



Taking Care of Business

"By the end of the decade, the Wisconsin Association of School Business Officials shall be the most influential organization on significant Wisconsin school business management issues."
WASBO Vision

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Managing Your District's Finances in Today's Financial Market

By Robert W. Baird & Co., Public Finance Team

Ongoing problems in the financial markets and a lack of confidence among investors have raised many questions for school districts. Baird's Public Finance Team offers our perspective on managing district finances during these challenging times.

Despite issues in the greater economy, the financial needs of your district continue to be your top priority. Whether you are facing short-term borrowing to cover general operating costs or financing a critical capital facilities project, districts should continue to focus on the most immediate financial needs and clearly communicate these issues to all stakeholders. In short, there may be changes to the funding process, but you can find a way to secure the funding you need.

Baird's municipal underwriting desk has recently noted that municipal borrowings, both short- and long-term, are drawing very few bidders nationwide. In addition, when more investor demand does return to the market, there will be increased focus on the financial management and credit quality of the issuer. For these reasons, the way you prepare your district prior to accessing the market is more important than ever.

Baird's Public Finance Team has created the following simplified checklist to help you monitor your school district's financial matters.

On-Going Financial Management:

Banking Services

- Are your banks financially healthy?
- How diversified are your accounts?
- What protection do you have for deposits beyond the FDIC limit?

Investments

- Review your investment policy. Does it need to be updated?
- Review status of current investments, including insurance coverage, collateralization agreements and liquidity.

Cash Flow Borrowing Practices

- Based on current market conditions, work to minimize the amount and duration of borrowing.
- Consider alternative methods of funding, such as establishing a bank line of credit or using multiple, shorter borrowings. This allows you to borrow only the funds you need for the time period needed.

Budget Practices

- Establish formal budget goals.
- Utilize multi-year budget planning

and forecasting, which is vital for proper budget management.

Fund Balance

- Review or create fund balance policy.
- Challenging market conditions increase the importance of managing fund balance levels.

Compliance/Disclosure Requirements

- Be aware of SEC requirements for outstanding debt issues.
- Continue to meet on-going disclosure requirements
- Establish office guidelines on how requirements will be managed each year.

Given current market conditions and an increased focus on issuer strength, districts may need to provide additional, as well as more detailed, information related to a debt sale. Greater presale effort also may be required to promote investor demand and ensure access to the best interest rates.

New Debt Planning Considerations:

Implementing a Borrowing Plan

- Your financing plan should meet your funding requirements while retaining flexibility to adjust to market changes.

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Editor: Woody Wiedenhoeff



President's Message

Is Your Energy Level Dropping?

WASBO
RISE to the Challenge



Is your energy level dropping? Do you feel burdened with too much work and too little time to do it? Do you sense that you are becoming lethargic? Then you may be experiencing mid-year droop—a fairly common syndrome. If that is happening, then you need to find ways to stay energized. If we let our enthusiasm wane, the ability to cope with stress decreases and the joy and reward of work is sometimes lost.

The stress in the world of education is substantial. School boards feel it, administrators feel it, teachers feel it, and students feel it, too. We all know the volume of work can be overwhelming at times and anyone in this kind of job knows that stress can have very serious consequences. Sometimes it seems like we are running faster and faster just to stay in the same place. Or we can feel undervalued and unable to work productively on anything. You might recognize some of these other signs of stress...sleeplessness, aches and pains, or anxiety about going to work. What is more, people who are chronically stressed are no fun to work with! They may be irritable, lack energy, and be self-absorbed. They can find it hard to concentrate on any one task, slowing down progress for everyone.

Yet some people seem to have the ability to stay in control of their workload and to handle job frustrations without becoming

worn out. These people are able to handle stress, keep a sense of humor, renew their energy and resources so that working life continues to bring pleasure and reward.

You wonder what their secret is. I looked up a few definitions of stress for this article and found this one to be the best fit. Stress is a demand made upon the adaptive capacities of the mind and body. So if your capacities can handle the demand and enjoy the stimulation involved, the stress is welcome and helpful. If not, your reaction to stress will be less desirable.

What kinds of things cause us to be stressed out? Try these on for size...long hours, uncertainty, unrealistic high expectations (perfectionism), inability to influence decision making, poor communication, conflicts with colleagues, isolation and inability to finish a job. Unfortunately, the effects of too much stress add to more stress, a decrease in attention span, increase in error rate, tension build-up, changes in personality, drop in self-esteem and disruptive sleep.

So how do we build our capacity to handle stress realizing that most stress is caused from within? I was having a particularly stressful week a short time ago and I thought I would explore some vacation possibilities in order to distract me from my woes. Strangely enough, I found something that might help me escape from my mid-year droop syndrome on the University of Hawaii website when I used "stress-free" and "vacation" as key words in my search. It was there that I came across this simple **REFOCUS** strategy.



Diane Pertzborn
WASBO President

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Woody Wiedenhoef
WASBO Executive Director

Exec's Reflections

I would like to take this opportunity to thank the many WASBO contributors for making **Taking Care of Business** an excellent professional newsletter.

years) of planning, communication, and collaboration will come to fruition with the final setting of this year's levy and original budget. You have advocated for realistic sound fiscal management, long-range planning and preparation during good fiscal times for economic downturns. You have provided clarity, transparency and solid advice to the various constituencies of your school district. You have not overreacted to either good economic news or bad economic news at the local, state or national level.

As a resource for you as you prepare your levy-setting meeting, the following is addressed within this issue of **Taking Care of Business**.

1. Tax rates are not an accurate or informative reflection of what the school budget and tax levies are providing.
2. Sound long-range planning for operating budgets is imperative. As the 2008-09 budget is finalized, we understand that this year's budget is really the precursor to future year's budgets for serving children.
3. Sound long-range planning for capital projects, which address the instructional environment, green initiatives and environmental management are crucial in providing for 21st century

students.

4. Setting appropriate fund balance and liquidity levels are a foundation for prudent fiscal management, today and in the future.

As an aside, future state budget deliberations will be looking at school fund balances as a funding source. The DPI provided me with fund balance and short-term borrowing information. Please review your coding of fund balance. Some districts recorded Unreserved and Unappropriated fund balances while recording a need for short-term borrowing. Unreserved or Unappropriated fund balance literally means surplus—resources are available that are unneeded. I am sure that no district is fortunate enough to be in that situation. Fund balance should be either reserved or appropriated for things like meeting payroll, other cash flow needs, "rainy-day" needs, equipment breakdowns, insurance deductibles, etc. We will talk about this more in the future, but I did want to bring this concern to your attention as you prepare to adopt your original budget. Before you adopt your budget, please check your fund balance coding. Feel free to call me, if you have questions.

Again, Taking Care of Business reflects your willingness to serve your fellow colleagues. Thank you for sharing!

WASBO members regularly help each other professionally by providing expertise on school business management issues. **Taking Care of Business** is one of the important venues where we directly address our Vision, "By the end of the decade, the Wisconsin Association of School Business Officials shall be the most influential organization on significant Wisconsin school business management issues." and Mission "To provide professional growth opportunities for its members, provide a network of support for its members, to work for adequate funding, and to advocate for educational opportunities for the children the State of Wisconsin."

Considering the economic uncertainties surrounding us, October 2008 provides an opportunity to provide leadership and confidence in the management of Wisconsin public schools. In a few weeks, the past months (and often

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President's Message

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Recognize—give yourself a pat on the back for the things you have done well, for the people you have helped, for the progress you have made.

Empower—Create a list of your strengths and your greatest personal achievements.

Focus—Concentrate on behaviors that have led to success in the past.

Objectives—Things may have caused you to veer from your original plan—get your calendar back on track to meet due dates.

Commit—Break larger projects into smaller pieces and persevere through tough times.

Unburden—You don't have to be perfect or know all of the answers.

Surprise—To keep your energy level up, try something new. A different route to work, a different kind of music, take up an interesting new activity and learn more about it.

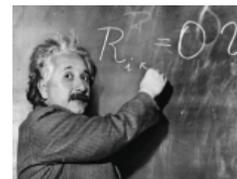
Survival experts tell people caught in quicksand to stop struggling—uncoordinated efforts cause victims to sink deeper. Only by calculated, purposeful and coordinated actions can you swim through the muck to the safety of a solid shore. Over the next few weeks I hope to REFOCUS and get a better handle on things so that I can stop struggling and make it to shore. One thing I know I can count on is the

strong support from others who walk in my shoes every day. I am grateful for my membership in WASBO which has allowed me to strengthen those connections and increase my capacity to handle stress in tough times.

Over the next few months, we have several opportunities to get together as an organization and learn more about the ever-changing educational environment in which we operate. I hope you have a chance to take part in these professional development opportunities and strengthen your connections to colleagues through WASBO.

"We cannot solve the problems that we have created with the same thinking that created them."

Albert Einstein, 1950



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WASBO Member Spotlight

Patrick Acker



The next time you see a Harley biker, take a closer look. It could be Pat Acker on one of his many trips.

Pat Acker was born and raised in Milwaukee with his nine siblings and attended Bay View High School before entering the Marine Corps during the Vietnam Conflict. He was the head of logistics for the Third Marine Division, which was the group on call to move to any “hot spots” in the world on a moment’s notice. He also spent a year in Guam and Okinawa.

After the Marine Corps experience, he went to work at Lutheran Hospital in Milwaukee for 13 years. He received his initial training at MATC and received his degree in Environmental Services Management. In doing this, Pat was awarded a “Tools for Success” Scholarship and received letters of congratulations from Senator Russ Feingold and Congressman Jerry Kleczka. He has continued his formal education for the rest of his life in the area of maintenance, attending UW-Milwaukee, Concordia, Marquette and WCTC. He has received degrees and licenses in Electricity, Refrigeration, Plumbing, Pressure Boilers, TQM and Home Inspections.

His career in School Buildings and Grounds started at Sacred Heart School of Theology (trained priests who were moved to a second calling in life) in Milwaukee in 1984. There are only two schools like this in the United States. In 1991, Johnson Controls hired Pat as a Project Engineer, to provide Buildings and Grounds leadership services for

the Pewaukee School District. The Pewaukee School District then hired Pat as their first Building and Grounds Director, instead of contracting the service. In 2004, Pat formed Acker and Associates and provided consulting services for 30 school districts throughout the state. Columbus School District asked Pat to become their Buildings and Grounds Supervisor in 2005. Jim Long asked Pat to join the Baraboo School District to take charge of their Buildings and Grounds in 2006, when Doug Fisk retired.

When Pat was asked what one of his proudest accomplishments might be, Pat replied, “One of his proudest accomplishments was building three new schools in Pewaukee, working with a great Superintendent and Business Manager, as well as great Principals and Custodial Staff.” Pat is also a “movie star” as “Ernie Acker” in *The Safety Zone*, a movie made by Wausau Insurance Co. with other “professional” actors. Pat serves as the first and only Chair of the WASBO Safety Committee.

Pat Acker sees it as his mission to work with instructional leaders in providing an appropriate environment for students. He believes it is his job to take the pressure off the principals in the area of Buildings and Grounds, which allows them to work on direct classroom instructional issues. Pat is also proud to “operate his school district’s operating procedures more efficiently through time studies, developing new work patterns and reducing overtime.”

In the next breath, after talking about his accomplishments, Pat immediately turns modest. Pat is the first to give

credit to his predecessors, like Doug Fisk, for inheriting a good Building and Grounds program. In addition, he is proud work with people like Jim Long who promotes school maintenance. Pat leads six maintenance workers in the areas of electricity, HVAC, grounds, painting and carpentry in Baraboo as well as directing the custodial staff with the building principals.

Pat Acker sees long-range planning as a major challenge in today’s referendum environment. “We can run operating services with our budgets, but capital projects need funding. Our education delivery system is changing and our buildings must reflect those changes.”

Besides Pat’s passion for school business, Pat has a passionate personal life. I asked Pat what his one indulgence in life is. His immediate response was music, travel and an appreciation for what we have. Pat has taken thirteen cruises, skis in Colorado, and rides his Harley on trips throughout the United States. When you see him, you must ask him about his trips to Florida, Nashville, Waikiki Beach and Maui. He is a most unforgettable character and we would need a second article to share all of his experiences. WASBO members have seen him playing the drums for the Bottom Line Band. He also dabbles with the acoustic guitar. In addition, he has no time for “whiners.” “Remember, seventy-five percent of the world does not have indoor plumbing,” Pat reflects.

Pat is active in his community in the American Legion (Honor Guard),

Kiwanis (Teacher Appreciation Cookout) and the Marine Corps League where he

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WASBO Member Spotlight

Cathy Cramer



Cathy Cramer gives us a new definition to “giving of all of yourself 100 percent of the time.” Cathy is a story of continuous professional improvement. She has worked in some of the best School Districts with some of the best Business Managers in the State of Wisconsin. She credits her parents for their support and example of giving to family, career and community. Her father, Walter Lau, was a former Jaycee President, WASBO President (1973-74) and active ASBO Committee member.

Cathy originally started her career as the Assistant Manager at a K-Mart. She moved into school business in 1988 when hired by Art Olsen and Tom Wohlleber to be the Bookkeeper at Oak Creek-Franklin and was encouraged to earn her Masters in School Business Management at UW-Whitewater. In 1990, she was hired as the Assistant in Waukesha and became the Business Manager at South Milwaukee in 1994. In 1997, she moved on to Kenosha as Director of Finance. There she was involved in State politics, where she worked on passing legislation for an exemption from the revenue limit for a large TIF District in Kenosha. In 1999, Cathy brought her expertise to THE Greendale School District where she helped pass an operating referendum. In 2001, South Milwaukee asked Cathy to return, where she was influential in passing a \$41 million dollar referendum to build a new high school and renovate the old school to a middle school. Cathy returned to Oak Creek in 2004 and was involved in a \$29 million dollar referendum for a new middle school.

For all of Cathy’s accomplishments and school districts searching her out for

her expertise, she is extremely humble. “I have been very fortunate to have always worked with good supervisors and colleagues,” Cathy reflected on working for Tom Wohlleber, Bob Peck, Tony Goedheer and especially Bob Buchholtz, as well as some great Superintendents and Facility Managers.

Cathy’s view of today’s challenges is the true catalyst to her accomplishments. “Business Managers must be leaders, not managers or bean counters,” says Cathy. “We must be cognizant of educational issues in order to best serve our school districts. We do more than create budgets—we provide leadership within many financial constraints to allocate resources for an education that best prepares our children to succeed in a changing global economy. We must be open to change and listen to our various constituencies carefully. We must understand that it is ok to be uncomfortable with the many changes we are faced with and be creative and come up with new ideas to achieve better results. More is expected of us than managing the status quo.” She reminded me of Martin Luther King’s quote. “As leaders, we give hope...we have to do it.”

Cathy pointed out our need to engage the community and understand the many different constituencies we serve. We must be aware of how our community perceives us and make appropriate changes in our districts to meet the challenges of the 21st Century. “It is our responsibility to provide consistent information, communicated in the most effective way to be credible to the public.” Her expertise in facility planning

that meets community expectations of change and accountability are evident, as noted above.

Cathy has also found time to excel in other areas of her life—her family and community. Cathy was married twenty-two years ago to David, whom she met at K-mart. They have a daughter, Angela, who is attending Arizona State University and following her Mother’s example as a Business Major. In addition, they have a son, Alex, who is a freshman in high school. Athletics has played an important role in their family with David coaching Little League and youth basketball. Alex has been active in baseball, basketball, and football and will soon start power lifting. Angela participated in gymnastics, basketball, track and volleyball and is now enjoying involvement in intramurals at ASU. In addition, they enjoy attending Brewer and Badger games on a regular basis. The Cramer family has enjoyed traveling, having experienced Disney World, cruises to the Caribbean and Mexico, and trips to Arizona to visit the Grand Canyon and attend MLB Spring Training Camp games.

Cathy is involved in church activities, serving as a Religious Formation instructor and a member of the Personnel Committee. She has also been active in school parent groups, having chaired the Middle School Parents’ group over the past several years.

When Cathy was asked what her one indulgence is, given her busy and active life, Cathy answered that she loves go out to dinner on Saturday nights with her family—especially trying out new

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Wendy Brockert
WASBO Director

Director's Corner

Is it Time to Make a Change?

By Wendy Brockert, Business Manager, Lake Mills Area School District

My daughter is a sophomore in high school. Almost daily we discuss her high school classes because I need to know what is going

on in her life. That is the kind of mom I am. In her English Class she is currently reading and discussing short stories. I remember the short story unit in high school. We talked about some of the authors, such as Edgar Allen Poe. We both tried to remember stories he wrote. Then I asked if her class read "The Lottery." I will never forget when our teacher read that story to us. The story was written by Shirley Jackson. If you have never read the story, you can Google it.

I will always remember the story because I was so caught off guard by the ending. I couldn't believe what happened to the lottery winner. The village's lottery had been a tradition for over 70 years. No one from the village questioned if the lottery was practical or if it made sense to keep carrying on the tradition. I immediately thought

this tradition was crazy and should be discontinued.

I have worked for the same school district for over 15 years. Because Consequently, I don't make many changes in our school's procedures. Our administrative team of seven has two new principals this year which adds a new flavor to the group. The two new principals have challenged us to examine our current procedures. This has caused me to spend time analyzing my actions and methods before explaining. I am realizing that a leadership change provides a great opportunity to study our processes.

How many of us are slow to make changes? It isn't always easy to make changes or try something new. I just learned that Keith Lucius became a member of ASBO International. He can now share with WASBO members the benefits of ASBO International, which he discovered by trying something new. (Sorry Keith, I couldn't resist).

There are many times we are forced to adjust because reporting rules have changed. We usually can adapt,

especially if we see the value in the conversion. Take time to think about what you are doing. Have you gotten into a rut? If people ask you why you are doing something "that way", do you don't have a good answer? Maybe it is time to change. We should all be thinking differently. It is not always easy to listen to new ideas, but to be successful in our jobs it is important. Some things seem very obvious, like when one reads "The Lottery." We need to be willing to listen to suggestions and prepared to make changes. Who knows, maybe we learn something new.



"He who rejects change is the architect of decay. The only human institution which rejects progress is the cemetery."
Harold Wilson

SAA Legislative Update

Continued from page 11

- **School Lunch Program** – increase aid \$2.5 million in each year of the biennium to decrease by about 50% the amount school boards are transferring from educational funds to school nutrition funds.
- **Wisconsin Education for STEM** – there are four components to this request:
 1. STEM Stewardship -- \$5 million in state bonding for

technological improvements to STEM classrooms. Includes \$400,000 in 2010-11 for annual debt service costs.

2. Increase current STEM grants by \$938,000 in 2010-11.
3. Provide \$1.4 million over the biennium to establish four regional STEM academies for training STEM educators.
4. Continue providing \$250,000 annually for grants to Project

Lead the Way.

- **World Languages** – provide \$812,500 in 2010-11 for the first year of a nine-year project to stimulate the development of world language education in elementary schools.



John Forester
SAA Director of
Government Relations

Legislative Update

SAA Summary of Major Provisions Proposed by the DPI for the 2009-11 Biennial Budget

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

September 22,
2008

aid by more than \$5.7 million over the biennium for districts required to offer programming.

fund second year grants and to allow for \$3 million in new grants in both years of the biennium.



- **Overall Proposed Funding Increase** – about a \$262.8 million (4.2%) increase in 2009-10 and about a \$500.1 million (3.6%) increase in 2010-11, for a biennial increase of about \$762.9 million.
- **General Equalization Aids** – provide about a \$187 million (3.9%) increase in 2009-10 and about a \$379 million (3.85%) increase in 2010-11, for a biennial increase of about \$566 million.
- **Revenue Limit Flexibility** – increase the revenue limit per pupil adjustment to \$335 in 2009-10 and \$350 in 2010-11. This would provide about \$35 million in additional revenue limit authority in 2009-10 and about \$67 million in 2010-11.
- **SPED Categorical Aid** – increase \$27.5 million in 2009-10 and \$53.2 million in 2010-11, for a biennial increase of about \$81 million.
- **High Cost SPED Aid** – provide an increase of more than \$17 million over the biennium to fully fund high-cost SPED claims. In 2007-08, DPI had to prorate payments at 39.6% of claims.
- **Bilingual/Bicultural Aid** – increase
- **Bilingual/Bicultural Aid for Currently Ineligible Students** – create a new categorical aid program in the second year of the biennium to award up to \$416 per LEP student to districts that currently do not qualify for aid (\$8.9 million in 2010-11).
- **Transportation Aid** – there are three components to this request:
 1. Increase all per pupil reimbursement rates for both years of the biennium. Increase aid by \$7.5 million in each year of the biennium.
 2. Request statutory language to allow additional aid payments if funds remain after the rates are paid.
 3. Request statutory language similar to 2007 Assembly Bill 112 which allows schools to claim refunds of the motor fuel tax.
- **Sparsity Aid** – provide an increase of \$4.555 million in each year of the biennium to fully fund estimated eligible costs. Total sparsity aid under this request would equal \$8.2 million annually.
- **Low Revenue Ceiling** – increase the low revenue ceiling by \$400 annually, to \$9,400 in 2009-10 and to \$9,800 in 2010-11.
- **Elimination of the QEO.**
- **Four Year Old Kindergarten Grants** – provide an increase of \$7.725 million over the biennium to fully
- **School Safety Grants** – provide \$5 million in 2010-11 to create a new categorical grant program to reimburse schools for costs allowable, but not paid, under the federal Safe and Drug Free Schools and Communities Act.
- **Alternative Education Grants** – increase of \$5 million in each year of the biennium, which would double the current appropriation. Also change the appropriation from “annual” to “continuing” so unused funds can be carried forward into the next fiscal year.
- **SAGE Reestimate** – increase aid to fully fund projected costs (\$3.7 million increase in 2009-10 and \$5.4 million in 2010-11).
- **Milwaukee Parental Choice Program** – increase funding \$11.9 million in 2009-10 and \$24.4 million in 2010-11 (reestimate as required by law).
- **Milwaukee/Racine Charter Schools Program** – increase funding \$9.3 million in 2009-10 and \$15.5 million in 2010-11 (reestimate as required by law).
- **School Breakfast Program** – increase aid to fully fund the program at 15 cents per breakfast served (\$1.26 million increase in 2009-10; \$2.18 million in 2010-11).
- **School Milk Program** – increase aid to fully fund the program (\$447,400 increase in 2009-10 and \$541,300 increase in 2010-11).

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Midwest Facility Masters Conference

October 23-24, 2008

Wyndham Milwaukee Airport Hotel & Convention Center

Visit www.k12masters.com/midwest

Thursday, October 23

8:30am - 9:20am	<ul style="list-style-type: none">• Understanding Utility Bills - Part 1*• Managing by Mapping• TARA Modeling for Your Capital Plans• MaintenanceDirect Training - Basic	<ul style="list-style-type: none">• The Legal Side of Construction Management - Part 1• Effective Facility Security• Harassment Policies• Roofing Topic - Tremco, Inc.
9:30am - 10:20am	<ul style="list-style-type: none">• Understanding Utility Bills - Part 2*• Roofing Topic - Tremco, Inc.• Learning from the Masters - Most Effective Maintenance Practices• MaintenanceDirect Training - Advanced	<ul style="list-style-type: none">• Union Negotiations• Construction Delivery Methodology• The Legal Side of Construction Management - Part 2• The Devil is in the Details
10:30am - 11:20am	<ul style="list-style-type: none">• HVAC - Part 1*• Flooring Topic - Stalker Flooring• MaintenanceDirect Training - Supervisors/Clerks• Outdoor Athletic Facilities	<ul style="list-style-type: none">• Green Initiatives• Construction Project Failure• Green Buildings - Strategies and Payback• Networking with the SchoolDude Community
1:45pm - 2:35pm	<ul style="list-style-type: none">• HVAC - Part 2*• Understanding the MaintenanceDirect Work Order System• PMDirect Training• LED Lighting for Interior and Exterior Applications	<ul style="list-style-type: none">• Planning Schools for a Flat World• Taking Care of What You Got - Renovations and Facility Upgrades• Green Initiatives• The Benefits of Building Commissioning and Facility Assessments
2:45pm - 3:35pm	<ul style="list-style-type: none">• Building Energy Management Systems*• What's New with Educational Facility Management Systems• FSDirect Training - Basic• General Lighting Trends and Technologies• Designing and Installing Green Roofs That Work	<ul style="list-style-type: none">• What Brain Research and Neuroscience Tell About School Facilities• Clean, Green and Lean: Cleaning for Health and Energy Conservation• Better Buildings, Environment and Students...and Less Cost

Friday, October 24

9:20am - 10:10am	<ul style="list-style-type: none">• Building Systems Integration*• Best Practices Learned from the Facilities Masters Award• FSDirect Training - Advanced• Economical Masonry Wall Solutions• Renewable Energy in Schools	<ul style="list-style-type: none">• State of Minnesota Indoor Air Quality Program• Grounds Care, Planning and Playgrounds Seminar• Doing Roof Restoration Projects the Right Way
10:20am - 11:10am	<ul style="list-style-type: none">• Electrical Systems - Part 1*• Integrating BAS with Work Order and Scheduling Systems• Learning from the Masters - Most Effective Maintenance Practices	<ul style="list-style-type: none">• FSDirect Training - Invoicing• On a Pathway to Sustainability for K-12• Outsourcing - Should I? How Do I Begin?• Indoor Environmental Quality
11:20am - 12:10pm	<ul style="list-style-type: none">• Electrical Systems - Part 2*• Managing BAS Alarms Through Your Work Order System• Developing SchoolDude System Reports Using Excel - Training	<ul style="list-style-type: none">• EPA Legislation on Lead Paint• Integrating Controls• Closing Out a Construction Project: What to Know and Expect• Renewable Energy in Schools

* Denotes Wisconsin ASBO Facility Manager Certification Sessions



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BOOK REVIEW

It Takes More Than a Carrot and a Stick

It Takes More Than a Carrot and a Stick

authored by Wess Roberts, PhD, who is a writer, speaker, and executive coach. His books on business and leadership

include the best-sellers ***Leadership Secrets of Attila the Hun***, ***Victory Secrets of Attila the Hun***, ***Make It So: Leadership Lessons from Star Trek: The Next Generation***, as well as ***Protect Your Achilles Heel***; ***Crafting Armor for the New Age at Work***, and ***Straight A's Never Made Anybody Rich***.

It Takes More Than a Carrot and a Stick is a short book, 141 pages in length, which describes practical ways for getting along with people you can't avoid at work. Dr. Roberts states "How we get along with our coworkers influences the quality of our personal relationships. People who develop and maintain productive rapport in the work place tend to enjoy better relationships outside of work: when someone with positive work relationships has an irritable day at the office, they don't come home and kick the dog in a misplaced act of aggression."

Most working relationships fluctuate between being good to disastrous. How you understand the people you work with and adapt to make those relationships with them – useful as coworkers, managers, or supervisors – can determine how much satisfaction you gain from your career and home life.

Wess Roberts identifies fifteen types of people you can't avoid at work. The character types are:

Imperious Jerks – Masters of the universe, domineering and overbearing, grandiose sense of self-importance, conceited and arrogant authoritarians.

Empty Suits – Fashion models, superficial and deceptive, social adeptness and covert duplicity, high-strung, glib, insincere and manipulative, lack sufficient technical skills, fine tuned interpersonal skills, uncomfortable in competitive environment, compromise principles to please authority figures and not contributors.

Lone Wolves – Fiercely independent, impulsive and fearless, self-assured mavericks, driven by a constant need to prove themselves, adventurous and menacing, impatient, confrontational and self-confident and individualists.

Androids – Blindly obedient, mindless and compliant, insecure people pleasers, dependent upon other people's goodwill, self-conscious and submissive worriers.

Workaholics – Power starved, compelled and tenacious, insatiable need to be powerful, obsessed with working excessive hours, builds power base, extremely tense, generally unsociable, exceedingly competitive and overly domineering.

Sloughers – Responsibility challenged, unhurried and indifferent, apathetic toward work, bright people, tend to be self motivated, highly competent and conscientious, harmonious and fine tuned social skills.

Gatekeepers – Empowerment police, guarded and vigilant, unhurried, unoriginal and pushy, not risk takers, easily confused, obstructionist and closed minded, careful, accurate, stable and trustworthy.

Faultfinders – Self righteous, sanctimonious and inflexible, self-appointed moral police, extremely reserved and sycophantic, deliberate, easily offended and hypocritical and severely judgmental.

Bungee Jumpers – Thrill seekers, theatrical and easily distracted, driven by uncontrollable, incessant need to try something new and sensational, haphazard in thought and action, forgetful and short attention spans, over excitable, talkative and unpredictable.

Perpetual Victims – Whiners and bitches, peevish, bitter, bellyachers and chronic complainers, extremely high strung, impatient and emotionally erratic, easily frustrated, blame others and generally unsociable.

Colleague Slayers – Backbiters, rumormongers, saboteurs, predatory and venomous, self-centered, ruthless, and methodical villains, not bothered by lying, stealing or cheating, paper thin egos, easily threatened, profound need for recognition and praise.

Productivity Rebels – Secretly defiant, cynical and sullen, arbitrary sense of anger toward authority figures, covert obstructionism and pigheadedness, purposefully wasting time and low level of self-confidence.

Temperamental Tyrants – Happiness impaired, unstable and disgruntled, cantankerous and volatile, vindictive restless, hard hearted and reckless, technically competent and conscientious.

Touchy-Feelies – Social workers, hypersensitive and meddlesome, altruistic and fanatical members of the self esteem police, fragile egos, fussy and terribly insecure, easily frustrated, tend to resist authority and everyone

Continued on page 18



Gary Kvasnica
WASBO Director

Director's Corner

Simple "Hot" Tips for Reducing Heat Bills

By Gary Kvasnica, Director of Business Services, Kimberly Area School District

Energy costs have been rising dramatically (just in case you haven't noticed). Two months ago our natural gas vendor suggested I budget a 40% increase in gas prices for the 08/09 heating season. That increase is "just a bit" more than our cost-of-living increase under the revenue limit. We can significantly reduce energy costs with a new energy-efficient building or by installing a new boiler. But that requires lots of time and a huge budget (which most of us don't have). So here are a few energy-saving ideas you can implement now, without spending a lot of money.

Turn Down the Heat

The rule-of-thumb is that for every degree you reduce the temperature, you save 3% in energy costs. If you reduce your building temperature from 72 degrees to 70 degrees you could reduce your heating bill by 6%. This seems like a pretty simple solution. The only problem is that you'll have to hide the entire winter to avoid all the people complaining to you about their cold rooms.

If you really want "turning down the heat" to work, first and foremost, you will need a top-down commit from your school board and administration. Communication from them is essential. Staff and parents need to know what you're doing, when you're doing it and why. And let them know the results of their sacrifices at some point in time. It could also include encouraging parents to dress students warmer on cold days and relaxing dress standards for staff.

Regardless of all the great PR, when

it starts getting cold outside, it is likely you'll receive calls from staff letting you know that their room temperature is much colder than what the room thermostat reads. A simple way to address this is to purchase a portable digital thermostat that you can take to a classroom. If the room temperature is correct, it should put your staff member at ease. If it is incorrect, you need to get the room temperature control recalibrated. Failed sensors and false readings can waste a considerable amount of energy.

Not all schools have super energy-efficient windows. Certain areas do get drafty. Make sure that part of your summer maintenance plan includes caulking windows. Like many people do at home, consider putting plastic over windows. Also, encourage staff to keep window shades open. The sun's energy can have a noticeable effect on room temperature.

Keeping your rooms cooler will reduce natural gas consumption. However, if people are circumventing the system by putting in space heaters, these savings are quickly replaced with higher electric bills. Space heaters also play havoc with the heating system and are a huge fire hazard. Part of your communication to staff has to address space heaters. When you start making exceptions you start having problems. One novel approach may be to charge back costs to staff that use space heaters and other personal items.

Keep the Heat Inside your Building

Once cool air gets into a building it takes a considerable amount of time and energy to get the temperature back up. Communicate to staff, students and parents that they need to keep

vestibule doors shut. Also, don't allow staff to prop open doors just because they don't want to use a key/card to get back in. Besides being a safety and vermin issue, open doors waste a lot of energy.

Maintain your Boilers

You can achieve significant energy savings (studies estimate as much as 10% to 20%) by maintaining a clean, efficient and properly loaded boiler system. Maintenance is often seen as something that can be postponed or a cost that needs to be reduced. In the world of boiler systems, proper maintenance will actually save money by avoiding unnecessary fuel consumption.

Maximize Use of your Energy Management System

Invite your vendor in to share ways your Energy Management System could be better utilized. One obvious idea is to fine-tune setbacks when your facilities are not in use. Your vendor probably has many other good ideas. The higher fuel prices get, the easier it is to cost justify them.

I am by no means an HVAC expert. But I hope these simple suggestions help!

"We are living beyond our means. As a people we have developed a life-style that is draining the earth of its priceless and irreplaceable resources without regard for the future of our children and people all around the world."

Margaret Mead, 1955



ASBO Update

www.forwardwisconsininfo.com

*Erin Green
Director, ASBO International
Director of Business Services
Greendale School District*

One of the most rewarding aspects of my ASBO and WASBO service is seeing the cascading effects of others becoming involved in our organizations.

Wisconsin is now represented by the following energetic people who have pledged service to an ASBO committee:

Pat Finnemore- Kenosha Unified School District, School Facilities Management Committee

Dave Mitchell- Siemens, School Facilities Management Committee

Jill Bodwin- Sheboygan School District, Legal Aspects Committee

Joel Green- Cooperative for Employment Education, Professional Development Committee

Louise Fischer- Merrill Area Public School, Legal Aspects Committee

We look forward to more WASBO members signing on to an ASBO committee this year. In these financially tight times, there are incentives to serve. As a Vice Chair or Chair of an ASBO committee, ASBO will pay for you to attend the ASBO Leadership Conference. As an ASBO Committee member, you can also apply for a \$1,000 grant from WASBO that will help you attend ASBO events.

It is exciting to see the four recipients from WASBO who competed for the "Bridges to the Future" scholarship. Remember, only (20) were awarded

throughout the US and Canada! This grant assists them to attend ASBO events. This process was a competitive one, and again WASBO shines! Congratulations:

Gail Haack- Algoma School District

Kathleen Maedke- School District of Cambridge

James Froemming- Port Washington- Saukville School District

Mary Blaha- School District of Sheboygan Falls

With the turbulent economy that schools face today, many districts will cut all professional development. I urge you to talk to your superintendent and School Board about the critical need for you to stay involved in WASBO and ASBO during these times. More than ever, we will need practices, saving money, finding new revenue and new ways to deliver education. This cannot occur in a vacuum. With your leadership role in budget development, now is the time to make sure your professional development stays in the budget, whether you are a school business official, facility director, human resource professional, or superintendent.

Janice DeMeuse and the WASBO Member Resources Goal Action Team, have facilitated an online resource library. Wisconsin will join the Pennsylvania Association of School Business Officials (PASBO) Educational Resource Center website containing RFP's and other useful resource materials. If you have budget documents to share with others, please forward these to Janice at: jdemeuse@luxcasco.k12.wi.us.

This is an example of the sharing that is possible between SBO's around the world that will allow us to survive and thrive in this, the most uncertain of times.

See you in Denver!
VOTE BY OCTOBER 15th!
*Erin Green, Director of Business Services,
Greendale School District
ASBO Candidate for Vice President*

must like everyone else in order to work well together.

Frequent Fliers – Entitlement chasers, intellectually dishonest (using organization's resources as their own), self serving idea of right and wrong and situational ethics (rules & policies don't apply to them).

Dr. Roberts provides an indispensable guide that will help you navigate potentially costly conflicts and improve personal relationships. He gives ideas and suggestions on how to deal with a peer, subordinate and manager with one of the above character types. For example:

If you work for an Imperious Jerk:

Imperious Jerk Managers don't share power

- Learn to separate tactless putdowns from constructive

criticism

- Don't be a wimp-fight not flight
- Be useful-polish the boss's image

If you have a peer who is an Imperious Jerk:

- Refrain from getting into ego battles
- Stand your ground
- Choose your friends wisely
- Collaborate, cooperate and communicate

If you manage an Imperious Jerk:

- Give them tough assignments
- Help them play nice
- Manage rewards justly
- Make great mentors and allies

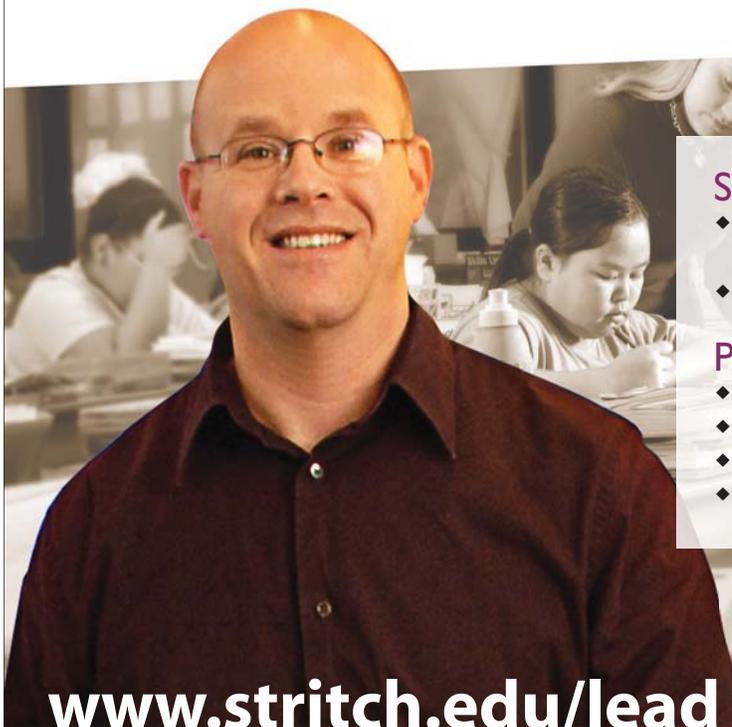
Therefore, as a peer be an ally, don't quibble, be objective and compete fairly; as a subordinate do your job, be cheerful, don't be a burden and abide

by rules meant to be obeyed; as a manager communicate, stand by your associates, forgive honest mistakes and sow appreciation.

Add this book to your professional library for periodic review and future reference.



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20 Things You Can Do To Green Your School Building At No Or Low Cost

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Building a green school on a tight budget can seem overwhelming. However, there are features and construction methods that can be used at no or little cost. Many times these features also help decrease operating costs. Since building green is a relatively new concept, many methods are simply not yet built into our standard way of thinking. When planned correctly, LEED (Leadership in Energy and Environmental Design) projects cost less than you may expect. You can use this list as items to discuss with your design team. You can even use these ideas for renovations.

Building green also provides a healthier environment for your students, teachers, and staff. Student learning improves and building green protects the environment. Here are some recommendations:

GETTING STARTED

1. Start green from the get-go. Being green from the start saves the cost of design changes. Write contracts and RFPs (Request for Proposal) that clearly describe your green building requirements.
2. Set up a cross-disciplinary design team. Include your architects (challenge them to incorporate as many of these ideas as possible - and within your budget), district, energy manager, teaching, maintenance and other school staff. A team concept generates creative solutions.
3. Include your construction contractor in your initial design team, using CMR (Construction Management at Risk) concepts. Working together from the start results in a better building, less change orders and shorter completion time.

4. Apply for demand reduction equipment rebates from your power company.

ENERGY EFFICIENCY

5. Careful selection of windows and insulation along with using high efficiency Heating, Ventilating, and Air Conditioning (HVAC) equipment can reduce HVAC purchase and operating costs.
6. Reduce lighting load by using more efficient premium lighting and compact florescent light bulbs (CFLs). Consider occupant-and photo-sensitive switching so you aren't lighting unoccupied or bright spaces.
7. Orient your building on an east-west axis for effective use of day lighting. Avoid east and west facing windows.
8. Use transformers that meet your demand curve.
9. Incorporate a proper maintenance system into your operations.

WATER EFFICIENCY

10. Use hardy, native vegetation.
11. Use automatic sensor controls and low-flow showerheads.

***“To waste, to destroy our natural resources, to skin and exhaust the land instead of using it so as to increase its usefulness, will result in undermining the days of our children the very prosperity which we ought by right to hand down to them amplified and developed.”
Theodore Roosevelt, 1907***

INDOOR AIR QUALITY (IAQ)

12. Include an effective ventilation system with filters meeting a Minimum Efficiency Rating Value (MERV) of between 8 and 13.
13. Keep outdoor pollutants out. Use permanent entry way systems (grills, grates, etc.) to capture dirt, particulates, etc.
14. Use low emitting materials (adhesives/sealants, carpets, and paints with low Volatile Organic Compounds (VOC) content and composite wood and agrifiber with no urea-formaldehyde).

MATERIALS & RESOURCES

15. Recycle/reuse construction waste.
16. Include places for storage and collection of recyclables.
17. Purchase items with recycled content and locally manufactured items.

SUSTAINABLE SITE

18. Incorporate erosion and sedimentation control during the construction and completion phases, reduce grading, excavating and other site disturbances.
19. Reduce light pollution. Shield exterior lights to keep light within property boundaries and preserve our dark nighttime skies for Arizona's nationally recognized Astronomy Industry.
20. Support and promote community use of facilities.

Arizona schools that have used these ideas include: Desert Edge High School in Goodyear, Davidson Elementary in Tucson and First Mesa Elementary in Polacca.

See the ADEQ Web site: azdeq.gov/function/about/green2.html for additional information on these schools.

Continued on page 20

Green School Links

Provided by the Arizona Department of Environmental Quality

- U.S. Green Building Council: www.usgbc.org
- Arizona Chapter; green architects, builders, products: <http://chapters.usgbc.org/arizona/>
- LEED for Schools standard: <http://www.usgbc.org/DisplayPage.aspx?CMSPageID=1586>
- Collaborative for High Performance Schools: www.chps.net
- Best Practice Manual: <http://www.chps.net/manual/index.htm>
- Council for Educational Facility Planners International: <http://www.cefpi.org>
- Annual High Performance Schools Symposium: <http://www.cefpi.org/green2007/>
- Energy Star: www.energystar.gov
- Energy Star for Schools: http://www.energystar.gov/index.cfm?c=k12_schools.bus_schoolsk12
- Energy Smart Schools; U.S. Department of Energy: <http://www.eere.energy.gov/buildings/info/schools/>
- U.S. EPA, Healthy School Resources: <http://cfpub.epa.gov/schools/index.cfm>
- Tools for Schools; Indoor Air Quality: <http://www.epa.gov/iaq/schools/>
- Healthy SEAT (School Environment Assessment Tool): <http://www.epa.gov/schools/>
- Arizona School Facilities Board: www.azsfb.gov
- Arizona Department of Environmental Quality, Green Schools: <http://www.azdeq.gov/function/about/green1.html>
- ADEQ Green School Program Manager: Chuck Burke cgb@azdeq.gov 602-771-4207
- Managing the Costs of Green Buildings; K-12 Public Schools, etc.: http://www.stopwaste.org/docs/managing_cost_green_building.pdf
- Costing Green: <http://www.azdeq.gov/function/about/download/greencost.pdf>
- Greening American Schools; Costs and Benefits; Greg Kats: <http://www.cap-e.com/publications/default.cfm>
- Do School Facilities Affect Academic Outcomes: <http://www.azdeq.gov/function/about/download/greenschool.pdf>
- Research Based Facility Design: <http://www.tfgp.org/>
- Governor Napolitano's Executive Order: http://azgovernor.gov/dms/upload/2005_05.pdf
- No Child Left Behind Act of 2001, Funding for High Performance Schools (Sec. 5581) <http://www.ed.gov/policy/elsec/leg/esea02/pg83.html>
- Green School Checklist; Illinois EPA: <http://www.epa.state.il.us/p2/green-schools/green-schools-checklist.pdf>
- School Operations and Maintenance; Alliance to Save Energy: <http://www.ase.org/content/article/detail/1806>
- Integrated Pest Management (IPM) for schools: <http://www.epa.gov/pesticides/ipm/>
- Arizona IPM; Agricultural Extension Service/UofA: <http://ag.arizona.edu/urbanipm/>
- Pest Press: <http://ag.arizona.edu/urbanipm/schoolipm/newsletters/index.html>

Member Spotlight - Patrick Acker

Continued from page 8



is the Adjutant.

Pat made the following observation to me. "Everything comes full circle. The more good you do, the more good that comes back to you. The effort yields its own reward when you see people's faces when you do something for them. The test of your life is when you are gone. So, do it right and don't be afraid to act."

What are Pat's plans? He hopes to complete his career in school facilities at Baraboo, stay active in WASBO, travel some more, and help support St Judes in helping small children.

Member Spotlight - Cathy Cramer

Continued from page 9



foods and restaurants.

If money were no object Cathy shared, she would "not work as much, spend more time with family and volunteer more in the community and church".

Cathy's motto to live by is evident. "Give 100 per cent of yourself, 100 per cent of the time."

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or Matt Hibbard at 919.816.8237; mhibbard@schooldude.com

Managing Your District's Finances in Today's Financial Market

Continued from page 1

- Your repayment plan, terms of borrowing and source of funding will impact final interest cost.
- Evaluate the cost/benefit of credit enhancements.

Moody's Global Rating Scale

- Moody's is migrating municipal ratings to a "global rating scale" in January 2009. In most instances, General Obligation Bond issues should receive higher ratings.
- This will create the need for greater differentiation among issuers with the same rating.

AAA Rated Municipal Bond Insurers

- Only three bond insurers currently are rated AAA, two of which have negative rating outlooks. The third is currently not focusing on the Wisconsin school market.
- Lack of viable credit enhancement options puts the focus back on the financial condition of the issuer.

Today's challenges may persist for some time, but proper planning and management practices will better position your district to meet its financial objectives.

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Generations and Training

Published by Vicky Solomon on September 17, 2008 in *Generations and Training*

Generational theory is for all intents and purposes deceptively simple yet the effects of inter generational differences on training within the workplace are anything but simple and increasingly are having a profound effect on the roll-out of training in organizations. This is prompting those responsible for the training portfolio to reassess how to train, how often and in what subject.

Gone are the days of pure technical training where the outcome is centered on learning a skill intended to directly improve performance on the job. The need for increased emotional intelligence in the workplace has brought about a far greater need for programs that offer development in areas like assertiveness skills, negotiation and how to handle difficult conversations which are aimed at engineers and sales consultants alike. So while course content needs to be relevant to the job at hand, it should also be relevant to personal lives which are as, if not more, important.

Traditional classroom learning too is being tossed out of the proverbial window. The new buzz word is impact learning, which requires trainers and teachers to act as facilitators – knowledgeable experts who, while imparting course content, develop relationships with their delegates, entertain and are able to adapt their personal training style and techniques to the requirements at hand.

Within this context and conscious of the changing profile of those sitting in the training room, it is important to have an understanding of the different generational attitudes to training and development. Without this framework the ability to connect and appeal is defunct.

Before unpacking the “identity” and profiling each generation, it’s important to recognize that a generation is defined as people born roughly at the same time, during the same era in history, and is usually about 20-years in duration. The theory claims that the core of our value system is formed during the first 10-years of life and is influenced by the major events happening at the time and how the people of most significance (parents, grandparents, teachers, priests...) reacted to these events.

Workplace training is a relatively new concept for the **Silent Generation** (born in the 1930s and 1940s). In years gone by, one gained the skills necessary to complete ones work through on-the-job training. People Skills (Soft Skills) were not seen as essential to getting the job done. As participants in training sessions, they tend not to speak unless spoken to, and expect a high degree of order, structure, and consistency, based on a clear and precise agenda. They prefer a conservative trainer, a knowledgeable expert, and preferably one who has earned credibility either through age, qualifications or reputation.

How to get them into the training room? Link the content to the overall good of the company: how will this increase productivity and performance, and how will this enable me as an employee of the company to contribute to this?

The **Baby Boomers** (born 1950s and 1960s) are possibly the best academically educated generation in the world today. Having transformed the workplace of the Silent Generation, they created the differentiation between technical skills, and people skills aimed at, amongst others, improving communication, raising awareness to diversity, leading as opposed to

managing employees, and managing conflict in the workplace. This generation enjoys a session based on collaborative learning, interaction and teamwork. The facilitator is viewed as a knowledgeable friend, and it is crucial to establish a relationship with the learners. Credibility is based on qualifications (and, if age allows, reputation). They value intellectual knowledge, so the challenge for the facilitator is to provide opportunities within the training session to turn this knowledge into practical skills.

How to get them into the training room? Show how this course can further my career, is linked to best-practice, and perhaps even provide a networking opportunity (business school seminars, and the like).

Generation X (born in the 1970s and 1980s) is, by and large, frustrated by traditional classroom style education, as any learning that needs to be done can be done quicker and easier on-line! Global research reveals that this generation spends an average of between 3-5 years in any position, so any training needs to be related to personal skills development, and increased marketability. The facilitator is viewed as a human guide and must be seen as a subject matter expert, no matter the age or qualification, who is expected to demonstrate their proficiency and expertise immediately in order to earn credibility. The training session itself must be fun, and multi-styled, as these learners get bored very quickly: the highest praise a facilitator can hope to receive on their evaluation form would be along the lines of “Wasn’t bored for one second!” They are highly motivated learners who, once you have their attention, will ask plenty of questions and ensure high levels of interaction; but equally important, they

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Lori Blakeslee
Associate Director / Communication Specialist
Green Bay Education Association



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"The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done - men who are creative, inventive and discoverers."

Jean Piaget

Generations and Training

Continued from page 22

are independent learners who prefer to acquire knowledge and skills through experience rather than set-ups which draw attention to individuals, such as role-plays.

Successful training programs for Generation X make use of videos, DVDs and audio formats.

The **Millennial Generation** (born 1990s and 2000s) are fast making their way into the training rooms of companies and organizations country-wide. They know they're young, but they're smart, they learn fast, and they want to gain real-life experience. This generation will know more than we can ever hope

of knowing: all the knowledge they require is literally at their fingertips, at the touch of a button. What they lack is skills, and competence. It is because of this that any training must be immensely practical, and immediately applicable, and must offer as close to real experience as humanly possible. This generation responds well to authority, and respects qualifications, and to them, age means that you have lived it first-hand! As such, they view facilitators as experienced mentors who can offer life-lessons.

They believe very strongly in the power of teamwork, and the more diverse the team in all aspects, the more

learning can take place. They are most comfortable in an informal, adaptable setting which relies on multimedia and multiple focal points to hold their attention.

These generational differences are requiring the training industry and the facilitators within them to not only know their content but to adapt their personal training style and techniques to suit an audience that is more diverse than ever.

For further information contact Karin on karin@tomorrowtraining.biz, or Vicky on vicky@tomorrowtraining.biz or visit www.tomorrowtraining.biz.

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Keynote
Barbara Braunstein



Team Building



Thursday Breakfast



Thursday Afternoon
Break



Friday Break



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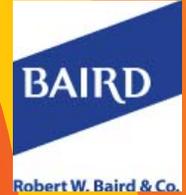
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WASBO Foundation Fall Conference Staying Professionally Healthy - Practice Remaining "Realistically Optimistic"

September 24-26, 2008



Barbara Braunstein did a fantastic job starting the Fall Conference with **"Make Your Mind Up, Not Down"**. We learned and practiced seven specific strategies to remain "realistically optimistic" no matter what. Each of these strategies will help us to be healthier, happier and more successful in both our professional and personal lives.

Over 200 members attended 30 excellent sessions that provided ample opportunity for us to stay professionally healthy. The sessions, presented by

experts in their areas, included topics on facilities, 403(b) implementation, negotiations, risk management, audit requirements, technology, mentor training and more. Viterbo University offered graduate credit to attendees, which is honored by the Department of Public Instruction for administrative certification requirements.

Once again the team building activity was both fun and rewarding as we completed individual and team tasks which focused on how to deal with our

"lifts" and "drags."

The WASBO Foundation Scholarship Golf Outing was successful in raising funds for the numerous student scholarships WASBO provides each year and in facilitating a day of networking opportunities. Additionally, we remembered hurricane victims by raising \$267 in contributions for the Red Cross.

Be sure to mark your calendars for next year's conference at the Osthoff on September 23-25, 2009!



Seven Strategies to Remain "Realistically Optimistic"

1. Start your day positively.
2. Stop negative talk (event + response = outcome).
3. Run away from negative people.
4. Praise and compliment freely and often.
5. Receive compliments graciously.
6. See criticism positively.
7. Manage every day stress.



Taking Care of Business Seminar

Communication, Conflict and Ethics in School Business Management Leadership Roles

The make up of the WASBO membership has changed over the years in both gender and age. We have the same Vision and Goals, to which we clearly align ourselves. But, we may often times see activities through different colored glasses when it comes to communicating with our WASBO colleagues, co-workers in our district or company, and the many varying public constituencies that we work with on a regular basis.

This Seminar will address those issues with the intent of having us return home with improved knowledge in communication, conflict and ethical leadership skills. In addition, the attendees will leave with a number of action plans completed, including a communication plan, ready to implement at their school districts. The

seminar activities will be interactive and "hands on" in dealing with practical daily aspects of leadership.

The subject topics will include:

1. Communication Process
2. Communication Styles
3. Listening Styles
4. Relationship Styles
5. Leadership Styles
6. Organization Climate (district and community)
7. Conflict Styles of Different Populations
8. Conflict Resolution
9. Dealing with Difficult People (and what if it is me)
10. Relationship Building
11. Ethical Leadership and Alignment in the Community

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Tuesday, December 9, 2008

WASBO Taking Care of Business Seminar

Wednesday, December 10, 2008

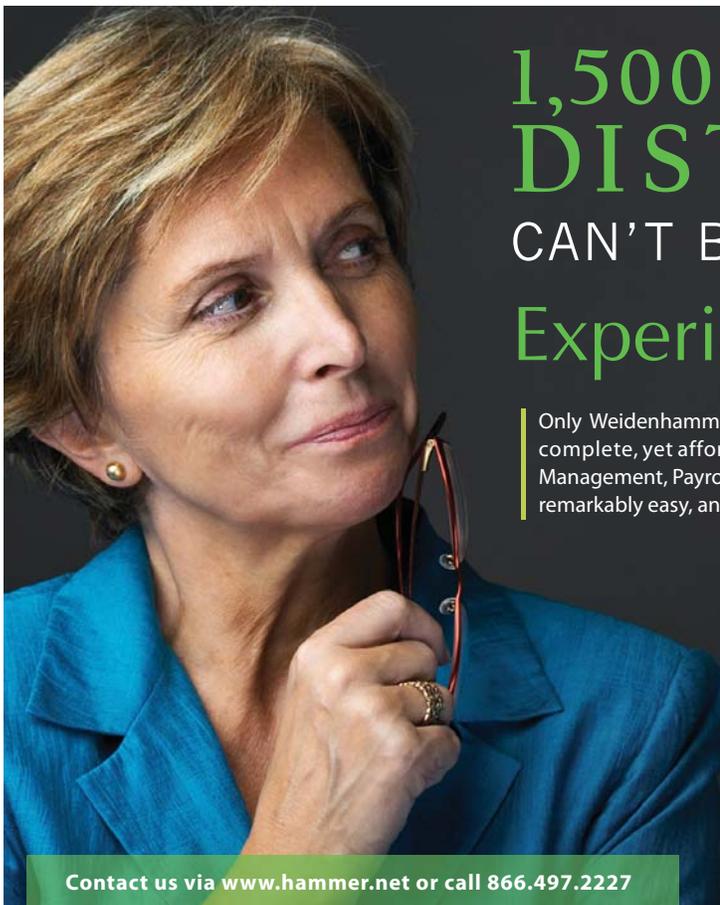
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Tax-rate-itis: Is it incurable?

Reprinted with permission from the Wisconsin Taxpayers Alliance, Focus, October 25, 2004, No.23

In Brief

In preparing budgets, local governments and school districts sometimes mislead taxpayers by focusing on proposed property tax rates. Media repetition of tax rate information only compounds the problem. It is better to focus on spending and the tax levy.

Does it ever stop? Every fall, some municipal, county and school officials proclaim: "We cut the tax rate" or "We froze the rate." And every fall, a few news headlines read: "Board to hold tax rate" or "Rate drops."

Wisconsin appears to have an ongoing and, perhaps, incurable case of tax-rate-itis. That is, public officials and the media focus attention on property tax rates, rather than on the significant fiscal questions that should be asked of any local budget.

To be sure, there is a place for tax rate information in a news story or presentation on property taxes and local budgets. However, "touting tax rates" while ignoring more helpful and honest information is misleading.

Citizens, journalists and public officials need to ask more important questions, such as:

- How much is the tax levy? What was it last year? In percentage and dollar terms, how much did it change?
- What is happening to total budgeted spending? Is it rising? Falling?
- Are tax or spending figures "real"? Or, do short-term decisions, such as "drawing down" surplus or changes in grants or aids, mask a long-range trend that is different than what is suggested?

What is a tax rate?

Step one in any effort to bring honesty and clarity to the discussion of local property taxes has to be an understanding of what a tax rate is.

Conceptually, the tax rate is the amount of property taxes to be levied relative to a community's property values. Arithmetically, the idea is fairly simple. Suppose the village of Smithtown proposes to levy \$1million (m) for municipal purposes. Further suppose that the total value of the village (both assessed and market, for ease of discussion) is \$1,000m, that is, \$1 billion (b). Then, the tax rate would be:

$$\text{Tax Rate} = \frac{\text{Tax Levy}}{\text{Property Valuation}} = \frac{\$1 \text{ million}}{\$1,000 \text{ million}} = .001^*$$

*Or \$1 of property tax for every \$1,000 of property value.

A local retailer, Mrs. Jones, owns a \$200,000 home. What would her municipal tax bill be? The .001 tax rate times her \$200,000 home value yields a tax bill of \$200. The same \$200 amount results if a "dollars per thousand" approach is used: \$200 (thousand) home x \$1 per \$1,000 of home value.

Tax rate mischief

With this new understanding of how a tax rate is calculated, the taxpayer can become a careful consumer of tax information, whether it is coming from municipal officials, the media or others.

One thing that should become obvious when property values are rising quickly - as has been the case recently in Wisconsin - is that it is relatively easy to cut the tax rate and even easier to "freeze" it.

In fact, as long as the tax levy increases at a rate that is the same as or less than property values, the tax rate will either remain the same or drop. There could be a 1,000% jump in both the tax levy and community property values, and the tax rate would not change.

Several further examples illustrate how the "tax-rate game" works:

Example 1:

Values doubled; rate falls by half.

Take Smithtown again. Suppose the total property value of the village doubled from \$1,000m (\$1b) to \$2,000m (\$2b). If there were no change in the village tax levy, what would the new tax rate be? The \$1m levy divided by \$2b in valuation would result in a tax rate of .0005, or \$0.50 for every \$1,000 of property value.

Note that when the total value of Smithtown doubled (\$1b to \$2b), the tax rate dropped by half (\$1.00 per \$1,000 to \$0.50 per \$1,000). With no change in the property taxes needed by the village and twice as much valuation to tax, the tax rate only needed to be half as large as it was before.

Example 2:

Rate "frozen"; taxes double.

Here's where the mischief begins. Suppose the village board doubled its levy from \$1m to \$2m. With Smithtown valuation rising from \$1b to \$2b, the board can double its expenditures without increasing the tax rate. The old tax rate was \$1m/\$1b, or .001 (\$1.00 per \$1,000); the new tax rate would be \$2m/\$2b, or the same .001.

For expenditure advocates, this offers a great "opportunity"; for taxpayers, it is "a perfect storm." Officials can double spending and announce, "We did not raise the tax rate!" When a news story

Continued on page 30

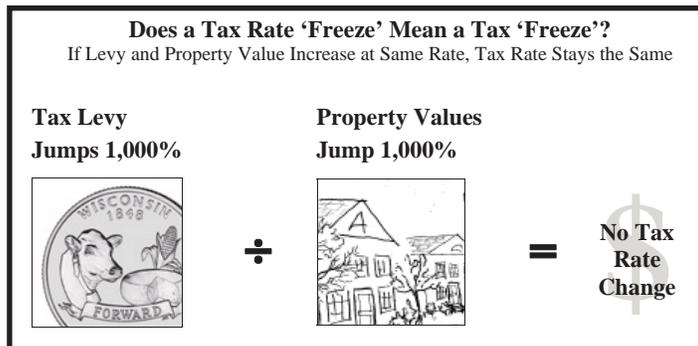
Tax-rate-itis: Is it incurable?

Continued from page 29

repeats the claim without mentioning the valuation increase, levy hike or expenditure change, the misinformation becomes even more real. The big losers are taxpayers.

If citizens do not understand what a tax rate is, they are likely to accept official announcements and news coverage as is. The logical (but wrong) outcome would be to expect no change in the December tax bill. Of course, when December arrives and bills are mailed, taxpayers are left confused. "But they told us they weren't increasing taxes this year" is a likely response.

The lesson is that there is a difference between tax rate and tax levy. Taxpayers need to take tax-rate news with a grain of salt and ask penetrating questions



about the tax levy and the expenditures it will fund.

Example 3: A "good" tax increase.

Tax-rate confusion can also work against honest public officials. Suppose Smithtown finds that half of its buildings were built on a hazardous materials site and property values drop 50%.

Local officials sensitive to the community's plight could decide to freeze the tax levy yet be criticized by

misinformed citizens. If the tax rate were \$1m/\$1b, or .001, and property values dropped by half, the new tax rate would be \$1m/\$500m, or .002. At \$2.00 per \$1,000 of property value, the tax rate would have doubled, even though the village levy was frozen.

Should village officials be blamed for the doubling of the tax rate? No. The rate jumped only because valuation dropped 50%. The tax levy - a more important figure - did not change at all.

Memo to taxpayers

With cold weather comes tax-rate-itis. Watch local officials and the press for its signs. Look beyond tax rates.



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Environmental Management for High Performance Schools

By John Gayetsky, CIAQP, Reprinted with permission from *School Business Affairs*, September 2006

With U.S. spending on new school construction hitting an all-time high in 2005 and energy costs continuing their steady upward spiral, much attention is currently being focused on the design and construction of high performance schools.

Yet, while proper design and construction constitutes an important first step in the life of any school, without a longterm commitment to comprehensive environmental management, not even the best high performance school can hope to stay high performing for very long. This explains why the Collaborative for High Performance Schools (CHPS) includes "Health and Indoor Air Quality" among their 10 goals for high performance maintenance and operations (and the U.S. Green Building Council includes "Indoor Environmental Quality" as a requirement for earning its Leadership in Energy and Environmental Design Certification for Existing Buildings (LEED-EB).

The key to bridging the gap between a district's commitment to high performance environmental management and attaining effective learning environments lies in the development and implementation of a comprehensive, districtwide environmental management plan (EMP). To be effective, the EMP should cover the policies, procedures, programs, and activities required to optimize the health, safety, comfort, and performance of all students, staff, and visitors on school property. A partial list of the functional areas included in a comprehensive EMP is provided below to illustrate the diversity of responsibilities included in this important operations and maintenance

subset:

- Indoor air quality management
- Integrated pest management
- HVAC system maintenance
- Solid waste management
- Custodial services
- Preventive maintenance
- Chemical and equipment procurement
- Fire and life safety
- Regulatory compliance
- Landscaping and grounds maintenance
- Renovation and construction maintenance
- Building security and safety
- Maintenance staffing and scheduling

A Necessary Paradigm Shift

Traditionally, these elements have fallen or, in many cases, been forcefully thrown under the district-wide maintenance and operations (M&O) umbrella. However, high performance environmental management demands a paradigm shift away from the notion of the building custodian or maintenance supervisor as the sole guardian or steward of the learning environment. Attaining and maintaining effective learning environments requires the buyin and, in many instances, the direct participation of all school stakeholders, from the teacher responsible for ensuring that unapproved chemicals are not brought into the classroom to the administrators and school board members responsible for crafting and instituting a district-wide chemical safety policy.

The Sticks: Costs and Consequences

Although carrots are notably good for us, it is the sticks in life that somehow seem to better motivate us toward immediate action. Therefore, before examining the many benefits (carrots) associated with implementing an effective and comprehensive approach to environmental management, let us first consider the multiple costs and consequences (sticks) of not doing so.

School environmental mismanagement can exert a profoundly adverse effect on both district finances and district operations. These effects can range from the insidious increase in energy expenses due to prolonged periods of deferred equipment maintenance to the multiple expenses associated with a full-blown media event arising from the unexpected discovery of mold in a classroom.

However, not all costs associated with environmental mismanagement can be expressed easily in financial terms alone. Indoor environmental pollutants such as mold, dust, and animal dander can affect indoor air quality (IAQ) and trigger health problems such as headaches, allergies, and asthma attacks. Consider the physical and emotional distress of a young girl in the throes of an asthma attack triggered by her exposure to dust mite allergen at



Media Center at Rock Hill Elementary School in Ironton, OH. Photo courtesy of the architects, Triad Architects, Ltd., Columbus, OH.

Continued on page 32

school. We often ignore the fact that these “costs,” imposed upon students, staff, and the community, while not directly reflected on the district’s accounting ledger, take their toll in terms of human performance, productivity, and overall well-being.

On the other end of the scale are the socioeconomic (macro) effects of environmental mismanagement which ultimately determine how resources will be allocated both nationally and locally to resolve building and operational deficiencies. According to the U.S. Environmental Protection Agency Web site, more than 53 million children and about 6 million adults spend a significant portion of their days in more than 120,000 public and private K–12 school buildings across the United States. As our school buildings continue to age, it is somewhat surprising that the socioeconomic costs associated with our prolonged mismanagement of the school environment have proven somewhat ineffective as a motivational force.

According to American School & University’s 35th Annual Maintenance and Operations Cost Study, the median K–12 school district spends a paltry 7.58 percent of total expenditures on maintenance and operations (M&O). This amount is more than 2 percent lower than the amount spent 10 years ago. For comparison, colleges allocate 11 percent of total budget on M&O. These numbers make a strong statement about the priority that many districts place on facility management.

A partial listing of the financial, human, and socioeconomic costs associated with poor environmental management is included in Table 1. Note that while the human and socioeconomic costs may evade direct financial quantification, both indirectly exert a profound effect on the bottom line of every school

district in America.

To learn more about this topic attend John Gayetsky’s session at the Midwest Facility Masters Conference.

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The Carrots: Multiple Benefits

Just as the costs and consequences of environmental mismanagement are multidimensional, so too are the numerous benefits associated with effective and comprehensive management of the learning environment. The following list is made more impressive by the fact that the benefits are derived from the real life experiences of school districts from across the United States that have implemented an active approach to environmental management:

- **Cleaner, safer, healthier, and more productive learning environments** leading to enhanced comfort, productivity, and well-being for all school occupants
- **Fewer illnesses and injuries** by students and staff
- **Reductions in workers’ compensation premiums and medical expenses** achieved through fewer workplace injuries and illnesses
- **Increased student and teacher attendance** achieved through fewer illnesses and injuries incurred at school
- **Elevated student and teacher performance** through improved attendance and the correction of gross building deficiencies
- **Significant reductions in asthma attacks and allergy episodes** through control and elimination of environmental triggers
- **Improved quality of life and learning** particularly for individuals

afflicted with asthma, allergies, and other environment-induced illnesses

- **Improved labor relations and employee satisfaction** as concerns over environmental issues are immediately addressed and quickly resolved
- **Fewer lawsuits** filed by sick or injured workers resulting in reduced legal expenses
- **Increased public trust and community engagement** with the elimination of environmental emergencies at school
- **Reduced energy consumption and utility bills** achieved through regular and frequent preventive maintenance
- **Extended service life of school buildings** with improved maintenance and operations
- **Increased public funds available for educational programs** through diversion of funds previously spent to correct major building failures and deficiencies.

As scientific research into the relationship between student performance and school environmental factors continues to emerge, few would argue against the right of every child to a clean, safe, healthy, and comfortable environment in which to learn and the responsibility of every school district in America to deliver on that expectation.

The Strategy: High Performance Environmental Management

To accomplish this, school districts must now embrace a more aggressive and proactive strategy toward environmental management. The strategy, referred herein as high performance environmental management, includes the following four elements:

- Comprehensive building-wide environmental health and safety (EH&S) assessments conducted

Continued on page 33

Continued from page 32

of all indoor and outdoor learning environments regularly.

- Comprehensive, district-wide environmental management plans that cover the programs, policies, procedures, and accountabilities necessary for addressing EH&S issues, preventing future problems and ensuring long-term environmental excellence.
- Training for all school stakeholders on their individual roles and responsibilities toward making the learning environment a safe and healthy place for everyone.
- Regular communication of all environmental management programs, activities, and results between all district stakeholders.

At first glance, this may seem like a daunting, if not impossible undertaking given the multiple priorities that school administrators already juggle. But, you can do it! High performance school environmental management is not merely a lofty ideal attainable by only

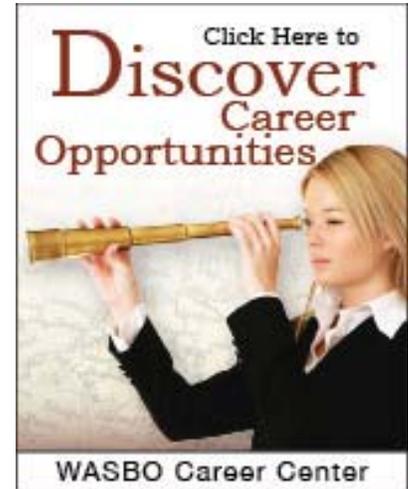
the most well funded and well staffed of districts. It is an expectation shared by the 53 million students and 6 million adults who populate all 120,000 of our nation's K-12 facilities every school day.

Fortunately, the U.S. Environmental Protection Agency (EPA) has developed an impressive suite of products, available at no cost to school districts, that can help school personnel more effectively manage their increasingly complex learning environments, while significantly lowering the barriers and costs associated with doing so. Visit www.asbointl.org/environmental and www.epa.gov/schools for resources. ■

John Gayetsky, CIAQP is the president of GPA, Inc. headquartered in Dublin, Ohio. He is also a member of the ASBO Environmental Aspects Committee. You can reach him at GPA1@columbus.rr.com.

To learn more about the Costs of Poor Environmental Management see Table 1 on Page 35.

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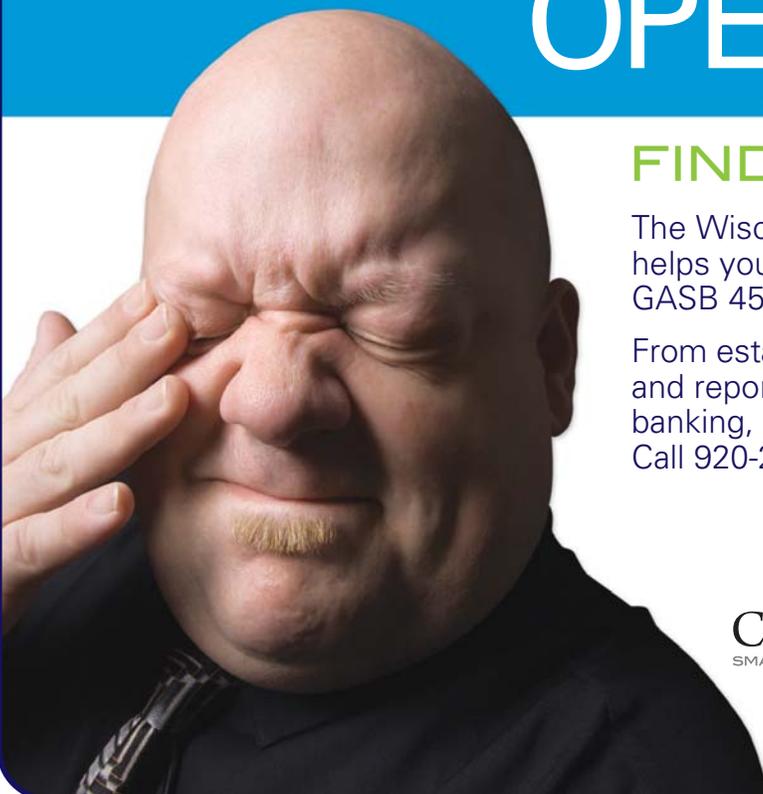
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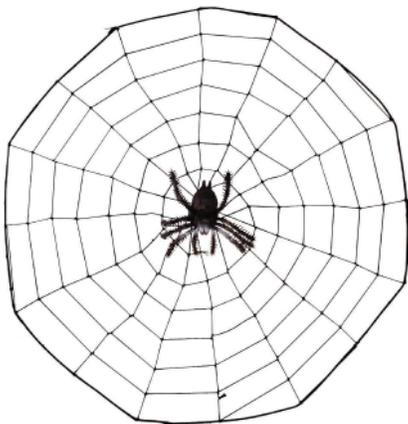
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Chief Seattle, 1855

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Table 1. Costs of Poor Environmental Management		
Financial Costs	Human Costs	Socioeconomic Costs
Increased energy consumption arising from system inefficiencies and deferred maintenance	The physical and emotional burden imposed by student and staff illnesses and injuries incurred at school	The total amount needed to bring U.S. schools to good overall condition was estimated to be \$127 billion. (Lewis et al. 2000)
Additional compensation for substitute teachers to cover sick or injured co-workers	Decreased student and teacher attendance and the subsequent drop in performance and effectiveness due to substandard environmental conditions	Approximately 14 million students currently attend schools needing "extensive repair or replacement of one or more buildings." (U.S. GAO 1995)
Increased workers compensation premiums and medical expenses arising from excess workplace injuries or illnesses	Decline in student performance caused by inadequate daylighting, poor IAQ, or other building deficiencies	43% of schools reported at least one of six key environmental factors in unsatisfactory condition. Two-thirds of those schools had rated more than one environmental condition as "unsatisfactory." (Lewis et al. 2000)
Excessive maintenance costs to pay for equipment failures caused by deferred maintenance	Poor labor relations and reduced employee satisfaction as concerns over environmental health and safety issues go unaddressed and unresolved by district administration	The average dollar amount per school for schools needing to spend money on upgrades was roughly \$2.2 million. (Lewis et al. 2000)
Legal expenses and fines associated with lawsuits filed by sick or injured workers	Erosion of public trust arising from adverse media exposure covering unforeseen environmental emergencies	The average cost per student of repairs, renovations, and modernizations to put schools into "good overall condition" among the schools that reported needing to spend money was estimated at \$3,800 (Lewis et al. 2000)
Consultant fees, relocation expenses, and reduced staff productivity during environmental crises and media events	Lost staff productivity and operational disruptions during media events and environmental "crises"	Asthma is now the leading cause of school absenteeism due to a chronic illness, accounting for over 14 million missed school days per year. (CDC 2002)
Failed bond levies arising from diminished public trust and confidence	Reduction in quality of life and learning for individuals afflicted with asthma, allergies, or other environmentally-induced illnesses	1 in 13 U.S. school children has asthma. The percentage of children with asthma is rising more rapidly in preschool-aged children than in any other age group, making asthma the leading cause of school absenteeism due to a chronic illness. (EPA 2000)

Sources: Centers for Disease Control and Prevention (CDC). 2002. Surveillance summaries: surveillance for asthma 1980–1999. *MMWR Morbidity Mortality Weekly Report* 51:5–9.

Lewis, L. et al. 2000. *Condition of America's public school facilities: 1999*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Accessible at <http://nces.ed.gov/pubs2000/2000032.pdf>

U.S. Environmental Protection Agency (EPA). 2000. Managing asthma in the school environment. *IAQ Tools for Schools Action Kit*. Washington, DC: U.S. EPA.

U.S. General Accounting Office (U.S. GAO). 1995. *School facilities—Condition of America's schools*. Washington, DC: U.S. GAO. Accessible at <http://IFCOIHyperlinkwww.gao.gov/archive/1995/he95061.pdf>

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Welcome New Members

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- Barry Cain, Superintendent, Ellsworth Community School District
- Glenn Flatoff, Building and Grounds Supervisor, Waupaca School District
- Becky Galvin, Bookkeeper, Tomorrow River School District
- Delnice Hill, District Administrator, Phelps School District
- Cheryl Karl, Bookkeeper, Cambria-Friesland School District
- John Kasha, Business Manager, Seymour School District
- Deb Kerr, Superintendent, Brown Deer School District
- Roger Kordus, District Administrator, Wauzeka-Steuben School District
- Kurt Lindau, Business Manager, Ladysmith-Hawkins School District
- Laura Long, Business Manager, Sharon J11 School District
- Charles McNulty, Superintendent, Black Hawk School District
- Kara Newton, Finance Director, Oregon School District
- Glen Norder, Director of Facilities, School District of Waukesha
- Cindy Pierstorff, Assistant Bookkeeper, Rosendale-Brandon School District
- Roger Rindo, Superintendent, School District of Tomahawk
- Keith Rogers, VP/COO, Milwaukee Academy of Science
- Sheri Stack, Bookkeeper, Fall River School District
- Julie Strasburg, Bookkeeper, Monona Grove School District
- Carrie Strassburg, Bookkeeper, Campbellsport School District
- Kandis Sullivan, Director Business Services,
- Colleen Timm, District Administrator, Mishicot Schools
- Joe Vollmer, Supervisor of Maintenance, Sheboygan Area School District
- Frederic Vorlop, District Administrator, Williams Bay School District
- Michelle Waltemath, Asst. Office Manager, Necedah Area School District
- Lexi Witt, Financial Manager, School District of Glidden
- Jeremy Blair, Sales Manager, Induserve Supply
- Edward Jacobs, Vice President, M & I Bank
- Bruce Lindsay, Public Sector Solutions Manager, Johnson Controls Inc.
- Allen Mattson, Vice President, M & I Bank
- Brian Mechenich, Manager, Reilly, Penner & Benton LLP
- Mark Mirsberger, Chief Executive Officer, Dana Investment Advisors, Inc.
- Peter Pulos, Treasury Manager, JPMorgan Chase
- Nicole Welch, AVP - Public Funds, Citizens Bank
- Brent Fisher, Student
- Cherryl Knowles, Student, Boscobel Area Schools
- Barb Lehman, Student
- Jeremy Struss, Bookkeeper, Kettle Moraine School District
- Leah Theder, Administrative Assistant, Hayward Community School District
- Dana Breed, Stevens Point School District

Let the Games Begin!

Member Resources Goal Action Team Launches Online Resource Center

By Janice DeMeuse, WASBO Director and Chair of the Member Resources Goal Action Team

I am sure we have all received the e-mail blasts from WASBO that go something like this: "Our school district needs to send out an RFP for ??? services. Does anyone have an RFP to share?" The person in the requesting school district will receive many responses and many of them will say: "I am looking for that information too—can you send me what you get?" It is great that we are all willing to share, but I think we can all agree this is an inefficient way to receive information. The Member Resources Goal Action Team has been looking at ways to streamline this process.

Pennsylvania ASBO has a website that serves as a library of resources for just this purpose. We have signed an agreement to make WASBO a participating partner in this library

with Arizona, Connecticut, Illinois, Oregon and of course, Pennsylvania. The database includes specifications, RFP's, handbooks and documented practices to assist those in the business office, student transportation, facilities management, materials management, human resources, food service, public relations, technology and finance. Included are documents that are state specific. If the site is to be of value to Wisconsin school business personnel, we need to load the site with Wisconsin specific documents.

We believe WASBO members are ready and willing to meet the challenge of making this site a gold mine for our membership. **To that end, the Member Resources Goal Action Team is excited to announce a competition**

review. After review, the documents will be posted for use on the PASBO Electronic Resource Center website. The regional submitting the most posted documents by December 31, 2009 will receive a cash prize devoted to staff development, i.e. conference registration.

The category for October is Budgeting Documents and/or Presentations.

Upcoming topics include:

- November, 2008 - **Payroll**
- December, 2008 - **Communications/ Public Relations**
- January, 2009 - **Insurance/Risk Management**
- February, 2009 - **Human Resources**
- March, 2009 - **Purchasing/Procurement**
- April, 2009 - **Student Accounting**
- May, 2009 - **Facilities/Buildings & Grounds**
- June, 2009 - **Accounting**
- July, 2009 - **Information Technology**
- August, 2009 - **Nutrition Services**
- September, 2009 - **Finance/ Investments**

between regionals. Beginning October 1 and continuing through September 2009, a general category will be designated each month to stimulate member participation. WASBO is asking members to submit documents and/or presentations that pertain to the category through their regional representative (if you are not sure of the name of your regional contact, check the WASBO website under Leadership). The Regional contact will forward submitted documents to the Member Resources Goal Action Team for

The PASBO site is available for members to use at any time. Anyone who needs a resource or has been considering asking the WASBO office to send out an e-mail blast requesting information should look first to the PASBO Electronic Resource Center. You can access it from the link on the home page of the WASBO website at www.WASBO.com. Choose your affiliation with Wisconsin from the drop-down and submit. You can then search documents submitted by WASBO members.

Let the competition begin!!! I have to warn you that the Bay Regional will win.



2008-09 WASBO Professional Development Package

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Participating Seminars Include:

- | | | |
|--|-----------------|-------------------|
| • WASBO/WASPA Human Resource Seminar | Madison | December 9, 2008 |
| • Taking Care of Business Seminar | Madison | December 10, 2008 |
| • Facilities Management Conference | Wisconsin Dells | March 2-3, 2009 |
| • Transportation & Bus Safety Workshop | Wisconsin Dells | March 2, 2009 |
| • Accounting Seminar – (Counts as 2) | Wisconsin Dells | March 25-26, 2009 |

Rates:	1 Seminar Day	\$140	4 Seminar Days	\$450
	2 Seminar Days	\$255	5 Seminar Days	\$525
	3 Seminar Days	\$360	6 Seminar Days	\$630

Here are the Rules:

1. First, send in your money to the WASBO office to purchase your coupons. WASBO will mail the coupon book to you in the shortest time possible not to exceed one week. Coupons will not be mailed until payment is received. The WASBO office will preprint your name, the school district name, and the date of purchase. The coupons will also be numbered.
2. Attach the coupons to your registration form when you submit it to the WASBO office. Fax registrations using a coupon will be accepted. On the coupon please fill out the attendee's name and the name of the seminar. WASBO must receive the original coupon to have it credited to the seminar. The coupon cannot be used instead of a registration form. You will not be registered for a seminar unless the registration form for that seminar is received.
3. Coupons can ONLY be transferred between individuals at the same school district.
4. Coupons are valid only for the above noted seminars and dates. No coupons can be used after June 30, 2009, the end of the fiscal year. No refunds will be given for unused coupons by a school entity.
5. If you do not cash prior to one week before the seminar, the coupon will be considered used and void.
6. Once an invoice is paid in full, a refund cannot be generated by replacing the payment with a coupon.
7. If you lose your coupons, you must notify the WASBO office in writing. WASBO will issue you replacement coupons with the same numbers as the first coupon book previously purchased, not including the coupons already used, for an administrative fee of \$25.

WASBO Seminar Coupon Order Form

Name: _____ Title: _____
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 Coupons will not be mailed until payment is received. Return to: WASBO, 4797 Hayes Rd., Suite 101, Madison, WI 53704.
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 Check # _____ enclosed
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 Card # _____ Exp. Date _____ Name on Card _____
 Billing Address _____ Signature _____
Completed by WASBO:
 Total coupons ordered _____ Coupon start number _____ Coupon end number _____

Short Shots



Where Are They Now?

Dale Zabel - Watertown to Kettle Moraine, Kurt Speich - UW to Watertown, Larry Rigden retired from Kettle Moraine.

2009 Spring Conference Planning

The Core Spring Conference Planning Committee has met twice and is planning a great 2009 Spring Conference. Look forward to a little mystery and keep your eyes open for clues to this professional development opportunity. The 2009 Conference will be held in Green Bay on May 26-29 at the KI Convention Center and the Hotel Sierra. Formerly the Regency Suites, this property has seen major renovations with the name change. Co-chairs, John Sackett and Sue Schnorr will be looking for volunteers to help with the many details that go into this conference. Please say yes when they communicate with you.

If you have a session topic or speaker ideas, contact Sue Schnorr at schnorr@fonddulac.k12.wi.us. We are working to line up presentation topics and speakers before the Joint Convention in January in order to communicate to board members and superintendents the importance of this staff development for you and others in your district. In the meantime, get the dates on your calendar.

Regional Meetings

Regionals have had a variety of interesting topics on their agendas this past month. The following are just a sampling of what you are talking about. Make sure to attend your next regional meeting! There is a wealth of information available from your colleagues.

1. WASBO Report
2. 403 (b) Update
3. Energy Consultants

4. Land Sales
5. Short Term Borrowing – is anyone having unexpected results this year?
6. WASBO Fall Conference Report – from members who attended
7. La Crosse Referendum Status
8. Support Staff Compensation Packages 2008-10
9. Discuss 2008-09 budget /tax rates.
10. Discussion of the merits of districts purchasing fuel for busses.
11. Discussion of the merits of district owned vehicles versus paying mileage.
12. On-site DPI reviews this year in Nutritional Services
13. The new ruling on milk substitutes.
14. Baird presentation – “Current Market Updates and How it is Affecting your District”
15. Paul Kysen – Staples–Coop purchasing prices.
16. Original budget vs. revised budget–which is it when?
17. Maintenance Budgets – you do you arrive at an amount and what do you do if it is overspent?

Contribute to Taking Care of Business

Do you have expertise to share with your fellow WASBO Members? WASBO members in their districts throughout the state

are implementing fresh ideas and creative plans. Please share your ideas by submitting an article to **Taking Care of Business**. Give others the opportunity to benefit from your experiences. Do not let your modesty or fear of writing get in the way of sharing with your colleagues. The WASBO office will help through the process. Submit your article or article ideas to wwiedenhoeft@wasbo.com.

Vote in the ASBO Election

The polls are open until October 15 to vote for Erin Green. Every member of ASBO is encouraged to vote. Every vote counts!

Vote November 4th

Exercise your privilege to shape the future! We all look forward to a break from the political ads.



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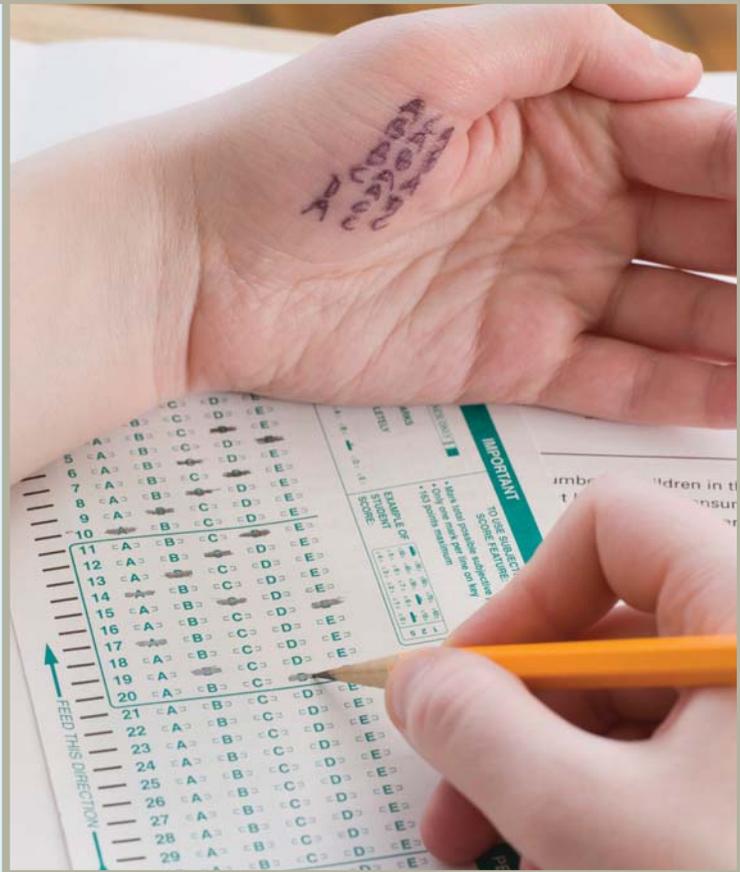


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PLAN TO ATTEND THIS UPCOMING SAFETY WORKSHOP:

November 2-4, 2008 National Playground Safety Inspector Certification Course La Crosse, Wisconsin
Contact Ed Steele, Wausau Insurance at 715-847-8826 or edward.steele@wausau.com for more information.

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WASBO Calendar

Professional Development

October 23-24, 2008

Midwest Facility Masters Conference,
Wyndham Milwaukee Airport Hotel & Convention
Center (Viterbo Credit Offered)

November 8-10, 2008

ASBO International Annual Meeting & Exhibits,
Denver, CO (Viterbo Credit Offered)

December 9, 2008

WASBO/WASPA School Personnel Academy,
Madison, Radisson (Viterbo Credit Offered)

December 10, 2008

WASBO Taking Care of Business Seminar, Madison,
Radisson (Viterbo Credit Offered)

January 21-23, 2009

WASB-WASDA-WASBO State Education Convention,
Milwaukee, Midwest Airlines Center (Viterbo Credit
Offered)

March 2-3, 2009

WASBO Facilities Management Conference,
Wisconsin Dells, Kalahari (Viterbo Credit Offered)

March 2, 2009

WASBO Transportation & Bus Safety Workshop,
Wisconsin Dells, Kalahari (Viterbo Credit Offered)

March 25-26, 2009

WASBO Accounting Seminar, Wisconsin Dells, Chula
Vista (Viterbo Credit Offered)

May 26-29, 2009

**WASBO Foundation Spring Conference & Golf
Outing,** Green Bay, KI Convention Center & Hotel
Sierra (Viterbo Credit Offered)

**"We never know the worth of
water until the well is dry."**

Thomas Fuller, 1732

Regionals

Each Regional Representative, meeting locations & directions
are available at www.WASBO.com if predetermined.

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

Dec. 12, 2008	Machine Shed (Hosted by NEWASBO)
Feb. 13, 2009	DePere
May 22, 2009	Shawano

Madison Area

Meetings will be held the first Friday of the month
for November, December, February, March and
April. Locations TBD.

Northeast

Dec. 12, 2008	Machine Shed (W/ Bay Regional)
April 17, 2008	Fond du Lac
May 15, 2009	Manitowoc

Northwest - Meetings are usually held the 2nd
Wednesday of month beginning at 10 a.m. except July,
August and January at Lehman's Supper Club in Rice
Lake. Dates may be subject to change.

Southeast - Meetings are from 9:45-11:30 am with
lunch following.

Oct. 10, 2008	TBD
Nov. 14, 2008	TBD
Dec. 12, 2008	Franklin
Feb. 13, 2009	Oak Creek
April 17, 2009	Sussex Hamilton

West Central - Meetings are held the first
Thursday of the month except January, May & July
from 10 am - 1 pm at the Sparta Area School District
Administration & Education Center, 201 E. Franklin St.,
Sparta

Nov. 6, 2008, Dec. 4, 2008, Feb. 5, 2009, March 5, 2009, April 2, 2009, June 4, 2009, Aug. 6, 2009
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Southwest - All meetings will be held at the CESA
#3 office in Fennimore.

Check www.WASBO.com for future dates



Go to www.wasbo.com and click
on "Calendar" for updated meeting
information, to register or get
directions.

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

Oct. 17, 2008	Mosinee
Nov. 14, 2008	Merrill
Dec. 19, 2008	Marshfield
Feb. 6, 2009	D.C. Everest
March 13, 2009	Auburndale
April 17, 2009	Wausau
Aug. 14, 2009	Antigo

Committee Meetings

School Facilities Committee

November 6, 2008 (9:30 a.m.) - Madison,
WASBO Office

Spring Conference Planning Committee

November 4, 2008 (11:00 a.m.) - Madison,
WASBO Office

Safety Committee

March 11 (1:30 p.m.) - Madison, WASBO

Board of Directors Meetings

December 17, 2008 - Milwaukee
February 18, 2009 - Stevens Point
April 15, 2009 - Chippewa Falls
June 17, 2009 - Madison, WASBO Office

Business Meetings

January 22, 2009 - Milwaukee
May 28, 2009 - Green Bay



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