people tell you, words and ideas can change the world.

~ Robin Williams

our school districts. School districts will be evaluated in some form or another by the public as our action plans provide substance to the final results. Sustainability and community legacy will be the final evaluation.

We can either repeat history or make history in this endeavor. I know we must pay attention to our past so we don't make the same mistakes over again. More importantly, we now have the opportunity to make history. What a great gift we have been given. Our work will provide our children what is needed for them to become productive and successful adults.

Have a great 2014-15 year planning for the future. 🇺🇸



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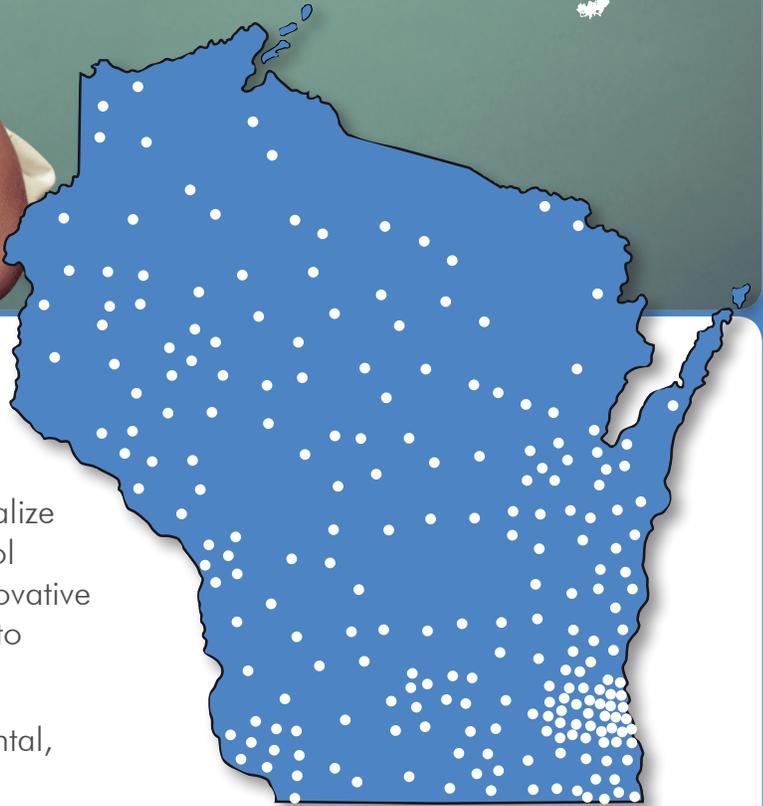
New ASBO Resource for SFO® Hopefuls

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



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Legislative Update

Toward a More Effective SAA

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



John Forester

If you've heard me give a member presentation recently, you probably recall that I believe, given the political environment, that the SAA's accomplishments this past legislative session were truly incredible. In fact, I believe we did our best work ever as a political organization.

This belief is supported in no small measure by the fact that we got out of the session with no "bad" legislation passing on Common Core, School Accountability, Special Needs Vouchers, or Charter School Expansion. In the State Budget battle, we suffered a stinging (though limited) defeat on voucher expansion. But, we also helped push through a \$5 million annual high cost pupil transportation aid program and a \$150/pupil revenue increase when Governor Walker advocated no increase.

So, on the heels of all this "success," why is the SAA embarking on a fundamental change in its advocacy strategy? Consider the following:

- Wisconsin's national ranking in K-12 per pupil spending has plummeted from 12th highest in 2003-04 to 21st in 2011-12. (Wisconsin Taxpayers Alliance, U.S. Census Bureau)
- Wisconsin school aid as a percentage share of the state general purpose budget has declined from 43.1% in 2003-04 to 33.1% in 2012-13. (Legislative Fiscal Bureau)
- Wisconsin's reductions in spending per student (\$1,038, adjusted for inflation) from 2007-08 to 2013-14 were the second highest in the nation behind only that of Alabama. (Center on Budget & Policy Priorities)

- At the same time it was decreasing support for public schools, the Legislature dramatically expanded the state's private school voucher program and gave a new tax break worth \$30 million annually to the families of other private school parents.

Are we winning in our efforts to represent the interests of the public school children we serve? In light of the facts highlighted above and the political environment we face in the State Capitol, this question is clearly rhetorical and the answer obvious. We cannot hope to significantly change the results by clinging to the largely reactive, defensive strategy we have employed for two decades. What's more, it is clear that SAA members seek a more proactive strategy as well.

For nearly a year, the SAA Executive Committee has grappled with the questions: 1) How can we advocate more effectively for children; and 2) Are we structured appropriately for the challenge we face? We have reached the following conclusions:

- We need even stronger partnerships with other K-12 advocates.
- We lack a compelling vision for public education.
- We lack research-based education policy expertise.
- We lack critical public relations capacity to respond to our political adversaries and to promote our vision.
- We need a more effective model for administrative team influence/advocacy/lobbying at the district level.

I'm pleased to report that the SAA has already developed solutions for all these need areas. The SAA Policy Research & Development Team is hard at work crafting an evidence-based vision for public education. We have partnered with UW-Madison researchers to support our vision work. The SAA's communications plan is nearing completion and we have contracted for continuing public relations support with Joe Donovan of The Donovan Group. Finally, we continue working with SAA members to further refine our administrative team model for effective advocacy.

Stay tuned. In the coming weeks, we will be sharing more information about the SAA's evidence-based vision and our changing advocacy strategy. In our estimation, Wisconsin education policy is clearly on the "wrong track." We need to help unite all K-12 advocates in Wisconsin behind an evidence-based "right track."

As the beginning of the 2014-15 school year draws near, it is clear to me that your jobs have never been tougher. Increasingly, one of your most important responsibilities is that of advocate for the children you serve in your district. Our job at the SAA is to help you be an even better advocate for your students.

Thanks for listening and, as always, thanks for all you do on behalf of Wisconsin school children. 🇺🇸

ASBO Board of Directors Election Now in Progress – Please Vote

Are you a member of ASBO International? If you are, please vote in the ASBO International Board of Directors election. Voting is now open and will close on Sept. 3 at 8 pm CST.

On Aug. 20, all Professional, Life, and Emeritus members received an invitation to vote by email. If you are an ASBO member and did not receive a password, contact atombul@asbointl.org.

The voting process consists of three steps: Vote—Submit—Confirm.

- You may vote at any time within the voting window.
- When you are finished voting, you must submit your vote.
- After submitting, you will receive an email that includes a link to confirm your vote. If you do not click this link, your vote will not count.

View the candidate profiles at: <http://asbointl.org/about/leadership-governance/candidate-information>



ASBO International New Members

May 2014

- John Tharp, EdD, Greendale SD, Greendale, WI

June 2014

- Shawn M. Yde, SD of Whitefish Bay, Whitefish Bay, WI

July 2014

- Dana Neumann, Weston SD, Cazenovia, WI
- Patrick L. Miller, Shorewood SD, Jefferson, WI
- Erik Kass, SD of Elmbrook, Elmbrook, WI

ASBO International Milestones

June 2014

- Brian Mechenich, CPA, Reilly, Penner + Benton LLP, Milwaukee, WI (5 years)

July 2014

- Donald J. Hietpas, Appleton Area SD, Appleton, WI (5 years)
- Andrew R. Christensen, Waterloo SD, Waterloo, WI (10 years)

August 2014

- Gary Olsen, Burlington Area SD, Burlington, WI (10 years)
- Steve Summers, Waunakee Community SD, Waunakee, WI (20 years)

WHY ARE YOU A Member of ASBO International?



I'm a member of ASBO International because...

"When I was first appointed to my role of assistant superintendent, I was overwhelmed by the diverse job responsibilities. I turned to ASBO International and my local state affiliate for help. From my very first ASBO International annual meeting, I brought back numerous relevant materials and ideas that I could quickly implement in my district. Twenty-five years later, I continue to find many cost-saving ideas and best practices."

Membership with ASBO International is about more than instant access to the best professional development for today's school business leaders; it's also about being part of a global network. Are you taking advantage of all that your membership offers?

Visit asbointl.org/Network to connect with colleagues like Barbara and many more of your peers.

Barbara Salatto
Member Since 1989
Associate Superintendent for
Management Services
Patchogue, New York



asbointl.org

“Someone is sitting in the shade today because someone planted a tree a long time ago.”

~ Warren Buffett

ASBO Update

By Tom Wohlleber, ASBO International Director

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



Tom Wohlleber

I hope you had an opportunity to recharge your batteries by taking some time away (physically and mentally) from work this summer! Believe it or not the start of the 2014-15 school year is just around the corner. Students and staff will soon benefit from all of the efforts and planning that you and your staff have been engaged in since the conclusion of last school year.

I suggest that you consider scheduling time into your calendar during the course of the school year to engage with students, teachers and support staff in your schools. It will make you feel good to see the positive results of your efforts and support as well as affording you with a great opportunity to build or strengthen relationships and trust with staff that you don't have the opportunity to interact with on a regular basis.

If you did not have the opportunity to partake in professional development this summer, please consider attending the 2014 ASBO Annual Meeting & Expo. The Annual Meeting & Expo will be held Sept. 19-22 at the Gaylord Palms Hotel and Convention Center in Kissimmee, Florida. Attending the meeting will not only enhance your knowledge and skills, it will provide the opportunity to:

- Interact with experts in school business management
- Participate in face-to-face dialogue with your peers on topics most relevant to you
- Expand your network and build new relationships
- Acquire creative ways to increase efficiencies and reduce costs for your district
- Build confidence in your ability to communicate and negotiate in high-stakes situations
- Develop skills to budget effectively despite unknown variables
- Discover valuable products and services for your schools and your office
- Earn CPE and CEU credits at informative hands-on workshops and educational sessions. (Wisconsin attendees can also apply for Viterbo University credit.)

More information regarding the ASBO 2014 Annual Meeting & Expo can be found at <http://asbointl.org/meetings/annual-meeting-expo>.

The ASBO Board continues to work diligently on the organization's strategic initiatives. A majority of the time at every board meeting is dedicated to working on our strategic initiatives. Since the start of this calendar year, the Board's efforts have been concentrated on addressing two specific "mega issues" – one on volunteerism and the other

on legislative efforts & resources.

The volunteerism mega issue is focused on "How can ASBO International encourage more volunteerism and create more opportunity for member engagement?" A work group consisting of several Board members, representative ASBO members and ASBO staff will be working on refining the options and strategies for implementation beginning next year.

The legislative mega issue is focused on "How can ASBO International capitalize on federal legislative issues/ changes to benefit the association and provide assistance to school business officials and members?" An update on this initiative will be provided to members this fall.

Lastly, please consider enhancing your professional network through ASBO's Global School Business Network. Sign in to the network to start communicating with other members, posting or joining online discussions, searching for resources, reading blogs, and much more. If you run into a school business problem, don't reinvent the wheel – a fellow member probably has the answer. For more information on the Global School Business Network please use the following link: <http://network.asbointl.org/asbointl/home/>

As always, please contact me at twohlleber@mcpasd.k12.wi.us if you have any questions or would like to provide feedback or suggestions regarding ASBO. 🇺🇸

ASBO MEETING DATES

2014 Annual Meeting & Expo
Sept. 19-22, 2014 - Gaylord Palms Resort & Convention Center - Kissimmee, FL

2015 Annual Meeting & Expo
Oct. 23-26, 2015 - Grapevine, TX

2016 Annual Meeting & Expo
Sept. 23-26, 2016 - Phoenix, AZ

2017 Annual Meeting & Expo
Sept. 22-25, 2017 - Denver, CO

2018 Annual Meeting & Expo
Sept. 21-24, 2018 - Kissimmee, FL

2019 Annual Meeting & Expo
Oct. 25-28, 2019 - National Harbor, MD

2020 Annual Meeting & Expo
Oct. 2-5, 2020 - Nashville, TN





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Attitude – A Story of Success

By Jay Clark, Associate District Administrator, School District of Holmen; WASBO Director



Jay Clark
WASBO
Director

Eleven years ago I was meeting with a teacher. She was telling me about a student with some special needs; needs that created frequent challenges for the young child. Challenges that were not going to go away. Challenges that might become even more limiting as the child moved from the safe and nurturing environment of elementary school to the middle school (a challenging time for all students) and finally life after school. The teacher's descriptions were emotionally riveting. I began feeling as though I were the child, facing what must seem like insurmountable challenges and repeated barriers. Then ... as all good teachers do ... she helped me see the lesson behind her story.

Below I share the story with reflections as I recorded it 11 years ago. I hope you find the story and reflections as meaningful as I do. I revisit this story and reflections at times when I'm feeling the slightest self-pity. The story also comes to mind when I hear others describing how discouraged they are about what they don't have or what has been taken away.

It was time for state standardized reading and comprehension tests. It took this child two hours to work through a story that took most third graders about 15 minutes.

When you have a reading disability, it takes longer to sound out words. The child worked diligently, doing what the teachers call "chunking out" the parts of the word and then sounding out the entire word. Despite the valiant effort and extended period of time, the child was not able to sound out all the words. Through perseverance, the story was finished leaving behind unknown words. There was no special help because this was a test.

By the time the child had finished reading the story the school day had come to an end. So, rather than being able to answer the questions immediately after reading the story, like all the other children were permitted to do, this child went home for the day. The questions segment of the test would have to wait until the next day. This meant retaining all the story information overnight rather than the 15 minutes classmates were required to, but, there was no choice. The child was exhausted from the two hours of hard work put into finishing the reading. This is a natural consequence associated with the handicap and represents the "cards the child had been dealt in life." The amount of time in a day and the handicapping condition were outside the child's ability to change.

The child returned the next day and testing began. As part of the testing, the child was required to read the test questions. More reading! So, once again the child began the laborious process of reading, this time the questions related to the previous day's story.

Because the child's disabilities were also physical, the child could not write the responses. This meant after reading the questions, the child patiently dictated the response to the teacher. Because of the disability and the slowness of dictation, the process, again, moved slowly. Reading and dictating the answers took two hours where a half-hour was enough time for classmates to finish.

*After two hours the test was completed as best it would be. The teacher was anxious to see how the child had done. The teacher pulled out the assessment guidelines and did a preliminary scoring based upon the state standards: **88% !***

Despite the handicap! Despite the extended time to read the story! Despite the child having to remember the story overnight! Despite having to dictate the answers!

Everyone was amazed and proud of the accomplishment.

The teacher of 30 years, soon to retire, felt good about the promising future for this child. She sent the parents a note that read, "Attitude (how high you will rise in life) is determined by your attitude more than your aptitude. Your child will go far."

These are the messages I would like to leave you with:

1. As you face the challenges and responsibilities of work and personal life, keep in mind, it is your attitude that makes the difference.
2. Spend little time on those things outside your ability to influence or change, focus on what you can do and apply yourself fully.
3. Persevere. The child in the story did ... so can you.
4. Think about the everyday heroes who surround you. The work you do contributes to the success of all children. Your ongoing commitment must be to create opportunities for these "everyday heroes." They are the key to our future. 🦁

Jay Clark welcomes your conversation at clajay@holmen.k12.wi.us.

Staying Current with Your Safety Procedures

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



Dale Zabel
WASBO
Director

The world of school safety is ever changing in countless ways, so to try and cover them in one article would not do justice for each topic. I am going to focus on school building management when there is an unwanted visitor and or an armed intruder. There has been a lot of discussion about ways to prevent these types of events and protect students and staff when an incident occurs. There has been a lot of research performed from each incident by various government and private organizations. While there are many differing opinions on the whys, the tactics of how to protect the building occupants are narrowing.

We have been training our staff and students for a couple of decades on the same lockdown procedures that have us hiding and keeping a low profile in a classroom or some other area in the building. Research has shown that there are times other actions may need to be taken to protect students and staff. Unfortunately, as there are more acts of violence in schools there are also more chances to review these events. Research has found that an event generally is over in a couple of minutes; in most cases, before emergency responders can arrive. This is not true in all areas, but in a rural district the response time is greater than in an urban area.

I am not going to go into a lot of specific tactics and operations, as these are specific to each district, but we must keep in mind that law enforcement has changed their tactics

As school officials, we must stay informed of the changing tactics and work together with our law enforcement partners to be able to minimize the harm in an event.

over the years. As more information on how these events take place come in, we must consider modifying our procedures. One example of change is that when law enforcement arrives on the scene, they are going to enter the building to pursue and neutralize the cause of the violence. In the past they would set up and wait for a tactical team to arrive. Research has shown there is not time to wait as the event is over quickly.

As school officials, we must stay informed of changing tactics and work together with our law enforcement partners to be able to minimize the harm in an event. There are several new strategies that are available to enhance your current procedures. The one thing we do not want to do is start over and reinvent the wheel; we want to build on the solid base of the culture of safety that has been developed over the previous decades.

In my district, we have begun the task of learning new tactics and adapting them to current procedures. Our law enforcement partners have been with us through the process and are taking the training classes with our staff. By having our law enforcement partners

with us for each step, we know what to expect in an event.

We feel this is crucial in order for any plan to work. We know you cannot plan for every event, but there will be the mindset of who will perform certain acts and what to expect from each other.

With the core team of staff trained in more enhanced safety procedures, we now can start to train the entire staff which will carry down to the students when we start to run active exercises. We know this will take time and “baby steps,” but with the world of school safety turning we need to add this to the culture of safety at Kettle Moraine.

In closing, I would urge you to investigate enhanced tactics for your active intruder protocols and work closely with your local law enforcement to build a solid relationship. If you ever have to put the plan in motion, it will flow easier than trying to come up with a plan on the spot in a command trailer. Remember our staff and students are the first responders to an event before any emergency responders can arrive. Let’s give them more options to use and make a difference. 🇺🇸

If you have questions or comments about this article, you may contact Dale Zabel at zabeld@kmsd.edu.

“ He who opens a school door, closes a prison .

~ Victor Hugo

Review Your School District's Athletic Liability

By Ted Hayes, Senior Risk Manager, M3 Insurance; WASBO Director



Ted Hayes
WASBO
Director

With a new school year beginning in Wisconsin, athletic seasons will soon be in full swing. Now is the perfect time to review the various liability concerns faced by your school district.

● **Educate Your Student-Athletes, Parents and Guardians:** Prior to the first practice of any sport, parents and guardians must be made aware of the inherent risks and dangers of that sport. A presentation by the coach and athletic director that requires mandatory parent/guardian participation is the best time to review risks, review appropriate safety controls, answer questions and have parents/guardians sign required athletic participation release forms. Make sure that your school documents the date and content of this meeting.

● **Medical Background Awareness:** Prior to the first practice of any sport, coaches must be made aware of the student-athlete's medical background and any physical limitations they may have. This includes knowledge of health concerns such as asthma, heart disorders, severe allergies, epilepsy, diabetes, etc... Again, ensure that documentation is maintained regarding a student-athlete's medical background.

For student-athletes with identified medical conditions, ensure that:

- In case of emergency, a medical action plan is in place
- Medical support aids are available such as an epinephrine auto injector for severe allergies, a blood testing kit/fast acting sugar for diabetes, or relief medications for allergies

● **Supervise in Proportion to the Risk:** Ensure coaches understand that more dangerous sports mean greater responsibility of the coaching staff. Coaches have the duty to provide proper supervision, training, and

instruction. Your coaches must take measures to ensure that student-athletes follow the rules of the athletic contest to avoid injuries and warn against all known dangers that should have or could have been discovered in the exercise of reasonable care. In addition, coaches must supervise their players in proportion to how dangerous the activity is. Proper supervision and instruction are key components to reduce athletic liability exposure.

● **Ensure all coaches understand they have a duty to take reasonable precautions:** Coaches have a duty to their student-athletes and must do everything practical (what a prudent person would do) to minimize the risk of injury to those under their control. A coach may breach their duty to a student-athlete if the coach "intentionally injures the student-athlete or engages in conduct that is reckless in the sense that it is 'totally outside the range of the ordinary activity' involved in teaching or coaching the sport."

● **Coaches Must Provide Proper Protective Equipment:** School districts may be found liable if an injured student-athlete was not provided with the proper protective and safety equipment. The coach must ensure that the student-athlete was properly instructed as to the appropriate use of this equipment. A coach must also ensure that the equipment is properly maintained so that its effectiveness is maximized.

● **Be Proactive about Safety:** Teach your coaches how to foresee accidents before they occur by rectifying or eliminating dangerous conditions or behaviors immediately. Horseplay, bullying, harassment or the use of unsafe practice drills must be strictly monitored.

● **First Aid Preparedness:** Ensure that all of your coaches understand basic first aid procedures. Having a cell

phone with 9-1-1 on speed dial should also be encouraged.

● **Be Mindful of Skill Levels:** Match and select competitors in a reasonable manner. Do not allow mismatched student-athletes to compete against each other if there is a chance of injury due to the variance in athletic skills.

● **Avoid Hallway Workouts When Possible:** Strongly discourage the practice of having student-athletes run/sprint in hallways as part of their training. From the student-athlete's perspective, hallway floors are hard and shin splints commonly occur. The more serious injury exposure exists to those students, teachers, or bystanders that may be walking down a hallway, rounding a corner, or exiting a classroom door and are struck by a sprinting student-athlete.

It is understood that some northern climate schools have no alternative but to run in the hallways. If this is the case, precautions must be taken to protect both the student-athlete and any bystanders. There are athletic supply companies that manufacturer 'sprint strips' which allow student-athletes to run indoors with their running spikes. Additionally, various types of protective padding and mats are available to protect student-athletes from hitting the wall or obstacles in the hallway.

It is critical that a hallway used for running is shut down to pedestrian traffic. Observers on both ends of the course should be in place. Classroom and other doors leading to the running area should be secured to prevent accidental access to the running area.

● **Don't Share:** Instruct student-athletes not to share their water bottles, towels or athletic equipment.

Continued on page 17

Implementing Document Imaging and Management: One District's Experience

By Kent Ellickson, Director of Business Services, Sparta Area School District; WASBO Director



Kent Ellickson
WASBO Director

Like many school districts, implementing an electronic document management system was one of those items we had on our "plan" to do at some point in the future. While the allocation of financial resources makes moving forward challenging, the bigger challenge we thought was the investment of precious staff time to implement the change. How do we find the investment in staff time that is necessary to research, design, and implement?

Certainly, the successful implementation of a better system can stop staff time from being invested in other activities. We all know the cycle. The creation, storage, maintenance, retrieval, and disposal of paper records requires a large investment of staff time. Annually, after using paper records within an office, staff needs to move them to one of the several areas in the district used for longer storage of paper records.

Records are removed from the long-term storage areas to make room for the new arriving records. The District contracts a service to shred these. Ironically, this happens about the same

time as a full semi-truck arrives with the paper for the upcoming year.

Through the leadership of the District's technology supervisor, various members of the administrative team and central office staff collaborated on a selection and implementation process of the document management product. The District considered document management and work-flow solutions that seemed suited for the software applications, documents, and organization of a school district of our size and narrowed down the search to products from Square9 and Advanced Processing and Imaging. There are many choices of systems. Considerations of the District size, technology support, and culture will all weigh in on the selection process.

What We Were Seeking and What We Obtained

The document management system must be able to work with multiple school administration systems. Our selection process was not too far removed from the time of the possible mandated state-wide change to a student information system that was different from the one we were using. This reinforced the requirement that the document management system would be flexible and work with a variety of software that was being used in the school district then or could be used in the future. Potential changes to the student management, financial systems, or others systems should not create burdensome or costly changes to the document management system.

The system we selected works alongside our current Skyward applications as a separate application on the desktop. As we navigate between various records in applications, the document management system viewing

application "reads" the Skyward screen and provides access to the documents associated with the different staff member, vendor, or student based on a key field common to both applications.

While we have no plans to switch our student or financial management systems, we want to minimize the conversion issues switching to a new system as the document viewing application would continue to store all the documents that existed before. Storage of documents within school administration software may cause issues with converting to a system from a different vendor. The document management system we selected can be "trained" to read the different screens of the new software to find the key field and associate the documents. The document storage itself would remain unchanged.

The document management system must allow us to design our system of document organization instead of dictating the document organization

Continued on next page



The District will be able to reclaim this former small classroom currently used for business office documents. Most items stored here are now in the electronic document management system. Previously the contents of 10 file cabinets were cycled in and out of this long-term storage area each year.

The graphic at right shows the Human Resources and Payroll Cabinet created in the document management system. The cabinet is currently opened to the "Applicant" drawer. A number before a folder within the drawer indicate how many documents are in the folder. The user can click on the folder and view these documents.

OptiView
Sub:4000
HR and Payroll
Applicant
1 Application
1 Resume
1 Transcript
1 Reference Letters
1 Previous Employer Authorization
1 Employment Offer
1 Reference Check Form
1 Background Checks
1 DMV Check
1 Employee Physical and TB
Emp ID: kullje000
User: kellckson | 10.99.0.60.20009 | M

Implementing Document Imaging and Management: One District's Experience

Continued from previous page

to us. We get to determine the organization of the files, folders, drawers, and cabinets instead of being confined by a pre-built structure that we would need to make work. We spent a great deal of time sketching out and discussing the structure of our system using whiteboards.

The document management system must provide a means to easily adhere to the District's records retention schedule. As cabinets and drawers are created, we are able to enter retention rules to the filing components consistent with the District records retention schedule. When a document reaches the length of time in the retention rule, it is moved to a folder for deletion. Documents are not permanently deleted until an administrator of the system approves deletion.

The document management system must provide appropriate security. As components are created, the administrator easily established, by groups, the appropriate read, write, and viewing access.

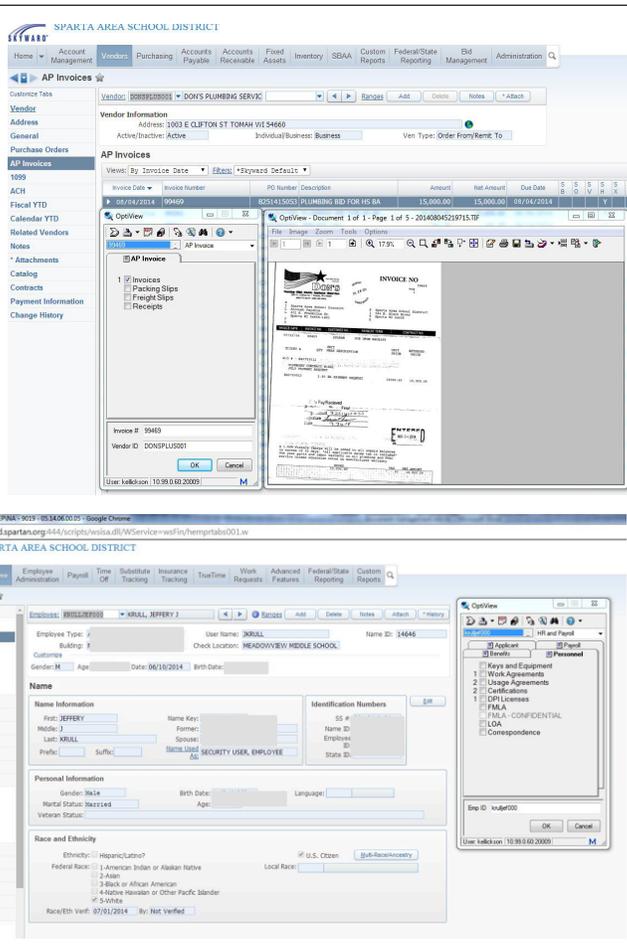
Other features we required and obtained include:

- System backup fits within existing IT backup routine
- Users can find records by typing in key words such as names, invoice numbers, etc.
- Various tools in the application allow easy manipulation, sharing, and viewing.

Implementation Strategy

Our implementation strategy has been to start small and grow the system. After selecting the vendor, we took an inventory of various areas in the District that we wanted to move into documentation management. We decided to start with the accounts payable function within the business office. An important consideration in selecting where to start is reviewing the aptitude of the employees. For

These pictures show the Document Management application "floating" next to an Accounts Payable vendor record (top graphic) and a Human Resources employee record (bottom graphic) open in Skyward. As the user navigates to a different record in Skyward, the Document Management system brings up the Documents related to the new record.



the use to grow in the organization, it needs to get rooted with a few key people who are likely to be successful with it and can help it spread. We are very fortunate in our business office to have people who are constantly looking for ways to improve operations and are open to accepting responsibility for implementing new processes within their areas.

Immediately after getting the accounts payable into document management, we began implementation with payroll and human resources. At this point we no longer are keeping paper copies of invoices, packing slips, employment contracts, W2s, Benefit Applications, Wisconsin Retirement System forms, and many other documents. Annually these types of documents filled approximately 10 four-drawer file cabinets each year. We are not planning to go backwards and convert most existing documents to digital format. Instead, we will use

both systems and let the existing paper documents go away through application of the records retention schedule.

Additional Benefits of Implementation

While our District has gained from the direct benefits of using a document management system, it has also gained from taking the steps to implement the system. Implementing the document management process was like spring cleaning. It created a need to engage in an inventory the "stuff" we saved and healthy staff discussion about forms, processes, and information sharing.

Through this process, many forms and activities were found to be redundant or simply unnecessary. Because there is quite an investment to set things up, we did not want to set up or create an

Continued on page 18

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Review Your School District's Athletic Liability

Continued from page 13

When athletic equipment is shared among student-athletes, the risk of infection increases.

• **Spectator Safety:** Develop a policy that addresses spectators who are close to the field, court and athletic event. From a risk management standpoint, there are a number of exposures that the school should address when allowing spectators on the sidelines of the athletic event. Ideas such as:

- The best and safest option is to keep all spectators off of the sidelines.
- If spectators are allowed on the sidelines, the best case scenario is to restrict the spectators to one identified designated area where they would not be allowed to move around, especially up and down the sidelines.

- Ensure adequate distance is maintained between the athletic event and the spectator area. It goes without saying that the spectator area should not be real close to the sidelines where a spectator or athlete could be injured in a collision.
- Restrict the number of spectators allowed on the sidelines at any one time. Small children should never be allowed on the sidelines.
- Do not allow the spectators to be mobile or moving (with the possible exception of pre-approved photographers).
- Use extra precautions (and distance) if there are any spectators who are on crutches or use a wheelchair. Besides the obvious injury exposure, student-athletes could be seriously injured if they were to collide with someone in a wheelchair.

In conclusion, a school will never be free of athletic liability exposure. However, by implementing proactive controls, your school district should be able to greatly reduce your athletic liability exposure. 🇺🇸

For more information, contact Ted Hayes at 715.849.9400 x5517 or ted.hayes@m3ins.com.

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~ Nelson Mandela



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Implementing Document Imaging and Management: One District's Experience

Continued from page 15

electronic process or storage for the things we really did not need.

As we set things up, we forced ourselves to evaluate if tasks could be accomplished or information could be compiled through our software instead of another means we had unnecessarily created. This forced us to become better users of our school administration software.

The District is comfortable it established roots for a district-wide system by planting it in the business office. We look forward to the continued expansion of the document management system within the business office and throughout the District.

We will continue to grow the document management system into other areas of the District. We will also enhance the system by using the

same vendor's task management system that integrates with the document management system. This implementation has been a bit more challenging than the document management system. Perhaps in the future we will be farther along in the implementation and I can share our experience in another article. 🐼

For more information, contact Kent at kelllickson@spartan.org.

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Transporting Students To and From School-Sponsored Events

By Ted Hayes, Senior Risk Manager, M3 Insurance; WASBO Director
Submitted on behalf of the WASBO Transportation Committee



Ted Hayes
WASBO
Director

Throughout the school year, your school district may transport hundreds (or maybe thousands) of students to and from athletic events, choir/band concerts, field trips, and other school sponsored activities.

Questions often arise such as:

- Should students be allowed to drive themselves to/from these school-sponsored events and activities?
- Can teachers, coaches, or any other school employees drive students in their personal vehicle?
- Can students ride home with their parents or a friend's parents after an 'away' school sponsored event/activity?

Let's look at each one of these questions...

Should students be allowed to drive themselves to/from school-sponsored events and activities?

The answer is 'maybe.' If your school district is providing transportation to/from a school sponsored event, students should not be allowed to drive themselves. If the school district is not providing transportation, this must be clearly communicated to the student's parents/guardians along with the expectations and expected time period of the event.

Can teachers, coaches, or any other school employees drive students in their personal vehicle? Your best policy is to not allow school employees to use their personal vehicle to transport students to/from school related events and activities - look for alternative methods of transportation.

In these circumstances, the school employee's private automobile insurance would provide the primary coverage and the school district's

automobile policy would provide the excess coverage.

If your school employees must transport students in their personal vehicles, the employee should obtain written permission from school administration and parents before transporting students off of school grounds as well as consult with their automobile insurance agent about coverage. In some instances, school employees have negotiated with their school district to pay any additional auto liability premium costs. It is important that your school district require each driver to provide proof of auto insurance.

If this practice is allowed, all transportation must stay within the scope of the school employee's employment with the school district and within the scope of the insurance coverage.

Opposite sex transportation (male coach/female athlete, female teacher/male student) as well as one school employee/one student transportation should be strongly discouraged.

Can students ride home with their parents or a friend's parents after an 'away' school sponsored event/activity? Athletes and students should travel to and from events with the school group unless there is prior approval obtained from the athletic director or administration. No spur of the moment, driving home from events with friends or other parents should ever be allowed.

If your district allows students to drive home with their parents or guardians after a school sponsored event, a concise policy must be developed and implemented. Students and their parents/guardians must ensure prior approval has been obtained from school district administration and a

'transportation waiver form' has been signed. The parent/guardian must come in to the school office and sign the form - don't allow the student to simply take home a note to have it signed. These permission slips should be received by the school district at least 2-3 days prior to the event. Good examples of 'transportation waiver forms' can be found on the Internet.

In these cases, a school employee (oftentimes a teacher or coach) is responsible for ensuring that the student leaves the school event with his/her parent or guardian. Your staff members may not want this responsibility and simply require all students to ride 'home' in the school sponsored vehicle.

Some additional school transportation best practices include:

- Develop a written fleet policy which all drivers must read, understand, and sign. A major component of the fleet policy is a motor vehicle record (MVR) check and guidelines as to what constitutes an acceptable driving record. Your insurance company may be able to provide assistance in developing a fleet safety policy.
- Under no circumstances should a school employee arrange his or her own transportation by directly contacting a transportation vendor. All transportation contracts must be reviewed and approved by your school district's administration.
- All teachers and coaches must travel to and from the school sponsored event with the school group unless there is prior approval obtained from administration - they are needed as supervisors

Continued on page 25

A Fresh Look at Natural Gas Contracting

By Blake Baxter, Senior Energy Originator, MEP Solutions



Blake Baker

While serving as a US Army contracting officer in Afghanistan in 2012, we received a directive from the Department of Defense to stop using cost plus contracts. Cost plus contracts are typically contracts entered into in emergency situations when the cost of providing things to the troops like food, fuel and bullets is unknown. In these situations the military is literally willing to pay any cost, plus a profit, to deliver the needed material. Nevertheless, these types of emergency contracts still contain provisions that allow the Government to (1) audit the incurred costs and (2) stipulate the profit percentage the company is allowed to collect for its services.

I mention this experience with Cost Plus contracts because it serves to define one end of the contracting spectrum. At the other end of the spectrum is the firm fixed price contract that most of us use every day when we buy common products such as pencils, paper and paperclips. What this tells us is that the method we use to contract for products and services is heavily dependent upon the levels of competition, market transparency and the perceived risks.

Based on a number of natural gas contracts we have reviewed for Wisconsin schools, it appears that they entered into contracts that are best described as cost plus, plus. I describe them as cost plus, plus, because they lack specific pricing and do not provide for either auditing or specify the fee for the natural gas supplier. Lacking any specifics, this means that these schools have no idea what they are paying for their gas supplies until well after the month has closed. Unfortunately, after this winter's Polar Vortex, a number of schools found out how expensive buying natural gas could be under such contracts.

For example, one school we reviewed paid their wholesale supplier \$95,000

for natural gas during the period November through March of this past winter. If they had followed even a very conservative strategy utilizing the basic principles we will discuss, their cost should not have exceeded \$65,000. They thus paid a 46% premium for natural gas this past winter.

The good news is that it is possible for schools to contract for natural gas and related services without paying such outrageous premiums.

Why do Gas Prices Fluctuate?

Contrary to what the cost plus, plus, contracts seemingly imply, the natural gas industry is actually one of the most transparent industries in the world. This is a result of both the importance of energy to our economy and the efforts of the Federal Energy Regulatory Commission (FERC) to promote e-commerce.

As with most products, there is a cost to make or produce the product and there is a cost to move the product to where it is needed. The natural gas model is similar to that of the coal industry. In that case coal is extracted from the ground by a mining company and then loaded onto trains or barges to move it around the country. Natural gas by comparison is extracted from underground rock formations by gas production companies and then shipped around the country through large diameter underground pipelines. On an average day over 60 billion cubic feet of natural gas is moving through these pipelines.

From a commercial standpoint, natural gas is traded around the clock as both a financial and a physical product. Everyone from investment banks to power plants to speculators trade natural gas. This broad participation with competing objectives in part explains the extreme volatility (price movement) that natural gas can exhibit from time to time.

Another reason for such price spikes, especially in winter, is due to the cost of moving the natural gas.

Natural gas has become increasingly plentiful as a result of shale gas drilling, however, the ability to move natural gas is dependent upon the previously mentioned underground pipelines. A new gas well can be drilled in days, but building more gas pipelines can take years. Thus in a state like Wisconsin, where demand for pipeline capacity can increase dramatically during events such as the Polar Vortex, prices can become exaggerated as demand for natural gas and pipeline capacity peaks.

However, just as natural gas trades as a commodity, so does the cost of moving the natural gas. On any given day, this cost is traded on both financial and physical trading platforms for over one hundred locations across the U.S. Moreover, these prices are published daily in multiple industry sources. This means that you can set this price in advance and not leave yourself open to wild fluctuations.

Thus an educated buyer can choose to set the price of natural gas and the cost of moving that gas to avoid budget busting price spikes.

Natural Gas Contracting Best Practices

Since the natural gas industry is transparent, the truth is that the best practices for buying natural gas are actually the same as with any other product or commodity. Thus any Wisconsin school district purchasing or looking to purchase should follow these best practices:

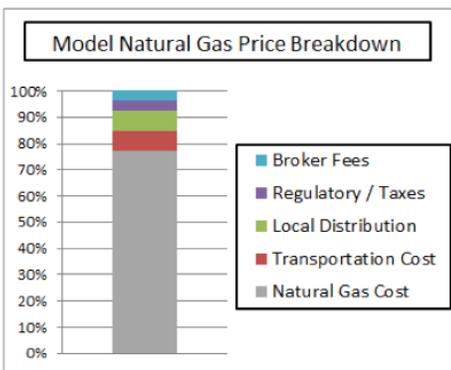
Rule #1 – Know Your Natural Gas Price. Every natural gas contract should have a clearly stated price for the gas. This allows the price to be

Continued on next page

A Fresh Look at Natural Gas Contracting

Continued from previous page

known before the gas is consumed and also allows the price to be verified and audited. Typical pricing methods for Wisconsin can range from fixed price to those based on the New York Mercantile Exchange (NYMEX) financial contract to the Platt's index for physical Chicago city gate deliveries. Since these types of prices are published, using any of them dramatically increases contractual transparency. As with any contract, the mantra should be trust, but verify.



Rule #2 – Know Your Delivery Cost.

Your natural gas contract should also clearly state the price or indices being used to determine the cost to deliver the gas. We have seen cases where the business managers thought they bought gas for \$4.00 /Dth, but were then charged \$27.00 /Dth. The difference occurred because the gas supplier failed to adequately explain and protect the customer from the risk associated with moving the natural gas. This could have been easily prevented by fixing the delivery cost at the same time the gas price was set.

Rule #3 – Know the Fee You are Paying. According to the Federal Acquisition Regulations, the fee that one pays should be reflective of the degree of risk involved in the contract. In other words, if the school is taking all the risks by entering into a cost plus, plus, contract, the school should be paying a very low fee to the gas supplier. The answer should be as easy

as looking at your bills from last winter. If you paid high prices, then it is fair to ask what exactly did your gas supplier do for you and what risk did they actually take?

The bottom line is that any natural gas contract should clearly specify (1) the price paid for natural gas, (2) the price paid for moving and delivering the gas and (3) the fee you are paying the supplier for this service. Once you embrace these three rules you will be in a better position to manage your natural gas contract, lower your risk exposure, and set more concise budgets.

Parting Comments

So why is this important to your school? Clearly unexpected natural gas costs can have an adverse impact on any institution. No one wants to cut back on programs or services because of unanticipated increases in your natural gas bill. It was, after all, the price spikes that occurred post Hurricane Katrina and the commodity bubble of 2008 that prompted a number of schools to seek relief by pursuing wholesale purchasing and gas transportation.

Unfortunately, while the natural gas industry is extremely transparent, the market dynamics, terminology and rules can be as challenging as trying to purchase a health insurance policy. In fact, in a number of cases that we have reviewed, the school would have been better off to have stayed with their local utility rather than expose themselves to the market place where “caveat emptor” (buyer beware) often applies.

Nevertheless, this does not have to be the situation for your school. The first step is to apply the best practices contracting rules described above and/or seek out a natural gas broker who you can trust to help you through this process. Above all, energy purchasing can and should be easy to understand and provide consistent benefits for your district. Remember the utility bill is not a necessary evil that you simply pay; you have choices that allow you to manage and lower your energy costs. 🐼

For more information or questions about this article, contact Blake Baxter at 608.819.4011 or via email at bbaxter@mepsolutions.org.

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Efforts of Many Achieve Success

The New SEC Municipal Advisor Rules: Ensures that Issuers Receive Advice that is Free of Conflicts of Interest

By David N. MacGillivray, Chairman, Springsted Incorporated



David
MacGillivray

Concepts embraced by a small group of independent firms when they formed NAIPFA, then adopted as GFOA Best Practices, are now embodied in the Dodd-Frank Act and new rules of the Securities and Exchange Commission (SEC) and Municipal Securities Rulemaking Board (MSRB). On July 1, new SEC rules became effective relating to municipal advisor activities. Among other things, these efforts help to ensure the issuers of municipal bonds receive advice free of conflicts of interest.

The rules draw a line between the activities of firms underwriting municipal securities and firms providing financial advice. A municipal advisor (MA) provides advice on bond issuance, management and products. The underwriter of an issuer's bonds is restricted in the types, extent and timing of advice. The municipal advisor has a specific fiduciary duty to act only on its client's, the bond issuer's, behalf. The underwriter, serving in the capacity of a bond purchaser, does not. The rules work together to ban the past practice where an underwriter first served as the issuer's advisor, then at the time of the bond sale crossed over to become the underwriter.

The rules also place obligations on bond issuers. Communications between issuers and underwriters are

governed by specific new rules. Issuers can receive advice from an underwriter if the issuer is represented by an independent registered municipal advisor (IRMA), if the underwriter is engaged for the transaction by an engagement letter clearly stating they are not an MA and do not have a fiduciary responsibility to the issuer, or if they are involved in an RFP process. If the underwriter is using the IRMA exemption, the issuer must represent in writing to the underwriter that the issuer has retained an "independent registered municipal advisor."

Similar requirements exist for advice on the investment of bond proceeds. The independent registered municipal advisor, when engaged as the IRMA, cannot have worked anytime in the last two years at the same firm as the party being exempted, nor can the individual being exempted have worked with the IRMA in the same place of employment for the past two years.

Additional rules are anticipated. More information will be forthcoming on requirements and implementation. Please monitor sources such as www.gfoa.com, www.sec.gov, and www.msrb.org, or contact Springsted via www.springsted.com or 800-236-3033 for more information. 🇺🇸

It's official....The Farmer's Almanac is predicting a colder than normal winter for 2014-2015!

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

Upcoming WASBO Events

Professional Development

WASBO Foundation Fall Conference

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

Midwest Facility Masters Conference

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

Winter at a Glance Conference

Dec. 2, 2014, Madison Marriott West, Middleton

WASBO-WASPA School Personnel Academy

Dec. 3-4, 2014, Madison Marriott West, Middleton (Viterbo Credit)

WASB-WASDA-WASBO State Education Convention

Jan. 21-23, 2015, Wisconsin Center, Milwaukee (Viterbo Credit)

Facilities Management Conference

Feb. 3-4, 2015, Kalahari, Wisconsin Dells (Viterbo Credit)

Transportation & Bus Safety Conference

Feb. 4, 2015, Kalahari, Wisconsin Dells

WASBO-WCASS-DPI Federal Funding Conference

Feb. 17-18, 2015, Kalahari, Wisconsin Dells (Viterbo Credit)

Accounting Conference

March 11-12, 2015, Madison Marriott West, Middleton (Viterbo Credit)

WASBO Foundation Spring Conference & Exhibits

May 14-15, 2015, Madison Marriott West, Middleton (Viterbo Credit)

Scholarship Fundraisers

Fall Golf Outing

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

Spring Golf Outing

May 13, 2015 - Pleasant View Golf Course, Middleton

Certified School Risk Managers (CSRM)

Courses (Viterbo 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)

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WASBO Foundation Fall Conference

October 2-3, 2014

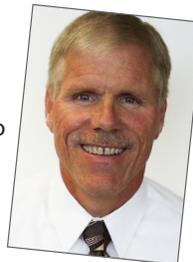
**The Osthoff Resort & Conference Center
Elkhart Lake, WI**



Thursday Keynote: State and Federal Update

Mike Thompson, Deputy State Superintendent at the Wisconsin Department of Public Instruction, will share what is new and what to expect at both the State and Federal levels.

Mike was named executive assistant in the Office of the State Superintendent under Elizabeth Burmaster in 2005. Prior to that appointment, Mike worked as an education consultant, director of student services, assistant state superintendent, and federal policy adviser. Mike was responsible for leading and coordinating the WDPI's implementation of the No Child Left Behind Act, signed into law in January 2002. Before joining the agency, he taught health education for 10 years in Wisconsin public schools. Mike holds a master's degree and doctorate in educational administration from the UW-Madison and earned his bachelor's degree from the UW-Stevens Point. Mike and his wife, a first-grade teacher, live in Sun Prairie.



*Mike Thompson,
Deputy State
Superintendent*

Wednesday, October 1, 2014

Supporting WASBO's Student
Scholarship Program

Scholarship Golf Outing

Autumn Ridge Golf Course

NEW! Scholarship Bike Tour

Old Plank Road Trail

Learning Opportunities in These Areas:

- Insurance/Human Resources
- New Administrator and Support Staff (Year of Success Program)
- Best Practices/Money Saving/Innovative Solutions
- Facilities Core Certification Module 2
- Facilities Certification Continuing Education
- Professional Development

Registration now open!

WASBO.com/fall

608.249.8588



*Keith Lucius,
Assistant
Superintendent,
Ashwaubenon*

Friday Keynote: The Evolving Role of the School Business Official, Moving From Historian to Strategic Leader

We live in a world of constantly increasing data. The amount of data available can be overwhelming. It is challenging to find the right data that will help your district set and measure goals. School business officials bring unique and valuable skills and perspective to strategic planning. In order to participate fully in the strategic planning, we must work to understand current educational issues. Being a leader means focusing less on the past (accounting/record keeping) and more on directing where your district is going.

WASBO's Summer Project: WASBO.com

Continued from page 1

International dues with WASBO dues renewal. If you choose not to include ASBO dues and are renewing on-line, deselect that line item and be sure to click the **Update Cart** button before proceeding to checkout. For those paying by check, simply cross through the line on your invoice if you don't wish to pay ASBO dues.

- **Set Communication Preferences** – WASBO knows you're inundated with email and mail, so we've implemented new functionality that allows you to select the types of communications you receive from us. To edit these selections, find the Demographics area on your profile page and click on the Communication Preferences tab. Then click on the pencil icon in the upper right corner of that tab to edit your preferences.

- **Conference Topics.** We've divided many of our conference communications into seven topic categories:
 - Facilities Management
 - Federal Funding
 - Financial Resource Management
 - Human Resources
 - New Administrator
 - Risk Management
 - Transportation

Review this list and decide which topic areas are relevant to you and your position. For example a Facilities Director would likely want to receive communications on Facilities Management, Human Resources, and Risk Management, while a bookkeeper might only need information on Federal Funding and Financial Resource Management.

To receive information on a given conference topic, simply select Mail, Email or check both. Uncheck topics that are not relevant.

- **Newsletter.** Select how you receive the newsletter by choosing Mail, Email or checking both. The Email option sends you a link to the most recent version of the newsletter; if you haven't yet seen the new electronic format, be sure to check that out online under Resources/Publications/Taking Care of Business.
- **Wisconsin Education News delivered to your email inbox.** Another new feature is the option to select how often *Wisconsin Education News* is delivered to your email inbox. Choose Daily, Weekly (a Friday email with a week's worth of news stories), or not at all.
- **Opt In for SAA Advocacy Info.** The School Administrators Alliance (SAA) would like to be able

to communicate with you about upcoming SAA political events and fundraisers. We cannot do this with your school email. This is your opportunity to opt in to receive these communications via your home/personal email, mail or phone.

- **Include on Sold Member List.** On occasion, WASBO receives requests for our member list from a Service Affiliate Member or another association. We sell the list for a nominal fee as a member benefit for Service Affiliates and when we feel communication from another association may be of interest to our members. You may select whether you want us to share just your email, just your mailing address, both, or neither.

Once you have made your choices, be sure to click the orange **Save & Close** button at the bottom right. You will now see your selections for each area.

Coming This Winter:

What is coming on the website? Well, we have a long list but a few of the items you will see in the coming months include:

1. **A new Buyers' Guide** to allow you to research which companies provide the services you need.
2. **A new Peer to Peer Communication platform** that allows you to post your questions without having to log in to a separate site.
3. **Online communities** by committee or regional that allow you to communicate with those group members.
4. **Online certification tracking** for the Facilities Management Certification and any future certifications such as Payroll or HR.

Thanks for your patience through the transition. We appreciate your feedback and suggestions. The WASBO staff has a whole new appreciation for what you are going through when you are converting to different software! 🐼

Transporting Students To and From School-Sponsored Events

Continued from page 19

during the transportation of a group of students/athletes.

Every school district faces a variety of school transportation dilemmas. No matter how you choose to transport students, your school board should develop a concise policy for transporting students and never deviate from that policy. 🐼

For more information, contact Ted Hayes at 715.849.9400 x5517 or ted.hayes@m3ins.com.

Taking a Stand for Office & Classroom Ergonomics

By Jodi L. Traas, CSRM

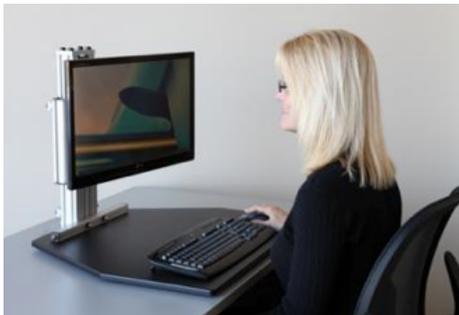
Community Insurance Corporation

Submitted on behalf of the WASBO Safety & Risk Management Committee



Jodi Traas

You can reduce your chances of back, neck, shoulder and sciatica injuries by focusing on the physical setup of your workstation, thanks to a movement toward ergonomic diversity and upright work in the information age. For at least a decade, there has been a trend emerging which allows workers to sit or stand during the day. The Safety & Risk Management Committee is hoping that the emphasis on ergonomics for your entire school staff through our articles on Food Service, Special Education, Office Ergonomics and Building and Grounds staff will improve the quality of the work day for everyone, reduce injuries and increase productivity.



As ergonomic program management matures, organizations shift from managing the consequences and injuries to managing the causes. Furthermore, with increased work demands and an aging workforce, it is time to look at ergonomics and prevention of injuries. We need to train employee teams so they have the skills to conduct assessments and make workplace changes to improve ergonomics through engineering. From my own experience of hundreds of workplace assessments, a majority of the time staff will receive a new ergonomically designed chair with many adjustments, however, we often find only the height of the chair has been adjusted while the seat glide, back rest, seat tilt and arm rests have never been changed. Also, providing an in-service to all staff on how to

ergonomically set up a workstation, especially during new employee orientation, can help reduce not only worker's compensation costs, but also chiropractic and physical therapy costs on your health insurance while increasing productivity.

Years ago the trend was to add keyboard/mouse trays to allow more room on the desktop for the hard drive. This trend increased the reach needed to access other materials on the desk such as phones, papers and often even a mouse on a different level than the keyboard and caused a greater number of neck, shoulder and back strains. With the addition of a flat screen monitor or two, there is now room to place the keyboard and mouse back on the desk, providing a more stable surface and reducing the reach needed. In addition, removing the tray also allows for more room for the legs and less reaching for other office items. There are many ergonomically designed devices such as ergonomic keyboards, mouse, headsets, footrests, wrist/mouse rests and chairs that allow better posture and options for a variety of users and tasks.

The risks of a sedentary lifestyle are greater than just putting pressure on your lower back. Studies continually show the detrimental effects of sitting all day at a desk and are significant even for people who are quite active when they are not sitting down.

Consider the sit/stand option which allows staff to easily change back and forth between sitting and standing. At one time these types of desks that raise and lower cost



thousands of dollars; now they can be found for as low as \$300. Options include designs that hold two monitors. Encouraging staff to get up and move to go and make copies, do some filing, refill water bottles or simply just move every 30 minutes is essential. Innovative staffs have even added a treadmill or bike station to allow staff to place a laptop in such a way that they can exercise for a while as they work or talk on a phone. Greendale School District added a bike workstation and stated, "In order to spur culture change with regard to acceptance of incorporating physical activity into the work day, our district has purchased a bike designed to hold your work materials/laptop, so that staff can get some bouts of exercise while still working. Challenges to overcome now are acceptance by others that this is OK to use, and finding the type of work that lends itself to using it. This year the work bike will be made available to any staff member at our high school." While change and eliminating poor past practices can be difficult, this is a district that is looking to the future and following sound medical research.

Now apply these same considerations and principles to our thousands of students and their desks or tables, which they utilize throughout the day. While we design and introduce new buildings, let's take a look at the student's equipment. Students also need to be able to move while in class and sit/stand desks with stools provide ergonomic options while they



Continued on next page

Taking a Stand for Office & Classroom Ergonomics

Continued from previous page

are working. The adjustable desk and swinging footrest allows students to stand and move, helping to burn excess energy, calories and potentially helping them focus.

In summary, there are cost effective options to reduce expenses to healthcare and worker's compensation while making staff more comfortable and productive. Please do not forget our students in these equations.

- In-services to show all staff proper office ergonomics, how to alter their workstation, adjust the chair for greater comfort, and to reduce aches and pains. Physically show the staff all the chair options available. Highlight the importance of keeping all three curves in your back in their proper alignment.
- Ensure the mouse and keyboard are on the same level to reduce reaching and shoulder/neck pain.

Move the keyboard and mouse off the keyboard tray back onto the work surface for greater stability, leg room and to reduce reaching for other work materials such as the telephone.

- Consider purchasing low cost items to allow workstations to fit each user, such as chairs with a seat glide, footrests, ergonomic keyboards, headsets and document holders.
- Move towards providing sit and stand workstations that not only reduce back injuries, but other health risks as well.
- Purchase student adjustable sit and stand desks with options for storage, footrests and stools.

The evolution of ergonomics is exciting and innovative and keeping up with the changes is imperative. 🇺🇸

“ Always Do Your Best. Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse and regret.

~ Miguel Angel Ruiz

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Master Planning

By Roger Price and Louis Birchbauer, Wisconsin Association of School Boards



Roger Price

Louis Birchbauer

Education faces several significant challenges in the decades to come. The impact of technology, environmental issues, changing demographics and societal expectations will shape what resources are available and how they will be deployed. Adding the reality of already aging and, in many cases, outdated facilities, educational leaders are faced with how best to direct limited resources.

Establishing plans that are achieved through systematic, comprehensive, and analytical processes, and communicating the priorities will maximize the ability of the district to assure maximum student achievement and excellence.

Planning begins long before the question of a referendum is discussed or put on the ballot. Successful referendums are the result of long-range planning, partnership building, and carefully assessing your district's needs. Similarly, an investment in facilities should be managed as any other part of the financial picture. The return on investment in facilities should be measured in terms of how the plans and investment furthers the mission and vision of the school district. Decisions cannot be made serendipitously or with unchecked influence of special interest groups or vendors.

Clearly understanding your District's current state, establishing inclusive processes around listening, accumulating data/information and communicating lead to collaborative, strategic thinking. This then assists in forming a Master Plan for the future.

The Model

It is a district's obligation to its community to conduct an objective assessment and analysis of WHAT YOU KNOW about your district. This includes the full understanding of educational trends, student performance data and the current state of the districts program structure, finances and facilities.

It is also imperative to have a clear understanding of WHAT YOU BELIEVE, and most critically a clear ear to what your community believes are their expectations for educational programs.

Inclusive processes around listening, accumulating data/information and communicating lead to collaborative, strategic thinking. This then assists in forming a Master Plan for the future. The results are long-term – fiscally responsible – educational, operational, financial and facilities action plans.

Only then can the district move forward together working toward shared, strategic goals and objectives to assure excellence in education and that all students achieve success.

The Process

The master planning process includes major components that establish the foundation for determining short-term and long-term goals and action plans. The process includes a needs analysis, clear visioning, an academic/strategic plan to address community expectations, and a comprehensive, documented and public assessment on what you know about your district. This includes a facilities assessment and a financial assessment.

Strategic Thinking

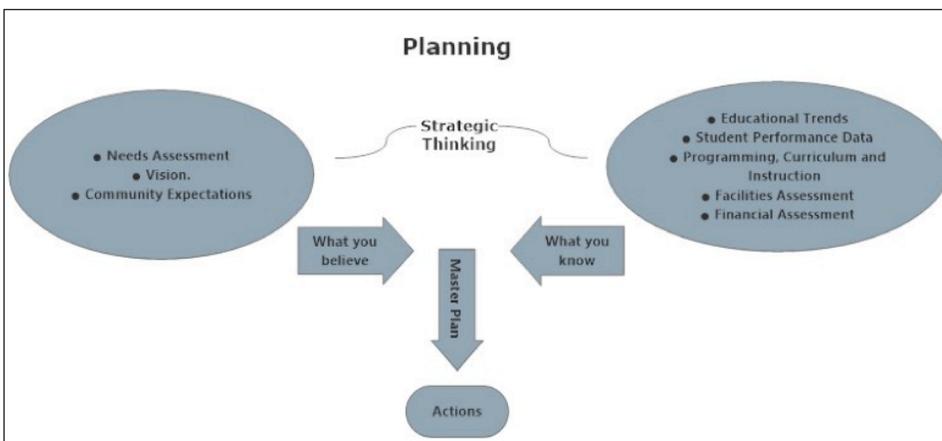
Stakeholder-driven planning links the local community with the school district by thinking strategically, should involve key community and school district participants and be designed to gather input from individual community stakeholders.

In order to perform at high levels, school districts must have a written plan connected with community values, educational best practices and an unrelenting focus on student learning. This written plan not only reflects community values, but it systematically aligns the mission and vision with school district actions or initiatives.

Facilities Assessment

Schools are a community asset and the facilities provided are often the cultural center for the residents of the communities. A Master Plan requires a Comprehensive Facility Assessment of all owned and leased properties. The process to fulfill this part of the assessment includes evaluation of both internal and external conditions, existing intergovernmental coordination, and the history of capital improvements.

Continued on next page



Master Planning

Continued from previous page

The first step is to ascertain the extent of deferred maintenance, remaining facility life, and renovations needed.

The second step of facility assessment is to understand the use of the facilities within the existing academic program. Evaluating the effectiveness of programs and departments' use of current facilities is needed.

Financial Assessment

One of the outcomes of a master plan is to provide the district with long-term, fiscally responsible plans that focus upon the achievement of the district's student education goals. Therefore, a thorough and honest review of the district's current financial state is crucial.

This kind of evaluation is rarely possible during time-sensitive budget deliberations. The analysis should strive for comprehensiveness and sophistication, seeking to take the temperature of a district's finances by examining underlying fiscal forces. The assessment should assist a public body to better understand the nature of its revenues and expenditures, as well as its long-term and current budget solvency. It should also examine the district's cash position and how revenues and expenditures influence service levels. The financial assessment draws on a broad range of material to assess the district's fiscal health.

“ *Expect problems and eat them for breakfast.*

~ Alfred A. Montapert

Putting it all Together

Drawing from the needs analysis, strategic thinking processes, educational trends, student performance data, comprehensive facility assessment and financial assessment, the Master Plan establishes the framework for implementing what the district needs to do in order to meet its goals and objectives. This should include identifying project priorities, sequence, relationships, and costs.

Additionally, a process to perpetually update the Master Plan needs to be put into place. The plan should be written in a manner to capitalize on the school district's strengths and mitigate any shortcomings. They should include a clear vision that mirrors the overall vision of the district, clear principles that guide development of specific projects, and goals for the next 5, 10 and 15 years. The plan should also provide protocols for measuring and celebrating success, and specific policy statements that reflect the board's commitment to the plan.

The ultimate outcome of a comprehensive planning process is to build trust around a local school district's efforts to educate children and provide adequate facilities to accomplish the educational goals. 🐼

Roger Price, RSBA, has spent his career of 35 years involved in all aspects of educational operations and business management in K-12 and higher education.

Louis Birchbauer, Ph.D., has dedicated 35 years to working with Wisconsin public school districts. He has a strong educational background, including serving as superintendent for nearly 30 consecutive years.

The WASB Organizational Consultant group consciously offers school districts the opportunity for assistance to determine future educational, financial and facility directions within a master planning process. The group is positioned with expertise to assist in needs assessment, community conversations, comprehensive facility assessment, analysis of the fiscal environment, and identifying issues which need to be addressed to maximize educational opportunities for students. <http://www.wasb.org>

WASB/WASBO School Budget Cycle Handbook

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- Understand the school district budgeting process – from strategic planning to preparation, presentation, administration and evaluation.

Visit WASB.org for complete information.



WASBO Takes the Custodial and Maintenance Conferences on the Road

Strategically spread throughout the state, four learning opportunities for custodial and maintenance staff were offered in Glendale, Black River Falls, Antigo and Oshkosh.

The Custodial & Maintenance Conferences were coordinated through the WASBO School Facilities and Safety and Risk Management committees and provided attendees the chance to gain knowledge that enhances their day-to-day duties and improves the educational and environmental conditions for students. Additionally, they were able to network with peers and participate in an interactive, hands-on Safety Challenge.

Each conference offered a welcome and thank you from the host school district's superintendent or another administrative staff person and a keynote presentation.

In Black River Falls, Ted Hayes spoke on the *Custodian's Role in Preventing School Violence* and provided attendees with 30 specific custodial safety/security best practices. Jim Froemming tailored his *Golf Lessons, Work Lessons, Life Lessons* presentation to the respective audiences in Glendale, Antigo and Oshkosh. Jim encouraged attendees to leave with strategies they could use in activities they love and transfer those thoughts to life and work.

The Safety Challenge was offered at all four locations. Originally developed by Joe Bellomo, Director of Facilities and Safety Coordinator in Waunakee, this session offered hands-on, interactive learning by giving participants a chance to identify problems with safety issues. Those issues ranged from dangerous liquids near a stove in a family and consumer science classroom to an extension cord being strung across a classroom in a Tech Ed classroom.

Each location identified champions of the Safety Challenge and rewarded the winners with their very own Safety Challenge Champion shirts. Winners from Superior were also recognized by their District Administrator, Janna Stevens. She noted that her staff returned to the Superior School District with more excitement than ever and ready to implement what they learned at the conference.

Continued on next page

Black River Falls
June 19

Right: Safety Challenge

Below: Safety Challenge team winners from Superior

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Glendale
June 19

Safety Challenge team winners from Muskego-Norway

Individual Safety Challenge winner
Randy Kernatz,
Pewaukee

Individual Safety Challenge winner
Randy Kernatz,
Pewaukee

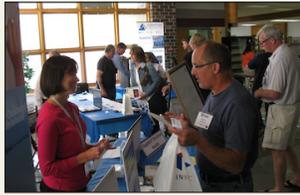
**Antigo
July 16**



Above: Safety Challenge team winners from Wausau



Not shown: Individual Safety Challenge winner Dan Exford



WASBO Takes the Custodial and Maintenance Conferences on the Road

Continued from previous page

In addition, the Safety Challenge concept has developed leaders through a “train the trainer” model, which was Joe Bellomo’s vision for expanding the program.

An example of this is the reciprocation between DC Everest and Oshkosh. Last year, Jeff Belott hosted a Custodial Conference in DC Everest with Dave Hoh and staff from Oshkosh leading the Safety Challenge there. In 2014 when Dave hosted in Oshkosh, Jeff and his staff ran the Safety Challenge in Oshkosh. This gave both districts an opportunity to develop a friendship and learn from one another.

New this year, four sessions in Pool Operations were offered. Participants learned more on the laws and codes which govern the operation of a pool. Additionally, attendees were trained at beginner and advanced levels, as well as learning how to repair equipment and maintenance.

Along with sessions geared to enhance the duties of maintenance and custodial staff, the committees offered four modules in the Facilities Management Certification Program. This certification is designed to provide those who are responsible for maintaining the learning environment in Wisconsin school districts with current knowledge and best practices.

The Facilities Management Certification Program is recognized by the Wisconsin Department of Public Instruction, and those earning the certification receive a certificate signed by the State Superintendent.

WASBO not only educated over 500 custodial professionals but raised funds for the Joel Konze Facilities Attendee Scholarship. These scholarships are given to Wisconsin school personnel to attend the annual WASBO Facilities Management Conference scheduled on February 3-4, 2015 at the Kalahari Resort and Conference Center.

Our hosts also commented on the benefits of hosting a custodial conference. Joe Schmitt, host of the Black River Falls

Continued on page 37

**Oshkosh
July 30**



Above: Safety Challenge team winners from Peshtigo



Above: Individual safety room challenge winner Louis Fortier, La Crosse



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District Professional? Consider teaming up with your colleagues/Service Affiliates to present a session on an innovative idea or best practice you have implemented in your district.

Service Affiliate Member? Join with a school district professional to co-present educational and informative solutions that address the needs of school districts.

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Accountability and Responsibility

By Don Mrdjenovich, Retired WASBO Executive Director



Don Mrdjenovich

The medieval bomb maker dashes to the gate of the castle and is promptly blown up by his own handiwork. Thus the phrase, "He was hoisted on his own petard (bomb)." He had no one to blame. The paratrooper packs his own chute. It fails to open. He has no one to blame. The golfer misses a three foot putt. She has no caddy to blame. These examples could easily be expanded to define total accountability. If you make a mistake and there is no one else to blame, you must be held totally responsible for your actions. We have all experienced total accountability.

On the other hand, we all have responsibilities, some assigned, some assumed. The Navy always relieves a ship captain of command if the ship runs aground in a non-combat situation. The captain is held responsible, even though he may have relinquished the bridge to another officer while he slept. The blame may lie elsewhere, but it was the captain who chose the person to whom he delegated decision making authority.

It appears to me that the terms accountability and responsibility are more frequently being treated as being interchangeable. While we may not like it at times, being accountable is preferable to being responsible. Being accountable suggests that whatever the situation, we accept that the outcome is of our own making. We are in control of our actions and decisions. No one else to blame or claim credit.

Being responsible is far more complex and stress inducing. If you are given information provided by someone else and act on it you may be held responsible. If you are in a supervisory position and delegate authority to act to a member of your staff and it blows up in your face, you may become the focal point when blame is assessed, but blame doesn't solve problems.

Having made my own distinction between accountability and responsibility, I make the following suggestions. When you are accountable and the outcome is a good one, give yourself some credit and celebrate the moment. No need to share it. As the late baseball great Dizzy Dean once said, "If you done it, it aint bragging." If you find yourself being held responsible for a bad outcome over which you did not have complete control, don't be too hard on yourself. It happens to everyone. Fix it as best you can and move on. No one pays any of us enough to be perfect. If we are good at fixing things that don't turn out well, we are truly fulfilling our responsibilities. That is what is most valued in any organization. 🍌

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The TLC Formula for School Leaders

By Dr. John Draper, NSPRA National Consultant; Midwest Facility Masters Keynote Speaker



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, 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 the union protects their mediocrity and lack of performance. There may be a few

Continued on page 36



7th Annual
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Kalahari Resort & Conference Center
Wisconsin Dells, WI

Career Development and Educational Training for those responsible for Facilities, Operations, Safety, Risk Management and School Finance.

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Passion to Excel: Turning Challenges into Positive Results



Dr. John Draper

Turning Negative Heat into Positive Energy

John Draper has energized audiences of teachers, administrators, school board members and business leaders in over 40 states. His presentations are marked by thoughtful analysis, engaging narrative and a refreshing passion for the mission of public schools. He makes research fun!

Draper will also lead a breakout session on Crucial Conversations About America's Schools.

Now, more than ever, you are being called upon to be a leader in your school district. Attend this conference to enhance your leadership skills with **Knowledge & Networking**.

General Sessions:

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- Idea Exchange: Sharing Challenges and Solutions

Learn from Peers & Industry Experts on:

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Attendee Registration Coming August 2014
WASBO.com/FacilityMasters

For information on registration or sponsorship opportunities call 608.249.8588.

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In Participation With



The TLC Formula for School Leaders

Continued from page 34

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 listeners and help them care about your students, their success and the mission of your district. 🙌

Protect Yourself From Mosquito Bites!

From School IPM 2015, July 2014

Mosquito bites can cause discomfort, but they are more than just a nuisance. Vector (disease-spreading) mosquito species can cause infections such as West Nile virus with potentially severe complications such as encephalitis and meningitis. While an effective management program will not completely eliminate mosquitoes, it can reduce population levels and the risk of mosquito-borne diseases.

Identification

All mosquitoes undergo complete metamorphosis from egg, larva, pupa to adult. Most mosquito species are not strong fliers and are active at dawn, dusk or evening. Only females feed on blood drawn from humans and other vertebrates, needed for egg development, while males normally feed on plant juices. Larvae, called wigglers, and pupae, or tumblers, are often visible near the surface of standing water, although they may dive deeper when disturbed.

Mosquito IPM for Schools

Generally, the best way to control mosquito populations is to identify and remove sources of standing water before mosquito breeding season. Some examples of key habitats for egg laying and larval development include tree holes, buckets, tires, tarps, unused swimming pools, storm drains and clogged gutters.

Eliminate the source:

- Turn over water-holding tools, such as wheelbarrows when not in use.
- Eliminate stagnant water in birdbaths, ornamental pools or other outside areas.
- Cover dumpsters, trash and recycling bins to prevent water accumulation.
- Remove old tires or drill holes in them to drain water.

- Cut back or remove dense brush and other vegetation from around buildings.
- Biological controls, including *Bacillus thuringiensis*, and even mosquito-eating fish, can be effective for specific environments including ornamental pools.

Avoidance tactics:

- Make sure window and door screens are in good repair.
- Avoid wearing dark colors. Some mosquitoes are attracted to dark greens, browns and black.
- Avoid places with high mosquito density and being outside during peak mosquito activity.
- For outdoor events occurring during peak activity, encourage students and staff to wear long pants and long sleeved shirts.

If these measures are not adequate to keep mosquito problems at acceptable levels, you may need to contact your local mosquito control authority to address breeding habitat in adjacent



Larval and Pupal Mosquitoes
(Source: eXtension)

areas out of your control. Chemical pesticide treatments are best used in conjunction with expert advice to ensure optimum results and legal compliance. Repellants are also considered pesticides, and should generally not be applied to students by school staff.

To learn more about IPM management for mosquitoes, visit eXtension's School IPM Action Plan for Mosquitoes: <http://www.extension.org/pages/20999/school-ipm-action-plan-for-mosquitoes>

WASBO Takes the Custodial and Maintenance Conferences on the Road

Continued from page 31

Custodial Conference, acknowledged that his staff are identifying safety issues and making corrections as they are known. Pride in showcasing your building and staff is what Jim Beckmann took away from hosting in Glendale. In Antigo, host Tim Prunty encouraged districts to bring a custodial conference to their district, nothing, "No doubt there is extra work, but it is worth the effort." Tim and his staff are two weeks ahead of their normal schedule in preparing for the first day of school. Dave Hoh is looking to implement training for school district staff on the Safety Challenge.

These conferences would not be possible without the over 100

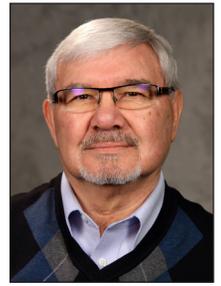
presenters who shared their expertise with conference attendees. Each food service department did a superb job making sure attendees were nourished and ready to learn.

Complete Control, Bray Architects, Miron Construction, Quality Control Services, McKinstry and Stalker Flooring supported the summer conferences through sponsorships. Over 65 exhibitors provided attendees with information and solutions. Last, but certainly not least, the WASBO School Facilities and Safety and Risk Management Committees greatly appreciate the leadership of our hosts Jim Beckmann, Glendale; Joe Schmit, Black River Falls; Tim Prunty, Antigo and Dave Hoh from Oshkosh.

Book Review: *Whistling Vivaldi*

Authored by Claude M. Steele

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

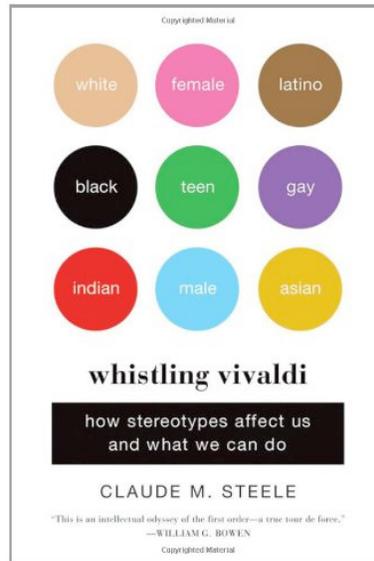


Orvin R. Clark,
EdD, RSBA

Whisting Vivaldi is by Claude M. Steele, an author, social psychologist, professor, researcher and provost. He refers to the revealing story of a young black man who realizes that he can defuse the fears of white people by whistling melodies for Vivaldi. Antonio Lucio Vivaldi (1678-1741) was an Italian composer, Catholic priest, virtuoso violinist born in Venice. His best known work is a series of violin concertos known as *The Four Seasons*.

Whistling Vivaldi is 219 pages in length, organized in 11 chapters. The subtitle is *How Stereotypes Affect Us and What We Can Do*. Most chapters are based upon various research and experiences with stereotypes. Each chapter includes research project descriptions and results, including stories with personal reflections on stereotypes. The research took place on a number of university campuses (Michigan, Washington, Stanford, Princeton, North Carolina State, Kansas, California at Santa Barbara, and Arizona) and involved numerous researchers from each of these institutions.

The *Whistling Vivaldi* story illustrates the stereotype threat. A psychology graduate student at the University of Chicago, a young African-American male dressed in informal student clothing walked down the streets of Chicago's Hyde Park neighborhood. Some people would cross to the other side of the street; some people carrying on conversations went mute and stared straight ahead



avoiding any eye contact. Out of nervousness he began to whistle tunes from Vivaldi's Four Seasons. A few people even smiled as they passed him in the dark. In a single stroke, he made the stereotype about violence-prone African-American males less applicable to him personally. He displayed knowledge of white culture, even high white culture. People on the street may not have recognized the Vivaldi as he whistled but they could tell it was classical music. While hardly being aware of it, people dropped the stereotype of violence-proneness of African American youth. He seems less threatening. He changed the behavior of those on the street. *Whistling Vivaldi* is about the experience of living under a cloud (stereotype) – an experience we all have – and the role such a cloud plays in shaping our lives and society.

The book focuses on a particular kind of identity contingency – that of

stereotype threat. Stereotype threat is the experience of anxiety, sense of entitlement and narcissistic temperaments in situations where a person has the potential to confirm a negative stereotype about his or her social group.

Minority students are not the only ones to whom stereotype threats apply. Stereotype threats can apply to age, sexual orientation, gender, socioeconomics, religion, culture, physical ability, mental illness, language, and veterans and can cause underrepresented students to perform below their potential. It can cause them to focus less on learning and more on the worrisome prospect of performing poorly. The sting of stereotype threat can be felt by anyone male or female, black or white, Asian or Latino, young or old. But when the threat is chronic, it can contribute to enduring patterns of inequality in school and beyond.

The central policy implication of the research discussed is that unless you make people feel safe from risk of these identity predicaments in identity-integrated settings, you won't succeed in reducing group achievement gaps, or enabling people from different backgrounds to work comfortably and well together. This is where the practical lessons of *Whistling Vivaldi* come in. They constitute a beginning literature on what goes into the human relations skill set of wisdom, social competence and hope... It is an interesting and enlightening read. 📖

New Ways to Save with WASBO

For many years, WASBO offered a Professional Development Coupon Program designed to provide school districts with savings on conference attendee registrations. The coupon program had significant limitations though. It could not be used with several WASBO professional development opportunities including two of WASBO's most prominent events, the Fall and Spring conferences. In addition, the coupon program necessitated advance planning for the entire year in order to maximize savings. You also had to keep track on your end of how many coupons you had left, and if your district didn't use them or needed to cancel a conference registration, the coupons could not be refunded. The coupon program only served school districts and wasn't available to Service Affiliate members.

Since the coupon program's inception WASBO has added conferences. To address the coupon program's limitations, WASBO is replacing it with savings options that are more flexible and applicable to more conferences for attendee registrations. Starting with the WASBO Fall Conference, WASBO will offer early bird registration discounts and multiple attendee discounts.

Here is how it works:

- **Early Bird Discounts** — Register any time up to 2 weeks before a conference and save approximately 5% off your registration rate. Your early bird registration helps the WASBO office be more efficient as we prepare for the conference.
- **Multiple Attendee Discounts** — Bring a colleague from your school district or company and you can both save! Multiple attendees from the same organization can save about 10%. Maximize those savings by traveling together! At least one of your organization's attendees needs to be a WASBO member to take advantage of this pricing.

- **Combine Your Discounts** — Register early (5%) and bring a colleague (10%) to save even more!
- **Cancellations** — If you cancel an attendee registration in writing up to 1 week before a conference, there is no cost to you. For cancellations received in writing less than one week before a conference, \$60 per conference day cancelled will be retained to cover food guarantees and administrative expenses.

There are currently only two exceptions to these new discounts — CSRM courses (part of a national program where prices are preset) and the Custodial Conferences (that already have deeply discounted registration rates). These new discounts will be available for attendee registrations at all of these events:

- Fall Conference (October 2-3, 2014 – Elkhart Lake)

- Midwest Facility Masters Conference (November 3-4, 2014 – Wisconsin Dells)
- Winter at a Glance (December 2, 2014 – Madison)
- School Personnel Academy (December 3-4, 2014 – Madison)
- Facilities Management Conference (February 3-4, 2015 – Wisconsin Dells)
- Transportation Conference (February 4, 2015 – Wisconsin Dells)
- Federal Funding Conference (February 17-18, 2015 – Wisconsin Dells)
- Accounting Conference (March 11-12, 2015 – Madison)
- Spring Conference (May 14-15, 2015 – Madison)

So, join us at this year's professional development offerings to save money and gain knowledge! 📌

Remembering Kerri Minett

Kerri S. Minett, age 46, of Union Center, passed away on Sunday, August 10, 2014 at Gundersen St. Joseph's Hospital in Hillsboro.

She was born on June 10, 1968 to Charles and Kay (Kahler) Stanek in Hillsboro. She graduated from Hillsboro High School in 1986. Kerri was united in marriage to Dean Minett on May 1, 1991.

Kerri worked in several positions while continuing her education and earning her master's degree. She was Financial Director for Wauzeka Schools, and had previously served as Administrative Support for Wonewoc Schools and as Village Clerk in Union Center. She was an avid golfer and hosted an annual "Fight Like a Girl" golf outing at Spring Valley.

Survivors include her husband, Dean Minett; son, Bradley Minett; parents, Charles and Kay Stanek; grandmother,

Marjorie Kahler; sister, Wendy Koca; foster sister, Shane Banta; foster brother, Zachary Banta; father-in-law, Dick Minett and brother-in-law, Derek; many aunts, uncles, nieces and nephews.



Kerri Minett

A celebration of Kerri's life was held Aug. 23 at Spring Valley Golf Course in Union Center. Picha Funeral Home in Hillsboro assisted the family.

Memorials should be directed to H.O.P.E. in Hillsboro or to the Charity Tractor Pull in Hillsboro.

A guest book is available at www.pichafuneralhomes.com. 📌

Remembering Tom Helgestad, 1954-2014

Thomas Helgestad, age 60, died at home in Wisconsin Rapids, surrounded by family on Wednesday, June 18, 2014. He fought the good fight for almost seven years against cancer.

Tom was born April 1, 1954 in Edgerton, the son of Perry and Marcia Helgestad. He has a brother Scott Helgestad. He married Frances Dvornik; that marriage ended in divorce. He then met and married Marilyn Roman from Stevens Point.

Tom has two sons, T. Michael Helgestad (Sara) and Erik Helgestad (Brittany).

Tom began his lifelong career at age 16 working in the maintenance department of Edgerton Hospital, nine of those thirteen years as the Maintenance Supervisor. He worked there until the age of 29. Finding that he loved that kind of work, he eventually moved on and up. Tom started at Wisconsin Rapids Public Schools (WRPS) in August of 1983 as a maintenance supervisor. The next year he was assigned to also manage the Grounds Department. In June of 1989 he was promoted to the Director of Building & Grounds.

Through the years at WRPS, Tom served on many community projects. He was instrumental in creating Lincoln High School's PAC and was project leader for the School District in its completion. He also worked hand in hand with the development of the South Wood County Hockey Facility and the Soccer Committee at Washington School. For WRPS, he managed \$45 million dollars in referendum projects that included construction, remodeling,

roofing, building upgrades and the infamous hail storm damage repair.

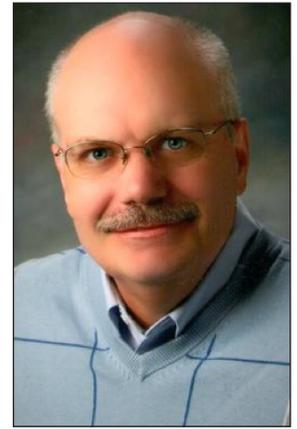
Because of Tom's energy saving practices, WRPS received two state Focus on Energy awards. He was very proud that in his 29 years at WRPS not a single school day was missed because of a building not being ready for students and staff, excluding snow days. Tom retired in July 2012. Tom said his best day at WRPS was the day he proposed to his wife Marilyn at Grove School. Her first graders were thrilled, as was she!

Other community activities include past President of Tri City Curling and Chairman of St. Stephen Church Finance Council. He has been on the council over 22 years. He served two three-year terms on the Board of Directors of the Wisconsin Association of School Business Officials (WASBO), Chair of the WASBO Facilities Committee in which he helped develop and implement the statewide Custodial & Maintenance Conferences and worked to create the WASBO Facilities Manager Certification Program.

Tom served as Vice President of the Wisconsin School Safety Coordinators Association (WSSCA) and was currently its 2014 President. Also in connection with WSSCA, he and several others began a school security assessment committee that traveled statewide to study school districts' crisis and safety plans. This group is called WSAT. After assessing these districts, the reviews were documented in a follow up report. This group was gaining momentum as more and more districts heard about it.

Tom was an avid sportsman, hunter and fisherman. He was a scuba diver

and enjoyed downhill skiing in his younger days. He of course loved the Packers and the Badgers, often going to games, even the frozen tundra game with Brett Favre.



Tom Helgestad

Tom and Marilyn went out Christmas Eve as Santa and Mrs. Claus, putting on up to 150 miles on the sleigh in one night. He also portrayed Father Christmas for the Love Lights Tree Lighting Ceremonies for many years. He really took to his roles and brought much joy to many on those nights. He enjoyed it as much or more than the kids.

Along with his wife, sons, mother and brother he is also survived by his brother-in-law Fran T. Roman and wife Barbara, sisters-in-law Doris and Virginia Roman, many nieces and nephews, great nieces and nephews. His father Perry, grandparents, nephew Brett Helgestad, along with brothers-in-law Dave and George Roman preceded him.

A memorial has been established through LOVE LIGHTS, which Marilyn Co-chairs for Riverview Hospital Auxiliary. All monies are dedicated to UW-Cancer Center Riverview patient care. 🍷

“Cancer can take away all of my physical abilities. It cannot touch my mind, it cannot touch my heart, and it cannot touch my soul.

~ Jim Valvano



Make the Most of Your WASBO Membership, Get Involved!

Available Committees:

- Accounting
- Constitution/
Governance Goal
Action Team
- Fall Conference
- HR Certification
- Membership
- Member Resources &
Technology Goal
Action Team
- Nominating
- Payroll Certification
- Professional
Improvement
Goal Action Team
- Retirement
- Safety & Risk
Management
- School Facilities
- School Finance Puzzle
- Service Affiliate
- Spring Conference
- State Education Joint
Convention
- Transportation

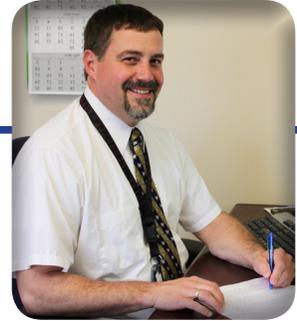
Dear WASBO Members:

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



Go to
WASBO.com or
call 608.249.8588
to maximize your
membership through
participation!

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 • June-July 2014

District Professional Members

- **Tom Archambo**, Accounts Manager, Green Lake School District
- **Brenda Dulon**, St. Croix Falls School District
- **Randi Johnson**, Finance Manager, School District of Bayfield
- **Greg Kopp**, Finance Manager, Lakeland Union High School District
- **Jay Kurzynski**, Custodial Supervisor, Tomorrow River School District
- **Shelly Marcks**, Accountant, Pulaski Community
- **Larry McGowan**, Buildings and Grounds Coordinator, New Glarus School District
- **Ryan Mundt**, Lake Mills Area School District
- **Joseph Sargent**, Engineer Services Coordinator, Appleton Area School District
- **Michael Schneider**, Maintenance Supervisor, University School of Milwaukee
- **Matthew Spets**, District Administrator, Flambeau School District
- **Debra Vande Kolk**, Comptroller, Dodge County School District
- **Dennis Wesenberg**, Supervisor of Buildings and Grounds, School District of Omro

Keep us Posted!

Retiring? Contact us before you leave so we can update your member type to retired and get your contact information. 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.

Service Affiliate Checklist

- If you haven't already done so, renew your membership through June 30, 2015.
- Sponsorship Opportunities - contact Áine at calgaro@wasbo.com:
 - Fall Conference
 - Midwest Facility Masters Conference
 - Winter at a Glance
 - WASBO-WASPA School Personnel Academy
- *Taking Care of Business* Articles due Sept. 30 for October issue - send to calgaro@wasbo.com.
- Advertise in *Taking Care of Business* - contact Áine at calgaro@wasbo.com.
- Update your profile and communication preferences at WASBO.com.
- Join a WASBO Committee.

Service Affiliate Members

- **Amy Brenner**, Senior Chemist/Water Treatment Specialist, Elemental Solutions, LLC
- **Rob Fischer**, Business Development Consultant, DIC Imaging Products USA LLC
- **Josh Haroldson**, Marketing Manager, KleenMark Distribution
- **Joe Koselleck**, Senior Sales Director, GCA Services
- **Dominique Leuzzi-Selling**, Sales Manager, UniFirst Corporation
- **Russell Look**, Regional Vice President, ING Financial Advisers, LLC
- **Andy Mladenovich**, Fire Protection Consultant, J.F. Ahern Co.
- **Steve Wildenberg**, Charlotte Products

On the Move

- **Jim DeBaker**, from Assistant Facilities Director, Howard-Suamico, to Director of Buildings, Grounds and Energy, Little Chute
- **Jim Fochs**, from Little Chute to Director of Buildings & Grounds, Oshkosh Area
- **JJ Gutman**, from Business Manager, Menasha, to Business Manager, Ripon Area
- **Rebecca Hansen**, from Business Manager, New Holstein to Business Manager, Kimberly
- **Denee Mott**, from Associated Bank to Vice President-Commercial/Treasury Management, First Business Bank-Northeast
- **Rachel Opgenorth**, from District Bookkeeper/HR, Raymond, to Assistant Business Manager, Washington-Caldwell
- **Jeff Preufert**, from Waunakee to Business Manager, Baraboo
- **Dan Storch**, from Manawa/Weyawega-Fremont to Business Manager, New Holstein

Retirements

- **Kay Borgwardt**, from Assistant Business Manager, Washington-Caldwell
- **Rick Ketter**, from Business Manager, Ripon Area
- **Katie Schmidt**, from Accounting, Ashwaubenon

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 are archived, so your ad has impact long after each issue's print date!

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



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. 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 from 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 wwiedenhoeft@wasbo.com.

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.

Share Your Experience and Expertise

Has your school district implemented a new practice? Do you have a story to tell? Share your experience with your WASBO colleagues by making a presentation at an upcoming conference or writing an article for *Taking Care of Business*. A Call for Presentations for the Facilities Management, Transportation & Bus Safety, Accounting, and Spring Conferences is currently posted at WASBO.com/present. If you'd like to submit an article for an upcoming newsletter, email Áine Calgaro at calgaro@wasbo.com.



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



Is your WASBO membership up to date?

Log in at WASBO.com

Check your profile and update your communication preferences!



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Upcoming Events - WASBO.com

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Professional Development

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)
WASB-WASDA-WASBO State Education Convention
Jan 21-23, 2015 - Wisconsin Center, Milwaukee (Viterbo Credit)
Facilities Management Conference
Feb 3-4, 2015 - Madison Marriott West, Middleton
Transportation & Bus Safety Conference
Feb 4, 2015 - Madison Marriott West, Middleton
WASBO-WCASS-DPI Federal Funding Conference
Feb 17-18, 2015 - Kalahari Resort & Conference Center, Wisconsin Dells

Scholarship Fundraisers

Fall Golf Outing
Oct 1 - Autumn Ridge Golf Course, Valders, WI
Certified School Risk Managers (CSRM) Courses (Viterbo Credit)
Fundamentals of Risk Management
Oct 14 - School Leadership Ctr, Madison
Handling School Risks
Oct 15 - School Leadership Ctr, Madison
Funding School Risks
Nov 12 - School Leadership Ctr, Madison
Measuring School Risks
Nov 13 - School Leadership Ctr, Madison
Administering School Risks
Dec 9 - School Leadership Ctr, Madison
Workers' Compensation
Dec 10 - School Leadership Ctr, Madison

Safety & Risk Management

All meetings at 11:45 am, WASBO Offices, Madison; Oct 7; Jan 13, 2015; April 7, 2015; Aug 11, 2015
School Facilities
All meetings at 9:30 am, WASBO Offices, Madison; Oct 7; Jan 13, 2015; April 7, 2015; Aug 11, 2015
Spring Conference
All meetings at 2 pm, WASBO/Conf Call unless otherwise noted.
Oct 2, 6 pm, Osthoff; Nov 6; Dec 8; Jan 22, 2015, 1 pm, Milwaukee; Feb 25, 2015; March 10, 2015; April 8, 2015
Transportation
Sept 24, 9 am, WASBO office; Oct 15, 9 am, Conf Call

Buildings & Grounds Group Meetings

Coulee Region - First Thursday of the month. Meetings start at 10 am. Sept. 4
Milwaukee Metropolitan - Meetings are the third Thursday of the month. Sept. 18

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. Nov 7; Dec 5; Feb 6, 2015; March 6, 2015; April 3, 2015; May 1, 2015
Northwest - Meetings start at 10 am at Lehman's Supper Club in Rice Lake. Sept. TBD
Southeast - Meetings from 12-2:30 pm. Sept 12, Muskego-Norway; Nov 7, Arrowhead; Dec 5, Greendale; Jan 9, 2015, Wauwatosa; Feb 6, 2015, Cudahy; April 17, 2015; Hamilton-Sussex
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. Sept. 19, Antigo