



# Taking Care of Business

Wisconsin Association of School Business Officials

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## Celebrate 70 Years of WASBO History at this Year's WASBO Spring Conference



By Co-Chairs, WASBO Spring Conference Committee  
*Kathy Davis, Director of Business & Auxiliary Services, De Forest Area School District*  
*Mike Koltes, Director of Business Services, CESA 5*

Please join us in celebrating WASBO's 70th anniversary at this year's WASBO Spring Conference May 9th through May 12th. This year's conference is located in the beautiful city of La Crosse at the La Crosse Center.

The conference starts off with a networking reception at the Radisson/LaCrosse Center on Tuesday, May 9th at 8 p.m. This is a great opportunity to catch up with your colleagues and meet some new friends.

On Wednesday, May 10th enjoy the day outside with your peers by participating in the scholarship bike ride or the scholarship golf outing. Bike ride participants will spend the day on the beautiful Great River State Trail. Lunch will be provided at the Trempealeau Hotel. Golf participants will play on the beautiful Cedar Creek or Fox Hollow Golf Courses. Proceeds from both events go towards more than \$21,000 in student scholarships awarded by WASBO annually.

The networking opportunities continue Wednesday night with a networking

reception at the La Crosse Center. Be prepared for a night of fun activities.

Take the time for some professional development by attending a variety of sessions put on by your peers and industry experts on Thursday and Friday. Sessions include topics in technology, finance, facility maintenance, human resources, and more. Spend some time with WASBO Vendors in this year's exhibit hall on Thursday. While you're catching up with the vendors come check out the silent auction and raffle items that will be located in the exhibit hall. Proceeds from the auction and raffle will benefit WASBO members' involvement in ASBO International.

The Learning Lab returns for a second year on Thursday. Bring your software and forecast model questions with you. Representatives will be available to assist you from Alio, Baird, Skyward, p-Card and PMA on Thursday from 1:50-4:20 p.m.

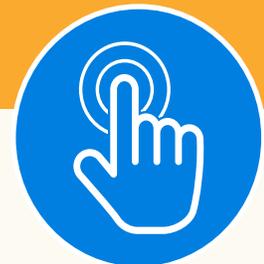
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**WASBO Vision** - To be the most influential Wisconsin organization for state and national school business management and leadership.

**WASBO Mission** - To provide professional development, to foster a network of support and to advocate for funding that ensures outstanding educational opportunities for all children in Wisconsin.



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Woody Wiedenhoef

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Editor: Woody Wiedenhoef

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## President's Message

# No Excuses, Please!

By Patrick Finnemore, Director of Facilities, Kenosha School District; President, WASBO Board of Directors



I hope by now, that all of you have heard about WASBO's 70th Anniversary celebration that will occur on Thursday, May 11th at the Spring Conference in La Crosse. If you haven't, please log onto the WASBO website at [www.wasbo.com/70thAnniversaryCelebration](http://www.wasbo.com/70thAnniversaryCelebration) for all of the details. Too often we do not make time to celebrate our successes or accomplishments as we are too busy planning or working towards our next goals. Our WASBO staff and the Spring Conference Committee have put together this celebration so that we do not ignore this milestone in our organization's history, and I am very thankful that they did.

I have been a member of WASBO for 17 years which is a pretty long time but pales in comparison to some of our current members or retirees who have been involved with WASBO for 30 or 40 (or more) years. Whether you have been a member for 40 years or 6 months, I am quite certain that WASBO has provided you benefits to being a member. With that in mind, let's all plan on coming to the conference and celebrating this organization that has been an important part of our professional lives.

Okay, I can already hear some of the excuses coming...

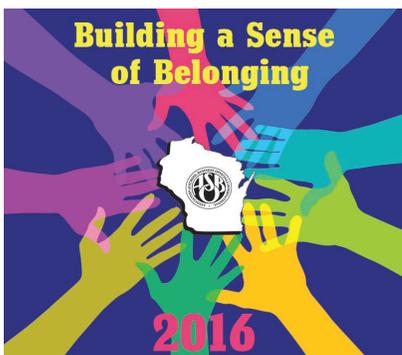
- WASBO was great earlier in my career, but I am well established now and I am not sure I want to drive to La Crosse
- I have only been a member for a few months and might not know anybody at the WASBO celebration
- I go out for dinner and drinks with the same group of friends every year on Thursday night and don't want to cancel that as it's a lot of fun.
- I do not like evening events and people!

Okay, I have no answers for the last excuse, but I don't want to hear the other three. First things first, La Crosse has been and continues to be the most enjoyable stop of the Spring Conference rotation with every

restaurant, bar, and hotel within walking distance of one another. Yes, La Crosse is not in the center of the State and it can be a longer drive for many of us, but what's an hour or two in the grand scheme of things in our lives – drive with a colleague, listen to some Zeppelin (or “The Best of The Carpenters” if you're Gary Siegman), look at the beautiful Wisconsin scenery, or just suck it up and drive! If you are worried about not knowing anyone – don't be. WASBO is filled with some of the nicest and most outgoing people I have ever met. Search out a group of people and meet new friends, listen to the stories of some of our great story tellers and historians, introduce yourself to one or more of our many Past Presidents who will be in attendance and pick their brains about a profession that meant so much to them, mingle people!!!

Service Affiliates are invited and your presence is valued! We are not like some of the other more “stuffy” organizations that only invite vendors to certain events or activities. Vendors in our organization are our partners and equals. Please come and help make this evening special. We all recognize that developing personal relationships can be far better in the long term for business than handing out a pen or a squishy ball while standing at a booth. Speaking of Service Affiliates, I want to thank (in alphabetical order) American Deposit Management Co., Community Insurance Corporation, EO Johnson, M3 Insurance, Nexus Solutions, PMA/Forecast5, Precision Retirement Group, PublicSchoolWORKS, R&R Insurance, and Voya Financial for helping sponsor the celebration. Without the financial support of these fine companies, this celebration doesn't happen.

Alright, are we done with the excuses? Make your way to La Crosse, Wisconsin for the WASBO Spring Conference and come to the 70th Anniversary Celebration on Thursday, May 11. Let's do this thing right!



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# WASBO Leadership Reflections

By Woody Wiedenhoef, Executive Director, WASBO



Each early morning now brings with it the sights and sounds of a new season. The grass will be turning green and the plants and trees will be blossoming. This morning a cardinal and I had a conversation. I choose to think we talked about the changes we wanted to make which would make the world a better place.

WASBO members understand proactive change is about continuous strategic sustainability. The Covey Leadership Institute has taught us that what we do today is only effective if it prepares us for tomorrow's decisions. WASBO members act on Servant Leadership principles knowing today's decisions serve the WASBO membership in the future as new challenges confront us. This is where vision and mission objectives come together. With that in mind, the strategic plan of WASBO directly aligns with the WASBO Vision, Mission, and Beliefs. SMART goals, actionable plans, "to do" lists, and relationship

building in WASBO confront today's tasks and tomorrow's challenges.

The April WASBO Board meeting will be celebrating past successes as strategic plans are developed. We also will be debriefing these successes with objective evaluations about what can be done better. This isn't just about what we do. It is also about how we will move forward in a sustainable way. There have been several articles written this year about the question of how to handle task saturation. It entails the basic principle that excess task saturation can lead to less success. It is an interesting balance that always needs to be discussed to permit appropriate focusing. The WASBO Board and I look forward to sharing the end results of these discussions at the WASBO Semi-Annual Meeting which is held at the Spring Conference on May 12 in La Crosse.

What can be done by all WASBO members this month? Please continue

being engaged. Vote for the candidates of your choice in April for the WASBO Board. Please continue being active in the WASBO committee system where "to do lists" turn in to positive actions taken. There is more "to do" spelled out in the WASBO strategic plan. Please continue building relationships that help your fellow WASBO colleagues. The success of WASBO has a significant trend line. WASBO members serve WASBO members with continuous improvement and engagement.

Please join your colleagues at the Spring Conference to celebrate WASBO's 70th birthday – a demonstration of sustainability of professional development, professional networking, and advocacy for Wisconsin's students.

That is the power of WASBO members and why WASBO is 70 Years Strong! 🇺🇸

## 2017 ASBO Opportunities

### \$2,000 Scholarship to the Annual Meeting

If you've been in school business for five years or less, apply for the Emerging School Business Leaders Scholarship! The Emerging School Business Leaders Scholarship supports 18 rising school business leaders with:

- A \$2,000 scholarship to put toward travel and registration expenses for the Annual Meeting & Expo
- A strong network of peers and members dedicated to helping the development of their school business careers.

Join ASBO by April 30 and save \$50!

See page 39 for details.

Refresh Your Skills.

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Learn more on page 43

### 2017 Annual Meeting & Expo

Friday, September 22 -  
Monday, September 25  
Denver, CO



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Be one of sixteen to win a free registration to the 2017 Annual Meeting & Expo, Sept. 22-25, in Denver, CO! Enter by April 20.



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# State Budget Alert: Joint Finance Committee



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

With the Legislative Fiscal Bureau's (LFB) summary of the governor's budget recommendations having been released, the Joint Finance Committee (JFC) will soon begin its deliberations on the 2017-19 State Budget Bill. The JFC will conduct state agency briefings the week of March 27 (DPI is scheduled for March 30) and hold a total of six public hearings on the budget bill during the weeks beginning April 3 and April 17 (see SAA March 17 post). We will follow up with a separate post on coordinating SAA member testimony at the JFC budget hearings.

I would like to thank all those SAA members that have already begun conversations with their legislators regarding the governor's budget recommendations. For those that have yet to communicate with their legislators, it's time to do so. To be successful on this state budget, all SAA members must contact their legislators repeatedly throughout the long budget process.

I call on each district administrator to assemble your leadership team, collaborate on your district message and craft your plan for influencing your parents, your staff, your community, your media and your lawmakers — and then coordinate the delivery of that message. This budget is vitally important for your school district and the children you serve. Never has it been more important for you to reach out to your legislators and your community.

In your communications, please cover the following:

1. Invite your legislators to your school(s). Use the opportunity to show

them some of the great educational opportunities afforded to the children in your district. Show them what learning looks like today in your district.

2. Express our strong support for the governor's proposal to increase each district's per pupil categorical aid from the current \$250 per pupil by adding \$200 per pupil in 2017-18 and an additional \$204 in 2018-19. Explain the importance of these increases in per pupil revenues in both fiscal and human terms. In particular, emphasize the impact on educational opportunities for the kids you serve.

3. Express our strong opposition to the budget provision which makes a district's receipt of the new per pupil aid contingent upon the district certifying to DPI that district employees pay at least 12% of all costs and payments associated with employee health care plans in that school year. Clearly, this provision interferes with district efforts to recruit and retain qualified staff. It also diminishes the innovative ways districts have used the flexibility afforded under Act 10 to reduce costs and operate more efficiently. Share with your legislators the steps you have taken under Act 10, and urge them to support removing this provision from the budget bill.

4. Express our strong opposition to the budget provision requiring districts to distribute new per pupil aid equitably to each school in the district based on enrollment. Assembly Speaker Vos has recognized that this provision is "irrelevant" because each district could easily work around it making this provision a meaningless paper

exercise.

5. Express our strong support for the governor's proposed increases in sparsity aid and high-cost transportation.

6. Express our strong support for the governor's school mental health initiatives.

7. Tell your district's story. They need to hear it.

8. Encourage your legislators to stand up for the children you serve.

9. Thank them for listening and for serving the citizens of Wisconsin.

Please send a letter (phone calls work too) using the information discussed above to the members of the Joint Finance Committee and your legislators as soon as possible. I know many of you have already discussed these issues with your legislators, and I thank you. I also ask that you contact them again. Please copy your letter to the SAA.

Make no mistake about it. We have to fight and fight hard for the governor's proposed aid increases for public school children. Many legislators are pushing back against the proposed increases to K-12 education. Some want to use the money for transportation. A conservative block in the Senate has even told Senate GOP leadership that schools don't need any increase!! Some legislative leaders want to work from the 2016-17 base budget and not the governor's budget bill. That's a difference of starting at \$0 or at a \$649 million increase for K-12 education. In my estimation, starting from the base budget would simply make it easier

Continued on page 9

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**Jenifer**  
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## ASBO International New Members

### February 2017

- **Shannon Gordon**, Milwaukee Public Schools, Milwaukee

## ASBO International Membership Milestones

### March 2017

#### 25 Years

- **William Barrow**, CESA 2, Whitewater
- **Timothy Yeadon, CPA**, Marion School District, Marion

#### 15 Years

- **Pauline Borgen**, Rhinelander

#### 10 Years

- **Michelle Brown**, Trevor-Wilmont Consolidated Grade SD, Trevor



## State Budget Alert

*Continued from page 7*

politically to reduce the increased school aid the governor has proposed.

So, let's stand up and fight for the governor's proposed school aid increases.

Thanks for listening, and for all your efforts. 🇺🇸

## JFC Hearings: Who Plans to Testify?

As you know, beginning on April 3rd, the Joint Finance Committee (JFC) plans to hold six public hearing on the Governor's 2017-19 budget bill. Those hearings include:

- Monday, April 3 – UW-Platteville, Platteville
- Wednesday, April 5 – State Fair Park, Milwaukee
- Friday, April 7 – Berlin High School, Berlin
- Tuesday, April 18 – Spooner High School, Spooner
- Wednesday, April 19 – Ellsworth High School, Ellsworth
- Friday, April 21 – Marinette High School, Marinette

These budget hearings have traditionally been held from 10am to 5pm. However, the JFC committee clerk cannot confirm the start and end times for the hearings as of yet. There is also not any additional location information (i.e. building, room, etc.) for each hearing as of yet. As soon as SAA knows, they will forward this information to all SAA members.

SAA has been told by Capitol sources that it is extremely important for administrators, board members and parents to show up at these hearings to advocate strongly on behalf of the children you serve. Those SAA members interested in testifying at one of these six hearings should let SAA know so they can help coordinate the arrangements for your testimony.

SAA will follow up with more information on each hearing when it becomes available.

## Adams Ph.D., Bradley P.

It is with great personal sadness that we relay to you that Brad Adams, retired Department of Public Instruction school finance team consultant, passed away on January 12, 2017. He was 68 years of age. For many, many years Brad provided school districts with high quality consultation and expertise in all areas of school finance. Within the team he was always optimistic and willing to step in and help wherever he was needed.



Brad is survived by his loving wife, Gloria and six children: Lynette (Jay), Carolyn, Brandon, Daniel, Phillip (Ashley) and Gloria II, and two grandchildren. A memorial service will take place at Waunakee Baptist Church (5757 Emerald Grove Lane) on Saturday, April 22, at 3:00 p.m.

## ASBO INTERNATIONAL MEETING DATES

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

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

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

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



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# Remember Collective Bargaining?

By WASBO Director Greg Gaarder, Business Manager, Tomah Area School District



I was looking through past issues of “Taking Care of Business,” searching for ideas for my next article. While looking, I ran across an article by Don Mrdjenovich, aka “Cowboy Don”, reflecting on the collective bargaining process. My first thought was, “Boy, that seems like a hundred years ago.” Although in reality, it has only been approximately six years since most of us completed our last collective bargaining process. It also occurred to me that we now have business managers and business office staff who have not had the experience of the collective bargaining process.

Even though the collective bargaining process was arduous at best, there are certainly pieces of the collective bargaining process that are still valuable and relevant to the business office. I believe the collective bargaining process provided the building blocks for budgeting, transparency of finances, consistency in teacher salaries, and a framework for communication. While I am not advocating that we turn the clock back, I am suggesting that maybe we should take a second look at some of the processes and look at their overall relevance to operations in the business office.

Since salary and fringe benefits make up approximately 75 to 80 percent of our budget, the WERC QEO calculation served as my foundation for building a budget in any given year. For me, understanding the impact that each additional dollar the district adds or removes to salary and fringe benefits has on the budget is important. It helps me better understand what is going on in my budget, which ultimately allows me to explain the effects of the salary and fringe benefits to the Board and taxpayer.

The collective bargaining process also

forced bargaining units to discuss compensation in the terms of total package cost. Total package cost included the total increase to salary and fringe benefits for a particular bargaining unit. The process was very transparent to both bargaining units and the public. It provided a consistent and understandable approach as to the impact of an increase or decrease to costs associated with salary and fringe benefits. Knowing that all base costs as well as any increases to salary and fringe benefits for the next two years were agreed upon by both bargaining units, made the process even more transparent. There was very little to no wiggle room for variance in disclosure.

It appears to me that we are moving further away from the concept of total package bargaining and fixating on only base salary and supplemental pay. Very rarely do we have conversations any more as to the total cost of the package to include all salary and all fringe benefits. Now typically, we look at changes to salary and benefits in silos such as base salary, supplemental pay, health insurance, dental insurance, retirement, etc. I realize that most of us consider these increases in some form or fashion when we develop our budgets, but I believe we lose some transparency by not discussing changes to salary and fringe benefits in the terms of the total cost when we have conversations with our staff, board, and taxpayers.

With the collective bargaining process, we were assured, at a minimum, that members of the bargaining units had a basic understanding of the agreed upon WERC QEO calculation. Often, in the bargaining process, discussions took place as to the overall financial health of the district and its ability to pay or not pay for salary and fringe

increases or for other monetary proposals.

The bargaining units might not have agreed on the ability to pay, but they certainly had a better understanding of the district’s overall financial health. Those conversations might still be happening, but I doubt that they are happening with mutually agreed costing like the WERC QEO calculation forced us to use. Unless we move back to total package costing, it will be difficult and almost impossible for staff, board members, or taxpayers to truly understand costs associated with salary and fringe benefits as they relate to the total district budget. In time, this will erode our transparency with staff and the taxpayer, which will again put them at odds with each other.

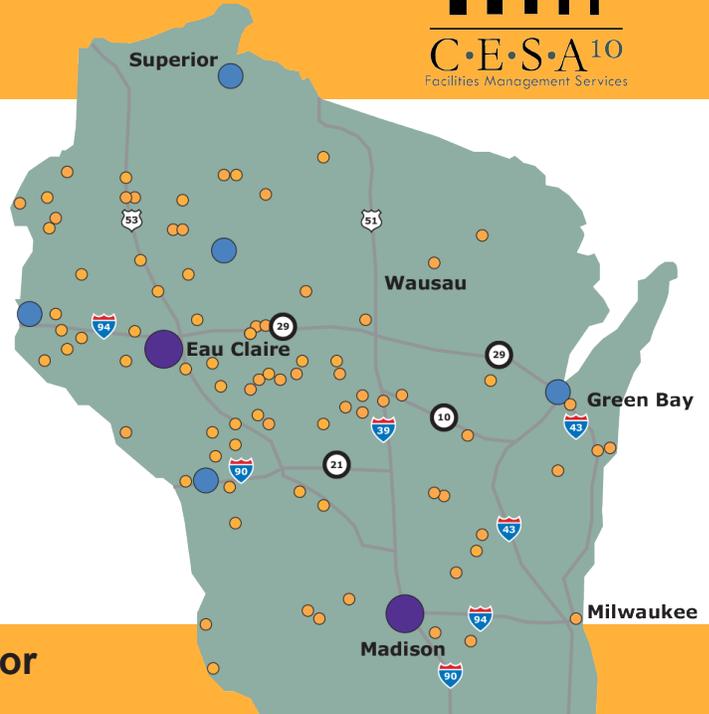
I have to admit that I like the traditional salary schedule. While I understand the collective bargaining process made the traditional salary schedule a liability, I would be curious to see how it would play out with the new rules. There a couple of things that I believe the traditional salary schedule allowed us to have. First, it provided consistency in the district for teacher salaries. I am not sure what is happening in your district, but I am starting to see exceptions based on high need and other. Although I cannot really disagree with the concept that the market should determine the value, I am not sure that that model fits real well in the education world. Secondly, I do not believe that any content area is more important than another. We need good teachers in all content areas, and good teachers regardless of content area should be paid the same. Is it fair that a great elementary teacher should be paid less than an average, you fill in the blank teacher, based on demand? For the most part, the salary schedule eliminated these types of inequities or at the very least

*Continued on page 21*

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# The Year of Yes...and No

By WASBO Director Lori Ames, Fiscal Services Manager, Middleton-Cross Plains Area School District



I am a Ted Talk fan! People walk into my office and hear a Ted Talk playing in the background on a regular basis. But of all of the talks I have listened to, “Shonda Rhimes: My Year of Saying Yes to Everything” has had one of the greatest impacts.

Shonda described how she said yes to the very things that scared her, made her uncomfortable, and took her out of her comfort zone. She talked about how being courageous enough to say yes and take chances actually made her more courageous. The very act of doing the thing that scared her actually undid the fear and made it not so scary. Saying yes changed her life.

After listening to her talk, I wondered what it would be like to say yes, even when my insides are screaming no from fear and nervousness. With great trepidation, I decided it was time for my own year of yes. Apparently my fear of getting older and not experiencing some grand adventures outweighed my fear of trying something new!

I started out small and personal. I was buying tennis shoes, and the salesperson mentioned that I should join the store’s running program. I said yes even though I knew I couldn’t run even a quarter of a mile without gasping for breath in an ugly, embarrassing way! Six months later, some fellow runners encouraged me to participate in a triathlon which involves swimming, biking, and running. I said, “Yes, yes, and yes!” While I smiled in an excited, courageous way, these individuals couldn’t hear my brain screaming in capital letters, “WHAT DID YOU JUST DO YOU CRAZY FOOL!”

But I did it. I didn’t stop running, and I eventually participated in a half-marathon. I might have ran like a turtle, but I was out there and enjoying

every minute. I completed my first triathlon. When I crossed the finish line, I vowed to never do something so crazy again. Thirty minutes later, when I could breathe normal again, I signed up for my next triathlon!

I was on a high! I was physically and mentally getting stronger. Saying yes was getting easier and easier. Pretty soon I was doing yoga, trying new foods, traveling to new places. My confidence to just “put myself out there” was growing. My work-life changed as well. I started to take on new projects that not only interested me, but challenged me. I was excited to go to work because I was calm and focused. I even started to wear leggings!

Then something happened. I started noticing that my calendar had more in it than I could physically handle. I started to feel like I was literally running from one activity to another. I was juggling so many balls that some started to drop. My anxiety increased, and I started to lose my joy both at work and at home.

I hit rock bottom when I started having thoughts about leaving my job and the educational field overall. I didn’t want to give up the activities that made me feel better as a person and a worker, but something needed to give. After a lot of reflection on the yoga mat and some great conversations with my mentor, I realized that when you are more open to saying yes, you need to be more open to saying no.

I realized in order to say yes to activities that make me happy, I need to say no to activities that do not bring joy to my life. I need to say no to extra projects that don’t align with my goals. I need to say no to people and relationships that create more negative energy than positive. Fortunately the

courage I gained by saying yes has carried over to the times I have to say no.

So as I reflect back on Shonda’s Ted Talk, I am so thankful for my year of yes, but I understand that my current and future years need to be about the year of yes and no. Life is about balance. Yes pushes me to experience new and exciting things. No stops me from engaging in activities that don’t align with what is important to me personally or professionally. A great life is really about balance.

I turned 50 this year, and I can’t help but wonder why it took me so long to get to this joyful, more balanced place in my life. Then I remind myself at least I’m here. I should celebrate, not criticize my journey.

If have you haven’t heard this Ted Talk, I would encourage you to listen. See if her talk inspires you and helps you to find your joy.

So what’s next? Someone recently asked me to run down the Las Vegas strip and zip-line through the downtown area. Guess what? I said “yes!” 🙌

“

*As I say yes to life,  
life says yes to me!”*

~ Louise Hay

# It is Moving Time!

By WASBO Director Brian Adesso, Director of Business Services, Menasha Joint School District



One year ago, a search was undertaken to find a location for the Menasha district office due to our bilingual program being relocated into the building that we were in. It was challenging to find a building that was just the right fit, not too big or too small. The board of education agreed to the purchase of a building that was 36,000sqft. Just a smidge too big for our needs. Now comes the real reason I am writing about this topic.

It was time to think outside the box of what to do with the extra 18,000 sqft that could benefit the district and taxpayers. Would we want to have a private entity in the building with us? While that would generate a nice revenue stream it might not be the best fit for the culture of the building. What about another government entity? Maybe the county would want to move in? Oh, what about city hall? I have heard of other school districts being in the same building as city hall so this could probably work.

The journey began by navigating

through obstacles to achieve my goal of moving city hall into the same building as the school district. We received an accepted offer for the building in June and had approximately a month to convince the city to move in with the school district. Why only a month? The reason being that we had to get our facility remodeled in time to allow our current building enough time to be turned back into a school building before the start of the next school year. We started the process with talking to the mayor before the next public works meeting. Next, we went before the common council and presented reasons why combining the two entities would be a good idea. We researched what to charge for a lease, we considered operating expenses and future capital improvements. The lease was a gross lease meaning the city would not have to pay for anything. After taking all of that into account we could charge a very reasonable rate. Fortunately, this ended up being less than what the city currently pays to operate the building they are in; creating a win-win for the taxpayers.

You might be saying to yourself so you pretty much have a tenant in your building. What is the big deal?

That thought is valid because at face value the district is asking the city to be a tenant. However, I would like to explore ways to find synergies with some of the departments that could overlap. A good example would be HR. The city has around 100 employees and the district has around 450. We could have one HR Director for both organizations thus saving the tax payers even more money. I truly believe that if everyone approaches this with an open mind we could collaborate with each other. Some of the other areas each entity could assist each other is during school registration time and city tax time. We could use employees from both organizations to help in these heavy times allowing each entity to provide better customer service. I am excited to see what the future holds for this unique environment. 🇺🇸

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Left: Columbus Elementary School, Appleton / Right: Berlin Middle School, Berlin, WI

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# Candidate Résumés for WASBO Board of Directors

## Tim Erickson

Financial Services  
Director, Hudson School  
District

*Director Candidate  
(Three-year term)*



## Todd Hajewski

Director of Business  
Services, Greendale School  
District

*Director Candidate  
(Three-year term)*



Work Experience			Work Experience		
2006-present	Hudson SD	Director of Financial Services	2015-present	Greendale SD	Director of Business Services
1999-2006	Esko Public Schools	Director of Business Services	2012-2015	Milwaukee Academy of Science	Director of Business Services
1993-1999	Douglas County, WI	Accounting Manager			
1988-1993	Larson, Allen, Weishair Co. (CLA)	Staff Accountant			
Educational Experience			Educational Experience		
	St. Mary's University, Minneapolis	Masters in Education	2011-2013	UW-Whitewater	Masters in School Business Management
	AICPA/CIMA	Chartered Global Management Accountant	1995-1999	UW-Madison	BBA - Actuarial Science
	AICPA	Certified Public Accountant			
	University of MN-Duluth	Bachelor of Accounting			
Professional Activities			Professional Activities		
Teacher Salary Sturcture Committee: Member Teacher Advisory Committee: Member Health Insurance Work Group: Founder, Lead Member American Institute of Certified Public Accountants: Member Performance Appraisal, Benefits, and Accounting committees of various organizations			WASBO: Fall Conference Planning Committee, Conference Presenter ASBO: Emerging School Business Leaders Scholarship Recipient, Mentor, Annual Meeting Presenter		
Community Activities			Community Activities		
Volunteer, Student Mentor Program; Board of Directors and Treasurer, Superior Figure Skating Club; Volunteer preparer, Volunteer Income Tax Assistance Program; Board of Directors and Treasurer, YMCA			Past Treasurer, Greendale Panthers Athletic Booster Club; Past Member, Greendale Education Foundation; Basketball Coach, Upward Sports		
Interests & Hobbies			Interests & Hobbies		
Spending time with family and friends; Snowmobiling; Hiking; Reading; Hunting; Boating; Cooking			Family; Florida travel; Golf; Summer festivals; Packers, Badgers, Brewers		

## Online Voting April 1-30.

You will vote for one President-elect and 2-three year directors. View candidates' written submissions and the online ballot information at [wasbo.com](http://wasbo.com)

# Candidate Résumés for WASBO President Elect

## Cathy Cramer

Chief Financial Officer,  
Seton Catholic Schools  
*President-Elect Candidate*



## Kent Ellickson

Director of Finance and  
Business Services  
*President-Elect Candidate*



### Work Experience

2016-present	Seton Catholic Schools	Chief Financial Officer
2004-2016	Oak Creek-Franklin Jt. SD	Director of Business Services
2001-2004	South Milwaukee SD	Business Manager
1999-2001	Greendale SD	Director of Business Services
1997-1999	Kenosha Unified SD	Director of Finance
1994-1997	South Milwaukee SD	Business Manager
1990-1994	Waukesha SD	Comptroller/Purchasing Agent
1988-1990	Oak Creek-Franklin Jt. SD	Business Assistant
1985-1988	Community Veterinary Clinics	Business Manager
1984-1985	Kmart Corporation	Assistant Store Manager

### Work Experience

2015-present	SD of Onalaska	Director of Finance and Business Services
2005-2015	Sparta Area SD	Director of Business Services
2003-2005	Cambridge/Deerfield SD	Cambridge SD Business Manager 2004-05; Cambridge/Deerfield Cooperative Business Manager 2003-04
2001-2003	Clinton Community SD	Business Manager
1990-2001	SD of Lodi	Business Education Teacher

### Educational Experience

1988-1992	UW-Whitewater	MSE - School Business Management (08 License)
1980-1983	UW-Whitewater	BBA - Management

### Educational Experience

1996-1999	UW-Whitewater	WI School Business Manager Licensure Program 08
1991-1995	UW-Eau Claire	Master of Science Teaching - Business Education
1984-1990	UW-Eau Claire	Bachelor of Science - Business Education

### Professional Activities

WASBO: Board of Directors, School Finance Puzzle Committee and Table Facilitator, Mentor, Conference Presenter  
 WASBO Southeast Regional: Past President, Secretary  
 ASBO: Member 23 years, 1999 Annual Meeting Presenter  
 SIRMC: Board member (2012-2016)  
 Cardinal Stritch University: School Business Management Instructor

### Professional Activities

WASBO: Board of Directors, School Finance Puzzle Co-Chair, Joint Convention Committee, Scholarship Committee, Mentor, WASB New Board Member Workshop Presenter  
 ASBO: Member for 15 years  
 WCSBO and MASBO Regionals: Member for 11 and 4 years

### Community Activities

Vice President, Secretary, Chairperson of Annual Fundraiser, South Milwaukee Softball Baseball Booster Club; Coordinator and Fundraising Chairperson, South Milwaukee Middle School Parent Group; Personnel Committee Member, Lector, Third Grade Religious Education Instructor, St. Matthew Parish; Treasurer, Forward South Milwaukee; Former Troop Leader, Girl Scouts of America

### Community Activities

Member, Onalaska Area Business Association; Ex-Officio Member for SD, Sparta Chamber of Commerce; Festival Volunteer (7 years) La Crosse Irishfest; Member, Sparta Community Education Committee; Board of Directors, Tanglewood Condo Association

### Interests & Hobbies

Spending time with family; Badger football games; Spring Training/Brewers baseball; Hiking/Working out; Cooking; Reading

### Interests & Hobbies

Music (play the double bass and piano); Travel - history and geography; Biking

# Benefit of Strategic Community Partnerships

By WASBO Director Nathan Jaeger, Business Manager, Whitewater Unified School District



I never cease to be amazed by the countless examples of collaborative partnerships demonstrated between public school districts and the communities they serve. These partnerships have the ability to enhance curricular and co-curricular programming, strengthen overall school and community morale, increase resources available to everyone in the community, and support our main objective of helping every student be successful in reaching their full potential. With that being said, it is never a bad time to step back and reflect on who the different stakeholder groups are in your community. Think about if and how you currently partner with them and how you might find new ways of working together to educate students and better serve the greater community.

## What makes a successful partnership?

It is important to understand what a successful community partnership looks like. In order for a long-term partnership to be effective, it needs to be mutually beneficial. It's a good idea to gain an understanding of the goals and objectives of the group or individual you plan to work with and make sure they clearly understand what the district hopes to get out of the partnership. A one-way arrangement isn't going to last long and may end up doing more harm than good. As an example, a major donor who is vocal about her dissatisfaction with the district's use of her contribution may be more harmful than someone who doesn't donate directly to the district, but is an advocate for your schools. Clear expectations and ongoing communications are essential to avoiding such misunderstandings.

## Who should schools look to partner with?

Public schools are generally a cornerstone in their community with many "friends of education" to team up with. School districts have longstanding relationships with local service organizations, universities and other institutions of higher education, police and fire departments, parks and recreation, and childcare centers, among others. However, you might also find great benefits in reaching out beyond the traditional community partners to groups like your senior communities, local businesses, media outlets, clergy, home and private school communities, or special interest groups. The expertise and resources that can be shared between the most unlikely of partners is incredible.

A couple of words of warning. Make sure the partnerships you are engaging in meet needs of the district that align with your mission, vision, and core values. Remember to keep your focus on what is important. Also, be careful to avoid partnerships that may create a conflict of interest. A school district can never have too many friends, but be thoughtful in who you work with and how you choose to partner.

## How can we work together to better serve our students and community?

There are endless opportunities to collaborate with various stakeholders in your community. School districts have a lot to offer and are often tapped into for resources such as indoor and outdoor facilities, knowledgeable staff, technology and equipment, and a student population eager for volunteer opportunities. And, school districts can always use support in their mission to provide the best educational opportunities available for students. Every district has their own examples of unique partnerships that benefit students they are particularly proud of.

Partnerships can range from having a business that is a major ongoing financial contributor to an individual who is simply an advocate and supporter of the district; it's amazing how impactful both can be.

## Why is this so important?

There are a lot of reasons school districts should be open to partnering with groups and individuals within their communities. There is truth to the proverb "it takes a village to raise a child." In general, we are able to provide more opportunities for students when we work together.

Another trend in education is the increasing reliance on the support of communities in the form of voter approval to exceed the revenue limit. With stagnant revenue limits, operational referendums are on the rise and the stakes are high. In many districts, a failed referendum would mean the elimination of programming, increases in class sizes, and further deferring facilities maintenance. This is another huge reason why maintaining the support of communities is essential to the success of school districts. Strategic community partnerships are a great way to strengthen the community's level of support for the district.

Strategic community partners can help school districts better serve their students and families. Take an inventory of the various individuals, groups, organizations, businesses, and committees within your district. Determine if there is an existing partnership or connection or if there is the potential to form a new one. Ask how your district could serve their organization and consider how they might be able to benefit the students and families in your district. 📍

# Long-Term Disabilities: Reducing District Risk by Creating a Win-Win

By Margo Smith, Business Manager, Northland Pines School District  
Christine Hamiel, Attorney, von Briesen & Roper, S.C.

Submitted on behalf of the WASBO Safety and Risk Management Committee



The laws relating to disabilities are complex in that oftentimes an employer has to make sure they are meeting the requirements of both the Americans with Disabilities Act (ADA) as well as the Family Medical Leave Act (FMLA). Because of this, an employer must carefully consider, on a case-by-case basis, how and what must be done to ensure the employee receives fair treatment under all applicable laws while maintaining a reasonable solution that will not create undue hardship for their district. Here are some things to keep in mind when making determinations relating to disabled employees and a district's obligations under the ADA. Be advised that you should always consult with legal counsel if there is any question at all as to how your actions might be construed under the law.

**Qualified Individual.** In order to qualify for the protections afforded

under state and federal law, an individual must be a "qualified individual" which means the individual must meet the legitimate skill, experience, education, or other requirements of an employment position that he or she holds, and must be able to perform the "essential functions" of the position with or without reasonable accommodation. A first step in a school district's analysis should be determining whether the individual is qualified.

**Reasonable Accommodation.** The term "reasonable" in and of itself may mean one thing to the employee and another thing to the employer. Here is what "reasonable" most often means under the law:

Allow employees to use paid leave first and if they ask for unpaid leave in addition, upon confirming medical necessity, grant it. This rule of thumb would apply unless you can effectively

accommodate the person to do essential duties of their position without granting extended leave or if granting additional leave would cause undue hardship. Generally speaking, a definite period of unpaid leave will not cause an undue hardship.

Reasonable accommodation requires a good faith effort on the part of the employer. Accommodations could include some of these examples:

Altering job functions to meet individual medical needs; allowing a temporary transfer; taking other steps such as changing a job location to accommodate their medical needs while on the job; altering leave policies specifically for that person; or allowing them to fill a vacant position for which they are qualified. This list is not all-inclusive. As you can see, there are many ways either individually or as a combination-type solution an employee may be reasonably

*Continued on page 21*

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# Helping Your Staff Understand the Value of Their Benefits



By WASBO Director John Stellmacher, Chief Financial and Operations Officer, School District of Harford Jt#1

How many times have members of your staff raved about the “quality benefits” they receive as a public school district employee but are then unable to describe the details of those benefits? Though times have changed since the implementation of Act 10, public school districts across Wisconsin continue to provide some of the best benefits available for working professionals.

## Wisconsin Retirement System

While salaries in the public sector often can't match those available in the private sector, how many private firms in Wisconsin can offer a retirement benefit like WRS? Funding for a WRS annuity is a significant part of the compensation that we provide to our employees but few of those employees truly understand just how valuable of a benefit they have. They probably know the most common way that annuity is calculated is based on their top three years of earnings, but do they know enough to be able to plan for their future and/or retirement?

For the past several years we've had workshops at Hartford Jt #1 to help our employees better understand their WRS benefits. Individual employees bring their most recent statement from the Department of Employee Trust Funds and we walk through some basic scenarios. Our goal is to help them better understand what they've earned and what working longer for us (or another WRS employer) or how moving into a higher paying job might impact their WRS annuity. Since making the decision to retire might be the most impactful career decision they will ever make, we want to make sure our employees understand this benefit so they can best prepare to be in a position to retire when they intend to.

## Health Insurance

Does your staff complain that there are too few changes to your health plan? Is your deductible and co-pay structure the same as it was in 1999? There have been significant changes to plan design just about everywhere you look, but are your employees taking advantage of the tax incentives provided by a Flexible Spending Account, Health Savings Account, or Health Reimbursement Account?

We offer numerous incentives in Hartford to encourage our employees to be engaged in our wellness program and utilize consumerism. We offer premium discounts based on the level of engagement and are also incentivizing specific healthy habits through Health Reimbursement Account contributions. These contributions can be used to fund big and unexpected health costs or can be rolled into part of a long term retirement strategy for retirement.

## Long Term Disability, Workers Compensation, and Life Insurance

Long term disability, workers compensation, and life insurance are benefits that most employees will give little to no thought until they arrive in a scenario where those benefits are desperately needed. Educators are optimists and we often don't want to think about a “work case scenario” but having a good plan in place helps protect us in tough circumstances and provide a safety net for our families if unfortunate scenarios do become reality.

## Retirement Benefits

While most School Districts have likely modified or eliminated post-employment benefits that existed prior to Act 10, many new benefits have been created that can be just

as valuable, if not more valuable than benefits that existed prior to 2011. Our District provides annual non-elective 403(b) contributions to those hired after 2007 and are in the early stages of implementing an employer 403(b) match. As many younger employees could potentially face a future where social security isn't available to them, understanding the challenges of preparing for retirement during their working career is crucial to not falling behind.

Our District offers several opportunities annually to walk through some basics about planning for “replacement income” in retirement. Though we don't give investment advice, those who haven't worked in accounting/finance often appreciate some assistance in setting up a basic excel spreadsheet to calculate out what they'll need in retirement and how much savings they'll need in conjunction with their WRS annuity to meet their goals. This doesn't substitute for a formal retirement plan but often does create motivation for our employees to seek out and establish a relationship with a licensed financial advisor.

## Summary

Financial times are tight for our school districts but helping your staff better understand their benefits will make them better consumers, more financially secure, and likely increase job satisfaction in your schools. This also serves as an opportunity to build relationships in your District and community outside of the business office to help your teaching staff understand that the business office is a resource dedicated to the success of the students and staff in your district. 🐼

## Long-Term Disabilities

Continued from page 19

accommodated.

**Undue Hardship.** In deciding whether or not undue hardship exists, an employer should critically ask a series of questions.

- What are the critical time periods in this person's position relating to operations for which there must be someone able to perform essential duties?
- Is there a vacancy that this person would be qualified to fill, or will there be one within a reasonable amount of time? If not, is it a hardship to alter the pre-existing position?
- Will the person be able to meet their medical needs in their position during their assigned work hours, and if not will operations be impaired? Have I looked at other positions where their medical needs could be accommodated?
- If there is more than one position the person could fill, am I offering them the one that comes closest to their original position in terms of pay, status, geographic, and other relevant factors?
- Would I have to bump another

employee from a position in order to create a vacancy (this is not required under the law)?

The extent to which an employer has to search for a vacant position may be a determining factor as to undue hardship.

**Permanent Disability and Termination.** If an employee indicates they are permanently disabled, care should be taken before any formal termination occurs. You should still communicate interactively to determine whether there is any way the person can perform their essential job duties. The key query is whether the person could perform their essential functions with or without accommodations. Consulting with an attorney before any termination takes place is a must to avoid liability to your district. Remember, a blanket policy of leave or a "one-size fits all" termination policy that applies to all employees does not necessarily get you off the hook in regards to protections of the law under ADA or FMLA.

You will also want to make sure the district complies with the law in terms

of the employee's benefit package. Under FMLA regulations, an employer must always maintain the employee's existing level of coverage under a group health plan during the period of FMLA leave. Employees that fall under both FMLA and ADA are entitled to the protections of both acts, and benefit requirements under the ADA may not be as stringent as those under the FMLA. Make sure you look at statutes under both acts and consult with your attorney before any potential reduction of benefits occurs.

Communication and a good faith effort is the key in creating a situation that assists your employees in dealing with an already stressful life occurrence. In doing your best for them, you are reducing liability to your district and creating an atmosphere of caring for your employees. 🙌

For more information on this article, please contact Margo at [margaritasmith6@gmail.com](mailto:margaritasmith6@gmail.com) or Christine at [chamiel@vonbriesen.com](mailto:chamiel@vonbriesen.com)

“

*Obstacles are those frightful things you see when you take your eyes off your goal.”*

~ Henry Ford

## Remember Collective Bargaining?

Continued from page 11

or at the very least made it more difficult to do. I am not sure what the long-term effects of this will be, but I am sure in the end it will not bode well for teachers. One final thought on the traditional salary schedule- Remember how easy it was to get area comparables?

In closing, again, I am

not advocating for turning the clock back, but I do believe we should revisit pieces of the collective bargaining process and look for pieces that brought value to the district. Maybe in our rush to replace it with employee handbooks, base wage bargaining, and bidding insurance, we lost valuable processes

within collective bargaining. 🙌

# Our Experience at ASBO's 2016 AM&E

By Bob Chady, Mike Gerlach, Todd Hajewski, Caitlin Kaufman, Sarah Viera

In September 2016, five of us had the opportunity to attend the ASBO Annual Meeting and Expo (AM&E) in Phoenix, AZ. Bob Chady, Mike Gerlach, Caitlin Kaufman, and Sarah Viera attended as Emerging School Business Leaders scholarship recipients. Todd Hajewski returned as a mentor after attending the previous year as a scholarship recipient himself. We all agreed that this was one of the best professional development experiences we've had in each of our careers. We hope that by sharing our experiences, we will motivate our WASBO colleagues to apply for the scholarship if eligible or simply attend in order to benefit from this remarkable conference. The following is a compilation of what made this conference so valuable.

## Scholarship Experience

There were a total of 18 scholarship winners from across the United States who held some type of role within a school business office. Scholarship recipients got together the night before the regular conference began for workshop activities. The "open-space technology" activity that we participated in allowed everyone to share issues within their district, and obtain feedback and ideas from each other. Even though districts are funded differently from state to state, many of the issues we all face are the same. We were surprised to learn of the funding challenges that many other states face and that many business officials were impressed by how it is done in Wisconsin; it was a humbling moment for us. Being able to attend this workshop before the conference started allowed us to build relationships and successfully navigate the conference. Since district budgets cannot always accommodate out of state conferences, receiving this

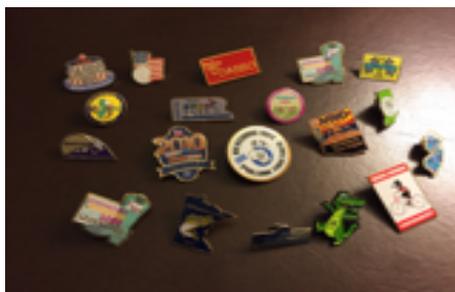
scholarship was invaluable as it covered the entire cost of the trip.

## Networking

The AM&E provided the opportunity to greatly expand our professional networks, even reconnecting with our WASBO colleagues. Being a scholarship recipient gave us a jumpstart on building a great network. Throughout the conference, we continued to meet people from around the United States and even other countries - an opportunity typically not available through our WASBO conferences. The ASBO board members were extremely helpful and made us feel welcome right away. There was also a plethora of networking events in the evenings which provided more opportunities to meet our fellow ASBO International colleagues.



A staple of every AM&E is pin trading. Each state has their own pin and there is even a pin booth inside the expo where you can trade for pins from all prior conferences. It was a lot of fun trying to collect a pin from every state, and was also a great ice breaker. Amongst the WI contingent,



Sarah Viera was the most aggressive in her quests to obtain pins from ASBO affiliates from the various states and members from abroad... her favorite being the koala from Australia!

## Involvement

This conference has caused us to look at our own involvement within WASBO & ASBO. While previously regular attendees at WASBO conferences and regional gatherings, we now feel the need to give more of our time to WASBO in volunteer capacities via committee work or similar opportunities. The value we see in ASBO has also increased interest to attend future AM&E gatherings throughout the years.

It was clear at the conference that WASBO is one of the top organizations for our profession in the country. In talking with business officials from other states, we realized that they do not have the same access to the number and quality of professional development opportunities that we have through WASBO in Wisconsin. For many business officials, the ASBO convention is one of the only opportunities they have to learn and grow in the profession.

## Conference Sessions, General Speakers & Expo

Much like our WASBO conferences, the AM&E was packed with learning opportunities which were facilitated by our peers from across the country. Attending various sessions helped to expand both our knowledge base and contacts from near and far willing to lend assistance when called upon. The majority of us attended a session

on communicating complex school finance information to the public and district constituents. The presenter was from a large district in Kansas and the presentation highlighted the importance of graphic design, color, audience, and vocabulary choice when giving a presentation. Mike Gerlach mentioned that he came away challenged to expand his communication skills. Other sessions also gave us other tools for presenting, including Kahoot, Google Earth, and Powtoon.

While both keynote speakers were impressive, the most powerful message came from Manny Scott, one of the original freedom writers. He captivated the room with his story and reminded all of us why we do what we do, and who we serve each day; the students. We also spent time in the exhibit hall which provided us

with an opportunity to interact with various vendors, many of which are not typically involved in our traditional WASBO conferences. From learning about various purchasing cooperatives, employee benefit brokers to furniture, fixtures and equipment vendors, the exhibit hall was a buzz of activity.

### **Eligible applicants apply!**

Applicants for the Emerging School Business Leaders scholarship must be currently working in a full-time capacity in a school business or operations related role and within the first five years of their career. The application process requires a short cover letter, a letter of recommendation from your supervisor, an updated resume and short responses to two questions. ASBO International is currently accepting applications for the 2017 scholarship recipients through June 1st. Apply for the 2017 Emerging

School Business Leaders Scholarship at [www.asbointl.org](http://www.asbointl.org)

WASBO is a very strong and active component to ASBO International. Let's continue that tradition with another round of aspiring and Emerging School Business Leaders in 2017. See you in Denver! 🇺🇸



## **Rewarding Innovation in Wisconsin Schools**

*By Laura Taylor, Communications Specialist, WEA Trust*

**W**EA Trust recognized that Wisconsin is filled with teachers who have passionate ideas for their schools and classrooms. We also understand that sometimes the best ideas go unnoticed or teachers and districts face budgetary constraints. WEA Trust started the Annual Forward Together Award in 2013 and has awarded over \$35,000 in grants to help these teachers, and to not only recognize, but reward innovation in Wisconsin's schools.

The Forward Together Award presents three educators a \$3,000 grant each to fund their cutting-edge ideas. Over 100 project proposals were received and reviewed by a panel of judges made up of a past Forward Together Award winners, the State Superintendent's office and Wisconsin Association of Schools Business Officials.

This year's winners included: Leanna Cernohouse and Deb Barton of Alma

Center-Humbird-Merrillan School District for hydroponic towers that will increase the availability of fresh greens for the district, Thea Hempel and Andy Lorenzen of Lake Holcombe School District for an online store where students can sell items that they make in their various classes and Cyndi Nelson of Lake Geneva Schools for a large motor skills area for 4K students.

### **Fostering Collaboration and Healthy Choices, Alma Center-Humbird-Merrillan School District**

Cernohouse and Barton will use the Forward Together Award to purchase the hydroponic towers, dollies, seeds, grow light kits, and cage supports. The Agricultural Education Department will oversee construction and maintenance with additional support from both the FFA and the Food Service Department for planting and harvesting.

"This project has the potential to have a large impact on our district by not only

teaching cultivation and healthy eating skills, but also supporting the morale of the student body," wrote Cernohouse and Barton in their proposal. "Students will generate a vested interest in plants, consumption of various plants, and likely a healthy lifestyle as a result of this project."

### **Emphasizing Entrepreneurship and STEM, Lake Holcombe School District**

Thea Hempel and Andy Lorenzen will use the grant for an online store where students can sell items that they make in their various technical education classes. This project will be a part of an Entrepreneurship course and in turn promote the school's STEM program.

"Given the rural location, students are offered little opportunity or exposure to entrepreneurial businesses beyond tourism, hospitality and agricultural." Forward Together Award winners Hempel and Lorenzen wrote in their

*Continued on page 25*

# Proof Your Roof Investments with Regular Inspections

By Dave Young, CSP, Risk Improvement Manager, EMC Insurance Companies

Submitted on behalf of the WASBO Safety and Risk Management Committee



How well did your building's roof withstand this year's harsh winter weather? Will it be ready to handle the spring wind and rain? Roof failure is a leading cause of school property losses. Neglecting the condition of your roof can increase the likelihood of wind and hail damage, lead to failure and collapse, and accelerate the development of leaks that create mold and indoor air quality issues. Research shows that your best defense against these costly problems is having a roof management program that includes regularly scheduled roof inspections. As the snow melts off, now is the perfect time to conduct a comprehensive roof inspection, which could save you money in the long run. This article will provide some general guidelines to help keep your roof in good working condition for as long as possible.

## Preparation

- Set up a regular roof "review" schedule. The review is just a simple observation of roof conditions which can help find deficiencies before they become larger problems. As long as weather permits, monthly reviews are recommended.
- Determine safe means of accessing roofs. Long extension ladders are not desirable due to the weight, possibility of tip over and climbing with no fall protection. If ladders are used, employees should work in teams to assure that a spotter is provided. Good ladder safety practices should also be followed. Roofs in excess of 16 feet should only be accessed using interior stairs, fixed ladder systems with fall protection, or aerial lifts designed for the height to be accessed and exterior use.
- Determine where other fall exposures may exist such as steep slopes, skylights, hatches and

inspection areas near unprotected edges 6 feet or more above a lower level. Provide appropriate fall protection such as guardrails, anchorage points and fall arrest systems as needed.

- Roofs should not be accessed if snow covered, during high wind speed conditions or lightning storms.
- Develop a roof inspection checklist to document the inspections.
- Train employees on safe roof access, fall prevention measures and key inspection points.

## Key Inspection Points

- Look for areas that regularly have standing water or ponding. This can lead to premature aging and deterioration of the cover and result in leaks.
- Check all flashings – the membrane or metal that covers roof joints, vertical surfaces and angles – for holes or deterioration where water may enter or wind may catch.
- Check for blisters on the roof. These may be indications of trapped moisture beneath the roof cover. If there are blisters, take care not to step on or puncture them.
- Clean out and refill any pitch pockets areas where flashing material, grout and sealant are used to seal around irregularly shaped roof penetrations where the filler is cracked and/or shrinking.
- Keep all drains and gutters free of debris. Make sure all downspouts or scuppers are draining properly. Remove any items that do not belong on the roof such as balls and debris.
- Look for any overhanging tree branches. Falling branches can puncture roof coverings.
- Check all caulking and sealants on

flashings and copings – the pieces of material used to protect the top of a wall from the elements. Scrape and remove any caulking that is weathered, cracked or damaged. Clean the area thoroughly, using a wire brush if necessary. Reapply a polyurethane caulking such as Vulkem, NP-1 or equivalent.

## Action Items

- Develop a repair plan for observed deficiencies.
- Use qualified contractors for work on roof covers and components.
- Request current certificates of insurance from any contractors who perform work on school property.
- Keep records of all roof maintenance and repairs. These may help maintain the original manufacturer's warranties.
- Warranties may require written notification within 30 days of an observed leak, but sometimes only a phone call is required. Failure to notify the manufacturer in time may remove their obligation to perform repairs. Be aware that warranties do not cover repairs caused by abuse or mistreatment of the roof. 📌

For more information on this article, please contact Dave Young at [dave.w.young@emcins.com](mailto:dave.w.young@emcins.com)

“

*An investment in knowledge pays the best interest.”*

~ Benjamin Franklin

# Rewarding Innovation in Wisconsin Schools

Continued from page 23

proposal. "A course would be offered that teaches students not only hands-on skills related to woodworking, tool use and construction to create tangible products, but also how to bring them to market in an online format while learning marketing, pricing and logistics."

## Making Movement a Priority, Lake Geneva Schools

Nelson will use the Forward Together Award to purchase resources to support a large motor skills area. With new materials like jumbo trikes, sensory mats and balance beams, students will increase the strength of their gross and fine motor skills while also encouraging students to be active.

"We as teachers, are seeing a decrease in these abilities along with difficulties in fine motor skills," Forward Together Award winner Nelson wrote in her proposal. "This is especially

important when it comes to our 4-year-old kindergarten students. Studies have shown students with strong gross and motor skills are more productive and attentive."

"We were so impressed by the vision, passion and drive of this year's winners," said Jon Klett, WEA Trust's Vice President of Sales, Marketing and Product Development. "Every year I look forward to reading all of the proposals. I'm thrilled that we can back a grant program that supports teachers' love of teaching." 🐦

For more information on this article, please contact Laura Taylor at [ltaylor@weatrust.com](mailto:ltaylor@weatrust.com)

“The innovation point is the pivotal moment when talented and motivated people seek the opportunity to act on their ideas and dreams.”

~ W. Arthur Porter



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A photograph of a classroom where a teacher is standing at the front, and several students are raising their hands. The scene is brightly lit and shows a typical school environment.

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A close-up photograph of a woman with dark, curly hair, wearing a red cardigan, looking towards the camera with a slight smile. The background is blurred, showing other people in what appears to be a classroom or meeting setting.

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# Student-Athlete Heart Screenings at Waunakee High School

By Aaron May, Activities Director, Waunakee Community School District

Submitted on behalf of the WASBO Safety and Risk Management Committee

On December 27th, 2016 Waunakee's basketball team played a holiday tournament at West Allis Central. During the 2nd half of the game, Michael Saxby, one of our JV players suffered a Sudden Cardiac Arrest. He was immediately attended to by the West Allis Athletic Trainer and our coach. The athletic trainer determined that Michael was unresponsive and had no pulse. The trainer began CPR prior to the EMT arriving. The trainer then used an AED to bring Michael's pulse back. When the EMTs arrived Michael had a pulse but remained unconscious. The EMTs then took Michael to the Children's Hospital of Wisconsin. Michael's life was saved that day by the quick action of West Allis's trainer, our basketball coach and the proper use of CPR and an AED.

The cardiologists at the Children's Hospital were able to determine that Michael had a genetic heart condition

that resulted in a thickening of the heart's walls. The condition was previously unknown to Michael and his family. This incident clarified in the minds and hearts of Waunakee Administration that we could be doing more for the heart health of our students.

The Athletic Department, with consultation from the WIAA and our athletic trainer, we determined that our outdoor athletic facilities needed more AEDs. Three of the five AEDs were to be placed at the baseball press-box, softball press-box, and the lacrosse storage shed. The final two AEDs would be given to our athletic training staff to carry to events.

The AED Superstore contacted the athletic department with a proposal to sponsor a heart screening for Waunakee's student-athletes. Working with the AED Superstore has created a voluntary heart screening event

for our high school student-athletes. On March 3rd, Waunakee had over 100 athletes take part in the heart-screening event. The event involved an EKG, Hands-Only CPR, and AED training for the students. Cardiologists at Stanford University volunteered their time to remotely read the results of those heart-screenings. After the EKG results were read the Cardiologists determined which athletes needed further testing and contacted those athletes and instructed them to set-up an appointment with their family physicians.

With the combination of increased AED access, CPR training for our student-athletes and coaches, and the heart screenings will increase the likelihood of a successful outcome if an athlete, coach, or fan were to suffer a sudden cardiac arrest at a Waunakee sporting event. 🇺🇸

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# WASBO Foundation Custodial & Maintenance Conferences

## Session Tracks:

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- Green Schools
- Grounds
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- Retirement Planning
- Best Practices
- Safety Room

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Sessions may be updated or revised. For complete information or to register, go to: [WASBO.com/custodial](http://WASBO.com/custodial).

Bring your Custodial and Maintenance Team to one of these WASBO summer conferences and they will return to your district with information on safety, efficiency, best practices, cost savings and more!

In addition to great breakout sessions, the WASBO Custodial and Maintenance Conference also includes:

- June 21, 2017 - Waunakee**  
**Facility Mgr Core Cert. Sessions (Module 4)**
- Exterior Building Envelope Maintenance
  - Roof Maintenance
  - Effective Preventative Maintenance Program
  - Building Automation Management Systems

- July 19, 2017 - Milwaukee**  
**Facility Mgr Core Cert. Sessions (Module 1)**
- Effective Hiring and Orientation Process
  - Custodial Staffing Levels
  - Custodial Supervision and Evaluation
  - Product and Equipment Selection

- **Facility Manager Certification Program** course credits
- **The Safety Room Challenge** - your staff will compete with other custodial teams to identify safety concerns.
- **Vendor exhibits** and equipment demonstrations bringing your district the most innovative best practices available.
- **Networking** with peers from across the state and **team building** for your staff.
- The opportunity to check out another district's school.

- July 12, 2017 - La Crosse**  
**Facility Mgr Core Cert. Sessions (Module 6)**
- Hire Retire & Everything In-Between
  - Interaction with the Public: How to Sell Your Program
  - How to Identify & Communicate Success
  - Excelling as a Leader

- July 26, 2017 - Amherst**  
**Facility Mgr Core Cert. Sessions (Module 2)**
- Energy Accounting and Education
  - Understanding HVAC
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## WASBO Spring Conference

Continued from page 1

Help wish WASBO a happy 70th and meet the current and past presidents of WASBO by attending the special President's Recognition and 70th Anniversary Dinner on Thursday evening. Look for a special invitation in the mail. RSVPs are appreciated for this event. Registration is available at [wasbo.com/70thAnniversaryCelebration](http://wasbo.com/70thAnniversaryCelebration)

On Friday, May 12th the professional development opportunities continue for all WASBO members. Additionally, the Business Meeting will provide us a chance to recognize the successes of award recipients.

Looking for ways to give back? Consider donating your

time and/or your blood. There are also plenty of volunteer opportunities available. Please contact Kaitlyn Peters at [kaitlyn.peters@wasbo.com](mailto:kaitlyn.peters@wasbo.com) for more information. The Red Cross will also be available on Thursday from 9 a.m. - 2 p.m. at the La Crosse Center for those wishing to donate blood.

The WASBO Spring Conference Committee is looking forward to celebrating 70 years of WASBO with all of you in La Crosse at this year's conference. See you there! 🇺🇸

Visit [wasbo.com/spring](http://wasbo.com/spring) for more information and registrations

“

You can't celebrate the past if you don't recognize the future.

”



**Attendee registration  
now open!**

**[WASBO.com/spring](http://WASBO.com/spring)**

## WASBO Foundation Spring Conference & Exhibits

May 11-12, 2017

La Crosse Center, La Crosse, WI

- Welcome Reception, May 9
- Scholarship Golf Outing & Bike Ride, May 10
- Exhibits, May 11 (*exhibit show sold out, sponsorships available*)
- Conference Sessions, May 11-12
- President's Recognition Dinner and WASBO 70th Anniversary Celebration, May 11

### Visit [WASBO.com/spring](http://WASBO.com/spring) for:

Session Details • Hotel Accommodations • Conference Fees  
• Online Registration • Networking Activities •  
Scholarship Fundraiser Golf & Bike Outings •  
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**Who Should Attend?** Business Managers, Bookkeepers, Facility Directors & Personnel, Transportation Directors, Finance Directors, Human Resource Directors, District Administrators

# Proposed Budget Bill Eliminates Revenue Limit Exemption for Energy Efficiency Projects

By Steven Nelson, Attorney, von Briesen & Roper, s.c.  
Andrew Phillips, Attorney, von Briesen & Roper, s.c.



In February of 2017, Governor Walker introduced his proposed budget for the 2017-19 biennium. The Governor's Budget Bill has been numbered Senate Bill 30 (the "Bill") and contains many provisions that will impact K-12 education throughout the state. Of particular interest to school districts looking to upgrade their facilities to improve energy efficiency is a change that will eliminate the revenue limit exception for performance contracts. According to the Bill, the exemption is unavailable for school districts that fail to adopt the required resolution authorizing the project on or before the effective date of the Bill, which is likely to occur in early July of 2017, assuming the provision survives legislative amendments.

The current proposal eliminating the revenue limit exemption creates two sets of challenges for school districts contemplating facility upgrades.

## 1. The Prerequisites for Qualifying for the Exemption Remain.

First, the existing prerequisites that school districts must satisfy to qualify for the exemption remain. Specifically, prior to adopting a resolution, a school district must first identify specific new expenditures; identify the performance indicators to measure the cost savings as a result of the expenditures (cost savings must equal or exceed the expenditures); and identify the period of time in which the expenditure will be recovered by cost savings. Additionally, a school district must undertake either the more formal Request for Proposal (RFP) process, or the more informal Request for Qualifications (RFQ) process to identify a qualified Energy Service Company (ESCO) to perform the work specified in the performance

contract.

Prior to adopting a resolution or entering into a compliance contract, the school district must first give ten (10) days' notice of the meeting at which it intends to pass the resolution to exceed its revenue limit and award the performance contract. Once the resolution has been adopted, the school district must submit a copy of the resolution to the Wisconsin Department of Public Instruction within fourteen (14) days of the resolution being passed.

It is clear that the timelines for undertaking a project are now significantly compressed in order to allow the school district to qualify for the exemption before the Bill's effective date. With these compressed timelines come contractual, design and engineering challenges in that there is simply not enough time to appropriately address all component parts of an effective project. School districts should consult with legal counsel as soon as possible in order to best position the school district to meet these challenges.

## 2. Impact on Plans of Finance.

Second, questions remain as to the proposed law's impact on existing and contemplated plans of finance. The proposal eliminates the exemption, but "grandfathers" projects when the necessary resolutions are adopted prior to the effective date of the Bill. While this concept sounds simple, challenges are presented with school districts that have engaged in short-term borrowing with the intent to later refinance or for school districts that have multi-phase upgrades and phased borrowing. Questions remain as to whether the new law would prohibit continuation of a previously-authorized revenue limit

exemption if debt is restructured or refinanced following the effective date of the Bill.

It is important to note that the Governor's budget proposal is just that – a proposal. There is no guarantee that the proposal will become law. However, school districts that are contemplating energy efficiency upgrades and would like to take advantage of the revenue limit exemption are strongly encouraged to immediately discuss the situation with both legal counsel and their financial advisor. 🐼

If you have questions regarding this article, please contact Steven at [snelson@vonbriesen.com](mailto:snelson@vonbriesen.com) or Andrew at [aphillips@vonbriesen.com](mailto:aphillips@vonbriesen.com)

“

*Have the courage to follow your heart and intuition. They somehow know what you truly want to become.”*

~ Steve Jobs

# Spotlight on Jason Demerath



During his 13 years in school business, Jason Demerath has garnered experience in districts serving from 725 students to 25,000 students. Since 2009, he has served as director of business services for the School District of Fort Atkinson, which enrolls about 3,000 students in six schools in Fort Atkinson, Wisconsin.

Jason is proud of the work the district has done over the past 18 months to begin implementation of the Smarter School Spending framework. "There has been a lot of professional development for me and our administrative team," Jason says. "This model brings together the academic and financial sides of the district to work together in making evidence-based decisions that positively impact student achievement."

Clearly, Jason understands the importance of student success and embraces being a lifelong learner. Not only did he earn his master's degree in school business management from the University of Wisconsin-Whitewater, but

four years ago, he went on to become an instructor for the same program—inspiring future generations of school business officials. In addition, he earned his SFO® certification and is a certified school risk manager (CSR).

Jason joined the Wisconsin ASBO board more than three years ago, and as the current president-elect, has had many more opportunities to network with SBOs outside the state.

"I have been able to participate in ASBO International events, gaining valuable professional development that has advanced my leadership skills," Jason says. "And I have networked with colleagues from across the country. Lean on your colleagues, ASBO, and your state ASBO affiliate for any resources you may need. I have yet to encounter a school business official who is not willing to help his or her colleagues, especially someone new to the profession."

Look Jason up at the next ASBO International event. He has some

interesting stories to tell, including how he married the same woman twice in one day and has had dinner with Brett Favre! 🍷

*"This article originally appeared in the March 2017 Member Spotlight section of the Association of School Business Officials International (ASBO) website. The text herein does not necessarily represent the views or policies of ASBO International, and use of this imprint does not imply any endorsement or recognition by ASBO International and its officers or affiliates."*

For more information about ASBO please visit [www.asbointl.org](http://www.asbointl.org).

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# U.S. Supreme Court Decides Service Animal Case

By Alana Leffler and Gary Ruesch, Buelow Vetter Buikema Olson & Vliet, LLC.



On February 22, 2017, the Supreme Court of the United States issued a decision in *Fry v. Napoleon Community Schools, et al.*, unanimously concluding that the exhaustion requirement of the Individuals with Disabilities Education Act (IDEA) does not apply if the core basis of a parent's lawsuit is something other than the denial of a free appropriate education (FAPE). This decision will likely result in more complaints proceeding directly to federal court under Section 504 of the Rehabilitation Act (Section 504) or the Americans with Disabilities Act (ADA), without first being heard in an IDEA due process proceeding.

In *Fry*, the student used a service dog, named Wonder, to assist her with her daily life activities. The school initially allowed the student to bring Wonder to school on a trial basis, but the school ultimately excluded Wonder from school on the basis that Wonder could not provide the student with any support that the student's human aide could not. The parents filed a lawsuit in federal court under Section 504 and the ADA. The district court granted the school district's motion to dismiss the lawsuit, holding that the parents were required to exhaust their administrative

remedies under the IDEA before filing a lawsuit in federal court. The Court of Appeals for the Sixth Circuit agreed. The parents appealed to the Supreme Court of the United States, arguing that because they were requesting money damages, a remedy not available under the IDEA, the exhaustion requirement did not apply.

The Court found in favor of the parents, concluding that the exhaustion requirement hinges on whether a lawsuit seeks relief for the denial of FAPE. If a lawsuit is brought under Section 504 or the ADA, and the parents are not seeking a remedy for the denial of FAPE, then the exhaustion of administrative remedies under the IDEA is not necessary. In other words, whether the exhaustion requirement applies will depend on whether the core basis of the lawsuit is something other than the denial of FAPE. In order to make this determination, the Court suggested asking two questions: First, could the plaintiff have brought essentially the same claim if the alleged conduct had occurred at a public facility that was not a school? Second, could an adult at the school have pressed essentially the same grievance? If the answers to those questions are yes, the core basis of the

complaint is unlikely to be the denial of FAPE.

It is important to note that the Court expressly declined to rule on whether the exhaustion requirement applies to a lawsuit that alleges a denial of FAPE but seeks a remedy not available under the IDEA, such as money damages.

As a result of the Court's decision, parents may be more likely to file a lawsuit in federal court under the IDEA or Section 504 without first requesting a due process hearing under the IDEA and Chapter 115 of the Wisconsin Statutes. It is also possible that plaintiffs lawyers will attempt to use this decision to circumvent the administrative process in other situations as well. For disputes involving service animals, mediation is often helpful in resolving the dispute before it escalates to the point of a lawsuit being filed. It is also important to review your policies and procedures relating to service animals and other requests for accommodations. 🇺🇸

If you have any questions about this Legal Update, please contact Alana at [aleffler@buelowvetter.com](mailto:aleffler@buelowvetter.com) or Gary at [gruesch@buelowvetter.com](mailto:gruesch@buelowvetter.com)



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**Conference Highlights**

# Wisconsin Federal Funding Conference Feb. 15-16, Kalahari, WI Dells

More than 550 school personnel, including WASBO and WCASS members, attended the popular Wisconsin Federal Funding Conference.



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DPI staff presented the latest information about education funding.

**BRONZE**




# Facilities Management Conference March 7-8, Kalahari, WI Dells

Over 260 attendees converged on the Kalahari for the Facilities Management Conference and its sold-out exhibit show. Thank you to all exhibitors who donated prizes and helped us raise \$2,285 for the Joel Konze Memorial/Facilities Management Conference Student Scholarship.



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# Transportation & Bus Safety Conference March 8, Kalahari, WI Dells



The Transportation & Bus Safety Conference was held concurrently with the Facilities Management Conference, focusing on issues unique to school transportation



# Accounting Conference March 15-16, Madison Marriott West, Middleton

More than 400 business officials attended the Accounting Conference in March. Immediately before the conference, a p-Card Users Group explored operations and benefits of the WASBO p-Card program.



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**YEAR of SUCCESS**

The Wisconsin Federal Funding and the Accounting Conferences are part of the WASBO Year of Success program, a six-conference series to designed to offer new business managers, bookkeepers and district administrators with the timely knowledge they need to succeed in a typical school business office year. The year's final offering is the Spring Conference May 11-12. Year of Success begins again in August.

**FRIEND**

**BRONZE**

# Web Accessibility

By Christine Hamiel, Attorney, von Briesen & Roper, s.c.  
Andrew Philips, Attorney, von Briesen & Roper, s.c.



Technology and internet usage has become an integral part of the way that school districts deliver educational services and curriculum and inform the public. In keeping with this industry trend, the Department of Education Office of Civil Rights (“OCR”) has become increasingly aggressive in its enforcement efforts with respect to web accessibility and school district compliance with Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 and its amendments (“ADA”).

Neither the ADA nor Section 504 specifically addresses website access. However, Section 504 prohibits discrimination based upon disability by entities which receive federal funding, e.g., school districts. 29 U.S.C. § 794(a); 34 C.F.R. § 104.4(a). The ADA provides similar protections. 28 C.F.R. § 35.130(a). A school district may not discriminate on the basis of disability when providing any aid, benefit, or service, and must provide individuals with disabilities an equal opportunity to participate in or benefit from its activities. 34 C.F.R. § 104.4(b). The ADA further requires that districts take appropriate steps as to individuals with disabilities to ensure that communications are as effective as communications with others, which ensures individuals with a vision, hearing, or speech disability can communicate effectively with the district. 28 C.F.R. § 35.160(a). In simple terms, school websites cannot contain any barriers which limit or prevent access for individuals with disabilities. As it relates to school districts, OCR is charged with enforcement of these two federal anti-discrimination provisions.

Web accessibility lawsuits – and enforcement efforts by OCR – continue to rise. The enforcement efforts of OCR have resulted in resolution

agreements, at a significant cost in time, effort, and expense, for the offending school districts. This enforcement effort has targeted school district websites which lack basic features to allow all users to access district website content.

In its overly simplified form, web accessibility requires that individuals with disabilities be able to substantively use a website. More specifically, web accessibility requires that people with disabilities be able to perceive, understand, navigate, and interact with the web, and that they can contribute to the web in a way that is equal to and as effective as that of individuals without disabilities. Web accessibility encompasses all disabilities that affect access to the web, including visual, auditory, physical, speech, cognitive, and neurological disabilities. Web accessibility also has the unintended benefit of assisting individuals with changing abilities due to aging.

OCR’s enforcement reached its pinnacle in 2016 with multi-settlements in seven states and one territory (involving eleven education organizations) to ensure website accessibility for individuals with disabilities. See *Juneau Sch. Dist. (AK)* (10-16-1109); *Guam Dep’t of Educ.* (10-16-1098); *Montana Sch. for the Deaf & Blind* (10-16-1160); *Santa Fe Public Schs. (NM)* (08-16-1189); *Washoe County Sch. Dist. (NV)* (10-16-1134); *Davidson Academy of Nevada (NV)* (10-16-1133); *Nevada Dep’t of Educ.* (10-16-1101); *Oregon Dep’t of Educ.* (10-16-1102); *Granite Sch. Dist. (UT)* (08-16-1232); *Bellingham Sch. Dist. (WA)* (10-16-1108); *Washington Office of Superintendent of Public Instruction* (10-16-1103). Those settlements came on the heels of complaints received by OCR alleging certain pages on the entities’ websites were not accessible to persons with

disabilities. The complaints identified a number of common accessibility concerns.

**Videos.** Videos without captions or technologically deficient captions are not accessible to those who are deaf or hard of hearing. Those with visual impairments may not be able to access videos without audio descriptions narrating or without playback controls that can be read by screen reading software.

**Images.** Screen reading software and other visual assistive technologies utilized by those with visual impairments can only process text – not photographs, charges, or other undescribed website images on the screen. In order for images to be accessible to those using screen reading software, hidden alternative text which describes the image should be utilized because the alternative text may be read by the screen reading software.

**Documents.** PDFs, GIFs, and other image-based document formats are not properly formatted to be accessible by screen reading software and cannot be read by programs that enlarge text or change font and color settings.

**Text/Font.** Individuals with vision impairments are unable to distinguish color contrast or fonts and/or font sizes.

**Access.** Individuals who have limited manual dexterity and use speech recognition or keyboard alternatives are unable to access content because options for access are not provided, such as access via keyboard only without the use of a mouse.

The eleven entities entered into separate resolution agreements to resolve the complaints and address accessibility concerns. Those settlement agreements provided a

number of the following actions:

- Selecting an auditor who has the requisite knowledge and experience to identify barriers to access on the entity's website;
- Conducting a thorough audit to identify barriers to access and conducting a thorough assessment of existing online content and functionality;
- Making all new website content and functionality accessible to people with disabilities;
- Developing a corrective action plan to prioritize the removal of online barriers over an 18 to 24-month period;
- Posting a notice to persons with disabilities about how to request access to online information or functionality that is currently inaccessible;
- Providing website accessibility training to all personnel responsible for creating or distributing information on the entity's website; and
- Develop and implement web accessibility policies.
- Ensure all new and existing web content is fully accessible to individuals with disabilities.

The resolution agreements sought to ensure accessibility to persons with disabilities, particularly those with visual, hearing, or manual impairments or those who otherwise require the use of assistive technology. Accessibility, OCR found, is required to provide access to the website or the online learning environment in an equally effective and integrated manner as persons without disabilities.

Making a website accessible can be simple or complex, depending on many factors such as the type of content, the size and complexity of the site, and the development tools and environment. Fixing inaccessible websites can require significant effort, especially sites that were

not originally "coded" properly and sites utilizing multiple media. The W3C® maintains the Web Content Accessibility Guidelines ("WCAG") 2.0, which are widely accepted standards for accessibility. See <https://www.w3.org/TR/WCAG20/>. These guidelines are organized around four major principles aimed to make web content more perceivable, operable, understandable, and robust.

#### **Principle #1: Perceivable.**

Information and user interface components must be presentable to users in a way they can perceive (meaning that alternatives are provided for a user who cannot use one of his senses).

Text: Ensure all images for text alternatives or "alt text."

Media: All audio or video content must have a text alternative that presents "equivalent information," i.e., closed captioning or text transcripts (which would include nonspeech information conveyed through sound).

Adaptable: The content structure should be clear without styling, i.e., a simpler layout.

Distinguishable: Text with sufficient color contrast to see and hear content; separate foreground from background.

**Principle #2: Operable.** User interface components and navigation must be operable (meaning users may utilize a variety of different devices to navigate, i.e., keyboard versus mouse)

Keyboard: Access all elements on the page through keyboard navigation

Time: Ensure enough time to read and use content and implement of override for content time out.

Seizures: Avoid content known to cause seizures, i.e., ensure no content flashes more than 3 times in any 1-second period.

Navigable: All pages have titles and content on the page is broken into sections with descriptive headings and labels. Provide a way to bypass

repeated content.

**Principle #3: Understandable.** Information and the operation of user interface must be understandable.

Readable: Ensure text is "readable," i.e., reading level cannot be higher than "lower secondary education." Provide mechanism to identify abbreviations and definitions.

Predictable: Content appears and operates in a predictable fashion. Consider warning visitors of any sudden change in context, i.e., do not open links in a new window or tab without a clear warning.

Input Assistance: Ensure accessibility of forms. Utilize help text by the form fields and perceivable error messaging, i.e., accompanying text should make it clear that there was an error for these users.

**Principle #4: Robust.** Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies; meaning webpages should maximize compatibility with current and future user tools and software.

Validation: Ensure that elements are properly nested and that there are not duplicate attributes and IDs.

Districts should act now to ensure their website are accessible to all individuals. Districts should seek to proactively engage website developers to assist with bringing webpages into compliance. Website developers should be provided with the WCAG 2.0 and must be advised of the need to work collectively with districts to bring websites into compliance.

### **A Reactive or Proactive Approach?**

Many school districts may be unaware that they are at risk of an OCR complaint or compliance review or even litigation regarding website accessibility. One approach for a school district to take is "wait and see." If OCR never investigates, or

*Continued on page 36*

## Web Accessibility

Continued from page 35

a lawsuit is never filed, there would be nothing that a school district is legally compelled to do to address accessibility concerns.

On the other hand, a school district could determine that a proactive approach would be more reasonable. In that circumstance, OCR resolution agreements and consent orders provide guidance for steps school districts may elect to take to minimize liability for a website deemed inaccessible to individuals with disabilities under the ADA or Section 504. School districts should act now to ensure their websites (and their vendors' websites) are compliant with

WCAG 2.0.

Unless your district is already actively working on accessibility concerns, your district probably fails one of the WCAG 2.0 guidelines. (They are not easy.) Districts should consider conducting a full accessibility audit now. This will give the district a clear idea of which portions of the district's site may need to be updated for compliance. It will also provide a sense of the scope and scale of changes required to bring your district's website into compliance, and to create an implementation plan to make these changes incrementally to be fully compliant. School districts should also conduct

ongoing monitoring of their website accessibility as new technology for accessibility develops, and ensure all personnel who add web content are appropriately and adequately trained in accessibility requirements. Finally, districts should work with website developers to ensure their websites are in compliance with the WCAG accessibility guidelines. 📌

For more information regarding this article, please contact Christine at [chamiel@vonbriesen.com](mailto:chamiel@vonbriesen.com) or Andrew at [aphilips@vonbriesen.com](mailto:aphilips@vonbriesen.com)



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# A Safety Checklist for Summer Moves

By SFM Mutual Insurance Co.

Submitted on behalf of the WASBO Safety and Risk Management Committee

School staff members can be at heightened risk for injuries at end of the school year as they pack up classroom items, clear walls and perform other special projects.

But taking the following precautions can help guard against these types of injuries:

- Pre-plan classroom moves and discuss details with everyone involved.
- Provide a written advisory to all staff about safe material handling practices and safe ladder use. Do so at staff meetings prior to the school closing date.
- Encourage employees who need to use ladders to have shoulder bags or “pouches.” The bags can be slung across the body to ensure they don’t slide off. Staff can put items into the bag as they take them down, keeping their hands free to hold on when climbing down the ladders.
- Ensure all employees know that standing on chairs, tables, etc., is strictly forbidden. Prominently post SFM’s “Don’t you dare stand on a chair” posters.
- Post safety signs about proper lifting and preventing indoor slips and falls.
- Ensure ladders, dollies and push carts are available and easily accessible for each hallway.
- Limit the size of moving boxes in order to limit the weight. If possible, get boxes with handles. Provide normal size boxes for light objects and smaller boxes for books, etc. Limit the weight of any box 35 pounds or less.
- If boxes are to be loaded and then staged in the classroom, consider providing pallets to raise the working level and reduce bending.
- Limit the size of garbage and recycling bins used to keep the weight manageable for subsequent handling.

If only large containers are available, consider installing a “false bottom” in the cans to effectively reduce the available volume.

- Make sure employees understand they are not to move file cabinets, desks or other furniture without assistance and to plan ahead to get help.
- Consider sending an email survey asking employees if they anticipate any challenges during the move. React accordingly.
- Organize the space so high-traffic areas are clear of any obstacles.
- Schedule periodic rest breaks and secure an area for resting that is away from the moving area.
- Keep a first-aid kit on hand in case of an emergency.

## Tips to share with employees

One of the most important things you can do is educate employees on the risks and what they can do to stay safe while preparing for summer, such as:

- Wear proper clothing and footwear. Avoid wearing loose sleeves or shirttails that might get snagged. Wear durable, supportive footwear, with good grip, particularly if surfaces should become wet.
- For items that require more than two people to move, make sure you have an extra person – one who can direct the group and be there in case someone slips or cannot carry the load. The extra person can also act as the communicator.
- Make sure if you’re passing boxes to another person that you know he or she has a firm grip before letting go.
- To avoid slips, trips and falls when

taking items out to your vehicle:

- Park as close to the exit as possible
- Avoid walking or pushing carts over uneven or damaged sidewalks and parking lot surfaces
- Don’t allow what you’re carrying to obstruct your view of the walking surface ahead of you
- If it’s wet outside, avoid stepping on painted lines as they can be slippery when wet
- Use a foot forward, knees slightly bent, head up posture when loading items into your vehicle. 🐾

## Service Affiliate Checklist

Your contact for sponsorship, advertising, and newsletter submissions is Clare May, [clare.may@wasbo.com](mailto:clare.may@wasbo.com)

- Sponsorship Opportunities Available May 1:
  - Custodial & Maintenance Conferences
  - New School Administrators & Support Staff Conference
  - WASBO activities at AM&E
  - Fall Conference
  - Midwest Facility Masters
  - Winter at a Glance
  - School Personnel Academy
  - Federal Funding 2018
  - Facilities Management 2018
  - Accounting Conference 2018
- *Taking Care of Business* articles due May 15 for June issue.
- Advertise in *Taking Care of Business*. 2017-18 coming soon.
- Join a WASBO Committee.

# U.S. Supreme Court Changes Standard for Required Level of Educational Benefit for Students with Disabilities

By Alana Leffler and Gary Ruesch, Buelow Vetter Buikema Olson & Vliet, LLC.

On March 22, the Supreme Court of the United States issued its much-anticipated decision in *Endrew F. v. Douglas County School Dist. Re-1, No. 15-827*, (March 22, 2017), modifying the longstanding standard for a free appropriate education (FAPE) for children with disabilities. In *Endrew F.*, the Court revisited its previous decision in *Board of Education v. Rowley*, 458 U.S. 176 (1982), a seminal decision which set the standard for FAPE under the IDEA. After *Rowley* was decided, courts variously described the *Rowley* standard as requiring some educational benefit, a more than de minimis or trivial educational benefit, or a meaningful educational benefit. This split among the circuits prompted the U.S. Supreme Court to review *Endrew F.*

*Endrew F.* involved an elementary school child with autism who was making some modest progress towards several of his academic and functional goals, but whose behaviors were escalating each year. The student hit and kicked other people, ran out of the classroom and school, engaged in self-harming behavior, and twice urinated and defecated in the “calming room.” The parents eventually rejected the IEP that was offered by the school district and enrolled the student in a private school, where he thrived. The parents then asked that the school district reimburse them for the cost of the private school tuition, arguing that the school district failed to provide FAPE. They argued that the IEP offered by the district was inadequate due to a lack of progress on goals in the IEP and the failure of the school district to put in place an appropriate Behavior Intervention Plan (BIP). The impact of behavioral issues in determining

whether an IEP was reasonably calculated to provide FAPE was not an issue that the Court had to consider in *Rowley*, as the student in that case did not have behavioral issues and was progressing smoothly through the regular curriculum.

The Tenth Circuit Court of Appeals determined that the school district did not have a duty to maximize the student’s educational progress and must only provide “some” educational benefit. The court found that the student was making some academic progress, the school district made an effort to address the behavioral issues, and a BIP was not required by the IDEA. Therefore, the court concluded that, although it was a close call, the school district had met the “some” benefit standard for FAPE.

The parents appealed to the U.S. Supreme Court, arguing that the standard for FAPE should be a “substantial” educational benefit. The parents highlighted the fact that the IDEA had been amended twice since *Rowley* was decided, and it now seeks to ensure equality of opportunity for children with disabilities. The Solicitor General, speaking on behalf of the federal administration, agreed with the parents that a program that provides a more than de minimis benefit does not provide FAPE. The Solicitor General asked the Court to adopt a standard for FAPE that would require significant or appropriate educational progress in light of the child’s circumstances.

In a unanimous decision, the Court ruled today that “[t]o meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The Court



clarified that a student’s “IEP need not aim for grade-level advancement. But his educational program must be appropriately ambitious in light of his circumstances, just as advancement from grade to grade is appropriately ambitious for most children in the regular education classroom. The goals may differ, but every child should have the chance to meet challenging objectives.” The Court did not decide the issue of whether the student in *Endrew F.* had made appropriate progress in light of his circumstances. The Court also declined to create a bright-line rule or elaborate on what “appropriate” progress would look like from case to case.

The Court’s decision is neither a ringing endorsement nor a wholesale repudiation of *Rowley*. Rather, it is a logical extension of its foundational principles. But even more, the Court reminds us of its confidence in the expertise and professionalism of school officials as it cautions courts not to “substitute their own notions of sound educational policy for those of the school authorities which they review.”

School officials should undertake to incorporate this new standard as they conduct annual IEP reviews and consider whether students are making expected and appropriate progress. Administrators and case managers should be made aware of *Endrew F.*’s individualized assessment, especially as it relates to children with behavioral and emotional issues. This time of the year is a perfect opportunity as IEPs and Placements are considered for the 2017-18 School Year. 🐦

If you have any questions about this Legal Update, please contact Alana at [aleffler@buelowvetter.com](mailto:aleffler@buelowvetter.com) or Gary at [gruesch@buelowvetter.com](mailto:gruesch@buelowvetter.com)

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## Upcoming WASBO Events

### Professional Development

#### Spring Conference \*\*

May 11-12 - La Crosse Center, La Crosse  
(Module 3)

#### Custodial & Maintenance Conferences

June 21, Waunakee High School, Waunakee (Module 4)  
July 12, Logan High School, La Crosse (Module 6)  
July 19, University School of Milwaukee, Milwaukee  
(Module 1)  
July 26, Amherst High School, Tomorrow River  
(Module 2)

#### Mentorship Program Orientation

August 15 - Holiday Inn, Stevens Point

#### New School Administrators & Support Staff Conference \*\*

August 16-17 - Holiday Inn, Stevens Point

#### ASBO International Annual Meeting \*\*

September 22-25 - Denver, CO

#### WASBO Fall Conference \*\*

October 5-6 - The Osthoff Resort, Elkhart Lake

#### Midwest Facility Masters Conference \*\*

October 30-31 - Kalahari Resort, WI Dells

#### SFO Study Group

December 5 - Madison Marriott West, Middleton

#### Winter at a Glance

December 5 - Madison Marriott West, Middleton

#### WASBO/WASPA School Personnel Academy \*\*

December 6-7 - Madison Marriott West, Middleton

### Scholarship Fundraisers

#### Spring Golf Fundraiser

May 10 - Cedar Creek & Fox Hollow, La Crosse

#### Spring Bike Fundraiser

May 10 - Great River Trail

#### Fall Golf Fundraiser

October 4 - Quit Qui Oc Golf Club

#### Fall Bike Fundraiser

October 4 - Old Plank Road Trail

### Certified School Risk Managers (CSRMs)

#### Courses \*\*

#### Administering School Risks

April 19, 2017 - Holiday Inn, Stevens Point

#### Bullying Prevention

April 20, 2017 - Holiday Inn, Stevens Point

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# What MERV Filter Should I Use?

By Ben Klawitter, Climate, Filtration Systems Inc.

One of the most common questions we get is asked a variety of ways:

- How much MERV is enough?
- What efficiency filter should I use?
- Isn't 8 enough?

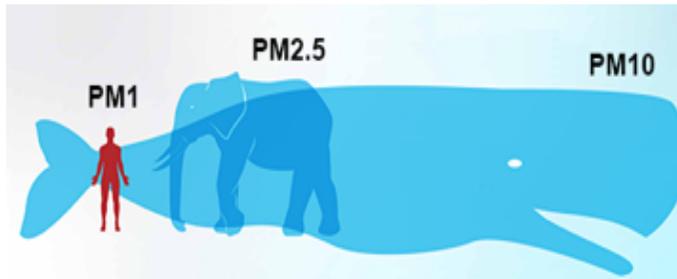
As is the case with most questions like this, the answer is: It depends. To come to an answer for general HVAC purposes an understanding of how the MERV filter efficiencies relate to Particulate Matter (PM). General HVAC purposes would be ventilation for office and other commercial buildings, K-12 schools, colleges and universities, retail buildings, and hotels. In these cases there typically isn't source generation of particulate like industrial manufacturing facilities or hospitals that have more pathogen control concerns.

## What is PM anyway?

PM is simply all of the particles that are suspended in the air. This can be further broken down by a maximum particle size, which often occurs because smaller particles stay suspended in the air longer and are typically more detrimental to human health as smaller particles can penetrate lung tissue and even enter the blood stream. The most common different PM subclasses are PM10 (particles <10 $\mu$ ), PM2.5 (particles <2.5 $\mu$ ) and PM1 (particles <1 $\mu$  or sub-micron particles). Of greatest concern for human health is PM1 as it is those sub-micron particles that not only make up 99% of all airborne particles they are also the ones that can penetrate down into the lungs and bloodstream.

For a point of reference, a human hair is about 70 $\mu$  in diameter. As seen in the graphic above if a 6' tall average weight person were representative of 1  $\mu$ , then 2.5 $\mu$  would be the size of an adult elephant, and 10 $\mu$  would be the size of a blue whale. This visual

is important to remember because air filters are tested on particles between 0.3 $\mu$ -10 $\mu$  which is a substantial chasm, couple that with the fact that under ASHRAE 52.2/MERV weighs their numerical scale toward capturing a higher percentage of larger particle, but 99% of particles are under 1 $\mu$  - which is a bit backwards and is why ISO 16890 will eventually replace ASHRAE 52.2



## Taking Fractional Efficiency Curves to PM

Now that we have a basic understanding that most particles in the air are sub-micron in size and these are also the most harmful particles to our health – it would make sense that the amount of filtration that should be used will be based on the air filter's ability to remove these small particles from the air. What makes this difficult is there is no reference to the distribution of particles in atmospheric air anywhere in the ASHRAE 52.2 standard. This omission makes it important to understand how fractional efficiency curves relate to the particles size concentrations that make PM. Another difficulty is that the three particle size ranges reported (E1, E2, and E3) average a filter's efficiency across the entire range of particle sizes without regard to how many of those particles are in the air. For example a filter rated at 13 needs to average 50% removal or better for the E1 range which reports the average of particles with a median size of 0.35 $\mu$ , 0.475 $\mu$ , 0.625 $\mu$ , and 0.85 $\mu$ . So a filter could capture no particles 0.35 $\mu$  as long as it captured enough in

the larger sizes to average 50%, even though in atmospheric air those 0.35 $\mu$  particle outnumber 0.85 $\mu$  particles by a margin of 7-to-1, meaning the real world impact of that filter is questionable at best. (A competing test standard ISO 16890 solves this problem by using a mass particle capture percentage based on the atmospheric air particle distribution)

Looking at filters rated at 11, they only require 20% removal for E1 particles. Somehow that is defined as a "high-efficiency" filter, but mating that data against the

particles that are actually in the air 11 isn't very efficient. As a matter of fact in countries that use a test standard other than ASHRAE 52.2 that would be considered a medium efficiency pre-filter.

When you mate the MERV fractional efficiency against the distribution of ambient air particles, you get the results found in the graph on page 41.

## In Conclusion

With the current test standard it is advised that the minimum efficiency filter that should be used in order to provide clean, safe air to building occupants is MERV 13. These filters generally take out over half of all particles in the air which will give a true air cleaning effect, especially when multi-pass or re-circulated air is used. 🐡

For questions regarding this article, please contact Ben at [ben@fsmn.com](mailto:ben@fsmn.com)



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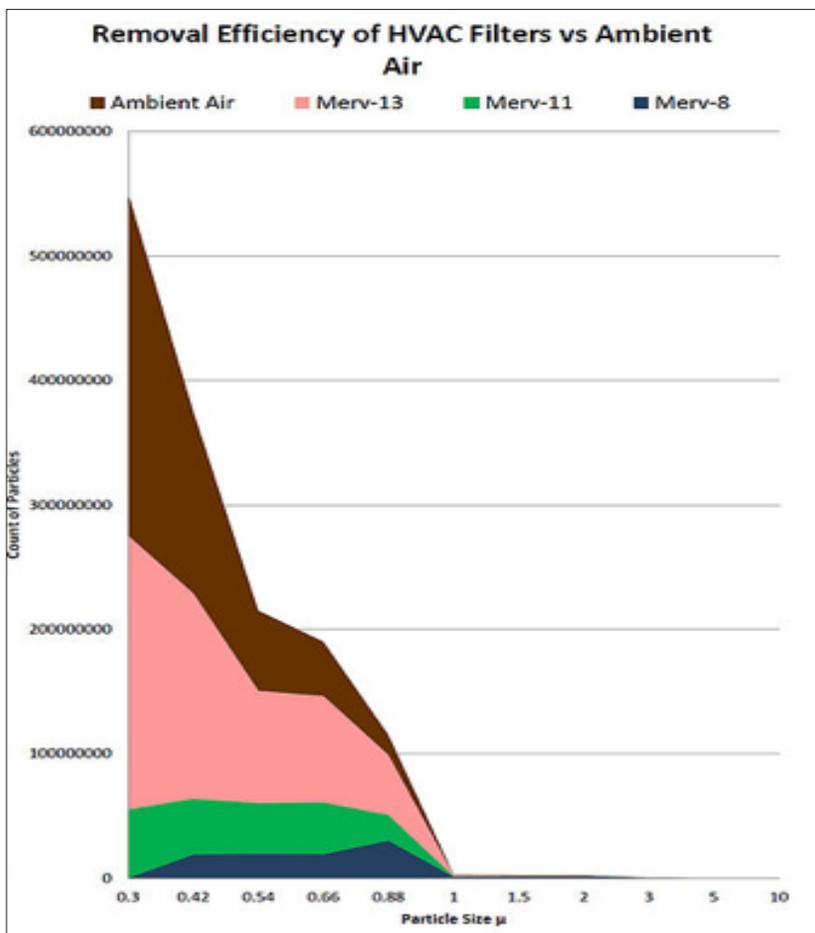


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“

*When one door of happiness closes, another opens, but often we look so long at the closed door that we do not see the one that has been opened for us.”*

~ Helen Keller

This graph accompanies the article “What MERV Filter Should I Use?” found on page 40.

# Welcome New Members • February - March 2017

## District Professional Members

- **Steve Abler**, Building Custodian IV, Oshkosh Area SD
- **Sara Andrus**, Curriculum Coordinator/Special Ed Director, Big Foot Area Schools Association
- **Dianna Chang**, Executive Coordinator, Partnership Academy
- **Melissa Clark**, Bookkeeper, Almond-Bancroft SD
- **Hope Dachel**, Customer Service/Project Specialist, Focus on Energy
- **Catherine Eckers**, Business Manager/Assistant-HR/Payroll, Sturgeon Bay SD
- **Cristine Escobedo**, Relief Head Custodian, Kenosha Unified SD
- **Roger Feucht**, Director of Facilities, Divine Savior HS
- **Kim Gordon**, Business Manager Assistant, Sturgeon Bay SD
- **Nancy Hazelberg**, Bookkeeper, Swallow SD
- **Ryan Kottke**, Payroll & Accounting Specialist, CESA #9
- **Dave O'Mara**, Director of Building & Grounds, De Soto Area SD
- **Chris Osowski**, Whitnall SD
- **David Paulick**, Grounds Maintenance, Oak Creek-Franklin Joint SD
- **John Rick**, Facility Director, Hillsboro SD
- **Wes Schroeder**, Director of Buildings & Grounds, Weyauwega-Fremont SD
- **Kristin Slava**, Environment and Facilities Manager, Preschool of the Arts
- **Dan Smith**, Maintenance, Rice Lake Area SD
- **Mark Sromek**, Buildings and Grounds Director, Osseo-Fairchild SD
- **Daniel Thompson**, IT Director, Hillsboro SD
- **Joe Tilton**, Maintenance Director, Grantsburg Schools
- **Sheila Turnbull**, Hayward Community Schools
- **Trish Vazquez**, HR & Payroll Specialist, Spooner Area SD
- **Paul Vigue**, Facility Director
- **Bonny Wesson**, CFO, Milwaukee Academy of Science
- **Brian Whitefoot**, Budgets and Grants Specialist, Racine Unified SD
- **Martin Whyte**, Head Custodian, Kenosha Unified SD
- **Josh Youngbauer**, Buildings & Grounds Supervisor, Berlin Area SD
- **Kristopher Zachary**, Finance Manager, Marathon County Special Education

## Service Affiliate Members

- **Brian Bagley**, Managing Director, Vantage Financial
- **Peter Barr**, Senior Business Consultant, Honeywell Energy Services Group
- **Kim Drehmel**, Customer Service, Focus on Energy
- **Dave Goetz**, Senior Account Executive, Ewald Fleet Services
- **Sonny Heinrich**, Sales Representative, Student Assurance Services, Inc.
- **Peter Jakab**, Business Development Manager, CBIZ Valuation Group, LLC
- **Nick Johnson**, End User Specialist, ASSA ABLOY

- **Kara Johnson-Siegler**, Product Manager, Security Health Plan of Wisconsin, Inc.
- **Bob Kobza**
- **Dan Koutecky**, Floorcare USA Inc.
- **Amee Lapke**, District Manager, Mannington Commercial Flooring, Amtico LVT
- **Mitch Larson**, Project Executive, Westpahl & Company, Inc.
- **Chris McNicol**, Owner District Sales, Masters Building Solutions
- **Rob Mitchell**, Regional Sales Manager, AstroTurf, LLC
- **Jesse O'Kane**, General Manager Electronics - Madison, Per Mar Security Services
- **Eric Rehn**, Quality Control Services, Inc.
- **Matt Silkey**, Portfolio Advisor, PMA Financial Network, Inc.
- **Jason Stini**, K12 Public Education Account Executive, Schneider Electric
- **Jeff Stoltz**, VP of Wisconsin Operations

## Student Members

- **April Farley**, Business Services Specialist, Oak Creek-Franklin Joint SD

## Member Moves and Retirements

### On the Move

- **Ryan Fornal**, from Systems/Operations Supervisor, Racine Unified SD, to Custodial Supervisor, Oak Creek-Franklin Joint SD
- **Steven Schonert**, from Account Executive, Johnson Controls, Inc., to Account Executive, Nexus Solutions

### Retirements

- **Bonita Basty**, Administrative Bookkeeper, Birchwood SD
- **Gail Grieger**, Director of Business Services, Mequon-Thiensville SD
- **John Schultz**, Supervisor of Building & Grounds, SD of Cudahy
- **Christian Stemler**, Building & Grounds Director, Berlin Area SD



## Stay Connected



### Right of First Refusal Process

Service Affiliate members who provide sponsorships receive a Right of First Refusal opportunity to sponsor again the following year. In an effort to increase efficiency and improve communication between WASBO and Service Affiliate members, we are modifying the Right of First Refusal process from past years. Right of First Refusal will take place on a quarterly basis. This new process allows for advanced planning and budgeting for both WASBO and sponsors, as well as a greater opportunity for new Service Affiliates to sponsor a professional development opportunity. For more information on this process and to view the Right of First Refusal schedule, visit [wasbo.com/sponsor](http://wasbo.com/sponsor).

Questions? Contact Clare May, [clare.may@wasbo.com](mailto:clare.may@wasbo.com) or 608.729.6632.

### Interim Assignments

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

### Network by Participating on a WASBO Committee

Meet professional school colleagues and service affiliates, share ideas, enhance WASBO services and enrich your professional development. Serve on a WASBO committee — you'll do all that, and more. Find out more at [WASBO.com/committees](http://WASBO.com/committees). Contact Kristin Hauser at [kristin.hauser@wasbo.com](mailto:kristin.hauser@wasbo.com).

### Submit a Newsletter Article

Has your school district implemented a new practice? Do you have a story to tell? Share your experience by writing an article for *Taking Care of Business*. Email your submission to Clare May, [clare.may@wasbo.com](mailto:clare.may@wasbo.com).

### Mentorship Program

New professionals are entering the field regularly. If you know of someone new in your region who could use the help of a mentor, contact WASBO's Mentor Coordinator, Mary Jo Filbrandt, at [maryjo.filbrandt@wasbo.com](mailto:maryjo.filbrandt@wasbo.com). For a school facilities mentor, contact Joe Ledvina at [jledvina@lacrossesd.org](mailto:jledvina@lacrossesd.org) or Dave Hoh at [david.hoh@oshkosh.k12.wi.us](mailto:david.hoh@oshkosh.k12.wi.us).

**Is your WASBO membership up to date?**  
**Log in at WASBO.com, check your profile and update your communication preferences!**

**Keep us Posted!**

**Retiring?** Contact WASBO before you leave so we can update your member type to retired and get your new contact information. Email Kristin Hauser at [kristin.hauser@wasbo.com](mailto:kristin.hauser@wasbo.com). If you are interested in being added to our interim list, send an email to Woody Wiedenhoef at [woody.wiedenhoef@wasbo.com](mailto:woody.wiedenhoef@wasbo.com).

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

**Vote for Your WASBO Board**

Remember to vote in the WASBO Board election through April 30.

District Professionals and retired members, check your email for a link to your official ballot.



**Your 2017 SFO Action Plan Starts Here**

Make this year to become a Certified Administrator of School Finance and Operations® (SFO®). Earn your SFO by September and get reimbursed for Exam Part 1—a \$195 value!



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## Upcoming Events - WASBO.com

### Professional Development

- Spring Conference  
May 11-12, 2017 - La Crosse Center, La Crosse
- Custodial & Maintenance Conferences  
June 21, 2017 - Waunakee High School, Waunakee
- July 12, 2017 - Logan High School, La Crosse
- July 19, 2017 - University School of Milwaukee, Milwaukee
- July 26, 2017 - Amherst High School - Tomorrow River SD, Amherst

### Scholarship Fundraisers

- Spring Golf Fundraiser  
May 10, 2017 - Cedar Creek and Fox Hollow
- Spring Bike Fundraiser  
May 10, 2017 - Great River Trail

### Certified School Risk Managers (CSRMs)

- Courses (Viterbo Credit) - 2017 classes in Stevens Point  
Administering School Risks  
April 19, 2017
- Bullying Prevention  
April 20, 2017

### Buildings & Grounds Group Meetings

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

### Committee Meetings

- Safety & Risk Management  
All meetings at 11:45 am, WASBO Offices in Madison unless otherwise noted. April 4, 2017; Aug 1, 2017
- School Facilities  
All meetings at 9:30 am, WASBO Offices in Madison unless otherwise noted. April 4, 2017; Aug 1, 2017
- Fall Conference  
All meetings at 1 pm, WASBO Offices in Madison unless otherwise noted.
- Midwest Facility Masters Conference  
Meetings at 10 am by conference call unless otherwise indicated. April 6, 2017

### Regionals

- Check WASBO.com for details.
- Bay Area/Northeast - Meetings start at 9 am. Oshkosh; April 7, 2017, Kimberly; May 19, 2017; Manitowoc
- Madison Area - Meetings start at 9 am at Stoughton Area School District.
- Northwest - Meetings start at 10 am at Lehman's Supper Club in Rice Lake. April 5, 2017
- Southeast - Meetings at 1 pm. Hartland-Lakeside; April 21, 2017
- Southwest - Meetings start at 9 am at CESA 3. April 19
- West Central - Meetings from 9 am - 1:30 pm at Sparta Area SD Admin & Education Center. April 6, 2017 (April meeting held in Black River Falls)
- WI Valley - Coffee at 9 am, Meeting at 9:30 am. April 21, 2017, Northland Pines; Aug 18, 2017, Antigo