



# 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

A Bimonthly Publication of the Wisconsin Association of School Business Officials - Volume 13, Number 4 - August 2009

## WASBO Foundation 2009 Fall Conference

### "Don't Let Olympic Size Hurdles Trip You Up"

After a summer of getting ready for school to start, construction and maintenance projects, budget cuts, and negotiations, it is time to professionally refuel. We know there are more challenges to come and the WASBO Fall Conference is your source for information and tools to handle the hurdles ahead. This year's Fall Conference theme is, "Don't Let Olympic Size Hurdles Trip You Up" and the program that your colleagues on the Fall Conference Planning Committee have put together is what you will need to compete.



Top-notch speakers will kick off both days of the conference. Christine Cashen will show us how to **Get What You Want With What You've Got**. Christine

was a huge hit at ASBO's 2007 Annual Meeting in Toronto. We tried to bring her to Wisconsin last year, but her schedule was booked. We are delighted to have

her on the program. Her style is fast-paced, hilarious and down to earth. She addresses how to communicate effectively by understanding different personality styles, secrets to defuse anyone and handle conflict like a pro, how to create a better day with more energy and time management tools, and how humor can increase job satisfaction, improve morale and reduce stress. Christine will help you take your skills to the next level!

Friday morning two of Wisconsin's very own Olympians will join us for a "Movin'" keynote. Suzy Favor Hamilton, one of the fastest women in the world, and Casey FitzRandolph, 2002 Olympic Gold Medalist in speed skating, are honorary co-chairs of the Movin' and Munchin' Schools Program. This program is an initiative created by the Wisconsin Department of Public Instruction and co-sponsored by WEA Trust. The

program is designed for public school children and addresses the growing problem of obesity, diabetes, poor nutritional choices and lack of physical activity among children. Casey and Suzy will be available for pictures on Friday morning. Each will also offer a breakout session. Casey FitzRandolph will cover **Childhood Athletics Score a**

**Lifetime of Positive Results**. Suzy Favor Hamilton will share **Dealing with Olympic-Sized Pressure in the Workplace and How it Can Affect Your Mental Health**.

There's more! Twenty-three informative sessions will be offered in the areas of facilities, personal professional growth, human resources, school finance, and changes in state and federal legislation. You will learn how to address negotiations, mediation and arbitration with the repeal of the QEO. Learn reporting procedures to comply with the guidelines for receiving ARRA money. Changes in the economy and ARRA funding are forcing you to reevaluate how you manage your credit rating and how you short-term borrow. You can learn more at the Fall Conference on this as well. Money-saving tips in the area of health-care and general awareness of the practices of pharmaceutical companies will also be covered.



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WASBO Fall Conference - September 24-25, 2009  
The Osthoff Conference Center - Elkhart Lake, WI  
WASBO Foundation Scholarship Golf Outing -  
September 23, 2009  
Autumn Ridge Golf Course - Valders, WI  
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Phone (608) 249-8588  
Fax (608) 249-3163  
wasbo@wasbo.com  
www.wasbo.com

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Editor: Woody Wiedenhoeff



# President's Message

## WASBO Board Update

### *Meeting the Challenge Together*

It is hard to believe that summer has gone by so fast this year. I know our jobs get very busy during the summer months, but I hope you have taken some time away from work to recharge yourself for another school year. One thing I have learned in my years in this profession is that it never gets any easier and things change constantly. There are always new issues to deal with, so you need to take some time away from work on a regular basis to refresh yourself to handle what comes your way.

Our most recent Board meeting was held Wednesday, June 24th in Madison at the WASBO office. The Board had a very full agenda for this meeting including Strategic Planning, scheduling Board meetings for the upcoming year, finalizing the WASBO budget for 2009-10, and a Board self-evaluation for 2008-09.

At the Spring Conference we asked the membership what WASBO could do to better meet the needs of our members. WASBO members submitted many suggestions for the Board to consider. The first step that the Board took was to review the responses from the membership. These topics will become the strategic focus of our Board meetings for the year. I want to thank all of the members that submitted topics and suggestions on how WASBO can better serve our members. The requests submitted were grouped into the following categories:

- Technology resources (blogs, databases, forums)
- Additional certification programs (options suggested: bookkeepers, food service, transportation, human resources)
- Risk management training and support
- Human resources and negotiation collaboration
- Increasing member involvement



*Keith Lucius*  
**WASBO President**

- PI-34 support for members

Some of these topics are being given to Goal Action Teams for review and others will be the focus of future Board agendas. If you have additional items you would like the Board to discuss, please send them to me.

The WASBO Board scheduled six meetings and topics:

- September 16th – Member participation in WASBO activities and committees
- November 18th – Certification program options
- December 16th – WASBO budget development
- February 17th – Legislative forum
- April 21st – Strategic planning and budget finalization
- June 23rd – Negotiations

I hope with the Board focusing on these issues, members will see some new initiatives coming from WASBO in the next year or two. Once again, I appreciate your input and please let me know if you have any other ideas on how WASBO can better serve the membership.

*Keith Lucius*

*klucius@ashwaubenon.k12.wi.us*





# Exec's Reflections WASBO's Accomplishments

Woody Wiedenhoeff  
WASBO  
Executive Director

As the WASBO Board updated the WASBO Strategic Plan and organized its process for selecting future goals, I had the opportunity to reflect on the

accomplishments of the last several years. I am amazed by the quantity and quality of services WASBO Members have initiated or expanded for their colleagues. WASBO has always had a tradition of sharing professionally, searching for better ways to proceed, and providing opportunities to mentor each other. We have continued to build our reputation as a valued part of the educational environment. We believe that our professional growth is essential to best serve our districts and students.

What are some of those expanded areas of benefit and service?

1. The Member Resources Goal Action Team provided a new **WASBO Electronic Resources Center (ERC)** which is an electronic library of school business materials.
2. The WASBO Board approved a new **Career Center**.
3. WASBO Members helped elect **Erin Green as ASBO International's President for 2010**. She is currently serving as Vice President.
4. Numerous members of WASBO are **serving on ASBO Committees**.
5. The WASBO School Facilities Committee added the **Midwest Facility Masters Conference**.
6. The WASBO School Facilities Committee is updating its **Facilities Manager Certification**

7. The WASBO School Facilities Committee expanded its legislative influence by becoming directly involved with developing the language pertaining to **Indoor Environmental Quality and Mercury Disposal Legislation**.
8. The Technology Goal Action Team provided input on the new **Computer Hardware Disposal Legislation**.
9. The **P-card Program** has expanded from 34 to 44 participating school districts, with purchases of over \$10,000,000 and rebates of over \$100,000.
10. Larry Dalton and Guy Leavitt organized the process for updating the **DPI Record Retention Document**. The final document will be published this fall.
11. The WASBO Accounting Committee rewrote the **WASB Budget Cycle Book**. The final publication will be out this school year.
12. The WASBO Professional Development Goal Action Team and Committee is updating the **WASBO Mentorship Program** and providing education to WASBO's members on writing **Professional Development Plans**.
13. Various WASBO committees and WASBO Members were consulted on the **ARRA Legislation**.
14. The WASBO Joint Convention Planning Committee added two additional sessions for **professional development at the WASB-WASDA-WASBO State Education Convention** in January. In addition, the Finance Puzzle Committee provided **in-service to school**

- board members** on budget development.
15. The WASBO Board provided over \$25,000 for **student scholarships, professional development grants and recognition awards**.
16. The WASBO Board has encouraged **membership growth, value added services and increased attendance at seminars and conferences**. WASBO Inc and Foundation budgets have grown forty-three percent over the last four years to support member services and professional development. The increase in WASBO membership tells us the services provided are of value.
17. WASBO implemented a daily education news summary service, **Wisconsin Education News**, providing WASBO Members information about school district actions throughout the state as they deal with local, state and federal challenges.

These are a few examples of improvements that the WASBO Board has encouraged and WASBO members have made. WASBO members continue to work in collaboration with each other and key education players to improve professionally and to support the children for which we are responsible.

You will be hearing from WASBO President Keith Lucius in each newsletter throughout the year about how the WASBO Board will continue to lead us, using your ideas for improvement in our profession. Past successes have not slowed us down. Because WASBO members implement these initiatives, it is apparent that WASBO members **"will be meeting the challenge together"**.

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## Fall Conference

Continued from page 1

The Facilities Committee is presenting four required sessions for the Facilities Manager Certification Program. Module 5 will be offered which includes: *Comprehensive Facility Planning, Budgeting for School Facilities Departments, Long-range Capital Projects Planning, and Budget Tracking Tools for Operating Budgets and Capital Projects.* They have also developed a new elective session, *How Facilities Managers Can Become Leaders in Their School District.*

Thursday afternoon you will have an opportunity to hone your skills in the areas of problem solving, working with others, and thinking on your feet. PMA Financial Network/WISC will once again provide a Team Building Activity. This is a great chance to meet your colleagues from across the state and discover the strength in working together.

The WASBO Foundation Scholarship Golf Outing is scheduled in conjunction

with the WASBO Fall Conference. This event has been a long-time source of funding for over \$17,500 in student scholarships and provides time to network with your colleagues. Our Service Affiliate Members generously support this outing to make it a fun and productive day. We will return to the Autumn Ridge Golf Course in Valders. A cookout provided by Hutchinson Shockey Erley & Co. is held after the outing and non golfers are welcome to attend.

Whether you are experienced or new to school business management, you will benefit by attending the Fall Conference. You will leave the conference with knowledge, tools for success, and a network of colleagues. Olympic size hurdles will not seem so daunting when you return to your district.

Register for the conference at [www.WASBO.com](http://www.WASBO.com).

**Renew your WASBO Membership online at [www.WASBO.com](http://www.WASBO.com) for the July 1, 2009-June 30, 2010 Membership year.**

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Don Mrdjenovich

# Holding it Together

By Don Mrdjenovich, WASBO Retired Executive Director

Every news outlet in the State of Wisconsin has devoted extensive time and column space to

describe the efforts their local school districts are making to trim their expenditures to address the loss in state aid. It is not that they lack experience in doing so for they have had much practice in the last few years as the need to maintain programs, maintenance and essential services has fallen behind inflation and available resources. Fund balances have been tapped beyond prudent limits in many districts and appeals for revenue limit overrides are being greeted with as much enthusiasm as the current state of the economy. In most instances, school districts have tried to make cuts as far away as possible from the classroom. While that tendency is understandable and even commendable, it has placed a heavy load on the backs of those who serve on the non-instructional side of school district operations.

Although school districts are often the biggest employers, and consequently one of the biggest businesses in the community or region, it is probably safe to assume that the majority of the taxpaying public does not understand what is involved in managing school district operations. The long-term consequences of deferred maintenance, the increased work loads resulting from the redistribution of duties and responsibilities due to downsizing, and the problems and stress experienced by those who lack the special knowledge and experience that comes with that redistribution, is not apparent to the general public. This observation is not meant as a criticism.

It is simply a manifestation of the fact that there exists no good reason why the general public should be expected to know, in any great measure, about the various aspects of school district management.

Can you envision a large contingent of taxpayers showing up at a budget hearing to demand the reinstatement of funds for general maintenance, or the need for additional clerical staff in the business office? Much of the non-instructional aspects of school business operations have no constituency. Now, change that scenario into efforts to eliminate elementary music, or an athletic team, or close a school. Constituents and supporters only come with a knowledge of what is being proposed. Lack of knowledge of non-instructional operations translates, in most cases, to lack of supporting constituents. Because of that understandable reality, the management and leadership staff must focus their best efforts on their Boards of Education and help them to maintain a reasonable balance between the need to make budget reductions and the need to ensure sufficient staffing and resources to keep the school district operating effectively as well as efficiently.

In the early sixties, the work of Robert Blake and Robert and Jane Mouton did much to clarify the role of management as well as to identify management and leadership styles. They suggested that those responsible for leadership and management perform specific functions that are essential to the organization. Leaders and managers:

- Plan
- Implement
- Motivate
- Monitor
- Evaluate

A School Board should have the assurance that those who have the responsibility for those essential functions also have the resources to carry them out effectively and efficiently. It may be useful to stress to the public that, in essence, that is what gets things done beyond the classroom and athletic facilities that they understand so well. If those functions are diminished, the quality of the school district is likewise diminished. Those staff members who are in major leadership positions have the responsibilities to communicate and advocate for the preservation of the resources needed to effectively manage. In other words, you are the constituency for your colleagues who serve the district on the non-instructional side of school district operations. Boards of Education come and go. The legacy of the school district is vested with the leadership staff. They hold it together.

**“A leader’s worst decision is the one that is never made.”**

*Byrd Baggett*

**“Imagination is more important than knowledge. For while knowledge defines all we currently know and understand, imagination points to all we might yet discover and create.”**

*Albert Einstein*



# New Bargaining Law: New Opportunities

By William G. Bracken, Labor Relations Coordinator, Davis & Kuelthau, Attorneys at Law

## Overview

Governor Doyle signed the 2009-11 state budget (2009 Wis. Act 28) into

*William G. Bracken  
Davis & Kuelthau  
Attorneys at Law*

law on June 29, 2009, which included several changes to Wisconsin's Collective Bargaining Law for school districts.

Most significantly, the bill repealed the 16-year old Qualified Economic Offer (QEO) Law and reinstated final-offer, binding arbitration as the way to resolve collective bargaining disputes between school districts and teachers.

## Highlights of the New Collective Bargaining Law Include

- Repeals the QEO law immediately. (Effective June 30, 2009).
- Eliminates the greatest weight factor of revenue controls and greater weight factor of local economic conditions from consideration by arbitrators in school district arbitration cases.
- Permits contracts covering school district employees to have a duration of up to four years.
- Allows two or more collective bargaining units of one district, or more than one district, to combine into a single unit if a majority of employees voting in each unit vote to combine.

## Binding Arbitration Déjà Vu

In essence, the new collective bargaining law restores the previous final offer arbitration law that existed from 1978 to 1993. Many districts found themselves in arbitration if they did not match the comparable settlement

pattern. Settlements rarely fell below 7 percent annually during that time period.

Districts have now received their state aid projections from the Department of Public Instruction. Most districts are coping with a significant decline in state aid and revenue under state revenue controls. At a time when we are experiencing the worst recession in many years, the 2009-11 negotiations take on additional importance for school districts' efforts to avoid budget deficits and retain the existing number of employees and programs.

- If your district has already filed an arbitration petition for the 2009-11 teacher contract prior to June 30, 2009, an argument, at least technically, can be made that the Qualified Economic Offer (QEO) law still applies based on the effective date of the new law. This argument is by no means a certainty, so review your situation with your legal counsel before pursuing.
- "School District Employee" is defined as a municipal employee who is employed to perform services for a school district. This means that the changes noted above, including the elimination of the greatest and greater weight factors, duration of contracts and combining of bargaining units, applies to school district support staff employees as well as teachers.
- Now that the QEO law has been repealed, arbitration is the means to resolve disputes. Districts may wish to assess

the merits of proceeding with arbitration to secure changes to post-retirement benefits or fringe benefits affecting active employees. The QEO has largely prevented substantial changes to fringe benefits. Districts may be seeking significant changes to fringe benefit programs to sustain their long-term financial viability. Given the fact that revenue controls are still in place, districts generally will not have the money necessary to meet unions' wage demands.

- Comparability is likely to rise to the forefront in the union's strategy. This means that the union is likely to target "weak" employers to secure a relatively high settlement and then seek to expand that level to all other comparable employers. Under the previous arbitration law, unions were extremely effective in establishing bargaining goals and not settling unless they achieved them. In some instances, unions have also banded together and refuse to let one local settle unless it meets the predetermined goals.
- A district's financial condition is likely to be the district's main reason for resisting the union's wage and benefit demands. An arbitrator will have to decide the weight to give a district's financial condition versus the prevailing settlement trend. School districts can expect vigorous debate on its ability to pay since legislative efforts to prevent arbitrators from considering a district's fund balance failed to be included in the final version of the law.

*Continued on page 9*

- The removal of the greatest and greater weight factors does not preclude argument over revenue limits and local economic conditions since the parties have historically debated those issues under the traditional arbitral factors.
- Districts should continue to use “cast-forward” costing as embodied in the QEO. Both parties used this same methodology under the previous arbitration law. One QEO costing rule that was not used in the past is the requirement that any fringe benefit increase in any part of the year is presumed to be in effect from the previous July 1. An argument can be made for costing movement into new educational lanes.
- The duration of contracts from one to four years may become problematic when settlement comparisons are made. A key point will be to ascertain if the settlement occurred in the same time period under the same general economic conditions. If not, arbitrators have distinguished and discounted settlements that did not occur under the same economic conditions. The potential for “whipsawing” employers into higher than normal settlements exists with different contract durations. If the parties are unable to agree as to the term or duration of the agreement, the default two-year duration applies in arbitration unless both sides agree otherwise.
- One unknown and little discussed change in the law states:  
*111.70(4)(d) 2.a. Under the expiration of any collective bargaining agreement in force, the*

*commission [WERC] shall combine into a single collective bargaining unit two or more collective bargaining units consisting of school district employees if a majority of the employees voting in each collective bargaining unit vote to combine.*

This means that a teacher unit could combine with a support staff unit in the same district. This has also been described as meaning that a teacher unit in one district could combine with a teacher unit(s) in another district(s). It is up to a secret ballot vote of members in the bargaining units involved.

The WERC is not sure how it will administer this provision yet. Many questions emerge such as: How will two or more separate school districts organize and respond to two or more combined bargaining units? Where is the “Community of Interest” in such a combined unit? Is such a joint effort even legal or authorized by this legislation?

It may be that WEAC has targeted K-8 districts in the state and wishes to consolidate these elementary “feeder” school districts into one unit. WEAC may also combine smaller units into larger ones for economy of scale efficiencies.

Governor Doyle, in discussions with the Appleton Post-Crescent Editorial Board on July 8, 2009, stated:

*...districts can have a route to get out from under the revenue caps. But to do it, they have to [do] three or four very basic things. One of them is that they have to bargain in bigger groups, so you have to come to the table with at least 500*

*employees. We have 425 school districts, or something like that. We have 425 different contracts.*

*So now it becomes a big issue. If you had much more regional contracts that you were bargaining, I don't think you'd see the disparity between this community and that community to be the kind of problem it is.*

In other words, consolidation of school districts or regional bargaining units or both. Stay tuned for further developments this fall.

- The statutory limits on salary and fringe benefit increases covering non-represented professional employees such as school administrators have also been repealed.

### **Summary**

School districts will now be able to use arbitration as the means to secure changes to fringe benefit programs that have drastically increased in cost. In light of cuts in state aid and revenue per pupil, many districts will be forced to choose between program cuts, layoffs and increased class sizes or a salary increase to the remaining teachers.

It promises to be a very challenging year at the bargaining table.

*For additional information, contact your Davis & Kuelthau attorney or Labor Relations Coordinator, William G. Bracken in our Oshkosh office at 920.232.4844 or wbracken@dkattorneys.com.*



Janice DeMeuse  
WASBO Director

# Director's Corner

## Member Resources Goal Action Team

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

I hope everyone is having a good summer. The "super-busy" days of summer are beginning to wind down to the "normal busy" routine of the school year. Although, my observation is there is not a whole lot of difference between "super-busy" and "normal busy."

Thank you to everyone who has supplied your work-products to the ERC (Electronic Resource Center). You should know that your peers are using the information you have provided. Wisconsin documents are four of the top ten most-accessed on the entire site for the year 2009. Our interview documents are the highest-accessed on the site surpassing the second most-accessed record (which just happens to be our budget documents) by 3,129 "hits" to 742. This type of activity is a good indication of what a valuable resource this library of materials provides for our members.

As you know, the regional that submits the most documents for the ERC during

a month receives a free conference registration to award to one of its members. Past monthly winners of the contest have been Bay Area, Wisconsin Valley, Northwest and Southwest Regionals. The competition continues to run through September and the focus categories included in these last two months are Nutrition Services for August and Finance/Investments for September. As always, documents dealing with any subject can be submitted at anytime. I encourage all of you to participate in the contest on behalf of your regional and to continue your contributions to this valuable resource in the months ahead.

The Member Resource Goal Action Team members are Gail Moesch, Janet Rosseter, Jeff Carew, Jenny Goldschmidt, Joyce Smalley, Kathy Maedke, Sandy Jacobson, Tom Owens and Tom Helgestad along with Woody Wiedenhoef. On behalf of WASBO, thank you to each of you for your foresight and diligence as we work to respond to member needs in efficient and cost-effective ways.

Where do our members see a need where WASBO can potentially provide

assistance? Many of you have offered ideas for future resources you would like the committee to explore. A data base of information for negotiations is one item that has been suggested on numerous occasions. This item and other suggestions will be explored in the future. If anyone is interested in joining these discussion/brainstorming sessions, please contact me or the WASBO office. The committee welcomes your participation in this vital service to the membership.

As you look ahead to the future of school business management, what do you see for those future officials who are currently in diapers? As I look back on my 30+ years in the business and the changes that have taken place during that time, I realize that we are now just sowing the seeds of a structure that will probably not look a whole lot like it does today. The resources we are accumulating now, as well as what we achieve in the near future, will help form the basis of a pool of knowledge that will not only provide tools for those future generations, but an insight into the quality and work ethic of today's business manager.



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**Nutrition Services**

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# Easing the Cash-Flow Burden

## Choosing your District's Cash-Flow Funding Option for 2009

*Mike Clark, Director, Robert W. Baird & Co. Incorporated - Public Finance*

**Mike Clark**  
*Robert W. Baird & Co.* in 2009 that they faced in 2008, but districts still need to evaluate alternative cash-flow funding options in order to minimize borrowing costs. For instance, since investment rates remain low, there will likely be a minimum amount of income generated to offset interest cost.

To fully evaluate your funding options, all factors that will affect cost should be considered. Factors include the number of days your cash-flow debt would be outstanding, the amount to be borrowed and the interest rate paid. The recent reduction in state aid will also impact the amount your district may need to borrow.

This shift to more property tax revenue will typically result in larger cash-flow deficits in the first half of the fiscal year, but may actually reduce the deficit later in the year. Districts who in the past did not need to borrow because of sufficient fund balance levels may find that the shifting revenue sources no longer allow them to avoid borrowing.

### Funding Options TRANs

The most common financing vehicle districts can utilize for cash-flow needs is Tax Revenue Anticipation Notes. These are issued by districts throughout the fiscal year based on when a district faces a deficit. Revenues the district receives during the year are then used to repay the TRAN on a specified date. The typical length of a TRAN is 10-11 months, 13 months being the maximum term.

In the past, larger borrowers issuing TRANs have opted to receive a rating from one of the credit agencies. The rating, along with a full official statement, attracted more potential buyers and thus tended to result in better rates. There are additional costs associated with this approach, but districts with borrowing needs above \$5 million may want to consider this option.

### Line of Credit

Another funding alternative can be a line of credit. Rates on lines of credit, which are taxable, are typically higher than those of a TRAN. Lines of credit have a maximum borrowing amount and typically use a variable rate. In order to keep the rate as low as possible it is important to greatly limit the length of the loan and only borrow the amount needed. If your district is interested in pursuing a line of credit, it is recommended that you consult your bond counsel.

### Non-Traditional Lender

Temporary funding through a non-traditional lender is an uncommon yet proven funding option for cash-flow borrowings. For instance, your district might consider borrowing from another municipal entity, which may provide benefits to both organizations. The lending entity can possibly earn a higher rate of return than if it invested the loaned amount in traditional investment vehicles, meanwhile your district's interest rate may be lower than one from a traditional lender.

### Combination Borrowing

Your district may even consider a combination of the options listed. For example, you could use a TRAN for 4-5 months when your deficit is typically

at its highest level. Once that note is repaid, you could then utilize a line of credit for the remaining months when deficits are smaller and less frequent.

Each school district is different, and funding needs can change. Make sure to consider all your options and evaluate them based on the factors listed above before making your final decision.

*"It is characteristic of wisdom not to do desperate things."*

*Henry David Thoreau*

*"We are drowning in information but starved for knowledge."*

*John Naisbitt*

*"The dumbest people I know are those who know it all."*

*Malcolm Forbes*

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

# BOOK REVIEW

## Outliers by Malcolm Gladwell

By Orvin R. Clark, EdD, RSBA

The trilogy of books written by Malcolm Gladwell is **Tipping Point, Blink** and

and geniuses, it isn't hard to figure out where success comes from.

Gladwell examines the three qualities that make work meaningful. The three criteria are complexity, autonomy and a relationship between effort and reward. He states that if you work hard enough, assert yourself, and use your imagination, you can shape the world to your desires. Outliers are those who have been given opportunities and who have the strength and presence of mind to seize them.

America's wealthy suburbs.

Gladwell tells what he calls "A Jamaican Story." It's a story that the most lightly colored were favored at the expense of others---it's a story of his great-grandmother, grandmother and mother---it's a story of heritage and culture. Gladwell says their success is not exceptional or mysterious. It is grounded in a web of advantages and inheritances, some deserved, some not, some earned, some just plain lucky---but all critical to making them who they are. The outlier, in the end, is not an outlier at all.

**Outliers.** Malcolm Gladwell was a reporter for the **Washington Post** from 1987 to 1996, working first as a science writer and then as New York City bureau chief. Since 1996, he has been a staff writer for **The New Yorker**.

The third in the series is **Outliers**. **Outliers** is 285 pages in length and divided into nine chapters and an epilogue. **Outliers'** subtitle is *The Story of Success*. The book is divided into two parts: Opportunity and Legacy. It's a book about people, who through the contributions of many others and lots of different circumstances, succeed; **Outliers** debunks the myth of the "self-made" man. The story of success is more complex and interesting than it initially appears. Let's consider factors such as family history, place of birth and date of birth for starters.

**Outliers** is a collection of stories and anecdotes examining the lives of individuals from Mozart to Bill Gates. Gladwell includes bits of trivia, like why most pro hockey players are born in January, why the descendants of Jewish immigrant garment workers became the most powerful lawyers in New York, how pilots' cultures impact their crash records, and how the centuries-old culture of rice farming helps Asian kids master math. He also provides reasons for school achievement gaps. Gladwell delves into the social benefits of lighter color skin.

The trilogy of books by Malcolm Gladwell, **Tipping Point, Blink** and **Outliers**, illustrates secret patterns behind everyday life phenomena.

The trilogy of **Tipping Point, Blink** and **Outliers**, provides interesting and intriguing reading which will add to your personal and leadership capabilities.

"Outlier" is a scientific term to describe things or phenomena that lie outside normal experience. In order to understand the outlier you have to look at their culture, community, family and generation. That sounds like success is something beyond an individual's control---Gladwell says he would not go that far but we underestimate the extent to which success happens because of things the individual has nothing to do with. Success is not a random act. It rises out of a predictable and powerful set of circumstances and opportunities. After examining the lives of Bill Gates, Bill Joy, Joe Flom, pro hockey players

Gladwell explores the achievement gap citing a school on New York City's borough of South Bronx known as the KIPP Academy. KIPP stands for the "Knowledge Is Power Program." KIPP is a middle school. Approximately half of the students are African American; the rest are Hispanic. Seventy five percent of the children come from single parent homes. Ninety percent qualify for free or reduced lunch.

KIPP has become most famous for its mathematics. By the end of eighth grade 84% of the students are performing at or above grade level which is as well as privileged eighth graders from

*"If a window is broken and left unrepaired, people walking by will conclude that no one cares and no one is in charge. Soon, more windows will be broken, and the sense of anarchy will spread from the building to the street on which it faces, sending a signal that anything goes."*

**Malcolm Gladwell**



John Gibson, CIC, CSRSM  
TRICOR Insurance

# Why Do Schools Need a Pandemic Policy?

By: John Gibson, CIC, CSRSM, Vice President, TRICOR Insurance

Submitted by the WASBO Safety Committee

It is impossible to know when an influenza pandemic may occur. The illness rates for both seasonal and pandemic influenza are high among children, and schools are likely to be an important contributor to the spread of influenza in a community according to the CDC. It is important for the district to plan ahead to reduce the effects of the pandemic. Districts should make preparations for the next school year on how to balance health and safety issues with educational, social, and business needs. History has shown that pandemics may come and go in waves, but it is unknown whether the H1N1 virus will persist into the fall. It is also unknown whether a vaccine will be available for H1N1, and when a vaccination program could be initiated.

Schooldistricts should plan interventions to prevent disease transmission and protect students, staff, and the community from infection. The U.S. Department of Education provides possible interventions including:

- Promote good hand hygiene
- Extra measures to ensure commonly touched surfaces are cleaned and disinfected
- Strict enforcement of exclusion policies for students and staff with flu-like symptoms
- Extended school closures

A pandemic plan should include many of the same components of any Emergency Management Plan:

- Communication Plan
- Continuity of Learning Plan
- Pandemic Plan
  - Surveillance System
  - Prevention and education

## Efforts

- Stakeholder Coordination
- Incident Command System
- School System Policy Review Process
  - Review and Update Continuity of Operations (COOP) Plans and Business Continuity Plans (BCP)

Plans should be practiced, and reviewed continually as new information becomes available. The CDC provides a complete planning checklist for schools and can be viewed at <http://www.pandemic.flu.gov>

The U.S. Department of Education also provides a page to help schools prepare their Emergency and Pandemic Plans- <http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/more.html>

## John Gibson Earns CSRSM Certified School Risk Manager Designation

The Certified School Risk Manager (CSRSM) designation was recently conferred on a select number of individuals who completed five courses and examinations and have committed to meeting annual update requirements to further their knowledge and maintain their designation. John Gibson, of TRICOR Insurance, was one of this elite group of professionals and the first in the state of Wisconsin to attain this designation.

CSRSM, founded in 2004, is the first education/ designation program in history for individuals serving as School Risk Managers. The CSRSM Program is conducted by The National Alliance for Insurance Education & Research. CSRSM courses feature practical information that guides participants through the risk management process and applies directly to the school risk manager's daily responsibilities.

John has worked with TRICOR Insurance for 13 years and manages the School Insurance Program business which includes 110 schools in Wisconsin.



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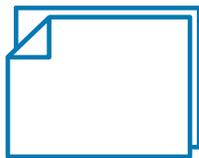
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# Basic Components of Pandemic Planning

## Every district should have an Emergency Management Plan that:

- Addresses all four phases of emergency management planning (Mitigation and Prevention, Preparedness, Response and Recovery.)
- Is flexible enough to address multiple hazards (be "all-hazard plans.")
- Is practiced on a regular basis.
- Is developed in an interactive, cross-cutting manner, in collaboration with community partners and stakeholders.
- Is based upon sound data and information.
- Includes provisions for being continually reviewed and updated regularly.
- Is coordinated with community pandemic influenza planning efforts, as well as state policy and planning efforts.



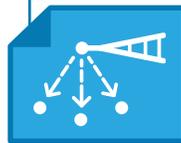
### Pandemic Plan

This plan is built upon components in existing emergency management plans and would contain elements unique to an influenza pandemic.



### Communication Plan

- Identify audiences and key messages (students parents, staff, etc.)
- Focus on clear, accurate, consistent, and timely communications.
- Identify trusted spokesperson (also, identify who will be lead for health matters.)
- Identify trusted media partners.
- Establish redundant communications methods identified in advance (primary, secondary and tertiary methods identified and all parties are familiar with them.)



### Plan for continuity of learning or instruction

- Consider alternate learning strategies.
- Consider potential restructuring of school calendar.



**Identify stakeholders and partners**  
Identify a contact within the local public health department and collaborate with that entity to create complementary plans, coordinate with other partners, and communicate consistently with the public.

**Identify and coordinate with other key stakeholders**, such as law enforcement, school security personnel, local emergency management office, businesses, community and faith-based organizations.



**Review and refine policies and authorities**  
Review school district's or school's Continuity of Operations Plan (COOP) and Business Continuity Plans (BCP), which outline procedures for continued function during an extended emergency. Consider:

- Essential functions, goods, and services that must be maintained under a variety of conditions;
- Essential tasks that can be performed from other locations such as home, as well as technology support necessary to implement such measures;
- Essential people and material support;
- Delegations of authority and
- Personnel/Human Resources policies (leave, disability, payroll, potential high absenteeism).

**Identify legal authorities** for school closures, limitations on responsibilities and functions (such as school lunch provision), and school's potential responsibilities and liabilities.

**Review and refine supply policies and contracts** including potentially ordering and warehousing items such as tissues, soap, or hand sanitizer.



**Initiate or expand prevention and education efforts**

- Conduct preventive hand-washing and cough/sneezing etiquette campaigns.
- Encourage staff, faculty, and students to stay home when ill.
- Provide information to parents, staff and students about elements of pandemic plan.



**Create and implement a surveillance system** in partnership with state and/or local health departments to identify and track student absences due to illness, which would allow the rapid detection of unusual changes or trends in student health.



**Develop an Incident Command System (ICS)** specific to a pandemic, that identifies roles and responsibilities of educators, law enforcement, and health officials in advance of an incident.



**Consider and plan with community partners to address issues specific to your school environment**, such as:

- Students with special needs, including those who are in special education, receiving supplemental services at school, English Language Learners, or have special health care needs;
- Working with Child Nutrition Directors to help families identify sources for feeding programs for students who receive meals at school in the event of long-term school closures;
- Potential social services needed during and after pandemic has ended;
- Possible alternative uses of school buildings during a pandemic (such as for mass immunizations or hospitals);
- Potential uses of school buses during pandemic and if/how this affects contracts;
- Current alternative uses for schools and determine necessary policies/procedures under school closures;
- Capacity to address requirements for cleaning the building if it was used for community health needs or if there were sick students;
- Fiscal, academic, emotional and physical recovery issues, including:
  - Return to learning;
  - Ability of students, family, and staff to access available mental health supports, particularly during a crisis if schools are cancelled;
  - Bereavement needs; and
  - Availability of mental health service providers, including community and faith-based organizations.

# Pandemic Influenza Planning & Preparation

*Tech Sheet provided by EMC Insurance Companies*



According to the U.S. Government, each year the flu kills approximately 38,000 Americans, hospitalizes more than 200,000, and costs U.S. businesses over \$10 billion in lost productivity and direct medical costs. As staggering as those figures are, health experts are now warning about a far more dangerous kind of flu; a pandemic flu that could kill over 500,000 people, hospitalize 2 million more, and cost the U.S. economy an estimated \$70-\$160 billion. Few industries will be insulated from the economic effects resulting from absenteeism in the workplace or from the downstream effects stemming from supply-chain and travel disruptions. It is important for business owners and organizational leaders to be knowledgeable about the risks associated with the threat of an influenza pandemic and to be prepared for the possibility for an incident that could have significant social and economic impact.

## The Pandemic Threat

Pandemics occur when a new influenza virus emerges that infects and is easily transmitted between humans. Animals are the most likely reservoir for these new viruses; for instance, avian viruses have played a significant role in the past three influenza pandemics. Pandemics have occurred intermittently over the centuries. Although the timing cannot be predicted, history and science suggest that we will face one or more pandemics in this century. Details of the last three pandemics can be seen in the table below.

Government officials are proposing that the next pandemic will likely come in waves, each lasting months, and pass through communities of all sizes across the nation. The viruses will affect all

racess, sexes, ages, professions, and nationalities, and will not be restrained by geographical or natural boundaries.

Timeline of Major Human Flu Pandemics			
Date	Type	U.S. Deaths	Worldwide Deaths
1918	Spanish Flu	500,000	20-50 Million
1957-58	Asian Flu	70,000	2 Million
1968-69	Hong Kong Flu	34,000	1 Million

## What To Do In The Event Of An Outbreak

The U.S. Chamber of Commerce states that if a pandemic flu strikes, government health officials will issue information and warnings and work with media to disseminate advice on how to avoid becoming ill. Organizational leaders, human resources personnel, and employees should pay close attention to the guidance provided by local and state health departments and the U.S. Centers for Disease Control and Prevention. The federal government's consolidated pandemic influenza Web site and the World Health Organization's Web site (see links at the end of this document) are also good sources of information about pandemic flu.

## Business Preparations

Many business continuity plans anticipate disruptions such as fire, earthquakes, and floods. These events are restricted to a certain geographical area, and the time frames are fairly well-defined and limited. Pandemic flu, however, demands a different set of continuity assumptions since it will be widely dispersed geographically and potentially arrive in waves that could last several months at a time. Depending on the flu strain and based on previous pandemics, public health officials project cumulative absentee rates of 40% over three to four months.

## Ten Steps Your Business Can Take

1. Check that business continuity plans addresses long-term absenteeism rates. In particular, check if core or critical business activities can be sustained for several weeks with only minimal workforce available.
2. Identify your company's essential functions such as accounting, payroll, and information technology, and the individuals who perform them. Cross-train employees to perform essential functions to ensure resiliency.
3. Plan for interruptions of essential governmental services like sanitation, water, power, and transportation, or disruptions to the food supply.
4. Determine which outside activities are critical to maintaining operations and develop alternatives in case they cannot function normally.
5. Update sick leave and family and medical leave policies and communicate with employees about the importance of staying away from the workplace if they become ill.
6. Establish or expand policies and tools that enable employees to work from home with appropriate security and network access to applications.

*Continued on page 17*

## Pandemic Influenza Planning and Preparation

Continued from page 16

7. Collaborate with insurers, health plans, and major healthcare facilities to share your pandemic contingency plans and to learn about their capabilities and plans.
  8. Maintain a healthy work environment. Ensure adequate air circulation. Post tips on how to stop the spread of germs at work. Promote hand and respiratory hygiene. Ensure wide and easy availability of alcohol-based hand sanitizer products.
  9. Inform employees about the threat of pandemic flu and the steps the company is taking to prepare for it. Establish an emergency communication plan and revise periodically.
  10. Identify a pandemic coordinator and/or team with defined roles and responsibilities for preparedness and response planning. The planning process should include input from labor representatives, if appropriate.
- spread from person to person when an infected person coughs or sneezes. The following precautions, recommended by the CDC, can also help prevent the spread of all types of influenza:
- Avoid close contact with people who are sick. If you are sick, keep your distance from others to protect them from getting sick.
  - Stay at home when you're sick or have flu symptoms. Get plenty of rest and check with a healthcare provider as needed.
  - Cover your mouth and nose with a tissue when coughing or sneezing. If you don't have a tissue, cough or sneeze into your sleeve, not your hands.
  - Clean your hands. Washing your hands often will help protect you against germs. When soap and water are not available, use alcohol-based disposable hand wipes or gel sanitizers.
  - Avoid touching your eyes, nose, or mouth. Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose, or mouth.
- Practice good health habits. Get plenty of sleep, be physically active, manage stress, drink plenty of fluids, eat nutritious foods, and avoid smoking, which may increase the risk of serious consequences if you do contract the flu.

### For Additional Information

U.S. Chamber of Commerce:

[www.uschamber.com](http://www.uschamber.com)

U.S. Department of Health & Human Services:

[www.pandemicflu.gov](http://www.pandemicflu.gov)

The White House:

[www.whitehouse.gov/infocus/pandemicflu/](http://www.whitehouse.gov/infocus/pandemicflu/)

Centers for Disease Control & Prevention:

[www.cdc.gov/flu/](http://www.cdc.gov/flu/)

National Institutes of Health:

[www3.miaid.nih.gov](http://www3.miaid.nih.gov)

*Disclaimer: This material is designed and intended for general informational purposes only, and is not intended, nor shall be construed or relied upon, as specific legal advice.*

### Protecting Employee Health

Flu is caused by viruses that infect the nose, throat, and lungs and is generally

**Are you looking for a way to reach the people who make the purchasing decisions for Wisconsin's schools. WASBO can help!**

**Here are just a few of the opportunities available to WASBO's Service Affiliate Members:**

**Sponsorship** at upcoming conferences such as the WASBO Fall Conference or the Midwest Facility Masters Conference.

**Advertise** in the WASBO Newsletter

**Write an informational article** for the WASBO Newsletter

**Submit a presentation proposal** for upcoming seminars and conferences

Join a **WASBO Committee**

**Attend a Seminar or Conference to Network.**

Contact the WASBO Office for more information on any of these opportunities!



# Legislative Update

The SAA:

## What Is It and How Does it Work?

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



John Forester  
SAA Director of  
Government Relations

With the beginning of the 2009-10 school year approaching and the 2009-11 State Budget carnage still fresh in our minds, it seems like a good time to review the purpose and inner workings of the School Administrators Alliance (SAA). Wisconsin's fiscal challenges are certainly not over, and the competition for available budget resources will only get tougher. Therefore, this article is the first in a series that will discuss how you can help strengthen the SAA as a political organization.

The School Administrators Alliance (SAA) is a statewide organization established to provide four associations of public school administrators with government relations services and a unified political voice. The SAA is an alliance of:

- Association of Wisconsin School Administrators (AWSA)
- Wisconsin Association of School Business Officials (WASBO)
- Wisconsin Association of School District Administrators (WASDA)
- Wisconsin Council of Administrators of Special Services (WCASS)

As the combined government relations arm of these four associations, the SAA represents the interests of Wisconsin school children and Wisconsin public schools before the State Legislature, the Office of the Governor and the state agencies. The SAA supports legislation that improves Wisconsin public schools and the quality of education for

Wisconsin school children. The SAA actively participates with other groups in addressing issues of mutual concern.

The SAA was founded in 1991 when the Wisconsin Association of School District Administrators (WASDA) and the Association of Wisconsin School Administrators (AWSA) joined their advocacy efforts. With the addition of the Wisconsin Association of School Business Officials (WASBO) in 1992 and the Wisconsin Council of Administrators of Special Services (WCASS) in 1994, the SAA has grown to represent more than 3,000 members – virtually every licensed school administrator in the state of Wisconsin. This diverse membership provides a broad perspective and a deep understanding of educational issues.

Each of the four SAA member associations appoints six primary and as many as six alternate members to represent the association on the SAA Legislative Committee, the primary policy-making body for the SAA. It is up to each association to decide how those members are appointed and the length of time they may serve as representatives of their association. The SAA chair, who serves a two-year term as presiding officer, is recommended by the steering committee and confirmed by each association's board of directors. The position of the chair rotates among the four associations. The executive directors of each association and the SAA director of government relations serve as ex officio members.

The Legislative Committee creates the SAA's formal legislative policy positions and monitors SAA government relations efforts and political activities. Central to

this mission is the creation of the SAA's written biennial legislative agenda for ultimate approval by the association boards of directors.

The SAA Steering Committee consists of nine members composed of the executive director and one additional member from each association, appointed by that association. The director of government relations serves the steering committee in an advisory capacity.

The executive committee consists of the executive director of each association and the director of government relations. The executive committee manages the day-to-day operations of the SAA. The executive committee meets on a regular basis to allocate SAA resources, develop and execute political strategy and to determine how to best keep the membership informed of pressing political issues.

In addition to the legislative, steering and executive committees, the SAA also receives valuable input from project teams. SAA project teams are organized on an as-needed basis to provide additional depth and clarity to a specific area of the SAA agenda. Teams consist of SAA members appointed from the four associations. Project teams dissolve once the project is completed. However, one project team, the School Finance Team, now operates on a permanent basis to provide ongoing expertise on school finance issues.

The following hierarchy exists for establishing positions on legislative matters: 1) The entire SAA Legislative Committee at regular or special

*Continued on page 19*

## Are you fighting the battle but losing the war?

Tough as times are, wouldn't you be willing to spend \$1 to make \$20?

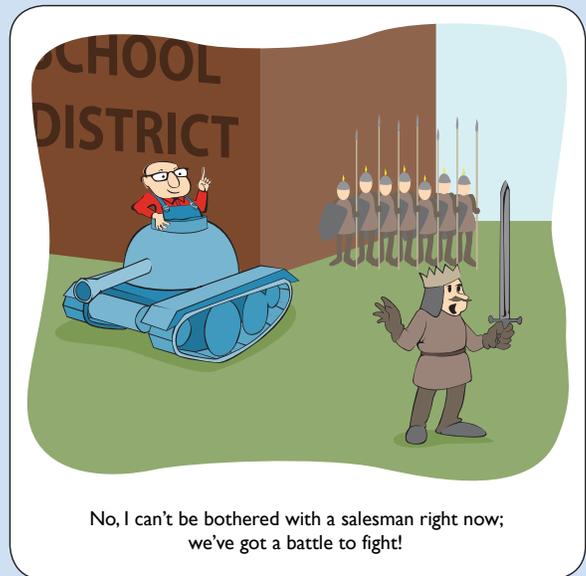
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### SAA Legislative Update

*Continued from page 18*

meetings and approved by each member association's board of directors; 2) the steering committee and approved by each member association's board of directors; and 3) the executive directors instructing the director of government relations with the approval of each member association's board of directors. However, the executive directors and director of government relations have the authority to make decisions and take legislative positions independent of this hierarchy when necessary.

I hope you find this information useful in understanding the operation of the SAA. If you have any questions please contact SAA Director of Government Relations John Forester at (608) 242-1370 or [john.forester@wsaa.org](mailto:john.forester@wsaa.org). Thanks for listening and, as always, thank you for your efforts on behalf of

Wisconsin school children. For up-to-date reports on legislative activities, please visit the SAA's website at [www.wsaa.org](http://www.wsaa.org).

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## 99 Years of ASBO International

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CHICAGO 

### Three R's for SBOs: Record Rate of Return

School business officials are always looking for good values—ways to maximize the return on investment of each dollar. ASBO International's 2009 Annual Meeting is an opportunity to make a difference for all of the people who depend on you. The ideas, contacts, and tools you'll bring back will have far-reaching benefits.

Celebrate 99 years of ASBO—99 years of believing in the effective management of education resources.

[www.asbointl.org/AnnualMeeting](http://www.asbointl.org/AnnualMeeting)



Association of School Business  
Officials International

## ASBO Recognizes WASBO Members

ASBO Congratulates the  
**D.C. Everest Area School District**  
and  
**Howard-Suamico School District**  
for receiving the  
**ASBO Meritorious Budget Award**  
for Fiscal Year End 2008-2009



ASBO International is very pleased to announce that

**Brain J. Dasher**  
**Administrator of Finance**  
**West Bend School District**  
received one of the

**2009 Bridges to the Future Scholarships.**

The scholarship, sponsored by MetLife, assists in defraying the costs to attend ASBO's 95th Annual Meeting, October 23-26, 2009, in Chicago, IL. Brian is one of twenty recipients who were selected from over forty applications.





# Three R's of ASBO International's 2009 Annual Meeting: Record Rate of Return October 23-26, 2009 - Chicago, Illinois

Ninety-nine years ago, seven men sat in a semicircle around the U.S. Commissioner of Education's desk in Illinois. For three days, they "sat, perhaps smoked, and certainly argued over standardization of school accounting and reporting procedures." And that's when and where ASBO International - then called the National Association of School Accounting Officers - planted its roots. This October, join your colleagues—to Get Focused on creating a brighter future for education.

## Lead Your District's Economic Recovery

Amidst a shaky economy and \$100 billion pouring into education, ASBO International stands strong with the resources school business officials need to lead the way to the future of education.

We're all in this together—and together we will create the sustainable future of education funding that will ensure our students have the opportunities they need to become productive citizens in our global world. Voice your triumphs and concerns at ASBO's first town hall meeting. Join U.S. Secretary of Education Arne Duncan (invited) and a panel of education leaders to discuss how to ensure that now is public education's finest hour. Visit [www.asbointl.org/AnnualMeeting](http://www.asbointl.org/AnnualMeeting) for more information about the variety of economic recovery sessions that will be offered.

## Setting the Best Example for Our Students

Students, accountability, and transparency—they are always on your mind. In Chicago, you'll find social

responsibility-focused sessions that will help your district save money, conserve energy, and most importantly, make the world a better place for your students. For example, don't miss the chance to make a difference for Chicago-area students and learn creative, inexpensive ways to help your students with Perpetual ROI: Hands-On School Beautification Efforts Are a Win-Win for All. Seats are limited, so register now to secure your participation in this Pre-Annual Meeting Workshop.

## Why You Need to Be There

As the person who makes the difficult decisions about the budget, you are the first to sacrifice your own professional development to save funds for others. But as a leader of your district's financial future, you are neglecting the people who depend on you when you neglect your own professional development. Now more than ever, your district needs your fine-tuned skills and leadership. How can you justify missing such an important professional development opportunity when it is just a drive away?

To build your case for attending the 2009 Annual Meeting—and to bring the benefits alive—follow these four steps:

1. Write down three to five strategies or issues being addressed in your district right now.
2. Think about how you personally contribute to those strategies and make a list of these personal contributions.
3. Look at ASBO's Annual Meeting Itinerary Planner, [www.asbointl.org/AnnualMeeting](http://www.asbointl.org/AnnualMeeting), and mark the sessions that relate to your list of personal contributions to the

district strategies. Also make a note of speakers or other people at the conference you would like to meet.

4. Write a short business case about how attending these sessions and meeting these people will help you contribute to your organization's strategy to address critical issues.

Part of your case might read:

At present, our district is highly focused on green initiatives. As a school business official, I am responsible for finding ways to increase efficiency in a cost-effective way. At the conference, there is a workshop called Energy Conservation: Seeing Is Believing. I would like to attend this session and meet privately with the expert presenters in order to get specific ideas about maximizing the cost savings we could receive.

To help our district make the most of the stimulus funds, I would like to attend ASBO's economic stimulus town hall meeting, which will focus on how to translate funding into long-term school reform at the ground level. There are also several sessions where I can find out how to optimize the effectiveness of our stimulus funding.

Another critical issue our district is facing is the 403(b) regulations. Three sessions will cover how to coordinate plan administrative services among our school district, investment providers, and TPA. I'll also have the opportunity to ask an IRS representative questions about our current compliance issues.

Emphasize the value of your attendance. Immediately after the

*Continued on page 22*



Jeff Carew  
WASBO  
Service Affiliate  
Director

# Director's Corner

## Social Networking

By Jeff Carew, Director - Wisconsin Office, PMA Financial Network, Inc.

Obviously this term has taken on a whole new meaning over the past couple of years, but when I see the term social networking and think about WASBO/ASBO I think of the 10 minute conversations between sectionals, and about the relaxing discussions that directly follow a long day of meetings. You won't find these on facebook, nor is it something you would twitter. It is that dialogue that sets this organization apart, and it is that dialogue that enables great ideas to travel from one side of the state to another.

There is something in the make up of this great organization that instills the confidence to discuss ideas. Other professional groups that I participate in seem reluctant to share. It might be

pride of ownership, it might be ego, but whatever it is, it short changes those professions.

Stories that truly define WASBO are those of one district implementing a practice they learned from another district.

As vendors, we benefit greatly from this openness. A client assists the vendor in tailoring the product or service to best match the needs of a particular school district, and then the vendor delivers that product or service to all. Show me another profession that will do that. I could twitter until I am blue in the face and not enjoy this type of guidance. For example, our forecast model would not be nearly the product it is without the input and spreadsheets from our clients. They share and suggest and really have driven the evolution of that tool.

Great ideas are in great demand. In

these trying times we need to do more social networking. Sign up for the fall conference, get to ASBO in Chicago, and the WASB-WASDA-WASBO State Education Convention. Bring your successes to the hallway conversations. Bounce ideas off your cohorts over a beverage at the networking sessions. Ask others how they did it. Experienced folks, mentor the new.

I encourage you to try the following: Read some articles from the daily email we get from WASBO and try to find a story from another part of the state that shares a similar challenge as your district. Then seek out that business manager or facility director at the next WASBO event and strike up a conversation. I think you will be amazed. Try the same exercise at ASBO in Chicago with someone from another state. More social networking just might be the stimulus that public education needs.

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### Three R's of ASBO International's 2009 Annual Meeting: Record Rate of Return

*Continued from page 21*

conference (perhaps on the airplane ride home), write a concise summary (one to two pages) of what you learned, who you met at the conference, and how you will use the information you received and contacts you made to improve your school district. Submit the summary to the individuals who sponsored your attendance, thanking them for the opportunity. Share what you learned with your team through your notes and the recorded sessions on the Live Learning Center.

If you would like help with your meeting preparation, contact us at [asboreq@asbointl.org](mailto:asboreq@asbointl.org).

### Priceless Inspiration, Ideas, and Support Coming to Chicago

School business officials are always looking for good values—ways to maximize the return on investment of each budget dollar. Make the most of the professional development opportunities you have. Join your peers in Chicago for the ASBO International 2009 Annual Meeting. This conference is bigger than your own professional development. It's an opportunity to make a difference for your community, your district, and your students. In Chicago, you'll find the resources you need to support all of the people who depend on you. The ideas, contacts, and tools you'll bring back will have far-reaching benefits today,

tomorrow, and well into the future. Save \$100 if you register before August 28! For meeting details visit [www.asbointl.org/AnnualMeeting](http://www.asbointl.org/AnnualMeeting).

### Two Is Better Than One

Like Wisconsin ASBO, ASBO International recognizes the difference school business professionals' hard work makes to every student in their district every day. Together, these organizations have the resources and the tools to help in this important work. Two memberships really are better than one to keep updated on what's going on in the profession. Visit [www.asbointl.org](http://www.asbointl.org) or call 866/682-2729 to find out how ASBO can help you.

# Introducing ReadyWisconsin

In conjunction with 2009 Wisconsin Preparedness Month, the State of Wisconsin has rolled out ReadyWisconsin, a one-stop portal for information and resources related to any type of emergency that could threaten Wisconsin residents.

## Free Outreach Materials

A unique feature of ReadyWisconsin is the wide array of free outreach materials that can be customized and branded for use by any governmental entity, volunteer organization or emergency preparedness stakeholder.

For instance, downloadable pre-produced radio messages addressing dozens of themed preparedness issues can be used and tagged by a sheriff, fire chief, county executive, school superintendent, civic leader or any individual or entity that chooses to deliver preparedness outreach messages to the public.

Other turn-key products include a website widget, streaming video, children's materials, brochures, posters, checklists and templates, and PowerPoint presentations. New materials are continually being developed.

## Specialized Links

ReadyWisconsin aims to make it easier for the public to access disaster information by inviting them to a single site from which they can then be linked directly to the most comprehensive and up-to-date information at the state, national and international levels.

In the case of pandemic flu, for example, ReadyWisconsin is partnering with the Wisconsin Departments of Health Services and Public Instruction in the creation of outreach materials and in identifying links to essential information for the public.

## Wisconsin Preparedness Month Materials

During the month of September the Wisconsin Department of Military Affairs is calling attention to five separate preparedness themes:

- Hazardous materials emergencies
- Cyber security
- Natural disasters
- Preparedness for people with special needs
- Flu preparedness

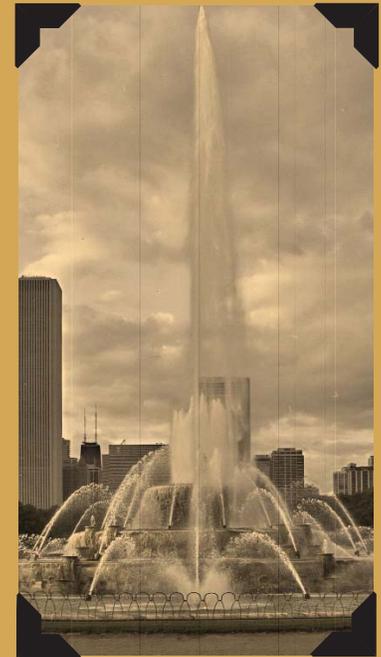
The Wisconsin National Guard and the Wisconsin Citizen Preparedness Program have created a series of television and radio spots that feature each theme. ReadyWisconsin encourages all community stakeholders to use these spots, tag them as their own, share them via e-newsletters and add them to their websites.

For additional information, please go to <http://ReadyWisconsin.wi.gov> or contact Susan Burleigh at 608-242-3324 or [susan.burleigh@wisconsin.gov](mailto:susan.burleigh@wisconsin.gov).



**“Any piece of knowledge I acquire today has a value at this moment exactly proportioned to my skill to deal with it. Tomorrow, when I know more, I recall that piece of knowledge and use it better.”**

*Mark van Doren*



**99 Years of  
ASBO International  
2009 Annual Meeting  
and Exhibits  
October 23-26, 2009  
Chicago, Illinois**



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# CDC Guidance for State and Local Public Health Officials and School Administrators for School (K-12) Responses to Influenza during the 2009-10 School Year

To view this article with active links go to <http://www.flu.gov/plan/school/schoolguidance.html>

*This document provides guidance to help decrease the spread of flu among students and school staff during the 2009-2010 school year. This document expands upon earlier school guidance documents by providing a menu of tools that school and health officials can choose from based on conditions in their area. It recommends actions to take this school year and suggests strategies to use if CDC finds that the flu starts causing more severe disease. The guidance also provides a checklist for making decisions at the local level. Detailed information on the reasons for these strategies and suggestions on how to use them is included in the Technical Report. Based on the severity of 2009 H1N1 flu-related illness thus far, this guidance also recommends that students and staff with influenza-like illness remain home until 24 hours after resolution of fever without the use of fever-reducing medications.*

For the purpose of this guidance, "schools" will refer to both public and private institutions providing grades K-12 education to children and adolescents in group settings. The guidance applies to such schools in their entirety, even if they provide services for younger or older students. Guidance for child care settings and institutions of higher education will be addressed in separate documents.

The guidance is designed to decrease exposure to regular seasonal flu and 2009 H1N1 flu while limiting the disruption of day-to-day activities and the vital learning that goes on in schools. CDC will continue to monitor the situation and update the current guidance as more information is obtained on 2009 H1N1.

About 55 million students and 7 million staff attend the more than 130,000 public and private schools in the United States each day. By implementing these recommendations, schools and health officials can help protect one-fifth of the country's population from flu. Collaboration is essential: CDC, the U.S. Department of Education, state and local public health and education agencies, schools, students, staff, families, businesses, and communities all have active roles to play.

The decision to dismiss students should be made locally and should balance the goal of reducing the number of people who become seriously ill or die from influenza with the goal of minimizing social disruption and safety risks to children sometimes associated with school dismissal. Based on the experience and knowledge gained in jurisdictions that had large outbreaks in spring 2009, the potential benefits of preemptively dismissing students from school are often outweighed by negative consequences, including students being left home alone, health workers missing shifts when they must stay home with their children, students missing meals, and interruption of students' education. Still, although the situation in fall 2009 is unpredictable, more communities may be affected, reflecting wider transmission. The overall impact of 2009 H1N1 should be greater than in the spring, and school dismissals may be warranted, depending on the disease burden and other conditions. (See the Technical Report for discussion of the kinds of circumstances that might warrant preemptive school dismissals.)

## Recommended School Responses for the 2009-2010 School Year



### Under conditions with similar severity as in spring 2009

- **Stay home when sick:** Those with flu-like illness should stay home for at least 24 hours after they no longer have a fever, or signs of a fever, without the use of fever-reducing medicines. They should stay home even if they are using antiviral drugs. (For more information, visit <http://www.cdc.gov/h1n1flu/guidance/exclusion.htm>.)
- **Separate ill students and staff:** Students and staff who appear to have flu-like illness should be sent to a room separate from others until they can be sent home. CDC recommends that they wear a surgical mask, if possible, and that those who care for ill students and staff wear protective gear such as a mask.
- **Hand hygiene and respiratory etiquette:** The new recommendations emphasize the importance of the basic foundations of influenza prevention: stay home when sick, wash hands frequently with soap and water when possible, and cover noses and mouths with a tissue when coughing or sneezing (or a shirt sleeve or elbow if no tissue is available).
- **Routine cleaning:** School staff should routinely clean areas that students and staff touch often with the cleaners they typically use. Special cleaning with bleach and other non-detergent-based cleaners is not necessary.

*Continued on page 25*

- **Early treatment of high-risk students and staff:** People at high risk for influenza complications who become ill with influenza-like illness should speak with their health care provider as soon as possible. Early treatment with antiviral medications is very important for people at high risk because it can prevent hospitalizations and deaths. People at high risk include those who are pregnant, have asthma or diabetes, have compromised immune systems, or have neuromuscular diseases.
- **Consideration of selective school dismissal:** Although there are not many schools where all or most students are at high risk (for example, schools for medically fragile children or for pregnant students) a community might decide to dismiss such a school to better protect these high-risk students.

**Under conditions of increased severity compared with spring 2009**

CDC may recommend additional measures to help protect students and staff if global and national assessments indicate that influenza is causing more severe disease. In addition, local health and education officials may elect to implement some of these additional measures. Except for school dismissals, these strategies have not been scientifically tested. But CDC wants communities to have tools to use that may be the right measures for their community and circumstances.

- **Active screening:** Schools should check students and staff for fever and other symptoms of flu when they get to school in the morning, separate those who are ill, and send them home as soon as possible. Throughout

the day, staff should be vigilant in identifying students and other staff who appear ill.

- **High-risk students and staff members stay home:** People at high-risk of flu complications should talk to their doctor about staying home from school when a lot of flu is circulating in the community. Schools should plan now for ways to continue educating students who stay home through instructional phone calls, homework packets, internet lessons, and other approaches.
- **Students with ill household members stay home:** Students who have an ill household member should stay home for five days from the day the first household member got sick. This is the time period they are most likely to get sick themselves.
- **Increase distance between people at schools:** CDC encourages schools to try innovative ways of separating students. These can be as simple as moving desks farther apart or canceling classes that bring together children from different classrooms.
- **Extend the period for ill persons to stay home:** If influenza severity increases, people with flu-like illness should stay home for at least 7 days, even if they have no more symptoms. If people are still sick, they should stay home until 24 hours after they have no symptoms.
- **School dismissals:** School and health officials should work closely to balance the risks of flu in their community with the disruption dismissals will cause in both education and the wider community. The length of time schools should be dismissed will

vary depending on the type of dismissal as well as the severity and extent of illness. Schools that dismiss students should do so for five to seven calendar days and should reassess whether or not to resume classes after that period. Schools that dismiss students should remain open to teachers and staff so they can continue to provide instruction through other means.

*Reactive* dismissals might be appropriate when schools are not able to maintain normal functioning for example, when a significant number and proportion of students have documented fever while at school despite recommendations to keep ill children home.

*Preemptive* dismissals can be used proactively to decrease the spread of flu. CDC may recommend preemptive school dismissals if the flu starts to cause severe disease in a significantly larger proportion of those affected.

**Deciding on a Course of Action**

CDC and its partners will continuously look for changes in the severity of influenza-like illness and will share what is learned with state and local agencies. However, states and local communities can expect to see a lot of differences in disease burden across the country.

Every state and community has to balance a variety of objectives to determine their best course of action to help decrease the spread of influenza. Decision-makers should explicitly identify and communicate their objectives which might be one or more of the following: (a) protecting overall public health by reducing community transmission; (b) reducing transmission in students and school staff; and (c) protecting people with high-risk conditions.

Some strategies can have negative consequences in addition to their potential benefits. In the particular case of school dismissals, decision-makers also must consider and balance additional factors: (a) how to ensure students continue to learn; (2) how to provide an emotionally and physically safe place for students; and (3) how to reduce demands on local health care services. The following questions can help begin discussions and lead to decisions at the state and local levels.

### Decision-Makers and Stakeholders

#### **Are all of the right decision-makers and stakeholders involved?**

- State and/or local health officials
- State and/or local education officials
- State and/or local homeland security officials
- State and/or local governing officials (e.g., governors, mayors)
- Parent and student representatives
- Representatives of local businesses, the faith community, school-employee unions, and community organizations
- Teachers
- Health care providers and hospitals
- School nurses
- School food service directors
- Vendors that supply schools

### Information Collection and Sharing

#### **Can local or state health officials determine and share information about the following?**

- Outpatient visits for influenza-like illness
- Hospitalizations for influenza-like illness
- Trends in the numbers of hospitalizations or deaths
- Percent hospitalized patients who require admission to intensive

care units (ICU)

- Deaths from influenza
- Groups being disproportionately affected
- Ability of local health care providers and emergency departments to meet increased demand
- Availability of hospital bed, ICU space, and ventilators for influenza patients
- Availability of hospital staff
- Availability of antiviral medications

#### **Can local education agencies or schools determine and share information about the following?**

- School absenteeism rates
- Number of visits to school health offices daily
- Number of students with influenza-like illness sent home during the school day

### Feasibility

#### **Do you have the resources to implement the strategies being considered?**

- Funds
- Personnel
- Equipment
- Space
- Time
- Legal authority or policy requirements

### Acceptability

#### **Have you determined how to address the following challenges to implementing the strategies?**

- Public concern about influenza
- Lack of public support for the intervention
- People who do not feel empowered to protect themselves
- Secondary effects of strategies (for example, dismissing schools could impact child nutrition, job security, financial support, health service access, and educational progress)

#### **Additional Resources:**

*Centers for Disease Control & Prevention* - [www.cdc.gov/h1n1flu](http://www.cdc.gov/h1n1flu).

*ASBO International* - <http://asbointl.org/index.asp?bid=31235>

*Preparing for the Flu: A Communication Toolkit for Schools (Grades K-12)* <http://www.flu.gov/plan/school/toolkit.html>



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# Custodial & Maintenance Summer Conference

Green Bay Southwest High School

July 15, 2009



## Southwest High School



Ed Butzen and his team greeted over 300 attendees at the Custodial Conference.



Joe Bellomo brought assistance to run the Safety Challenge from both Parkview and Waunakee School Districts.



Green Bay District Administrator, Gregory Maass, Ph.D., welcomed attendees and shared some inspiring insights into the importance of custodial and maintenance staff to school districts and students.



This team gets instructions from Joe Bellomo (Waunakee) before they enter the Safety Room Challenge.



Attendees had an opportunity to learn about the latest products as they met with the 26 companies who participated.



Twenty-three educational topics were offered on various topics!



Fire Extinguisher Training and Retirement Planning were just two of the sessions offered.



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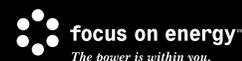
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# Is Hearing at Risk in Your Music Rooms?

Submitted by *Stanford Luth, Band Director and Gary Siegman, Buildings and Grounds Director of the Whitefish Bay School District and the WASBO Safety Committee*



In 1985 Mr. Luth started teaching at Whitefish Bay High School in a band room with low ceilings and relatively small cubic feet for the number of musicians working in the room. After 15 years, Mr. Luth began to notice a ringing in his ears. In 2001 the band room ceiling was raised 14 inches to see if that would help with the violent sound waves created by the instruments. The ringing in the ears continued and so in 2006 Mr. Luth went to an audiologist who, in testing, did find some hearing loss due to sustained exposure to high decibels. Mr. Luth was fitted for musician's ear plugs which keep all the sound the same but brings down the volume of the sound. This proved to be good protection but the issue of too much sound in the room for anyone without protection still remained.

Mr. Siegman was asked to help in making some changes that would address limiting the sound waves to acceptable levels. Under his direction, full theater curtains were applied to the walls from ceiling to floor around the entire room and carpet was laid down to absorb sound. This application proved to be highly functional in causing the volume of the sound in the room to be absorbed and dissipated so that sound levels were healthy. Mr. Luth quoted, "It was a wonderful thing to have a Buildings and Grounds Director, who is a musician himself and capable of understanding these issues completely."

One other measure that the school has taken to keep from having too much sound in the room has been to limit the number of musicians in each band so as to not overplay the room. This is

beneficial in that hearing is enhanced and audio safety is accomplished for both students and staff.

When dealing with issues like this it is critical that the Buildings and Grounds Staff and Music Staff work closely together and take advantage of each others expertise.

For more information on this topic you may contact:

Stanford Luth at 414.963.3928  
Gary Siegman at 414-963-3962

## OPEB Fatigue?

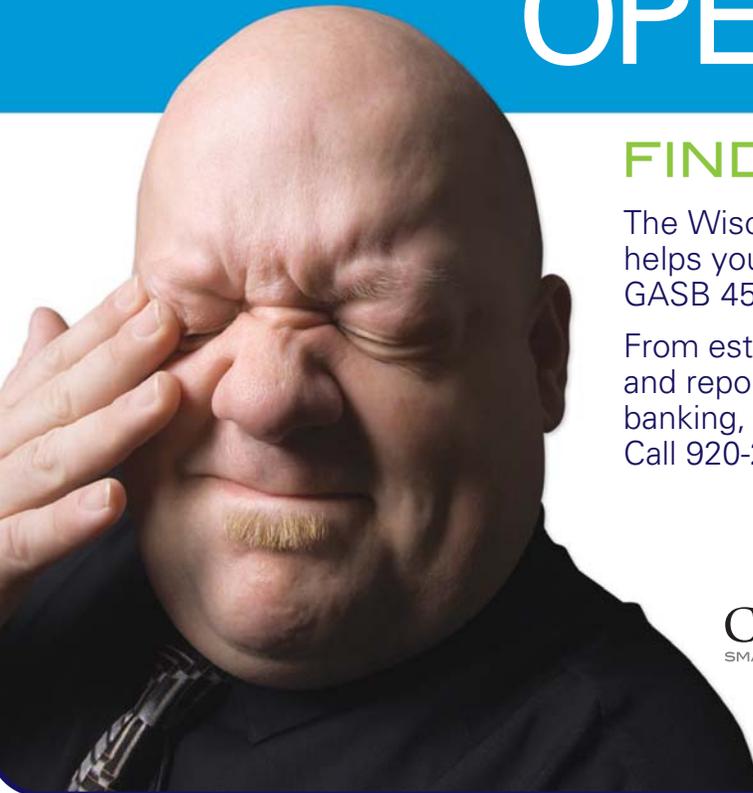
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*Wisconsin School Safety Coordinators Association and  
Ingersoll Rand Security Technologies Presents:*



*Paul Timm, Physical Security Professional (PSP), President of RETA Security, Inc.*

# Emergency Planning Workshop: A Seminar on Risk Mitigation and Lockdown

**Course Date:** Friday, October 2, 2009  
**Schedule:** 8:00 - 4:00 p.m. (includes lunch)  
**Location:** WSSCA • 501 E Washington Ave • Madison, WI

**COURSE OVERVIEW:**

This program is free. Refreshments and lunch provided by Ingersoll Rand Security Technologies Education Solutions.

**SECURITY TRENDS:**

- RETA Security’s 2009 emergency planning workshops will begin by reviewing proactive security principles, strategies, and resources.
- Next, RETA Security will introduce current trends in school security. From technology concerns to the latest security measures, participants will learn about some of today’s security issues.
- Finally, RETA Security will facilitate two tabletop exercises.

**TABLETOPS:**

- The first exercise will involve an environment emergency such as a severe weather incident.
- The second exercise will address a security emergency such as an incident involving potential violence.

Tabletop exercises are a practical and effective way to prepare for emergencies. Conducted in a non-threatening manner, participants will discuss responses to specific emergency situations. These tabletop exercises will train and familiarize participants with their roles and responsibilities within the organizational emergency response plan. Benefits arise not from exercising alone, but from evaluating the exercise and making application.

Students, faculty and visitors expect your campus to be safe. Is meeting that expectation possible? This workshop will address technology, emergency preparedness, and mass notification. Attendees will learn how to apply risk mitigation measures and Lock Down procedures. Don’t miss this presentation that’s packed with vital information and resources!

**PRESENTER: PAUL TIMM:**

Paul Timm is a board-certified Physical Security Professional (PSP), President of RETA Security, Inc., and a recognized expert in school security. In addition to conducting numerous vulnerability assessments and his frequent speaking engagements, Paul serves on the Illinois Terrorism Task Force (ITTF) School Security Committee. Paul has been trained by the National Organization for Victims Assistance (NOVA) and is an experienced School Crisis Assistance Team (SCAT) volunteer. He is certified in Vulnerability Assessment Methodology (VAM) through Sandia National Laboratories and the ALPHA™ vulnerability assessment methodology. He is also a member of ASIS International and the Illinois Association of School Business Officials (IASBO). Paul holds a degree in Speech Communications and a Certificate in Business Administration from the University of Illinois.

**MEMBERSHIP:** For information, call Marilyn Kocis at 800/236-3400 ext 3. Fees: \$60 for school districts and \$120 corporate.

**REGISTER TODAY — Please print or attach your business card.**

If more than one person is attending from your organization, please photocopy additional registration forms. Registration confirmations will be mailed. Pre-registration is required.

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# WASBO Foundation 2009 Fall Conference & Scholarship Golf Outing

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We are all being asked to do more with less. This program gives you the tools to get the absolute best with what you’ve got! We are all given what we need to succeed and Christine will help you take those skills to the next level. After this program you will be able to:

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- learn the secrets to defuse anyone and handle conflict like a pro
- create a better day with more energy and time management tools
- discover how humor can increase job satisfaction, improve morale and reduce stress

Join Christine to laugh and learn as she shows you the way. You can get what you want both personally and professionally!

**Christine Cashen** delivers a fast-paced, hilarious program with useful content that makes her a sought after speaker worldwide. For more than 10 years, she has jazzed an amazing variety of audiences throughout the United States, Canada, South Africa and Australia. Christine is an authority on sparking innovative ideas to handle conflict, reduce stress and energize employees. Before hitting the speaking scene, CC was a university admissions officer, corporate trainer and broadcaster. Hey—she even votes. Christine holds a Bachelors Degree in Communication and a Masters Degree in Adult Education. What makes her unique is the “real” factor. Whether talking about her “hottie engineer” husband, pet peeves or growing up in an Italian/Irish household, audience members can relate to her experiences, struggles and lessons. She combines a down-to-earth attitude with a colorful artistic streak. Comments from audience members such as “I feel like I’ve known her forever,” “we must take her back to our workplace” and “it felt as if Christine was speaking directly to me,” are a testament to her effectiveness and style.

## **Casey FitzRandolph**

Casey FitzRandolph is a 3-time Olympic competitor in speed skating, won the Gold Medal at Salt Lake City in 2002, and holds the Olympic record for fastest 500 m. in long-track speed skating. Casey graduated from Verona Area High School and attended Carroll College. He lives in Madison, Wisconsin, with his wife, Jennifer, their son, Sawyer and daughter, Cassidy. Casey enjoys hunting, fishing, and cheering on the Green Bay Packers.



## **Suzy Favor Hamilton**

Suzy Favor Hamilton is a 3-time Olympic contender, holds 9 NCAA titles, is the winner of 7 national championships, and 4-time Big Ten Female Athlete of the Year. She is still one of the fastest women in the world. Suzy graduated from Stevens Point High School and is a UW-Madison alumnus. Suzy lives in Madison, Wisconsin with her husband, Mark Hamilton, and their daughter, Kylie.



# Rebates Issued to WASBO P-Card Participants Don't Get Left Behind

The Procurement Card (P-Card) program managed by Illinois ASBO, and sponsored by the Wisconsin Association of School Business Officials (WASBO) has just concluded its fifth rebate distribution back to school districts. One Wisconsin school district's check was for \$24,367.68. Over \$104,000 went back to Wisconsin schools. While current P-Card participants appreciate the return on a portion of their use of the cards, they all have expressed their appreciation for the program because of the significant cost savings in processing small and large purchases, the reduction in paperwork, the state-of-the-art management system (that is free), the reduction in the number of checks they write each month, the

convenience of acquiring less expensive items and reduction of costs such as elimination of petty cash, emergency checks, and reimbursement requests (some for authorized purchases, some not).

This has turned out to be all we expected and more. This year we almost doubled what we did the year before, so larger rebates are anticipated for the future! 2008-2009 turned out to be a banner year. If it was the first time our spend exceeded \$10,000,000 in P-Card purchases.

We would like to again invite you to join in. This is truly a case of "the more the merrier" and "the bigger the better". Go to [www.WASBO.com](http://www.WASBO.com) to get what you

need to start in the program.

This is better than credit cards that have no controls and is better than a pure affinity card that does not provide 24/7 access to each card issued, nor the other efficiencies of modern procurement using state of the art technology.

If you have any questions or would like a participation packet, contact the WASBO office at 608.249.8588.

Don't miss out again this year, start now and reap the benefits of the P-Card for schools program. You can join the program any time during the year.

## "Back to School Check-Up:

### Practical and Legal Considerations for Businesses as the H1N1 Flu Season Approaches"

*Breakfast Briefing presented by: Eric E. Hobbs, Scott C. Baumbach and Lucinda J. Schettler*

The H1N1 Flu has been making headlines for several months now, and has infected humans all across the United States as well as other countries. It is threatening to re-emerge this fall as a stronger virus with a more widespread impact. Businesses across the country need to start planning today to deal with the potential impact of this pandemic upon the workplace. According to an article that appeared in the July 27, 2009 issue of the Milwaukee Journal Sentinel, the Center for Disease Control and Prevention has recognized Wisconsin as the leader in cases in the United States, with more than 6,200 reported cases so far.

The considerations surrounding H1N1 fall into two overlapping categories: practical and legal.

#### Practical considerations include:

- What to do with an employee who comes to work with H1N1 symptoms;
- Whether you can prohibit employees from non-essential travel to places in which outbreaks have been confirmed;
- What documentation to require before allowing an employee to return to work after recovering from H1N1;
- Whether your computer systems can handle a large number of employees working remotely; and
- How to treat employees who are forced to stay home to care for children if schools are closed.

#### Legal considerations include:

- Whether leave for H1N1-related reasons is covered under the FMLA;
- Whether the ADA is implicated when someone contracts H1N1;
- Potential FLSA pay considerations if employees are forced to work from home; and
- Whether you are providing a safe workplace as required under OSHA.

If you only begin to consider these questions once they arise, it's already too late. To manage the potential impact on your business, it is essential to have a detailed, well considered plan in place. Join members of Michael Best's Labor and Employment Law team for an informative, interactive breakfast briefing. The speakers will discuss the practical and legal issues that may arise as the H1N1 virus makes its unwelcome return this fall.

If you are interested in a presentation that is specifically tailored to your organization, please contact one of the speakers directly and we can discuss arrangements to conduct this program in-house at your facility.

Date: Tuesday, September 15, 2009  
Time: Registration and Continental Breakfast: 7:30 - 8:00 a.m.  
Breakfast Briefing: 8:00 - 9:00 a.m.  
Location: Boardroom - 34th Floor  
Michael Best & Friedrich LLP  
100 East Wisconsin Avenue, Suite 3300  
Milwaukee, WI 53202

Upon arrival, please proceed to our lobby located on the 33rd floor. Parking will be validated for those that park in the 100 East Wisconsin building.

Register for September 15, 2009

**There is no charge to attend this seminar, but seating may be limited. Kindly respond by Friday, September 11, 2009,** by contacting Colleen Scruggs at 414.223.2505, or by email at [clscruggs@michaelbest.com](mailto:clscruggs@michaelbest.com).

# CESP Summer Conference

Over 100 attended the Council of Educational Support Professionals (CESP) Summer Conference in Stevens Point on August 7th. WASBO jointly sponsors this conference with AWSA. The conference offered 2 options this year. One option invited Educational Support Professionals to attend with their administrators. This option, "Maximizing Impact and Seeking Balance by Working as a Disciplined Team" was presented by Joe Schroeder, District Administrator at the Muskego-Norway School District. Others were jump started that morning with a session by Thomas Thibodeau, Director of Masters Program in Servant Leadership at Viterbo University as he covered, "The Positive Power of Our Words & Presence."

This conference provided an opportunity for attendees to have dedicated networking time with colleagues at the same level of instruction.

Additionally, they attended concurrent sessions on:

- Wait a Minute! I'm Not a Nurse!
- Bullying: Working with Victims, Bullies & Bystanders
- Retirement Savings: The Keys to Success



Thank you to Office Depot for providing each attendee with some samples that make their job just a little more fun!



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**Contact Richard Waelti @ 262-377-8306 or email: [rwaelti@wi.rr.com](mailto:rwaelti@wi.rr.com)**

# WASBO New School Administrator and Business Support Staff Workshop

## August 12-13, 2009 - Stevens Point

Fifty new business officials, district administrators, bookkeepers and other support staff spent two full days learning the intricacies of Wisconsin school finance and financial planning, cash flow borrowing and budget forecasting. The DPI School Financial Services Team as well as teams from PMA Financial Group and Robert W. Baird & Co. provided the expertise. Sue Schnorr from the Fond du Lac School District provided a session on money saving tips. Attendees provided the questions. Many attended as a team of district administrator and bookkeeper or experienced person with new person. This provided a tremendous opportunity to share knowledge and learn together.

PMA Financial Group provided an added opportunity to network after the formal sessions. Robert W. Baird & Co. hosted lunches and Key Benefit Concepts and Balestrieri provided breaks. Their support is greatly appreciated.



The DPI School School Finance Team: Jerry Landmark, Kathy Guralski, Brad Adams and Lori Ames.



The PMA team: Jeff Carew, Michele Wiberg, Bob Borch, Sara Schnoor and Scott Gralla.



Sue Schnorr shared her Budget Saving Tips.

The Baird team: Mike Clark and Debby Schufletowski



Attendees had some hands on practice at using the WUFAR system for appropriate account codes.



**“May the work that you have be the play that you love.”**

*E. Gerberding*



# 2010 WASBO SPRING CONFERENCE CALL FOR PRESENTATIONS

THE 2010 WASBO FOUNDATION SPRING CONFERENCE AND EXHIBITS  
MAY 25-28, 2010  
KALAHARI RESORT & CONFERENCE CENTER - WISCONSIN DELLS, WI  
CONFERENCE THEME: "GREEN"

THE WASBO SPRING CONFERENCE PLANNING COMMITTEE IS SEEKING PRESENTATIONS FOR THE 2010 SPRING CONFERENCE. SESSIONS ARE 50 MINUTES IN LENGTH. SPEAKERS ARE EXPECTED TO PROVIDE THEIR HANDOUTS BY APRIL 30TH TO BE INCLUDED ON HANDOUT FLASH DRIVE. ALL SESSIONS WILL BE PROVIDED WITH A SCREEN AND PROJECTOR. SPEAKERS ARE ASKED TO BRING THEIR OWN LAPTOPS.

## CRITERIA FOR SELECTION MAY INCLUDE BUT IS NOT LIMITED TO:

PERTINENCE TO SCHOOL BUSINESS MANAGEMENT  
INFORMATIONAL AND EDUCATIONAL  
NEW OR INNOVATIVE  
CORRELATION TO CONFERENCE THEME



TO BE CONSIDERED PRESENTATIONS MUST BE SUBMITTED BY OCTOBER 30, 2009

### SEND TO:

WASBO FOUNDATION  
4797 HAYES ROAD, SUITE 101, MADISON, WI 53704  
PHONE (608) 249-8588 FAX (608) 249-3163 WASBO@WASBO.COM

### INCLUDE WITH YOUR SUBMISSION:

SESSION TITLE  
SESSION DESCRIPTION SUITABLE TO PRINT IN PROMOTIONAL MATERIALS  
ANY SUPPORTING MATERIALS OR POSSIBLE HANDOUTS  
SPEAKER NAME, CONTACT INFORMATION AND BIOGRAPHY (PICTURE IF AVAILABLE)

YOU ARE ENCOURAGED TO SUBMIT YOUR MATERIALS ELECTRONICALLY.



# WASBO Board of Directors - June Meeting Focused on Strategic Planning

The June Board meeting included outgoing and newly elected Board members. At right clockwise, Diane Pertzborn, Keith Lucius, Janice DeMeuse and Jeanne Stahl.



At left, Tom Helgestad, John Gahan and Larry Dalton.



At right, Charlie Kramer, Lynn Knight and Tina Hafeman.



At left, Jeff Carew, Gary Kvasnica and Wendy Brockert.



At right, Chad Trowbridge and Jim Long.



## Welcome New Members

- **Robert Butler**, Clinton School District
- **LeAnn Chase**, Superintendent, Tomorrow River
- **Seemi Daniel**, District Accountant, New Berlin
- **Louie Ferguson**, Superintendent, Acadia
- **J.J. Gutman**, District Supervisor of Financial Services, Menasha Joint School District
- **Eric Hanson**, Elementary Principal, Elk Mound
- **Mike Koltes**, Hustisford School District
- **Darci Krueger**, Accounting Specialist, St. Croix Falls School District
- **Ava Maxwell**, Business/Account Specialist, Ellsworth Community SD
- **Dawn Meier**, Bookkeeper, Alma
- **Melissa Nigh**, Principal, Mellen School District
- **Keith Pennington**, Chief Financial Officer, Janesville School District
- **Crystal Reed**, District Accountant, School District of Waukesha
- **Dennis Riley**, Interim Business Manager, Marshall School District
- **Garrett Rogowski**, Wittenberg-Birnamwood
- **Ronald Saari**, District Administrator, Crivitz School District
- **Annette VanHook Thompson**, District Administrator, Dodge Land
- **Denise Wellnitz**, District Administrator, Darlington
- **Gregory Foster**, Student Member
- **Jim Schaefer**, Vice President, M&I Bank

### New ASBO International Members June 2009

- **Brian Mechenich**, CPA, Reilly, Penner + Benton LLP, ASBO 5 Year Anniversary in July 2009
- **Gary Olsen**, Burlington Area SD
- **Christine Welsh**, D.C. Everest Area Schools

## Discover Opportunity



Visit the WASBO Career Center  
[www.wasbo.com/careers](http://www.wasbo.com/careers)

### Job Seekers

The Career Center makes it easy to explore new employment opportunities

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- Access premier job postings
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- Find your next career-changing opportunity

### Employers

Navigate through unqualified candidates and target the industry's best

- Broadcast your job to thousands of professionals
- Sign-up for resume alerts
- Save time and money
- Hire talented candidates



## WASBO Facilities Committee Focused on Conference Planning



The Facilities Committee met July 21st in the WASBO office. Agenda items included a recap of the 2 summer Custodial & Maintenance Conferences and the upcoming Midwest Facility Masters Conference. Above - Dale Zabel, Jim Beckmann, Jeanne Deimund and Ed Butzen. Below - Dean Henderson, Joe Ledvina, Bruce Lindsay and Kit Dailey.





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Aegis Corporation  
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- Liability



## Contribute to Taking Care of Business

Do you have expertise to share with your fellow WASBO Members? WASBO Members throughout the state are implementing fresh ideas and creative plans. Please share your ideas with your colleagues 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 you through the process. Submit your article or ideas for an article to Woody Wiedenhoef at [wwiedenhoef@wasbo.com](mailto:wwiedenhoef@wasbo.com).

## Interim Assignments

The WASBO Office gets requests from school districts in need of immediate interim assistance or projects. If you have not done so already and would like to be considered for such service, please send a one page resume and any other pertinent details to the WASBO office. Some school districts find themselves in desperate need and we would like to be of assistance.

## Where Are They Now

Keith Brightman - East Troy to Elmbrook, Scott DeYoung - Poynette to Mount Horeb, Nancy Mair - Marshall to Poynette, Andy Licata - to Siren, Joe Marquardt - to Clinton, Darcy Krueger - St. Croix Falls.

## Retirements

Carolie Gubasta - St. Croix Falls, Jerry Rowe - Onalaska, Doug Bunton - Janesville, Bob Borch - Elmbrook (to PMA Financial Network), Tonja Grosskreutz - Amery

## Membership Renewal Time

Take a few moments to renew your membership for 2009-10 online at [www.WASBO.com](http://www.WASBO.com) or renew your membership when you sign up for the upcoming Fall Conference. For just \$170, Active or Service Affiliate Members benefit from the professional network of WASBO. Check out the new resources at the WASBO web site.

## Procurement Cards

If your school district is not using a P-card for added purchasing and overhead efficiencies, now might be the time to investigate such a process. You can find information on the WASBO web site under Resources. There are 44 school districts using the WASBO P-card option and they have received rebates totaling over \$100,000 for 2008-09. The rebate percentage is increasing and is now over 1%. Rebates will continue to grow as the program grows thanks to our collective purchasing volume and power.

## Congratulations to WASBO Service Affiliates

The following WASBO Service Affiliate Members were recognized in the August issue of *Corporate Report - Wisconsin's Business Magazine* with Best of Wisconsin Business Awards:

Best Accounting Firm - Clifton Gunderson, LLP

Best Commercial Interior Design Firm - Plunkett Raysich Architects, LLP

Best Financial Services Firm - Clifton Gunderson, LLP and Robert W. Baird

Best Insurance Firm or Agency - M3 Insurance Solution, Inc.

Best General Contractor - JH Findorff & Son Inc., C G Schmidt, Inc. and Miron Construction Company

Best Green Initiatives Company - Johnson Controls, Inc.

Most Admired Small Wisconsin Company - Plunkett Raysich Architects, LLP

## Patrick Acker

The Eagle's Nest Detachment of the Marine Corps League named Patrick Acker of Baraboo as the new commandant.

## Bob Borch Retires



Bob retired from the Elmbrook School District after 31 years of doing "What's Good for Kids!" Bob was recognized by his superintendent, board members, community members and WASBO colleagues. Bob has received several WASBO awards, served on many WASBO and SAA Committees as well as served as WASBO President for 2 terms. Bob is pictured here with his predecessor and fellow WASBO Past President, Don Siegfried as well as his successor, Keith Brightman. They are the only three business managers Elmbrook has ever had.

## Erin Green Rides for MS



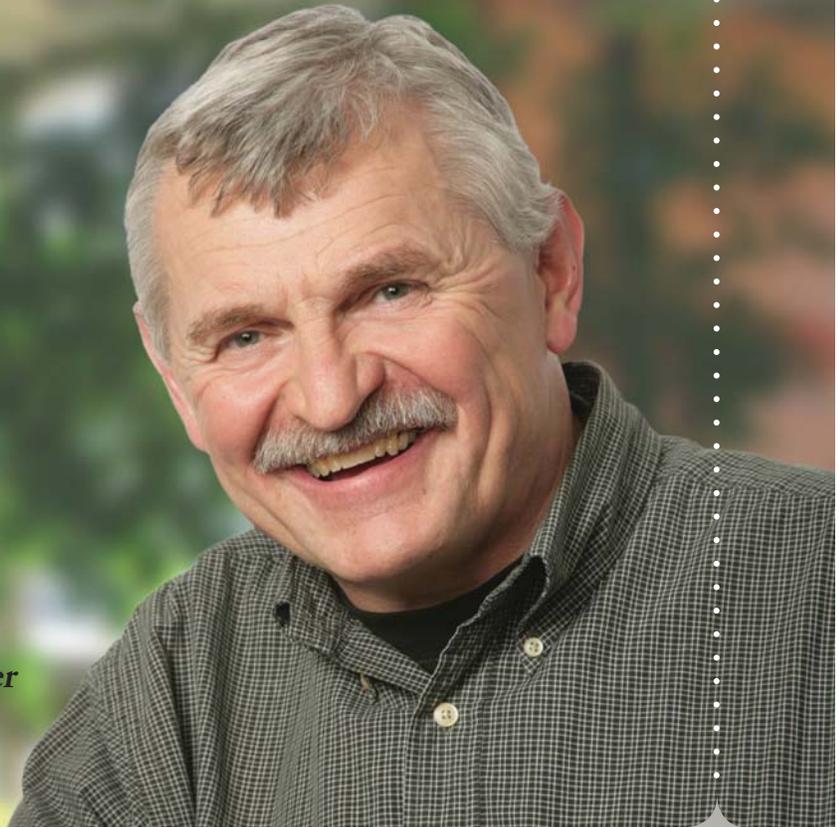
After riding 150 miles for MS, Erin says she can still move! She also noted that the corn crop was looking good. Way to go, Erin!



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*Arpad Horvath  
Teacher & Small Business Owner  
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Please share me with a prospective member!

# WASBO Calendar

Professional Development  
Register at [www.WASBO.com](http://www.WASBO.com)

September 23-25, 2009

**WASBO Fall Conference & Scholarship Golf Outing**

Elkhart Lake, The Osthoff Resort & Conference Center  
& Autumn Ridge Golf Course (Viterbo Credit Offered)

October 23-26, 2009

**ASBO International's 95th Annual Meeting & Exhibits**

The Navy Pier, Chicago, IL (Viterbo Credit Offered)

November 12-13, 2009

**Midwest Facility Masters Conference**

Kalahari Resort & Conference Center, WI Dells  
(Viterbo Credit Offered)

December 1-2, 2009

**WASBO Taking Care of Business Seminar**

**WASBO/WASPA School Personnel Academy**

Madison, Radisson Hotel (Viterbo Credit Offered)

January 19-22, 2010

**WASB-WASDA-WASBO State Education Convention**

Milwaukee (Viterbo Credit Offered)

March 9, 2010

**WASBO Transportation & Bus Safety Workshop**

Kalahari Resort & Conference Center, WI Dells  
(Viterbo Credit Offered)

March 9-10, 2010

**WASBO Facilities Management Conference**

Kalahari Resort & Conference Center, WI Dells  
(Viterbo Credit Offered)

March 24-25, 2010

**WASBO Accounting Seminar**

Chula Vista Resort & Conference Center, WI Dells  
(Viterbo Credit Offered)

May 25-28, 2010

**WASBO Spring Conference & Exhibits**

Kalahari Resort & Conference Center, Wisconsin Dells  
(Viterbo Credit Offered)

## Regionals

Each Regional Representative, meeting locations & directions are available at [www.WASBO.com](http://www.WASBO.com) if predetermined.

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

September 11, 2009 CESA 7  
December 11, 2009 5th Quarter-Little Chute (Joint Meeting with Northeast Regional)  
February 12, 2010 DePere - with Legislators (Joint Meeting with Northeast Regional)  
May 14, 2010 Kewaunee (Tentative)

### Madison Area

Meetings will be held the first Friday of the month and begin at 9:00 a.m.

October 2, 2009	DeForest
November 6, 2009	Marshall
December 4, 2009	Monona Grove
February 5, 2010	Sun Prairie
March 5, 2010	DeForest
April 2, 2010	Sun Prairie

### Northeast

September 18 – Homestead Meadows (Appleton)  
December 11 – Joint meeting with BAMBA – Fifth Quarter (Little Chute)  
February 12 – Joint Meeting with BAMBA – De Pere School District  
April 9 – Fond Du Lac School District Office  
May 14 – Manitowoc School District Office

### 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.

September 9, 2009

### Southeast

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

November 13, 2009 - Port Washington-Saukville  
December 11, 2009 - Whitnall  
February 12, 2010 - Arrowhead  
April 16, 2010 - Hamilton-Sussex

### Southwest

All meetings will be held at the CESA #3 office in Fennimore. Check [www.WASBO.com](http://www.WASBO.com) for future dates



Go to [www.wasbo.com](http://www.wasbo.com) and click on "Calendar" for updated meeting information, to register or get directions.

**West Central** - Meetings are held the first Thursday of the month except July & August from 10 am - 1 pm at the Sparta Area SD Administration & Education Center, 201 E. Franklin St., Sparta  
September 3, 2009

**WI Valley** - Coffee at 9:00, Meeting at 9:30.  
Aug. 21, 2009 Antigo NOTE DATE CHANGE (Future meeting dates will be set at this meeting.)

## Committee Meetings

### School Facilities Committee

September 15, 2009 (9:30 a.m.) WASBO Office, Madison

### Safety Committee

October 14, 2009 (1:30 p.m.), WASBO Office, Madison

### Spring Conference Committee

September 30, 2009 (10:00 a.m.), Kalahari Conference Center, Wisconsin Dells

## Board of Directors Meetings

September 16, 2009 - Ashwaubenon SD  
November 18, 2009 - Milwaukee PMA Office  
December 16, 2009 - Madison, WASBO Office  
February 17, 2010 - Madison, WASBO Office  
April 21, 2010 - Chippewa Falls SD  
June 16, 2010 - Nekoosa SD

## Business Meetings

January 21, 2010 - Milwaukee, Joint Convention  
May 28, 2010 - WI Dells, Spring Conference