



Taking Care of Business

Wisconsin Association of School Business Officials

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Crucial Conversations About America's Schools

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



Dr. John Draper

Anyone who has sat through a boring lecture knows that facts and information are remarkably forgettable. We have all had teachers in our past, many of them at the university level, who relied solely on lecture and offered little in the way of student engagement.

However, there are some teachers in our past whose lessons we still remember years later! What made their teaching so sticky? And just as intriguing, what if the sticky truth is not true? How do we “unstick” an untruth? What if the sticky myth is a damaging one and, yet, it stubbornly refuses to go away? An example is the myth of failing public schools.

To unstick the sticky myth of failing public schools, we must appeal to the top of Maslow's Hierarchy. Originally presented as a ladder of needs from physical to security all the way up to learning, and transcendence (helping others realize their potential); psychology textbooks now recognize the needs but not necessarily the hierarchy. It seems that people pursue all these needs simultaneously.

An interesting study cited by Chip Heath in the book, *Made to Stick*, suggests that most individuals claim to be motivated by the “higher” rungs on Maslow's ladder such as learning and self-fulfillment but, in a surprising twist, assume that others

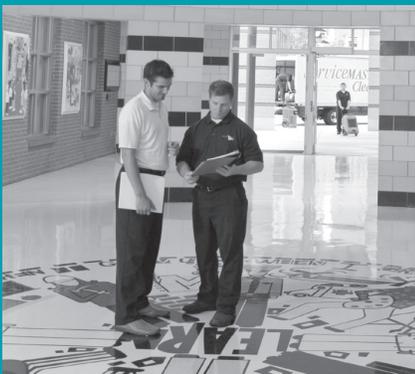
are primarily motivated by physical and security needs.

The findings are important for public education. If school leaders want others to support public schools, they must appeal to the “higher good” within everyone. Education must be viewed in its broader sense. Gilbert Chesterton said, “Education is simply the soul of a society as it passes from one generation to another.” Henry Ford is known for “Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.”

It is too easy to mistake the daily tasks of teaching, transporting, feeding and managing students as just work. Teaching is a job—but saving lives through education is a mission. It is the mission that motivates—not the routine.

The challenge is to connect others to the mission of public education. We do it by personalizing the message. When school leaders talk about students, teachers, or support workers as a group, we lose the mission. Charities know that it is more effective to tell the story of one starving child and ask for a donation than to tell about 10,000 nameless, starving children in a third-world country. Similarly, a story that features the success of one student, the caring of one

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Editor: Woody Wiedenhoef

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President's Message *The Time for Persistence*

By John Gahan, Business Manager, Pewaukee School District

Welcome to the fall! With temperatures dipping into the 30s overnight and for some of our members, even the 20s, it reminds us quickly in the morning of the season that is next. This time of the year also is a time of transition within our districts.

Persistence is key to completing the tasks of one budget year such as final budget adjustments and setting of the tax levy while winding the clock on the start of planning for the next year. We know that the challenges will present themselves in the budget development process, and in the end, there will be hundreds of smiling faces coming to our doors expecting us to be prepared again next fall.

At the WASBO Board level, we are also practicing the art of persistence as we work through the components of the Strategic Plan. The Board has committed themselves to the acquisition of thorough background knowledge related to the operations of our organization under Policy Governance. We are fortunate to have found a great mentor in WASDA Executive Director Jon Bales and to have members of the Board who operate under this model in their districts. This process is moving along well at this time.

Our Action Plan would call for us to determine next spring if this model, as we understand its implementation, is a good fit for our association. Thus far, we do see a strong correlation with our current operating practices.

This is also a point where we need to look for input from our members. While we can learn the approach and the mechanics of this model as a Board, many of our members have had the opportunity to live this model in their daily operations. As with anything else we do as professionals, sometimes the best input you can receive are the comments and direction from our colleagues.

Now, this is what we ask of the membership. As Board members of this association, we are charged with meeting the needs of our membership. If you have an opinion or concern as we move along this path, please contact one of your Board members and share your thoughts. Your input is welcomed as we persistently approach this task for WASBO.

We all share the same mission as we approach our work. Opening Doors to the Future for all Students is a noble cause that all members of WASBO embrace and should be proud of. 🇺🇸



John Gahan
WASBO
President

“Ambition is the path to success. Persistence is the vehicle you arrive in.”

—Bill Bradley

The WASBO Board Needs You!

Soon, the WASBO Nominating Committee will begin its search for nominees to run for the Board of Directors. This is an opportunity to grow your leadership skills, affect the future of WASBO and give back to your colleagues.

If you know of someone or would like to be a nominee for a position on the Board, contact the Nominating Committee Co-Chairs Tom Wohlleber (twohlleber@mcpasd.k12.wi.us) or Mary Ellen Van Valin (vanvalinm@milton.k12.wi.us).





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Executive Director's Report

Advocacy and Communication Planning

By Woody Wiedenhoef, Executive Director, WASBO

In a few weeks we will know the makeup of our State Senate, Assembly and who will be our Wisconsin Governor. Within a few months we will know what is being proposed for our children's education in the 2015-17 bi-annual budget.

Instead of waiting to see what those proposals will be, business managers, superintendents, principals, student services directors and personnel administrators have been developing a specific plan through the SAA as to what is needed for the children of Wisconsin. Please see John Forester's article on page 7. The SAA, through WASDA, is taking on the leadership of moving that plan forward with our superintendents. The intent is that each superintendent will create a district administrative team to form their own specific action plan. Each action plan will need a communication strategy. Business officials will certainly be part of that administrative team.

In that regard, I am reminded that there are four basic communication components—message, audience, media influence and timing.

Message—Every communication must stay focused, clear, concise and as simplified as possible.

Audience—Communication opportunities on a personal basis abound informally throughout the day. More formal opportunities will also present themselves in the community. The attributes of each audience will have different philosophical viewpoints and varying differences about what is important. Seek first to understand what the audience believes and why. The delivery of the message will need to address the attributes of each audience. Each communication must be engaging and collaborative. From our education background we know that "sit and get" is not the best way to influence children and adults. People will tolerate different beliefs, but they will only act on what they come to believe through engagement.

Media—Sooner or later, if the engagement of various audiences is successful, the media will want to tell your story. Develop an understanding of the different types of media, their parameters and the techniques they use to learn about and tell your story. Understanding those techniques and parameters ahead of time will help you communicate with this extremely important audience.

Timing—Know what your time parameters are in communicating with your audience. For example, communication is different with a television interview for the nightly news than a conversation with a newspaper

editorial board. A casual conversation will probably have a shorter time frame to share your message than an organized meeting. In addition, know when your audience might be receptive about being engaged on certain topics during your communication.

The opportunity to engage local citizens about our children's educational welfare, needs and successes is around the corner. Our elected state officials take notice of what our citizens are saying to them. We can start preparing for this opportunity by thinking ahead about how to communicate our message. 🇺🇸



Woody Wiedenhoef



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Legislative Update

SAA Legislative Committee Adopts Proactive Agenda

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



John Forester

In my August newsletter article, I shared with you that, in spite of the SAA's success in the last legislative session, we are embarking on a fundamental change in our advocacy strategy. You see, we believe we've reached a tipping point inside the Capitol and it's cutting decidedly against public schools. A big part of it is simply the diminishing numbers of pro-public education legislators occupying the Capitol. The facts no longer play a part in education policy development in Wisconsin.

Policy is developed based on ideology, not evidence. We have concluded that we cannot hope to significantly change the results in the Capitol by clinging to a largely defensive strategy. Simply put, we need to change the conversation to focus on those issues that matter for children.

We plan to change the conversation by advancing a proactive, evidence-based policy agenda; communicating the importance of that agenda to the media, our public, opinion leaders and lawmakers; and employing a more effective advocacy model focused on the local district administrative team.

At the Oct. 6 meeting of the SAA Legislative Committee, the committee discussed and ultimately adopted an evidence-based legislative agenda. This agenda is largely the work of the SAA Policy Research & Development Team, created this past spring and consisting of the SAA Executive Committee and three members each from of AWSA, WASBO, WASDA, and WCASS.

The WASBO members of this team are Lynn Knight (Nekoosa), Keith Lucius (Ashwaubenon) and Don Hietpas (Appleton). The SAA's new legislative agenda has priority recommendations that fall into four major categories: 1) Students Ready to Learn; 2) Excellence

in Teaching & Leading; 3) Innovation; and 4) School Finance.

Students Ready to Learn

With respect to early learning opportunities, Wisconsin has made great strides with the expansion of 4-year-old kindergarten and the advent of the Youngstar program to improve the quality of child care and preschool programming in Wisconsin. We believe Wisconsin should commit to a comprehensive preschool policy. We also support universal access to 4-year-old kindergarten, expanded rewards for quality care and increased funding for the WI Shares program. The lack of available services for children with significant mental health needs has been a growing concern among school administrators for a decade or more. In this agenda, we recommend additional resources and greater agency collaboration to get students the mental health services they need.

Excellence in Teaching & Leading

We recommend high level state efforts to focus on recruiting and retaining high quality teachers and administrators into the profession. We also recognize that leaders from K-12 and higher education must collaborate on systemic improvements in our teacher and administrator preparation programs. With respect to Educator Effectiveness, we recommend that the state continue its funding, address capacity issues and continue to monitor research on programs in other states. Finally, we recommend a flexible state school technology initiative that would provide funding for, among other things, infrastructure, broadband services, devices, off-site after-school internet services, IT support and staff training/re-training on effectively infusing technology into instruction.

Innovation

We believe it's extremely important to encourage innovation in instruction and service delivery. The State of Wisconsin should create a PK-12 educational innovation strategy to include 5-year grants for school districts to pilot promising innovations related to personalized learning, evidence-based school calendars, or any promising innovation that is based upon a sound theory of action.

School Finance

Creating the perfect school finance system is, of course, an elusive endeavor. Our school finance recommendations focus on proposals we believe benefit all school districts. For example, we recommend that Wisconsin index school revenue limits and general aid to the rate of inflation. We are also renewing our support for State Superintendent Evers' Fair Funding for Our Future plan (as a total package). We recommend additional support for economically disadvantaged students, students with disabilities and English language learners. Finally, we recommend increased state support for pupil transportation.

The SAA intends to release this evidence-based agenda to the public in mid-November. We are currently crafting our launch plan. Stay tuned. We will provide more information as the launch date approaches.

Local Advocacy Model

In order to expand our influence on education issues, we need to engage more SAA members in a more systematic way. We can accomplish that by organizing around the district administrative team and the leadership

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ASBO Update

By Tom Wohlleber, ASBO International Director

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



Tom Wohlleber

I want to take this opportunity to thank everyone for all of your efforts to support my candidacy for ASBO Vice President. Even though the election is eleven months away, the campaign is now in full swing. The efforts put forth by the WASBO “pit crew” who attended the ASBO Annual Meeting & Expo last month were nothing less than impressive. Let’s continue to grow the momentum that we were able to ignite at the ASBO conference. Please contact Woody or me if you are interested in helping out (in any capacity) with the campaign effort.

The 2014 ASBO Annual Meeting & Expo was a tremendous success. I am confident that the WASBO members who attended the conference would share similar positive feedback. Attendees had the opportunity to attend very informative sessions that addressed relevant issues or challenges that school business officials face on a regular basis. Presenters covered topics that included financial reporting, life balance, innovative ideas, best practices, enhancing efficiency/effectiveness, school safety/security, healthcare reform and employee wellness.

The conference also featured two outstanding and engaging keynote speakers. Dan Thurmon spoke regarding a new model for viewing work objectives not as separate or competing with life, but as a vital and connected component. Dr. JP Pawliw-Fry discussed the importance of personal leadership and why Emotional Intelligence (EQ) is the single greatest driver not only of effective leadership, but of performance at all levels of an organization.

New for 2015, ASBO International’s Emerging School Business Leaders Scholarship welcomes 18 new school business managers to the profession with a network of peers and mentors and a \$2,000 scholarship to attend the 2015 Annual Meeting & Expo. All school business leaders with five years or less of experience are encouraged to apply! ASBO International membership is not required. Information regarding the Emerging School Business Leaders Scholarship and application form can be found at <http://asbointl.org/learning-career-development/awards-scholarships/emerging-school-business-leaders-scholarship/application-materials>. Applications are due May 1.

The ASBO 2015 Executive Leadership Forum will be held February 19-21 at the Westin San Diego Gaslamp Quarter in San Diego, California. This year’s Executive Leadership Forum program features three outstanding half-day sessions focused on leadership development and opportunities to network, build relationships, share challenges and solutions with school business officials from around the world.

- *Developing Your Leadership Point of View* presented by Dr. Marjorie Blanchard
- *Behind the Scenes at SeaWorld* (this session is a leadership field experience)
- *Leading Change* presented by Dr. Patricia Zigarmi

More information regarding the Executive Leadership Forum can be found at <http://asbointl.org/meetings/executive-leadership-forum>. Take your leadership to the next level by attending the ASBO Executive Leadership Forum in San Diego!

The ASBO International Board continues to work diligently on 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 (including myself), representative ASBO members and ASBO staff recently met and developed potential strategies to enhance volunteer opportunities and improve the volunteer experience. The work group is also reviewing the existing ASBO committee structure/format.

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ASBO MEETING DATES

2015 Executive Leadership Forum
Feb. 19-21, 2015 - San Diego, CA

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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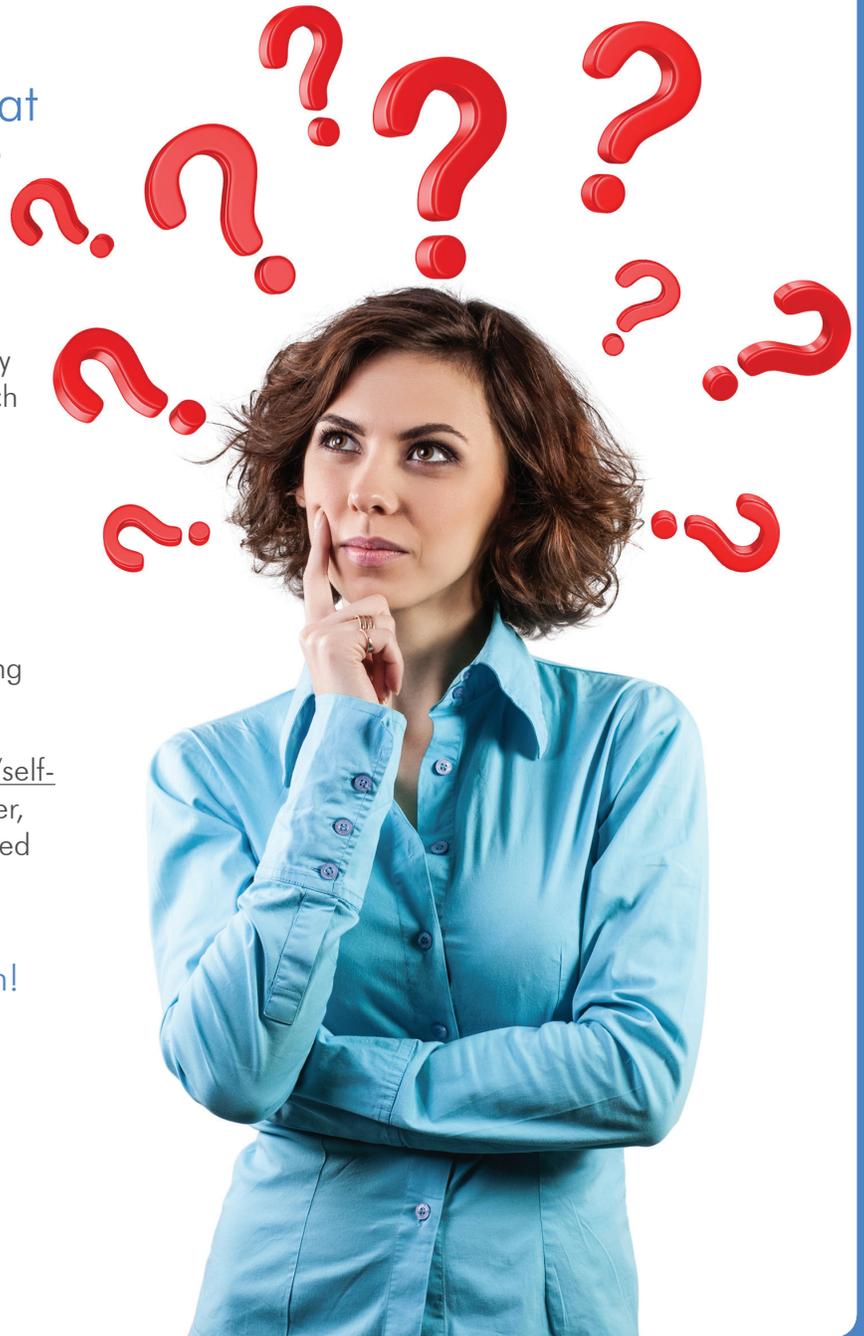
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A Team Approach to an Operational Referendum

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



Jason
Demerath
WASBO
Director

On April 1, 2014 the School District of Fort Atkinson passed a referendum for \$1.75 million per year for three years by a 60-40 margin. This was just three years after a referendum for only \$694,000 passed by four votes (two voters), following a recount and a circuit court challenge. While the educational and political landscape has greatly changed between 2011 and 2014, the district's approach to the referendum is what ultimately led to its success.

Background

In 2006, the School District of Fort Atkinson passed a referendum for \$694,000 per year for five years to exceed the revenue limit. This referendum passed by 10 votes. In 2011 the voters were asked for the same \$694,000 above the revenue limit for an additional three years. At the same time, the district was asked to reduce its budget by the same amount. As was stated earlier, this referendum passed by four votes following a day-long recount and a challenge in circuit court. The result of this April referendum was finalized in early June in a Jefferson County courthouse.

Both of these referendums were run the "old fashioned way." There was a committee of a couple dozen citizens, both supporters and nay-sayers, that came together to discuss the financial state of the district and come up with a referendum recommendation. Once it was adopted by the Board of Education the "road show" started with the superintendent and board members hitting every civic organization, PTO and coffee shop with a plea to support the local schools. This method was successful twice in five years, but did not seem to garner the support to keep the momentum going for yet another referendum in 2014.

The Process

This time around the process was different. It began by calling together a committee of 12 local financial minds as a Financial Advisory Committee (FAC). These individuals were local CPAs, local bank vice presidents, local business owners, etc. All of these individuals are highly respected and well known in the community for their financial and business skills. They were brought together for three meetings, each approximately two hours in duration. During the first meeting, they were given a "State of the District" presentation in which the financial status of the district was shared, including a history of what led us to this point, the impact of mandates such as Educator Effectiveness, common core, smarter balanced assessments, the Affordable Care Act, and the impact of Act 10.

During the second meeting of the FAC, I took two hours as the CFO of the school district and sat down at the table with these local financial experts to go through the budget in sections (for example, salaries, benefits, and purchased services). I explained to them that 80% of our budget is salaries and benefits and the rest of it is supplies and services supporting the educational programming as well as mandated items such as open enrollment, insurance, transportation, utilities, and so forth. We looked at a half dozen possible referendum scenarios and the projected financial impact of the upcoming mandates. I can tell you that with their financial prowess, these individuals whipped through financial statements, projections and referendum scenarios in two hours. A committee comprised of a cross section of citizens would have taken several meetings to understand all of this.

This led to the third meeting of the group where another half dozen referendum scenarios were reviewed. Ultimately, two scenarios were forwarded to a larger group of citizens for review. Having this group of financial experts review our financials and go through 13 different referendum scenarios ranging from \$694,000 to \$3.1 million lent great credibility to the process and showed the community that we were transparent in our financial operations. It also laid the groundwork for determining a referendum amount using logical financial analysis as opposed to political and personal ideologies. With a group of a dozen financial minds, numbers come quickly and politics don't factor into the decisionmaking as much as they would with a regular group of citizens.

Once the FAC developed their two referendum recommendations, they were forwarded to a second group of about 20 citizens representing all factions of the community. There were vocal conservatives, senior citizens, parents, local business owners, athletic supporters, music boosters, and more represented on this Citizens Advisory Committee (CAC). The first meeting of this group was a repeat of the first meeting with the FAC where we presented the "State of the District." At the second meeting, two representatives from the FAC presented the two referendum options that group developed and explained their rationale behind them. This was a citizen to citizen presentation and dialogue rather than the administration discussing the proposed options. The CAC then discussed them, decided if there were any other options they wanted to discuss, and ultimately ended up

Continued on page 13



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A Team Approach to an Operational Referendum

Continued from page 11

supporting both of the referendum recommendations and forwarded them to the Board of Education. These two recommendations were \$1.75 million for three years or \$1.9 million for three years.

The focus of this group then shifted for the end of the second meeting and the entire third meeting. This group's focus was now on assisting the District in finding the best ways to communicate whatever referendum amount the Board decided to put before the voters. By tapping into this diverse group of citizens and having them debate communications as opposed to referendum amounts, this group was able to develop a communications plan that District staff could run with in the months leading up to the referendum.

The Communication Effort

Unlike the prior two referendums, the communication effort this time around was multi-faceted. A web page was developed that would house all of the information given to the two committees and would also be updated with questions and answers as they arose in the months leading up to the referendum. This website was setup by the middle school principal and maintained and updated by the superintendent. Additionally, videos were developed, recorded and posted to the website. This effort was spearheaded by the Director of Pupil Services, an elementary principal and a graduate of the district attending a film school. These videos went through several iterations with reviews from the entire administrative team and board, but they ended up being the informational and emotional pieces needed during presentations to civic groups, tweeted to the community and posted on the website.

As Director of Business Services, I developed a question and answer document that answered some of the

more typical questions that were being asked about the referendum. Our Director of Instruction worked with a graphic designer that was on the CAC to develop a bi-fold flyer that would be handed out at all presentations, mailed with newsletters, distributed to doctors' offices, realtors, local businesses, etc. To compliment these efforts, a Twitter account was developed by the Superintendent to send out blurbs and links to information on the website.

All of these pieces were developed between the board's vote in January and the communications push beginning in early March. In this effort there was no external consultant used; it was all built in house by the administrators on the team with help from citizens and other employees in the district.

Finally, the March "road show" arrived. There were interviews on the local radio stations, presentations at civic groups, PTOs, local businesses, etc. This time around though, it was a consistent and precise message. We began with a video explaining the financial situation, reviewed the bi-fold flyer with the pertinent information, and ended with an emotional video highlighting all of the good things the School District of Fort Atkinson has to offer. All of it had a singular message, "Strong Schools. Strong Community." The link made here is that the schools and community support each other in a symbiotic relationship. If one begins to fail, the other will follow and rather than dividing a community over taxes and politics, it brought the community together to rally behind the schools that support it.

A Team Effort

As was outlined above, this successful referendum effort involved two community committees of nearly 40 citizens and the efforts of everyone on the administrative team from assistant principals to the superintendent. It

also involved other employee groups as librarians helped with video production, art teachers drew pictures for the videos, a guidance counselor narrated the video and support staff assisted in development of materials for meetings and presentations. At no point throughout this process was an external consultant used. It was truly a community and a school district coming together and deciding that supporting the local schools meant supporting the community we live in.

A presentation on the referendum process outlined here will be given at the State Education Convention in January 2015 in Milwaukee. For more information please visit the School District of Fort Atkinson's referendum website at: www.fortschools.org/referendum.

Jason Demerath serves on the WASBO Board of Directors. You can reach him at demerathj@fortschools.org.

“An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't.”

~ Anatole France



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Spotlight on Tom Wohlleber: Keeping Students Front and Center

This article appeared in the October 2014 issue of *School Business Affairs*, published by ASBO International.

If the name Tom Wohlleber sounds familiar, it's no surprise. The Assistant Superintendent of Business Services for Middleton-Cross Plains Area School District in Middleton currently serves on the ASBO International Board of Directors.

Tom values belonging to a professional organization such that his membership has played an important role in supporting his success as a school business official.

"ASBO membership provides me with the opportunity to effectively

and efficiently network with fellow school business colleagues to share resources, successful strategies, and best practices," Tom says. "I take advantage of face-to-face networking at ASBO conferences or meetings as well as online networking through the Global School Business Network. School Business Daily has enhanced my awareness of pending or potential legislation, regulations, or issues that may have an impact on my school district."

Most ASBO members would agree that networking is a highly-valued membership benefit. As an SBO with nearly three decades of experience, Tom recommends that those new to the field begin establishing relationships with fellow school business officials as soon as possible. "Networking with peers, while important throughout one's career, is extremely valuable in helping a new school business official in the early stages of a career," he says.

Tom feels that the most significant benefit has been leadership

development, including knowledge and skills acquired at ASBO's Annual Meeting & Expo, Executive Leadership Forum, and Eagle Institute. "They have helped me transition from efficient manager to effective leader over the course of my career," he says.

Having served in various leadership positions for Wisconsin ASBO and been an active member of ASBO International, Tom felt ready to take his leadership potential to the national level and is now in his second year on ASBO International's board. "It has been an outstanding experience," he says. "When you get engaged in the governance of an organization, you learn what it takes to operate and provide the resources required by the members. The key is to be relevant," he says. "As our profession changes and the challenges of what we do as SBOs change, the organization that supports us has to change, too." 🐦



Tom Wohlleber

ASBO International New Members



August 2014

- Michael Williamson, Merton Community SD, Merton, WI
- Nathan Jaeger, Whitewater USD, Whitewater, WI

ASBO International Milestones

September 2014

- Jeffrey J. Gross, SD of Menomonee Falls, Menomonee Falls, WI (10 years)

October 2014

- Denise Howe, SFO®, Friess Lake SD, Hubertus, WI (5 years)
- Jeff Lankey, Royall SD, Elroy, WI (5 years)
- Davita Jo Molling, West Salem SD, West Salem, WI (5 years)
- Scott DeYoung, Mount Horeb Area SD, Mount Horeb, WI (10 years)



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'Culture Eats Strategy for Lunch Every Day': The 2014 EASBO Eagle Institute

By Bob Avery, Director of Business Services, Beaver Dam Unified School District; WASBO President-Elect



Bob Avery
WASBO
President-Elect

Thank you, WASBO, for the opportunity to attend the ASBO Eagle Institute this summer.

Each July, WASBO sends the new President-Elect to the ASBO Eagle Institute, a four-day leadership workshop developed by Diamond6 Leadership, LLC. The program draws upon the leadership lessons from some of history's greatest leaders. In 2012, the Institute was held in Philadelphia and focused on the Founding Fathers. Last year, it was Gettysburg and Lincoln. This year, the Institute was held in Washington, DC, and the focus was on leadership lessons we can learn from FDR. Next year, it is on to Alexandria and Mt Vernon, VA to study George Washington.

I had the opportunity at our Fall Conference to share some of what I learned this summer through a presentation I gave on the 10 lessons we can learn from FDR's life and presidency. Just beyond FDR, we examined the leader as an innovator, organizational culture and change.

As we well know, this is a time of great change in the field of education (including Educator Effectiveness and Common Core) as well as in school finance (Act 10, Act 32, alternative compensation models, among others). Some would argue that this is a time of crisis for education in the state, which means it is also a time of opportunity. Wisconsin's public school districts are looking for leadership to respond to the changing external environment and develop innovative strategies to implement internally.

It is not enough for leaders to be change agents that are innovative and strategic. In order to successfully implement new strategies that are sustainable, leaders need to ensure that the organization's culture, mission and vision are all aligned. Absent this alignment, according to Peter Drucker, "culture will eat change

initiatives for lunch every single time." Therefore, in order to implement the strategies, the leader must first create an organizational culture that fosters initiative and innovation.

How does one create such an organizational culture, one that will embrace change? By changing the behaviors of individuals and groups within the organization. But in order to change the behaviors, the beliefs and reality, feelings and thinking of the individuals and groups in the organization need to change.

This, then, is the challenge – and one of the primary responsibilities – for leaders: shifting the organizational culture and creating buy-in from the internal groups and individuals. To do this, leaders need to work on both an intellectual and an emotional level with the people in the organization.

Culture gives members of the organization identity; it facilitates collective commitment, promotes stability, and helps members make sense of the surroundings. In short, culture shapes behavior of group members. However, it does not change just because we desire it to change. "It changes when the organization is transformed; the culture reflects the realities of people working together every day." (Frances Hesselbein) Transformation is about realizing new beliefs, values and perceptions and by demonstrating changed thinking through behavior.

It does not, however, come easily. Most transformational efforts fail. Why? Because to make systemic change, it must come through the very people who are the most successful in the status quo. It cannot be imposed from above, or from the outside. Imposed change is not embraced by members of the organization and does not change beliefs or thinking of those individuals. And if the people cannot or will not change, the culture will not change.

To make such transformational changes, leaders need to:

- First, seek to understand before trying to be understood.
- Develop a vision and get buy-in.
- Communicate the vision and address concerns that are raised.
- Create a sense of urgency that is based on a credible reality.
- Be proactive.
- Empower others to act.
- Create short-term successes and gain momentum.
- Look for synergy.
- Institutionalize new approaches.

Without emotional intelligence, leading transformational change is nearly impossible. For it is here that personal and social competences reach out and influence the beliefs, thinking and behaviors of those around you. Without that influence, the level of buy-in to the vision will be limited. That is why it is critical to first understand before trying to be understood. If we, as leaders, can increase our personal awareness, it will have a positive impact on the people we work with and lead and result in acceptance and buy-in of the vision.

In conclusion, don't feed your strategic innovations to your organization's culture. Create the climate that will embrace the changes that you are endeavoring to implement. Sharpen your EQ, or emotional intelligence, so you may increase your influence on those around you.

Finally, to close, I want to leave you with a quote from Dr. Jeffrey McCausland, founder and CEO of Diamond6 on leadership:

"Managers do things right.

Leaders do the right things." 🐦

One More Thing.....

By Lynn Knight, Business Manager, School District of Nekoosa; WASBO Past President



Lynn Knight
WASBO Past
President

Tonight was the board meeting. I was actually looking forward to it. I didn't have a lot on the agenda, so it was going to be one of those "relaxing" board meetings where the most I had to do was listen. It was going to be a good meeting.

I walked into the board room about five minutes before the meeting was to begin when the board president called me over and asked me a question that consisted of eleven words; "Can you do some research on the Certificate of Excellence award?" My heart stopped. I remember mentioning the Certificate of Excellence award a few months ago when I presented the preliminary budget and I certainly didn't think anybody was listening! My relaxing board meeting turned into an anxiety filled evening. All I kept thinking was how in the world will I fit this into my schedule. I envisioned my weekends consumed by statistics and financial

reports. I sighed heavily and whispered "one more thing....."

After I was done feeling sorry for myself, I started researching. And this is what I discovered. There are actually two Certificate of Excellence awards; one is offered through the Government Finance Officers Association (GFOA) and the other is offered through the Association of School Business Officials International (ASBO). Both the GFOA and ASBO have on-line checklists to help you through the process. Although they are separate awards, the requirements are very similar. For the fiscal year ending 2012 the only public school district that received the GFOA award was Milwaukee and the only public school district that received the ASBO award was Kettle Moraine. I knew I had my work cut out for me.

I started my adventure with two conversations. The first was with my district administrator and the

second was with my auditor. I needed the support of both before I moved forward. I also attended ASBO's annual meeting in Florida where they offered a four-hour session on How to Prepare a Comprehensive Financial Report. The session also talked about how to apply for the Certificate of Excellence award. A common theme from both the annual meeting session and my auditor: start early. Give yourself enough time to gather historical data and review, review, review.

My plan is to apply for both awards for fiscal year ending 2015. I have the support of my school board, my district administrator, and my auditor. The rest is on me. I'm nervous and excited. It will be a great learning opportunity for all of us and I'm looking forward to the challenge.

Continued on next page



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One More Thing.....

Continued from previous page

Tonight is another board meeting. I have a few items on the agenda, but nothing major to report. I'm feeling good about tonight. I arrive five minutes before the meeting begins and the board president calls me over asks with a grin, "What do you know about the Meritorious Budget Award?" With a sense of excitement, I think, one more thing..... 🐼

Lynn can be reached at Lynn_Knight@nekoosa.k12.wi.us



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Nov. 13, Madison, School Leadership Center
Learn the mechanics of developing, forecasting, and trending losses to be used in determining insurance program retentions and deductibles.

Administering School Risks

Dec. 9, Madison, Holiday Inn at The American Center

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

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The Fundamentals course will be offered again in the spring of 2015, along with the other four classes required for CSRM designation.

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Get Moving – Inspiring Wellness Among Your District’s Teachers and Staff

By Sharon Llanas, Comptroller, Central High School District of Westosha



Sharon Llanas

All too often school districts face significant barriers to implementing effective, sustainable health programs for their employees that also address each individual’s personal struggles with health. There’s often confusion around the program’s requirements and impact on health benefits. Further, lack of tangible incentives discourage engagement. However, supporting the health of our nation’s educators is directly tied to their personal and professional success, including increased creativity, energy and reduced absenteeism – all of which translates into educational continuity for our kids.

Central High School District of Westosha faced the same hurdles when it came to implementing an impactful workplace wellness program and motivating participation among people with tough schedules and widely differing health and wellness states. The district’s short-term goal: reduce unscheduled absences and help those with chronic disease manage their condition. Their long-term goal: a healthier, more effective educational team.

In July 2012, the district took action and implemented a new employee wellness program, HumanaVitality, through its insurance company, Humana. HumanaVitality is a data-driven wellness and rewards program that incentivizes members to make healthier life choices using the science of behavioral economics. Further, the program creates a personalized pathway to health for each member, which enables them to assess their current health status, set goals and be rewarded for better health decisions.

Establishing Goals

To establish a benchmark for their current state of health, Central High

School employees must complete a biometric screening, or VitalityCheck, and take their personal online health assessment to reveal their VitalityAge or their health-based age compared to their chronological age. Using this snapshot of their health, individuals are encouraged to set goals on their personal HumanaVitality page, build their path to health, and monitor their progress by syncing devices, such as a pedometer or FitBit.

The incentive-based program then rewards individuals for making healthier choices, like obtaining preventive screenings, exercising, donating blood, getting CPR-certified and quitting smoking. Staff is able to earn points through these healthy activities that are redeemed for rewards, ranging from electronics to hotel stays.

Inspiring Participation

In addition to the incentives offered from the HumanaVitality program, Central High School encourages employees to complete their health assessment and start setting goals by hosting drawings for prizes and putting up posters and signage around the school.

After the first year, 85 percent of the high school’s employees had completed their health assessment and the school saw a significant spike in participation. This is a tremendous accomplishment given the national average is fewer than half of employees (46 percent), according to a 2013 RAND Workplace Wellness Study.

Improving Health and Reducing Claims

Since the implementation of the program in 2012, the district has significantly improved the health of their employees. For example, employees with high blood pressure

dropped from 13 percent to 1.3 percent. Further, the district realized a \$321,000 reduction in their health costs and reduced their overall renewal costs by eight percent. During a time of increasing health costs and reductions in school budgets, an eight percent reduction through this program is exemplary and demonstrates the commitment of the school’s employees to engaging with their health.

The efforts of the Central High School District of Westosha did not go unnoticed – the district received the second highest rating in the nation among all employers for their participation in and success with the HumanaVitality program.

Beth Spear, a science teacher at the school, stated that the HumanaVitality program got her started on the right path and has since lost 60 pounds and significantly lowered her blood pressure. She also noted that there is a sense of community around the program, including “an informal network of support...as well as a Facebook group started by a school colleague that provides support, inspiration, and advice.”

Just as each teacher or staff member is unique, each school district has its own health and wellness goals they want to achieve. It’s very important to Central’s Board of Education and Administration to partner with a wellness program built around measurable data, incentivized behavior change, focus on spouses and dependents and highly individualized goals. 🐾

Reducing Risk of Injury to Special Education Staff

By Kurt H. Eley, Director of Student Services, Waunakee Community School District
Submitted on behalf of the WASBO Safety and Risk Management Committee



Kurt Eley

Special education staff are asked to perform many duties which place them at increased risk for being injured while at work. Teachers, therapists or paraprofessionals perform tasks throughout the school day that place their bodies in unusual positions. Lifting students is one of these tasks and the cumulative effect of lifting students numerous times over the course of a school day, year and career can be detrimental to these employees.

The employee may need to lift a student from a wheelchair in order to perform personal care, such as changing a diaper or soiled clothing. It may require the special education staff to lift the student onto a changing table. Additional lifting may be needed during the actual changing of the diaper and clothes. When completed, the staff will need to lift the student

back into the wheelchair or another chair. Some students are able to assist with their care, but other students may not be able to help in any way.

In addition to lifting associated with performing personal care activities, staff often need to reposition students several times during the school day to relieve the pressure on the student's skin from either a wheelchair or chair. Part of this process may include having a student lie on a mat or cot to prevent injuries to the student's skin. Each time a special education staff member moves a student, there is an increased risk of injury.

For any staff who must perform lifts as part of their job, we can reduce the risk of staff injury by training our staff on how to properly lift a student. Each year staff should be trained as students grow and their medical and

physical needs change. All staff should practice the lifting procedures, especially those who serve in the back-up role. Lifting must not only be safe for the staff, but also for the students. Your district's physical therapist is the best resource to provide this training. Physical therapists have specialized training in proper lifting techniques. Proper lifting technique involves several elements including, but not limited to: being close to the object to be lifted, feet shoulder width apart, squatting, lifting with your legs, etc.

The physical therapist will also most likely work directly with the student who must be lifted. Background information about the student's medical condition and physical health will determine the proper lifting technique to ensure the student is

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Reducing Risk of Injury to Special Education Staff

Continued from previous page

safe. This information will also inform staff whether the lift is a single person or multiple person lift. If the physical therapist does not know the student, a release of information form may be signed with a physician or physical therapist outside the district to gather this information. As this information is being gathered, the physical therapist will know what questions to ask in developing an appropriate lifting protocol.

There are many devices which can assist staff when lifting a student is necessary. A Hoyer lift is one such device.

When used with proper training, typically from a physical therapist, a lift will allow staff to perform lifts in a manner which will reduce the risk of injury to the student as well as the staff member. Standers and



Hoyer lift

power wheelchairs can also provide assistance to staff when performing a lift. Many of the newer standers and power wheelchairs can lift a student to a standing position or to a higher position so staff members do not need to bend as much when lifting a student.

In addition to providing special education staff with proper training and using devices when lifting students, administrators need to be mindful when assigning staff. Over time, the constant lifting can cause physical harm to the individual's body. A way to lessen the cumulative impact of lifting students year after year is to train multiple people to perform these tasks so the burden does not fall to one or two individuals. Being able to train multiple staff to lift students begins with the assignment of sufficient staff who are physically capable of lifting. Training multiple staff also allows for coverage when the primary employee assigned is absent. It may be necessary to move staff to another position who are no longer

capable of lifting due to the natural aging process or the cumulative impact of lifting over many years of service to the district. At some point, what used to be a one-person lift will naturally become a two-person lift as a student gets bigger.

School districts need to perform duties such as lifting students for a number of reasons. All of the staff asked to perform these duties are vital to a district being able to provide a "free appropriate public education" to students with disabilities. With proper training, the use of devices and the appropriate assignment of staff, districts can accomplish this requirement and reduce the risk of injury to staff. 🧠

If you have questions about this article or other special education issues, contact Kurt at kurteley@waunakee.k12.wi.us.

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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)

p-Card User Group Meeting

March 10, 2015, Madison Marriott West, Middleton

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March 11-12, 2015, Madison Marriott West, Middleton
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WASBO Foundation Spring Conference & Exhibits

May 14-15, 2015, Madison Marriott West, Middleton
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Funding School Risks

Nov. 12, 2014 - School Leadership Center, Madison

Measuring School Risks

Nov. 13, 2014 - School Leadership Center, Madison

Workers' Compensation

Dec. 8, 2014 - Holiday Inn at The American Center, Madison
(Update Credit)

Administering School Risks

Dec. 9, 2014 - Holiday Inn at The American Center, Madison

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Working with All Types of Personalities

By Kathy Davis, Assistant District Administrator of Business Services, Neenah School District
WASBO Director



Kathy Davis
WASBO
Director

Whether it is a co-worker, a parent, or a community member we've all encountered those personality types that have tested our patience, made us wonder, or just plain drove us nuts. As leaders we don't have the liberty of losing our cool with someone, we can't always choose who we interact with, and we have to be very careful of how we respond to challenging personalities so that we don't reflect poorly on our districts.

With a little insight into personality types and perhaps some insight into how we tolerate those challenging personalities, we can greatly improve our ability to cope with the difficult ones and in return improve our own leadership skills.

In my earlier years of being a school business official, I very much struggled with my understanding of how to deal with those whom I considered to have difficult personalities. So much that I actually attended a two-day seminar on how to deal with difficult people. Although I learned a lot of good tips during those two days, the one biggest take-away I gained from that experience was that I was the one ultimately deciding if a person was difficult or not. Changing my own mindset could turn a difficult personality into a tolerable one.

A two-day seminar may have been a bit over the top for dealing with those challenging ones, however, I do believe a little more review on the topic could benefit every leader. At a recent gathering with some of my fellow WASBO members (who have requested to remain anonymous), I decided to get their perspective. Below I share with you some of their advice and advice I have learned over the years on dealing with (and understanding) those more challenging types.

Gossip (not to be confused with Social Butterfly)

These individuals are the ones who like to share news, whether it is true or not. Having news to share can make them feel important and provide a purpose that perhaps they lack. Although their intent may not be negative at all, the untruths they share could lead to further issues in the office.

Advice: Try to address instances of gossip immediately. Having an informal meeting to discuss with the gossipier what you have heard will hopefully discourage the gossipier from continuing to share untruths. By doing so, you may also find out more about the reasons behind the gossiping. Perhaps there is some uncertainty in the office about a particular subject that may need further communication or explanation.

Downer

The type of person who sees the glass as being half empty instead of half full. These types are generally hard to be around because their negativity can be contagious.

Advice: Be extra nice to them. By responding to this type of personality with positivity, it will help encourage them to respond in kind. Feeding into negativity by agreeing with them or adding your own negativity will only encourage more negativity.

Bully

These types of personalities are the ones who intimidate others into siding with them, or into doing their work. Sometimes these types are lacking in their own ability to communicate with others.

Advice: Bullies tend to bully those who are easy targets, so don't let yourself be one. Stand up for yourself and stand up for others who are being bullied.

Bullying is another form of harassment; it is important to document incidents and address them.

Too Busy to Listen

The type of person who is always on their phone or laptop, and doesn't seem to be listening while you are talking to them.

Advice: Ask them if you are interrupting them. It is possible that this person is very busy, and if your meeting was not scheduled it could be that you are interrupting them. If your meeting was planned, ask them politely to put down their electronic device.

Aggressive Sales(wo)man

These are the types that are so excited to show you their amazing product that they show up unannounced and insist on meeting with you immediately.

Advice: Train the office staff to recognize these types and to stop them at the door. "She/he's busy, I'll take your card and have her/him call you if she's/he's interested" will stop that person from interrupting your day. Try to make it a habit to only see those who have made an appointment with you. It is not necessary to see every salesperson who shows up unannounced; they know they haven't made an appointment and should understand that you might not be available. These types of individuals are ultimately just trying to do their jobs, and they may not be aware of how busy you may be.

Helicopter Parents

The parents who seem to micromanage their child's life, the ones who show up at the superintendent's

Continued on next page

Working with All Types of Personalities

Continued from previous page

office when their child gets an A- instead of an A+.

Advice: The majority of these types are this way because they really care about their children. When encountering one of these types it can be helpful to just listen. If a decision is needed, stick to policy to protect yourself from being caught in a cycle of making exceptions.

In Your Personal Space

These are the types that may not understand personal boundaries/space and tend to stand very close to you during conversations.

Advice: Try to understand that they may be standing very close to you in order to hear you. They could also be concerned about others hearing what may be a private conversation. Take a step back. If they move closer, step back again or find a way to casually put something between you. For example, if you can, sit at your desk and then offer them the chair in front of it.

Social Butterfly (not to be confused with the Gossip)

This person tends to spend a lot of time walking around visiting. Their

conversations are not typically negative, but may be getting in the way of others getting their work done.

Advice: Politely address the issue by suggesting that you and the social butterfly pick up the conversation later. Try to imagine how you would feel about them talking to you if you weren't busy. Generally, during a non-busy moment, these people can be very pleasant to talk with and can liven up the office.

The Procrastinator

These types tend to wait until the last minute to start a project (or WASBO newsletter article).

Advice: Give them deadlines; help them to know what the more crucial items are to help them prioritize. Offer to help them if you can. They may have a lot on their plates, and are probably the type who have lots of great ideas, but have difficulty honing in on just one.

Introverted

These personalities keep to themselves, which isn't necessarily a bad thing. However, it can be difficult to know how they are doing or to get information out of them.

Advice: Try to encourage these people to open up by talking to them and making them feel comfortable when they respond. Sometimes these people are just shy or they may be afraid to speak up. Also, appreciate that these people won't ever bother you.

Indecisive

The type of person who just can't seem to make up their mind.

Advice: Sometimes these types of people can't make up their minds because they don't want to disappoint you or others. Encourage them to share their opinions. Asking them what their decision would be if there were no one else impacted could open the door for them to share their true opinions without the fear of disappointing someone.

You

Of course your personality is perfect.... Or is it?

Advice: It is ultimately up to you how you perceive others. Changing your own perception can dramatically improve your attitude towards an individual with a perceived difficult personality. Empathy is also a great way to try to separate the personality from the person. 🧠



WASBO members enjoy the Wisconsin Gathering (top) and Joint Affiliate Reception (bottom).



Several WASBO members presented at the AM&E.

ASBO International AM&E

Wisconsin was well represented at the ASBO International Annual Meeting & Expo in Kissimmee, FL in September. WASBO members enjoyed a Wisconsin Gathering after arriving Friday, Sept. 19, and participated in a Joint Affiliate Reception and Candidate Meet & Greet on Saturday, Sept. 20, where we supported Tom Wohlleber's candidacy for Vice President in 2015.

Special thanks to the sponsors of the Wisconsin Gathering:

- American Fidelity Assurance
- BMO Harris Bank
- Ehlers
- PMA/Forecast5
- Simandl Law

Additional thanks to Gold Sponsor American Fidelity Assurance for underwriting shirts for Wisconsin attendees.

State of Wisconsin Energy Office Launches New Program to Help Schools and Municipalities Save Energy

By Megan Levy, Director – Local Energy Programs, State Energy Office, Division of Energy Services

To celebrate National Energy Action Month, the State Energy Office is pleased to announce the launch of our Municipal Energy Efficiency Technical Assistance Program (MEETAP). This program will provide project management and engineering services in an owner's representative role to K-12 schools, municipalities, and wastewater districts to help them implement successful energy and money saving projects.

The State Energy Office's work with municipalities and schools through the Energy Independent Communities Program over the last five years, combined with our experience using a similar project model in state buildings for 10 years, led to the design and launch of MEETAP. We know that school districts are constantly looking for ways to save energy while maintaining and improving their facilities as they age. Not all of these districts have experience with the various options to identify and implement energy efficiency projects or the staff available to dedicate to these efforts. Our goal is to work as a liaison between schools and traditional or performance contractors to maximize energy efficiency in public buildings while giving schools the tools to achieve success.

Because MEETAP is a program implemented by the State of Wisconsin, we are especially committed to sharing our expertise with schools to help them achieve the Green and Healthy School or the Green Ribbon designation of their choice. Additionally, the State Energy Office has partnered with the Board of Commissioners of Public Lands (State Trust Fund) to spread the word about our program's services and we are working with the K-12 Energy Education Program (KEEP) to offer schools a plan to include students in creating the baseline of energy use before a project and measuring the savings after the project is complete.

If your school is interested in taking action to save energy, planning upgrades, or expanding, consider MEETAP's low-cost services, including:

- Help identifying projects
- MEETAP staff will go to the school board with you to advocate for energy upgrades
- Assistance with the development of bid specifications that allow for fair 'apples to apples' proposal comparisons while utilizing contractor expertise and experience



Thermal blankets reduce evaporation and keep the water temperature consistent.

- Identifying funding sources and their impacts (State Trust fund loans versus bonds)
- Assistance with contractor selection based on pricing, proposed energy conservation measures and best fit with the district needs
- Monitoring of the implementation progress – and more!

MEETAP webpage: <http://www.stateenergyoffice.wi.gov/section.asp?linkid=1844&locid=160>

National Energy Action Month: <http://energy.gov/eere/femp/energy-action-month>

Energy Independent Communities Program: <http://www.stateenergyoffice.wi.gov/section.asp?linkid=1514&locid=160>

Contact Megan.Levy@Wisconsin.gov or 608.266.5054 if you have any questions. 🇺🇸

“You are not here merely to make a living. You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourself if you forget the errand.”

~ Woodrow Wilson

Wisconsin's Electronic Recycling Program

Most electronic devices may not be put in the trash and should be recycled. Because of legal and environmental concerns, it's important that your school choose a responsible recycler for your electronics. In particular, you want a recycler that will protect data security and safely handle the potentially toxic materials that many electronics contain. Choosing a responsible recycler, however, often means incurring a cost.

E-Cycle Wisconsin could save your school district money or even provide

you with a new (small) source of income.

E-Cycle Wisconsin is Wisconsin's electronics recycling program, run by the Wisconsin Department of

Natural Resources. Registered E-Cycle Wisconsin recyclers receive money from electronics manufacturers to partially cover the cost of responsible electronics recycling, making it cheaper for schools and households to use their services. Unlike non-registered electronics recyclers, registered recyclers are inspected by the DNR and must meet certain environmental and worker safety standards to stay in the program.

For more information on choosing an electronics recycler, visit dnr.wi.gov and search "e-cycle." Under the "Information for Schools" section, you will find a list of registered E-Cycle Wisconsin recyclers, tips on how to recycle electronics and information for educating your students and/or employees about electronic waste.

If you have any questions, contact Sarah Murray, E-Cycle Wisconsin program coordinator at 608-264-6001 or sarah.murray@wisconsin.gov.

Don't be on the hook...



...for illegally dumped electronics.
Play it safe. Choose a responsible recycler.

Questions to Ask Potential Recyclers

- Does the recycler accept the types of items you want recycled?
- Does the recycler service your geographic area and type of organization?
- What fees does the recycler charge, and for what types of equipment and/or services? It costs money to recycle electronics properly. Beware of very low fees, especially if the recycler is accepting difficult to manage materials such as cathode ray tubes (CRTs).
- Does the recycler offer the additional services that you require (e.g., setting up/managing collection events, pick-up service, reuse/refurbishment, curbside residential collection)?
- What does the recycler do with the electronics it collects (e.g., send them to another company for demanufacturing/processing, process in-house, refurbish and donate, etc.)? The answers may be different for different types of electronics.
- What steps does the recycler take to make sure materials with hazardous components don't end up in landfills or incinerators, or improperly disposed of in the United States or overseas?
- Does the recycler hold any third-party certifications (e.g., R2, e-Stewards, ISO-14001, or ISO-9001)?
- What percentage of materials the recycler receives is eventually recycled or reused?
- Will the recycler provide you documentation of recycling/proper disposal?
- What steps does the recycler take to destroy personal and confidential data and ensure the security of personal and financial information? Does it have a certification from the National Association for Information Destruction (NAID)?
- What steps does the recycler take to ensure worker safety?
- Can the recycler provide references and contact information for other organizations similar to yours?

“How wonderful it is that nobody need wait a single moment before starting to improve the world.”

~ Anne Frank

ASBO Update

Continued from page 9

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?”

The ASBO Board reviewed a draft of the Legislative Implementation Plan at its September meeting. The Board supported the plan, including the hiring of a government/legislative affairs position. The plan was shared with and received support from the ASBO Affiliate Executive Directors at their most recent meeting. ASBO members should begin to see expanded legislative information and communications over the next several months.

ASBO Board Member Claire Hertz has been working as part of an advisory group comprised of practicing school finance personnel and the Government

Finance Officers Association (GFOA) on a Better School Budgeting Project. GFOA staff presented an overview of their work at the ASBO Board Meeting in September. The ASBO Board and staff are working to establish a partnership with GFOA on School Budgeting for Student Achievement. There are three parts to this work: best practices, award program and a website of tools called Smarter School Spending.

The Best Practices are now in draft form, and available at <http://www.gfoa.org/pk12-bestpractice-draft>.

The advisory group is seeking your voice in this work. If your job responsibility includes budget development, the advisory group has asked you to review the draft practices and give feedback in an effort to improve them.

The Smarter School Spending website with tools created by



some of the practitioners involved in the work has been launched. The website can be found at <http://smarterschoolspending.org/home>.

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

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Wisconsin Schools Top Nation in Green Ribbon Awards

Wisconsin beat out the rest of the nation in 2014 Green Ribbon Schools winners, announced earlier this year by the U.S. Department of Education. The state had five winners in the federal program which honors schools and districts for efforts in sustainability, student/staff health, and effective environmental education.

A document which highlights the winning programs includes the examples below and can be found at <http://lists.dpi.wi.gov/t/202919/179894/3459/0/>.

The “Stars” program for energy conservation at Park Elementary School (Middleton-Cross Plains Area School District) rewards classes that follow energy saving practices such as “the 30-second rule (picking up chairs and trash from the floor so the custodians spend less time at the end of each day cleaning with the lights on).” In addition, a student inquiry approach weaves outdoor and sustainability education throughout the curriculum.

“In every class from kindergarten to grade 12” at the Hurley K-12 School (Hurley School District), students engage in projects around sustainability and stewardship. Younger students plant vegetables for the lunch program and to sell at a farmer’s market. An annual service-learning project scientifically examines the nesting success of area loons. Outdoor skills like ice fishing, snowshoeing, and orienteering are also woven into various learning opportunities.

In the Tomorrow River Community Charter School (Tomorrow River School District), old-fashioned slate boards and chalkboards take the place of paper-wasting notebooks and energy-consuming Smart Boards, while governance board members reduce paper use with Chromebooks at their meetings. Students spend an average of two hours a day exploring nearby forests.

Full scholarships are provided to every student during their time at Conserve School (Land O’ Lakes), a private “semester school” built around

sustainability and outdoor education. Most students attend public schools for the rest of their education.

The Greendale School District reduced its energy bills by \$200,000 and its copying costs by \$20,000 through efficiency initiatives. Greendale offers a free school-based health clinic and a confidential assistance program to not only students and staff, but also community members such as families and retirees. The district now has three registered Wisconsin Community Forests — paving the way for state support of school forestry and allowing for an expanded outdoor classroom presence.

Wisconsin schools and districts enter the Green Ribbon competition by participating in the state’s Green and Healthy Schools program. Additional information on the program can be found at <http://lists.dpi.wi.gov/t/202919/179894/3461/0/>.

“The strength of the United States is not the gold at Fort Knox or the weapons of mass destruction that we have, but the sum total of the education and the character of our people.”

~ Claiborne Pell

WASB/WASBO School Budget Cycle Handbook

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

Visit WASB.org for complete information.



EEOC Attacks Another Workplace Wellness Program

By Matthew J. Flanary, Attorney, Buelow Vetter Buikema Olson & Vliet, LLC



Matthew Flanary

On October 1, 2014, the EEOC announced another lawsuit against a second Wisconsin employer, alleging that its wellness program violated the Americans With Disabilities Act (“ADA”). This comes in the wake of the EEOC filing a similar lawsuit against another Wisconsin-based employer, as outlined in an August update: <http://www.buelowvetter.com/legalupdates/2014/legalupdate-08-25-2014.html>

In both cases, the EEOC argues that a wellness program with biometric testing and health risk assessments constitutes “disability-related inquires and medical examinations” that were not job-related and consistent with business necessity. Although the ADA clearly allows “voluntary” wellness programs, the EEOC has challenged these particular programs by arguing that they are not truly voluntary because of the negative consequences that employees face if they refuse to participate in the program.

- **Orion.** Our August 25, 2014 Legal Update summarized the EEOC lawsuit against Orion Energy Systems. The EEOC statement for that case indicated that the EEOC rejected the argument that Orion’s program was voluntary because, according to the EEOC, Orion employees were required to pay 100% of their insurance premiums if they did not complete the wellness program requirements, and at least one employee was purportedly terminated from employment for failing to participate.

- **Flambeau.** The new case against Flambeau, Inc. involves very similar facts, but there is no allegation that Flambeau ever terminated anyone’s employment for failing to participate. Instead, the EEOC alleges that Flambeau’s wellness program, which also included biometric screening and health risk assessments, provided that an individual could “face cancellation of medical insurance, ‘unspecified disciplinary action’ and a requirement to pay the full premium.” According to the EEOC, Flambeau cancelled one employee’s insurance and then shifted responsibility for the entire premium to that employee after he did not complete the biometric screening and health risk assessment.

In explaining the EEOC’s decision to bring this most recent lawsuit, the EEOC’s regional attorney acknowledged that employers may have wellness programs, but then repeated that, under the ADA, those programs must be “voluntary.” The attorney then indicated that employers:

[C]annot compel participation in medical tests or questions that are not job-related and consistent with

business necessity by cancelling coverage or imposing enormous penalties such as shifting 100% of the premium cost on to the back of the employee who chooses not to participate. Having to choose between complying with such medical exams and inquiries, on the one hand, or getting hit with cancellation or a penalty, on the other hand is not voluntary and not a choice at all.

While the first EEOC case involved an employee who was terminated from employment, this most recent case involves an employee who was required only to pay 100% of the premium. It is clear that the Chicago Office of the EEOC is looking for test cases and they have chosen to target Wisconsin employers in this effort. Although neither of these court cases have resulted in a binding decision from a federal court, employers would be wise to consider whether they want to be the next test case when designing their workplace wellness programs.

For more information regarding this EEOC case, contact Matthew J. Flanary at mflanary@buelowvetter.com or 262.364.0253. 🇺🇸

Service Affiliates: Is Your Company Missing from this Newsletter Issue?

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

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

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

Using and Teaching IPM in the Classroom

From School IPM 2015 Newsletter: September 2014

Now that the new school year is well underway, take a minute to check out your classroom for pest-friendly conditions!

- Cluttered cubbyholes, piles of classroom materials, items stored on the floor or in corners makes it impossible to clean or inspect.
- Snacks and edible art supplies stored in unsealed containers are an invitation to pests.
- Report spills on carpet or hard to reach areas to custodian staff immediately.
- Emphasize the importance of keeping personal space clean.

Set aside a few minutes each week for you and your students to conduct a classroom roundup. Have students clean out their desks and cubbyholes of any unwanted papers and trash. Hand out wet wipes for students to use on their desks, chairs and other areas.

Teach IPM!

Teaching IPM in the classroom encourages environmental stewardship, critical thinking and problem solving skills, hands-on science learning and engages students in STEM (science, technology, engineering and math). Check out these IPM curriculum resources:

1. Maine Department of Agriculture, Conservation and Forestry has IPM curricula for K-12 students: http://www.maine.gov/dacf/php/integrated_pest_management/school-ipm-curricula/index.shtml.
2. Life Science Curriculum for grades 3-5: http://www.caee.org/sites/default/files/resource_files/IPM%20Curriculum%20Final.pdf
3. School IPM 2015 Student IPM Curriculum for K-12 Teachers; http://www.ipminstitute.org/school_ipm_2015/resources.htm#K12_Curriculum

Have fun

Challenge your students to become IPM ambassadors. After learning all about IPM, students will understand the key principles of an IPM program:

identify, decide, act and evaluate. Students can contribute to the classroom IPM policy and use the skills they have learned at home too. 🐭

Don't Let Mice Move Into Your School!

From School IPM 2015 Newsletter: September 2014

It's that time of year when heating systems turn on, and warm air leaking out gaps in exterior door sweeps and seals acts like a beacon, calling mice to a nice warm winter home. Add food smells from kitchens and cafeterias, and you have a perfect storm for mouse move-ins.

Though considered harmless and cute by some, just consider these mouse facts:

- Able to transmit Hantavirus as well as Salmonella, bacteria responsible for food poisoning.
- Urinates several hundred - even several thousand - "micro droplets" per day!
- Can produce from 25 to 60 young each year!
- May transmit the following parasites to humans and pets: ringworm, mites, tapeworm and ticks.
- Mice chewing on wires can cause electrical fires.

Keep mice out of schools and homes by:

- Repairing or replacing damaged or missing door sweeps on exterior doors, and sealing all other openings that allow entrance. Any hole 1/4" or larger can accommodate a mouse. That means if you can stick a pencil into a hole, a mouse can also get through it!
- Removing indoor and outdoor

debris that could harbor mice such as woodpiles, clutter and mulch piles.

- Clearing high weeds - since weeds and seeds serve as food and shelter for mice during warm weather.
 - Cleaning up food scraps and storing foods appropriately to prevent easy access to food. All pet foods, bird seed and human food should be stored off the floor and in freezer zip lock bags or plastic containers with lids.
- Once mice get in, trapping is the best strategy:
- Place multiple snap traps along the base of walls and in corners of rooms where mice are suspected. Chocolate syrup makes a good bait.
 - Set traps in the evening and collect them the following morning prior to the arrival of students. Number each trap so that you are sure to collect them all.

Glue boards are inhumane and only catch immature mice, allowing adults to continue breeding. Mice can take a long time to die stuck on traps, risking exposing students to very upsetting noises and sights.

Careful inspection should be done before ending trapping as multiple infestations are not uncommon. For more information, see the Pest Press at http://cals.arizona.edu/apmc/docs/October_mice_and_rats.pdf 🐭

Maple Dale School in Fox Point Awarded LEED Gold under New Rating System

Transwestern announced Oct. 16 that it assisted Maple Dale School in Fox Point in achieving Leadership in Energy and Environmental Design (LEED) Gold certification utilizing the LEED v4 Operations and Maintenance: Schools rating system.

Maple Dale School is the first school in the world to earn certification under the LEED v4 O+M: Schools rating system. Additionally, it is only the fourth LEED v4 O+M certified project in the world.

“Transwestern has always been a pioneer in the field of sustainability, so we are thrilled to have been involved with certifying the world’s first school under the LEED v4 Operations and Maintenance rating system,” said Al Skodowski, Transwestern managing senior vice president and director of

LEED and sustainability services. “This project sets a high standard for schools across the country. It is vital that the buildings in which our students learn are energy efficient and sustainable, so that those values and priorities are instilled in future generations.”

During the project, Transwestern worked with the Maple Dale-Indian Hills School District and on-site school personnel to implement an Occupant Engagement Program to inform students, teachers, staff and parents of the sustainable changes taking place within the school. Involving those who work and learn at Maple Dale School, which teaches grades three through eight, will increase their satisfaction with the environment and encourage them to take interest in achieving long-term sustainability goals of the school.

Other sustainable initiatives implemented at the school include:

- ENERGY STAR® performance rating of 90
- 26 percent reduction in potable water consumption
- 11 kW photovoltaic system
- 39 percent recycling rate

In April 2013, Transwestern assisted sister school district, Glen Hills School District in Glendale in achieving LEED Gold certification for Glen Hills Middle School utilizing Existing Buildings: Operations and Maintenance v2009 rating system. 📍

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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:
 - Midwest Facility Masters Conference
 - Winter at a Glance
 - WASBO-WASPA School Personnel Academy
- *Taking Care of Business* Articles due Nov. 30 for December 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.

Anticipation and Preparation

By Don Mrdjenovich, Retired WASBO Executive Director



Don Mrdjenovich

Those of you who are more experienced know all about the value in being able to anticipate and prepare for questions which may come your way. Most of the questions you get are intended to add to the understanding of the persons asking them. However, there are those which can be classified as “I gotcha’s.” If you are scheduled to make a presentation to a large group or even a report to an individual, anticipating what questions you may be asked is time well spent.

When I was a district administrator, we prepared for every school board meeting with a rehearsal. For those presenting, we had them respond to every question we could think of that might come their way. We even tried to play the roles of specific board members who may have a penchant to pursue certain lines of questioning. Some boards have a member or two who specialize in showboating at public meetings with “I gotcha’s.” The same goes for a person making a sales pitch. If someone in the audience is predetermined not to welcome a change in an existing product or service you can expect “I gotcha’s.”

If your school board does not have a policy requiring individual board members to call the district office with specific questions about the payment of bills contained in agenda materials, you might suggest it. This saves time at board meetings and can save you from having to say, “I’ll look into that and get back to you.” By that time, the damage may be done, as the public may not get the explanation.

For instance: “Why did our maintenance staff buy gas in a nearby town? Why are we spending money over there?” The answer might be, “It wasn’t gas, it was coolant. A radiator hose broke,” but not everyone who heard the question will get that explanation. A good board president will remind board members when they could have called the office prior to the board meeting to get an answer to any number of questions without burning up time at meetings.

Granted, you can’t anticipate or prepare for every question or challenge that might come your way, but if you repeatedly get caught off guard, well, you know the consequences. 🍷

Crucial Conversations About America's Schools

Continued from page 1

particular teacher or the dedication of one specific support employee is more effective in building support for the whole district.

Fortunately, you don't have to make up these stories. They surround us. School leaders just have to learn the art of "story spotting."

Bob Ocwieja is not particularly famous, but the story he spotted is one you'll know. He was a Subway franchise owner in Chicago who heard about an obese college student who ate small, healthy sandwiches each day at a Subway in Bloomington, Illinois, and lost a lot of weight. Ocwieja brought the story to the attention of a local Subway ad manager and the rest is history.

The first ad with Jared ran on January 1, 2000. It was simply Jared, who weighed only 185 lbs, standing in front of his home and holding a pair of the pants that he wore when he

weighed 425 lbs! The next day, several national news associations called and reported the Jared story. On the third day, Oprah called and invited Jared to be a guest on her show. You could say the message stuck! Subway began a national advertising campaign based on Jared's story.

The sticky myth is that you can't lose weight eating at a fast food restaurant. Jared is the story that unstuck the myth. We remember Jared, but not Bob Ocwieja. Bob just had to keep his eyes and ears open for stories that would resonate with the public—and that's what school leaders must do as well.

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 when you don't have to will hurt your presentation anyway.

When speaking to the public, always put the story ahead of the research—

put the research on your website. If your time is short, just tell the story that will resonate with your listeners and help them care about your students, their success and the mission of your district.

If we as school leaders want to unstick the sticky myth of failing public schools, we must engage our employees in the effort. We must help them find the good stories and share those stories about your district. There can be no significant improvement in the public's opinion about public schools unless we rally our own education family to the cause. As said by Lao-Tzu, "When the best leader's work is done the people say, we did it ourselves." 🐼

John Draper will present the keynote during the Midwest Facility Masters Conference, Nov. 3-4 at the Kalahari in Wisconsin Dells. He will also lead a breakout session on topics addressed in this article.

Legislative Update

Continued from page 7

of the Superintendent. We envision that the administrative team will plan together to influence their community and their legislators. Team members could utilize their strengths in a variety of ways: speaking at a local service club, engaging local media, building relationships through the local Chamber of Commerce, engaging parents, using social media to spread positive school news or building relationships with legislators. We recognize that the SAA must provide local teams with training, talking points, and other resources. We see tremendous value in building on your influence at the local level.

This pro-active legislative agenda and the implementation of our local advocacy model is clearly the most important change in our approach to advocacy in the SAA's 24-year history. We will be engaging the Superintendents on the details of the agenda, the communication plan, and the local advocacy model at the four WASDA Regional Meetings beginning on October 28 and ending on November 18. We anticipate your Superintendent will then bring this discussion to your administrative team. Stay tuned. More information will be forthcoming.

As I've mentioned before, it is clear to me that your jobs have never been

tougher. Increasingly, one of your most important responsibilities is that of advocating for the children you serve. Our job at the SAA is to help you be the most effective advocate you can be.

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

“The philosophy of the school room in one generation will be the philosophy of government in the next.”

~ Abraham Lincoln



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Crucial Conversations About America's Schools

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!

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Independent Contractors Can Impact Your Workers Compensation Premium

By Marty Malloy, MS, ARM-P, CPCU, M3 Insurance

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Marty Malloy

Almost every school district or CESA hires independent contractors (IC), and when doing so, the school district must consider and, to the extent possible, ensure the IC's own workers compensation (WC) insurance will respond for injuries they sustain while working on a district project.

It's not enough for a contract between a district and an IC to state the IC is an IC and not an employee of the district. A person is not an IC for WC purposes just because they say they are, because the boss over them says so, or because other regulators (including the Federal government and other state agencies) say so. The criteria used to define an "employee" varies by governmental agency, such as the DOR, DOL and DWD.

Nine Tests

Parties injured in the course of work are either considered an employee of the entity for which work is being conducted or the entity actually doing the work. In the case of a school district, the injured party is either an employee of the district or not. Simple, right?

Whether it's a three-person shop or a construction firm with 125 employees, when ICs are involved, responsibility for determining whose WC policy will pay benefits is a function of whether the IC meets Wisconsin's statutory definition of an IC at the time of the injury.

Wisconsin Statute §102.07(8) contains nine criteria, all of which must be satisfied in order for an IC to not be deemed a district employee and ineligible for benefits from the district's WC policy.

To be considered an IC and not an employee of the district, an individual or company must meet and maintain

Whether it's a three-person shop or a construction firm with 125 employees, when ICs are involved, responsibility for determining whose WC policy will pay benefits is a function of whether the IC meets Wisconsin's statutory definition of an IC at the time of the injury.

at all times, all nine of the following requirements:

1. Maintain a separate business;
2. Obtain a Federal employer identification (FEIN) number from the Federal Internal Revenue Service (IRS) or have filed business or self-employment income tax returns with the IRS based on the work or service in the previous year (a social security number cannot be substituted for a FEIN);
3. Operate under specific contracts;
4. Be responsible for operating expenses under the contracts;
5. Be responsible for satisfactory performance of the work under the contracts;
6. Be paid per contract, per job, by commission or by competitive bid;
7. Be subject to profit or loss in performing the work under the contracts;
8. Have recurring business liabilities and obligations; [and]
9. Be in a position to succeed or fail depending on business expenses and income.

What if?

Hiring an IC that does not meet all nine requirements could increase the school district's WC premium in two ways.

First, at the time the district's payroll is audited by its WC insurance company, and if the district cannot provide certificates of insurance from the ICs verifying their WC insurance, the aggregate amount of the 1099 expenses paid to ICs will be added to the district's WC insurance policy, and likely placed into class code 9101. This class code carries a \$5.25 per \$100 of contract-value rate.

In other words, the district's WC insurance company will presume all ICs do not meet the nine tests unless proven otherwise. Sounds harsh – and it is to some degree. However, that's more reason and motivation to collect certificates of insurance from the ICs with whom the district or CESA does business!

Second, if a non-compliant (uninsured) IC is injured and his/her expenses are paid by the school district's WC insurance policy, the district's experience modification factor could go up, and thus increase the district's future WC premium.

Who Determines Whether the Nine Tests are Met?

The payment of WC benefits arises out of the employment relationship. For any injury involving an IC, determining the injured party's status (either an employee of the district or not) is initially determined by the WC claim adjuster and if disputed, eventually by an administrative law judge. At each level, the determination is based on the evidentiary facts relating to the nine-part statutory test. Eligibility

Continued on next page

Independent Contractors Can Impact Your Workers Compensation Premium

Continued from previous page

for WC benefits from the district's policy is determined on a case-by-case basis according to the facts and circumstances at the time of injury.

Tips for Managing IC WC Risks

How can school districts or CESAs protect themselves from WC responsibilities associated with an injured IC?

1. Have a written contract with the IC. Include all the terms and conditions of the project, such as:
 - Stipulate in the contract that the IC firm must carry WC insurance and require proof of the policy (a policy declarations page or a certificate of insurance).
2. Make sure the nine-part test is met and maintained by the IC.

- In almost all cases, the contract should also require the IC purchase general liability, auto, umbrella policy, and professional liability insurance (depending on the scope of the work).

- The school district should be named as an additional insured on all policies except WC. The district should consult with its insurance agent when reviewing insurance requirements for ICs to determine the type of insurance and proper limits of insurance.

3. Check with your insurance carrier to find out what it requires when the policy is audited as proof that a person is an IC rather than an employee. This will protect the district from an unanticipated policy audit premium charge.

Conclusion

Working with ICs is a fact of life, and making sure ICs are properly insured for WC is not only good business, but can protect districts' bottom line in the long run. Review your district's policies and procedures for vetting and hiring ICs. 🐼

For more information, contact Marty at Marty.Malloy@m3ins.com.



Workers' Compensation Specialist Course

Monday, December 8

Holiday Inn at The American Center, Madison

Proper management and monitoring of Workers' Compensation is a proven method to minimize premiums and control costs. Gain an understanding of the ins and outs of the Law in Wisconsin and learn how to manage premiums and reduce fraudulent or exaggerated claims.

Topics covered include:

- Workers' Compensation Statutory Coverage and Benefits
- Workers' Compensation Policies
- Accident Prevention Services
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- Coordination with Labor Laws



Instructor: Kathy Johnson, Risk Management Strategies, LLC

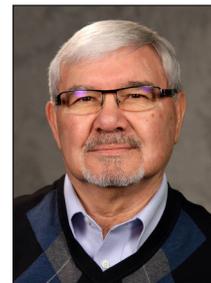
Registration: \$165
Includes 7 hours of instruction followed by optional 1-hour multiple choice exam.
Can earn WCS certificate by passing exam; CSRSM and CISR designees can earn update credit without taking the exam.

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Book Review: *Truth, Beauty and Goodness Reframed*

Authored by Howard Earl Gardner

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



Orvin R. Clark,
EdD, RSBA

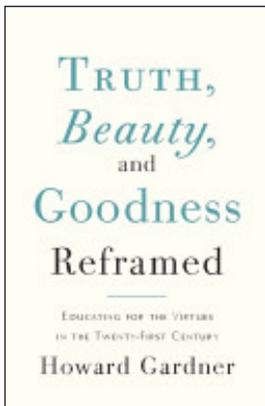
Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Age of Truthiness and Twitter, was written by Howard Earl Gardner. Dr. Gardner is an American development psychologist, professor, and researcher. Dr. Gardner is the John H. and Elizabeth A. Hobbs Professor of Cognition and Education at Harvard University. He is the senior Director of Harvard Project Zero and Co-Director of the Good Project. The author of over 20 books translated into over 30 languages, he is best known for his theory of multiple intelligences, as outlined in his book *Frames of Mind: the Theory of Multiple Intelligences*.

Truth, Beauty, and Goodness Reframed is 205 pages in length, organized in six chapters

and a conclusion. Truth is the property of statements. Any statement can be judged as true, false or indeterminate.

No truth — not even mathematical truths — can be considered secure for all time. But over time, and with the openness afforded by the Internet, we have a greater likelihood of establishing truths than during any previous era of human history.

Beauty is the property of experiences. We tend to apply the descriptor “beautiful” to works of art or scenes of nature, but in fact, almost



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any experience – be it a trip, a conversation, or a meal – can be considered beautiful. To be deemed beautiful, an experience must exhibit three characteristics. It must be interesting enough to behold, it must have a form that is memorable, and it must invite revisiting.

Good describes the relations among human beings. We should aspire to have good relations with others and vice versa and we should spurn relations that are unequal, repugnant, and toxic. We’d all like to live in a society composed of good persons, good workers, and good citizens.

The trio of virtues have come to be threatened by two forces. On the philosophical side, many people have been led to challenge the very notions of truth, beauty and goodness. Either those concepts were so fuzzy that they ought to be abandoned, or one could continue to use them but realize that individuals and groups might define them differently.

On the technology side, there was the emergence of the new digital media: the Internet, the Web, multi-user games, social networks, e-purchasing, smart phones, innumerable apps, and many other forms of hardware and software.

Dr. Gardner stated that uncertainties about the nature of truth, beauty or goodness have been raised since classical times (indeed, formed the basis of much of Socrates’ dialogues and Plato’s writings). Throughout history, one can find thoughtful teachers, philosophers, and artists who have wrestled with many of these issues. He further stated that the core of truth, beauty and goodness must be preserved.

Most of us would not want to live in a world deprived of the true, the beautiful, and the good. Just how those virtues can be reframed and reinvigorated is the heart of the book. If one is interested in the nature of knowledge and how to think about it, philosophers offer the most profound ideas. Only through philosophy can one begin to think about the nature of statements and claims that invoke the terms true, beautiful, and good.

What makes the book unique is that nearly all of it consists of quotations and a string of questions on each of the trio of virtues. It is an interesting, but difficult, read which will exercise your mind. 📖



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Fall Conference Highlights

The new meeting space at the Osthoff Resort and Conference Center provided the back drop for WASBO's Annual Fall Conference. Thursday morning attendees were welcomed by Deputy State Superintendent Mike Thompson. Mike is an excellent speaker and offered an update on current issues and information at the state level.

On Friday, WASBO members applauded one of their peers, as Keith Lucius took center stage as keynote speaker. Keith noted that the business manager duties no longer are just about numbers, but their skills have broadened to help their district set and measure goals as they strategically lead. Additionally, attendees had the opportunity to learn from over 40 educational sessions ranging from Employer Updates on ACA to Leadership Lessons from FDR. In addition, Module 2 in Systems: HVAC and Electrical and eight continuing education sessions were offered in the WASBO Facilities Manager Certification program. Following sessions on Thursday, over 70 attendees enjoyed one of the Fall Conference's time-honored events of Team Building. Participants worked diligently to acquire students and property while enjoying a friendly game of WASBO-opoly. It has been said that networking and making new friends during Team Building is what they take away from this time with their colleagues.

New to the Fall Conference this year was a bike tour, giving eight bicyclists a chance to enjoy the beauty of the Old Plank Road Trail which runs along Highway 23 from Greenbush to Sheboygan. Meanwhile, over 100 golfers played a scramble at the Autumn Ridge Golf Course. Both events support raising funds for over \$21,000 in student scholarships given to high school seniors each spring.

This conference would not be possible without the assistance of the Fall Conference planning committee, speakers, volunteers and the many sponsors who assisted in making this another successful conference. 🇺🇸

Conference-goers enjoyed a full-room version of WASBO-opoly during the Team Building Activity, sponsored by PMA/Forecast5.



Scholarship Golf Outing & Bike Tour

Thank you to the sponsors of the 2014 WASBO Foundation Fall Conference and Scholarship Golf Outing & Bike Tour!

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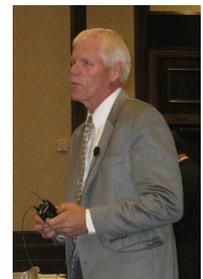
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Over 40 educational sessions and two keynote speakers were featured during the Fall Conference.



Welcome New Members • September-October 2014

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- **Mary Anderson**, HR/Finance Specialist, Wheatland J1
- **Lynn Doelle**, Bookkeeper, Independence
- **Barb Doherty**, Bookkeeper, Ashwaubenon
- **Tim Graffin**, Chief Engineer, Fort Atkinson
- **Christa Hackert**, Accountant, Cedarburg
- **Connie Heinemeyer**, Albany
- **Patti Hoppus**, District Bookkeeper, Raymond #14
- **Jeff Johannig**, Bookkeeper, Lancaster
- **Gage Johnson**, Custodian, Muskego Norway
- **Georgia Kraus**, District Administrator, Gilman
- **Ken Lesperance**, Maintenance Tech, Marinette
- **Ben Lukens**, Director of Maintenance, Cedar Grove-Belgium Area
- **Bobby Matherly**, Facility Maintenance Supervisor, Superior
- **Scott MacIntyre**, Maintenance, Marinette
- **Shelly Mainwaring**, Assistant Bookkeeper, Wauzeka-Steuben
- **Kelly Manning**, Superintendent, Curriculum Director, Pupil Services Director, Fall River
- **Calvin Merath**, Supervisor of Buildings and Grounds, Stoughton Area
- **Ben Miller**, Administrator of Business Services, Holmen
- **Tammy Rupnow**, District Bookkeeper, Black Hawk
- **Joanna Schumann**, WI Center for the Blind & Visually Impaired
- **Damon R. Smith**, Superintendent, Cadott Community
- **Jennifer Smith**, Pulaski Community
- **Cheryl Stutzman**, Accounts Payable Specialist, Pulaski Community
- **Tiffany Vande Hey**, Coordinator of Financial Services, Sheboygan Area
- **Nathan Walla**, MSM (ABD), Building Services Manager/District Security Manager, Eau Claire Area
- **Mark Ziemann**, Facilities Management Project Manager, CESA #10
- **Charlene Zurn**, Accountant/Special Revenue Funds, Elkhorn Area

Service Affiliate Members

- **Randal Braun**, Education Consultant, Performance Services
- **Matt Breunig**, Senior Project Manager, Findorff
- **Amanda Bulgrin**, Marketing, Modine Manufacturing Co.
- **Jennifer A. Corwin**, Senior School Billing Consultant, MJ Care, Inc.
- **Tom German**, Deputy Secretary, WI Board of Commissioners of Public Lands
- **Jenna Goodrich**, Arthur J. Gallagher
- **Joseph Jicha**, SaberCor
- **Eben Johnson**, VP of Government Banking, FirstMerit
- **Tracey J. Lange**, Regional Sales Manager, Reliable Controls Corp.
- **Lolita McGlory**, Field Sales Leader, Northstar District, Horace Mann Companies (The)
- **Jesse O'Kane**, Systems Integration Specialist, J&K Security Solutions
- **Jack Riesch**, Owner & Executive Vice President, R&R Insurance Services
- **Todd Sholeen**, Vice President, FirstMerit Bank
- **Dennis Sonnek**, Vice President, Associated Bank
- **Jim Spicuzza**, CEO, CrisisGo
- **Simmi Urbanek**, Director of Marketing, Plunkett Raysich Architects, LLP

Student Members

- **Kent Petersen**, Kickapoo Area Schools

On the Move

- **Dawn Jakum Laboy**, from Coordinator of Financial Services, Sheboygan to Business Manager, Howards Grove

Retirements

- **Judy Borth**, from Fiscal Manager, Beecher-Dunbar-Pembine
- **Maryann Newenhouse**, from Accounting Manager, Cedarburg
- **Donna M. Williams**, from Executive Director of Finance, Madison

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 Wiedenhoeft at wwiedenhoeft@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.

New to School Business Management?
A mentor can help!
Find out about WASBO's mentorship program:
WASBO.com/mentorship





Stay Connected



Award Nominations

WASBO Professional Recognition Award application materials will be available this December and will be due March 2, 2015. Be thinking about who you may want to nominate as a top-notch professional in your district or regional. For more information on the WASBO Professional Recognition Program go to WASBO.com/awards.

WASBO Foundation Scholarship Applications

Each year the WASBO Foundation and our Service Affiliate Scholarship Sponsors give out thousands of dollars in scholarships to several deserving high school graduates and one to a student in the School Business Management Masters Program. Scholarship application materials will be available this December and will be due March 2, 2015.

Seeking WASBO Board of Director Candidates

The WASBO Nominating Committee will be looking for nominees to run for the Board of Directors. This is an opportunity to grow your leadership skills, affect the future of WASBO and give back to your colleagues. If you know of someone or would like to be a nominee for a position on the Board, contact the Nominating Committee Co-Chairs Tom Wohlleber (twohlleber@mcpasd.k12.wi.us) or Mary Ellen Van Valin (vanvalinm@milton.k12.wi.us).

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. 📍



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.

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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.

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Upcoming Events - WASBO.com

Professional Development

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 - Kalahari Resort & Conference Center, Wisconsin Dells, Middleton (Viterbo Credit)
 Transportation & Bus Safety Conference
 Feb 4, 2015 - Kalahari Resort & Conference Center, Wisconsin Dells, WASBO-WCASS-DPI Federal Funding Conference
 Feb 17-18, 2015 - Kalahari Resort & Conference Center, Wisconsin Dells (Viterbo Credit)
 p-Card User Group
 March 10, 2015 - Madison Marriott West, Middleton

Accounting Conference

March 11-12, 2015 - Madison Marriott West, Middleton (Viterbo Credit)
 Spring Conference
 May 14-15, 2015 - Madison Marriott West, Middleton (Viterbo Credit)
Scholarship Fundraisers
 Spring Golf Outing & Bike Tour
 May 13, 2015 - Pleasant View Golf Course, Middleton
Certified School Risk Managers (CSRMM) Courses (Viterbo Credit)
 Funding School Risks
 Nov 12 - School Leadership Ctr, Madison
 Measuring School Risks
 Nov 13 - School Leadership Ctr, Madison
 Workers' Compensation
 Dec 8 - Holiday Inn at The American Center, Madison
 Administering School Risks
 Dec 9 - Holiday Inn at The American Center, Madison
Committee Meetings
 Midwest Facility Masters Conference
 All meetings at 10 am Conf Call unless otherwise noted

Oct 30

Safety & Risk Management
 All meetings at 11:45 am, WASBO Offices, Madison; Jan 13, 2015; April 7, 2015; Aug 11, 2015
 School Facilities
 All meetings at 9:30 am, WASBO Offices, Madison; Jan 13, 2015; April 7, 2015; Aug 11, 2015
 Spring Conference
 All meetings at 2 pm, WASBO/Conf Call unless otherwise noted.
 Nov 6; Dec 8; Jan 22, 2015, 1 pm, Milwaukee; Feb 25, 2015; March 10, 2015; April 8, 2015
 Transportation
 Nov 5, 8:30 am, Conf Call
Buildings & Grounds Group Meetings
 Coulee Region - First Thursday of the month. Meetings start at 10 am. Nov 6; Dec 4; Jan 8, 2015
 Milwaukee Metropolitan- Meetings are the third Thursday of the month. Oct 23; Nov 20; Jan 15, 2015

Regionals Check WASBO.com for details.
 Bay Area/Northeast - Meetings start at 11 am. 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. Dec 3; Feb 4, 2015; April 1, 2015
 Southeast - Meetings from 12-2:30 pm. 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. Nov 6, Dec 11
 WI Valley - Coffee at 9 am, Meeting at 9:30 am. Nov 14, Dec 12