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# Taking Care of Business

The Official Bimonthly Publication of the Wisconsin Association of School Business Officials



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Editor: Woody Wiedenhoef

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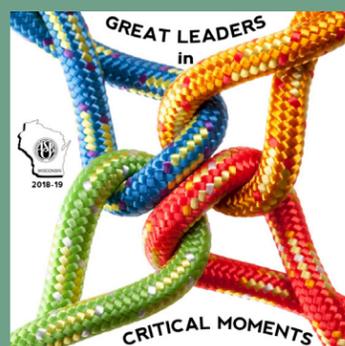
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**WASBO Vision** - To be the most influential Wisconsin organization for state and national school business management and leadership.  
**WASBO Mission** - To provide professional development, to foster a network of support and to advocate for funding that ensures outstanding educational opportunities for all children in Wisconsin.



**Kent Ellickson**  
Director of Finance and Business Services,  
Onalaska  
President, WASBO Board of Directors

## 2018-19 Great Leaders in Critical Moments

**W**elcome to a new year as a member of WASBO. Our professional organization of over 1,600 members continues to improve and grow as a strong resource for professional development, networking and ensuring opportunities for children. I am looking forward to the coming year.

As we start this new year, it is time to thank last year's departing board members and welcome the new board members. Thank you departing directors Lori Ames and Nathan Jaeger. Thank you, also, to departing treasurer, Ken Mischler, and departing past-President, Pat Finnemore. These people have provided valuable service to our organization. Welcome new directors Dave Hoh, Julie Kelly, and Mike Koltes. Welcome back Brian Adesso, Treasurer, and Kathy Davis President-Elect. Brian served as a director through last year and Kathy is returning after serving as a director a few years ago. The 2018-19 WASBO year will include both activities associated with completion of two remaining goals developed through the previous strategic

planning cycle and commencement of strategic planning to guide the organization for the next few years.

The first remaining goal is to identify opportunities to support Service Affiliate/District Professional relationships. We are looking to reenergize the Service Affiliate Committee to provide professional development and materials, possibly a video recording, to support achieving this goal. This is an important endeavor that will mutually benefit service affiliate and professional members.

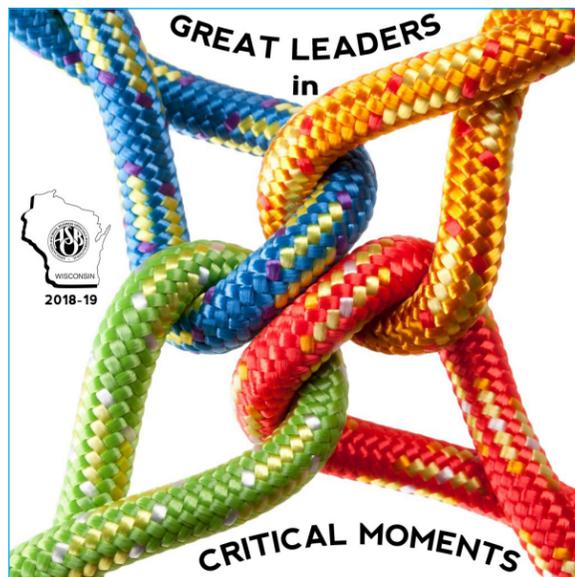
The second remaining goal is to encourage the advocacy component. Specifically, WASBO is looking at broadening offerings to help local districts advocate and tell their stories. WASBO will look to work

with others to develop offerings and delivery methods.

For the future, WASBO has started another Strategic Planning Cycle. An important initial step in this process will be to develop a survey of its membership to identify membership needs for Strategic Planning. This is important work as our organization's membership has changed through both turnover and growth and the professional landscape continues to change. Surely we need to plan accordingly so we can meet the needs of our members.

Please remember this year's theme of Great Leaders in Critical Moments as we move through this year. The theme's accompany logo shows pieces of rope put together into a knot. I think about this knot as the WASBO organization. We strive to have an organization that has listened, planned, and improved. The wrapping of the rope symbolizes the collaboration.

Let's have a good year in WASBO and an even better future together.



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

# Blue Ribbon Commission Update



In the WASBO June newsletter, I updated the WASBO membership on the work of the Blue Ribbon Commission on School Funding and provided a preview of the SAA's testimony before the Commission at its final public hearing on June 4th. Today, I will share the SAA's major policy recommendations to the Commission and update you on the Commission's process moving forward. The SAA recommendations were well-received by Commission members. For the SAA's full testimony, see <http://wsaa.org/wp-content/uploads/2018/06/BRC-Testimony-060418-2.pdf>.

In my testimony before the Commission, I raised the following practical policy considerations:

## 1. Predictable & Sustainable Increase in School Revenues

The SAA supports indexing school revenue growth to the consumer price index (CPI) to align allowable revenue growth with school cost increases and the investments necessary to meet student needs. Predictable, sustainable funding is critical for school districts to plan strategically and to produce a timely, and balanced budget.

## 2. Increase the Secondary Cost Ceiling

The SAA has long supported increasing the secondary cost ceiling from its current 90 percent of the statewide average shared cost per

pupil to at least 100 percent of the state average. It makes no sense from a policy standpoint for the state to begin penalizing school districts as "high-spenders" under the equalization aid formula for spending at 90 percent of the state average. In order to manage this change and mitigate the effects of aid redistribution, you will need to increase equalization aid and probably phase the change in over several years.

## 3. The Future of Equalization Aid

The SAA has long supported a school equalization aid formula as the primary distribution mechanism for state and school aid. And we fully recognize that equalization aid cannot be spent to support student needs unless you have the revenue cap authority to do so. Given the increasing state support for school levy credits and per pupil categorical aid in the past eight years, I think it is fair to say that Wisconsin is clearly moving away from equalization as that primary distribution mechanism. We think the future of equalization merits serious discussion by the Blue Ribbon Commission.

## 4. Increase Frequency of Aid Distribution

This past legislative session, the SAA supported Senate Bill 383 which would change the timing of state general aid payments to school districts to roughly 12 equal monthly payments. The SAA supported this bill because it would improve cash flow and lower short-term borrow-

ing costs for most Wisconsin school districts.

The current school revenue distribution schedule in Wisconsin is end-loaded, with most of a school districts revenue arriving, in the form of local property taxes and state aid, more than six months after the beginning of the fiscal year (July 1). For example, under current law, a school district receives 15 percent of its state general aid in September, 25 percent in December, 25 percent in March, and 35 percent in June after the conclusion of the school year and close to the end of the fiscal year.

Another bill, Assembly Bill 77, would simply even out the four general aid payments to 25 percent each. We believe this bill would have less of a state fiscal impact than SB 383. The impact to the state could be lessened even more by phasing the bill in over several years.

I also highlighted the following areas of greatest inequity in our school finance system. The SAA believes that some of the areas of greatest inequity in our school finance system have arisen because of significant under-funding of certain categorical aids, coupled with the impact of that under-funding on districts with disproportionately high populations of high needs students or disproportionately high expenditures for certain required services like pupil transportation.

## 1. Special Education Categorical Aid

The current special education categorical aid appropriation of about \$369 million has been flat since 2008-09 and will remain at this level through at least 2019. The state reimbursement rate for special education costs has fallen below 26 percent. Maintaining flat categorical aid funding while special education costs continue to rise effectively forces Wisconsin school districts to take more money annually from general aids and property taxes to pay for special education programming. The SAA supports gradually increasing special education categorical aid funding until the state level of reimbursement reaches at least 33 percent of prior year aidable costs.

## 2. English Learners

Wisconsin requires school districts to establish a bilingual-bicultural (BLBC) program if they meet the following thresholds of English Learner (EL) students from the same language group within a given school:

- 10 or more pupils in grades K-3
- 20 or more pupils in grades 4-8
- 20 or more pupils in grades 9-12

The state reimbursement rate for these BLBC programs has fallen to under 8 percent of approved prior year cost. Between EL students attending districts that do not meet the above thresholds and EL students not covered by their districts BLBC program, the majority of EL students in Wisconsin do not have any targeted BLBC resources behind them to assist with the additional costs of educating these students to English proficiency. It is also reasonable to assume that, absent sufficient BLBC categorical aid, most district BLBC expenditures are being funded from general aids and property taxes. The SAA believes the state should start by doubling the current \$8.59 million annual BLBC program appropriation. Also, we support creation of a new categorical aid appropriation to provide up to \$100 per EL student currently not covered by BLBC categorical aid. Finally, we also support an effort to restructure Wisconsin's program

requirements, funding and overall approach to educating EL students in general.

## 3. Students in Poverty

The student poverty rate has climbed significantly in Wisconsin since *Vincent v. Voight* was handed down. American researchers have consistently confirmed for at least four decades that more resources are needed to lift an impoverished child to proficiency. Despite this, Wisconsin has no comprehensive program that targets additional resources to raise achievement among economically disadvantaged students. The Achievement Gap Reduction (AGR) Program is one of the only state programs that targets funding for economically disadvantaged students. The AGR program serves less than 15 percent of the state's K-12 public school pupils eligible for free and reduced-price meals.

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**August 23**

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About the only other proposal dealing with this issue in recent years is the Fair Funding for Our Future Plan, which includes additional formula “weighting” in the equalization aid formula for students eligible for free and reduced-price meals. In our estimation, this proposal would require per-pupil revenue limit increases and increases in general aid to offset the effects of aid redistribution and provide districts with real spending authority.

#### 4. Pupil Transportation Aid

Geographically large, sparsely populated rural school districts that transport students significant distances have been hardest hit by increasing transportation costs. Transportation costs may vary widely among school districts, from less than \$100 per pupil in some districts to more than \$1,800 per pupil in others. This variability in cost for this state mandated service speaks to the need for greater state financial support. Between the state pupil transportation aid appropriation and the high-cost transportation categorical aid

program, the state reimburses school districts about \$36.5 million annually, or roughly 10 percent of total school district transportation costs. The SAA supports gradually increasing pupil transportation aid until state reimbursement reaches 33 percent of prior year aidable costs. We also support creation of a second tier of support under the high-cost transportation aid program for districts with per pupil transportation costs between 125 percent and 150 percent of the state average.

We have included two other issues, revenue limit equity and declining enrollment, in this section because of their effect on the creation of disparities in educational opportunities for children.

#### 5. Declining Enrollment Relief

Wisconsin’s percentage of all school districts experiencing declining enrollment has hovered around the 60 percent mark for more than a decade. This compares to just 29.8 percent of districts that were in declining enrollment in 1997-98. Districts in declin-

ing enrollment, of course, lose general aid and revenue limit authority on students lost. Because of the lower enrollment, they also look wealthier in the equalization aid formula and will receive less equalization aid in the future. Declining enrollment districts have great difficulty in prudently cutting expenditures as fast as they are losing revenues.

The state provides declining enrollment relief through the three-year rolling average for student enrollment and the 100 percent revenue cap adjustment in the first year of an enrollment decline. For years, the SAA supported the recommendation of the 2006 Legislative Council Special Committee on Review of the School Aid Formula, which provided that, in addition to the nonrecurring 100 percent adjustment in the first year of the decline, the district would receive an adjustment equal to 75 percent of the first-year adjustment in the 2nd year and a 50 percent adjustment in the third year. Many SAA members have also advocated for a 5-year rolling average for declining enrollment

districts. Whatever the mechanism, the SAA supports additional, effective declining enrollment relief.

#### 6. Revenue Cap Equity

School revenue limits were imposed by the state in 1993-94 and have been in place for 25 years. Frugal, low spending districts were essentially “locked in” to low per pupil revenue limits at their inception. Some districts have passed referenda to increase their revenue limit authority, but many others have found it difficult to do so, resulting in a widening revenue limit gap among districts throughout the state.

The SAA has long supported an increasing low revenue ceiling as the policy mechanism for low spending districts to narrow the gap with higher spending districts in the state. That is why we were strong supporters of 2017 Wisconsin Act 141 that, among other things, increased the low revenue ceiling from its current \$9,100 per pupil to \$9,800 per pupil by 2022-23. The SAA supports building on this great work by placing low revenue ceiling increases on a more permanent footing, perhaps by setting the low revenue ceiling at a percentage of the statewide average revenue limit per pupil. A steadily improving low revenue ceiling policy is an important part of ensuring equitable resources for all children no matter where they live.

In addition, I recommended the state invest in the following evidence-based policies in order to improve student achievement for all children and close achievement gaps in Wisconsin.

#### 1. Early Learning Opportunities

Numerous studies have shown that improving early learning opportunities, especially for those in poverty, will help prepare children for their PK-12 experience and help reduce achievement gaps. In Wisconsin, the good news is families now have access to quality 4K programming in over 98 percent of our school districts. We simply need greater investment in high quality birth-to-three programming for those children who have a high probability of not being ready for school. The SAA sup-

ports increased state funding for the Wisconsin Shares program. We also support additional funding for quality improvement under YoungStar to increase the number of Wisconsin children in high quality child care and preschool programs.

#### 2. Children’s Mental Health

In Wisconsin, too many children have unmet mental health needs, with these unmet needs resulting in serious negative consequences for the individual, their families, our communities and the learning environment in our schools. Numerous school administrators, in their testimony before the Commission, have shared the difficulties they face in meeting the needs of their students with mental health challenges. While we greatly appreciate the school mental health investments made in the 2017-19 State Budget, we believe a stronger, long-term commitment from the state is required to meet this challenge.

#### 3. Summer Learning

An important 2011 study by the Rand Education/Wallace Foundation found that the “summer slide” disproportionately affected low-income students, thereby exacerbating achievement gaps, particularly in reading. But, perhaps the study’s most disturbing conclusion is that it appears that summer learning loss is cumulative and that, over time, it contributes substantially to achievement gaps.

Wisconsin school administrators have cited inadequate resources – for transporting students (critical in rural areas), recruiting high-quality staff, offering engaging enrichment activities and partnering with community-based organizations to offer full-day programs (to meet the needs of working families) – as the major impediment to achieving the desired summer learning outcomes. The SAA supports allowing school districts to count summer school students at 1.0 FTE for revenue limit and state general aid purposes.

#### 4. Educator Recruitment, Preparation, Development & Retention

There is a conflict between two key factors related to the recruitment,

preparation, development and retention of effective educators. While the evidence suggests that more rigorous and selective educator preparation programs are connected to improved student outcomes; compensation, working conditions, personal satisfaction, morale and societal respect for the profession deter talent from entering and remaining in the profession. The problem is increasingly evident in Wisconsin, with district leaders reporting shortages of qualified candidates not only for typically hard-to-staff positions (e.g. math, science and special education), but also in other fields not usually associated with shortages.

The SAA supports easing the current restrictions in state law on school districts hiring retired educators. We also believe that educator recruitment, preparation, development and retention is vitally important to Wisconsin’s future and deserves a higher policy profile at the state level. We understand that this is a nationwide problem. We also believe we need a Wisconsin solution.

The Blue Ribbon Commission has not met since its final hearing held on June 4th. As we understand it, the Commission Co-chairs, Representative Kitchens and Senator Olsen, intend to meet with each Commission member individually in August to identify each member’s priority recommendations. The entire Commission will then meet this fall to discuss potential recommendations. Following this meeting, the Co-chairs will craft several pieces of legislation for the Commission priorities. The Commission will likely release the final draft legislation sometime after the November elections for consideration during the 2019-21 State Budget process.

The SAA will keep the membership updated on the work of the Blue Ribbon Commission. Thanks for listening and, as always, thanks for all you do on behalf of the children you serve.

*For more information, contact John Forester at [john.forester@wsaa.com](mailto:john.forester@wsaa.com)*



**Jason Demerath**  
Director of Business Services, Fort Atkinson  
Past-President, WASBO Board of Directors

# Hot Summer Days!

It is 6pm on a Wednesday night in mid-July and I find myself in the middle of my son's baseball game, the first of a double header tonight. The temperature is pushing 90 degrees, where you sweat just sitting in your chair watching the game. What better time to write an article for a WASBO newsletter?!

On the field are 8-year-olds trying to chase down a small white ball that hit the lip of the grass where the infield meets the outfield and popped over their head. Lining the field are dozens of folding chairs with parents and little brothers and sisters of the players, not to mention numerous grandparents here to cheer on their grandkids. I am sitting behind a high school in a Milwaukee suburb and I can't help but wonder how many of these parents at this game think that everyone in the school system gets a couple of months off for the summer.

However, as I look around, the field is in meticulous shape, there are people playing tennis on the nearby courts, the grass fields are well kept, and there is construction happening near the football field. I then find myself reflecting on the current happenings back in Fort Atkinson where our elementary custodial crew is team cleaning buildings with two down and two to go (after summer school ends). Just last night as my son and I were playing catch at his

elementary school he was so excited to see new basketball lines painted on the playground remarking, "We need to come play some basketball here!"

None of what I outlined in the first three paragraphs above would be possible without the efforts of our dedicated facilities staff. Over the summer they "Hit The Reset Button" for us so that when staff and kids show up on those first days in late August or early September there is that adrenaline rush of a new year, a new classroom, and seeing familiar friends again. All while they prepare for the upcoming school year, they also keep our buildings and grounds ready for eight-year-old baseball games, a pickup tennis match, offseason football training, and of course summer school.

So, as the summer winds down, a big THANK YOU goes out to the facilities staff, and all the other staff, that work tirelessly during those long, hot summer days to make our schools

centers where the community gathers year-round. You are leaders in your role in every school district in the state. Thank you for dragging and chalking the baseball field so our kids could play a double header tonight. And thank you for getting our schools ready for a new year!

On a related note, I would be remiss if I didn't also mention the business office staff that close a fiscal year, open a new one, prepare for the audit, process purchase orders, etc. throughout the summer. As well as the food service staff who now works during the summer for our summer feeding programs. Finally, a thank you to the WASBO staff as they organize the learning and leadership opportunities throughout the summer for all of us. I think by now we all know that summer is not a couple month break for everyone in our line of work!

.....  
**"A leader...is like a shepherd. He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realizing that all along they are being directed from behind."**

**- Nelson Mandela**

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**Bob Tess**  
Chief Finance and Business Services Officer,  
Wausau  
WASBO Director

# Is Everything for Sale?

## Today's Lesson is Brought to You by the Letter 'T'

Over twenty years ago, as a young math teacher, I finished developing a written summative assessment for a Trigonometry class and a motivational idea came to me. I had always had the impression that Madison Avenue found it easier to connect with adolescents than I could ever imagine, and if I could only make those same connections I could really make a difference. Of course the glamorous life promised in national advertising campaigns could easily be confused with the natural beauty of a trigonometric function plotted out in chalk dust, or so I thought. Although border-line illegal, I justified my next decision as a move for kid's sake, which makes it far less offensive, and perhaps even noble. On the very top of that written summative assessment, we called them tests back in the day, I placed a logo and a tagline from a leading shoe company that encouraged students, who would later complete that written summative assessment, to "just do it". How could this simple message not bring out the best in them as they raced off to complete their work.

I'm not sure if there was a statistical difference in the students' performance that day, but it led to many conversations that I had at the time with students, fellow teachers, administrators, and even a few local business owners regarding the sale

of advertising space anywhere you could possibly fit it in. This happened to coincide with an era in our society where advertising started to show up in more and more unusual places because of the growing capability for anyone to copy and paste an image almost anywhere digitally for virtually no cost. The temperature on the nightly news was brought to you by a certain hardware store, the sports scores were sponsored by an adult beverage, and the community calendar featured advertising by a local car dealership. Television screens got so jam packed with advertising that SNL actually captured the essence of these times in a parody. I recall pointing to the area above my chalk board suggesting that there is enough open space, not being used for much of anything, that there might as well be a few ads up there. I reasoned, what would be the difference between advertising distractions on three quarters of the students' clothing, backpacks, pencils, and pens that generated no benefit to our school, versus selling advertising space to support our small math department budget elsewhere in the classroom? Today's classroom discussion could be sponsored by this local concrete company and this afternoon's learning objective is being brought to you by that corner place where kids like to eat. You could sell the ads for minimal price if you could sell enough of them, I reasoned.

As these opportunities continue to naturally develop independent of my pioneering thoughts, beyond ad placement, two issues remain at the center of the discussion. One, how to bring potential advertisers toge-

ther with schools who have space and a somewhat captive audience at a price that is mutually beneficial to both parties. And two, learning the community's limits as to what will be allowed to infiltrate the educational environment in the name of enhanced revenue.

The first central issue, is perhaps easier for some school districts, as finding the right partnerships involves marketing, logistics, communication, relationships, and formalized agreements, all fairly objective in nature with a pretty clear path and little debate. The community of potential advertisers needs to know that you are open for business and are sincerely pursuing advertising opportunities, a marketing plan must be developed. Of course there will be some dead ends and an equilibrium price may be difficult to initially determine, but most of this can be accomplished with a critical mass of people, a clear message, and more importantly, a school district to which others want to attach their names. It is likely that certain areas in one school district may be better suited to attracting advertising dollars than a similar location in another district; each district must be considerate of their strengths as perceived by the community to leverage opportunity.

The other obstacle that can't be ignored, is the local community's sentiment towards exposing youngsters to advertising in what taxpayers support for educational settings. This issue is almost certain to attract more attention than finding the right business partner at the right price, since fundamental principles of ethics and moral

standards are central to the discussion and often times lead to a more enthusiastic debate. Districts may find it difficult to get beyond selling out to corporate interests but must then determine which ad placements are appropriate for which grade level exposure. Of course it would be wise to steer clear of alcohol and tobacco, but what about a local establishment that offers both, but is also a restaurant. This concern intersects with the first issue of determining a mutually beneficial price point through the belief that anything can be had at the right price; determining that acceptable price is of course the trick.

With public schools finding themselves in an increasingly difficult fiscal environment each year, it continues to be more important than ever to pursue alternative revenue streams. Can schools afford to ignore advertising revenue as huge amounts of corporate spending flow in every other direction in our society? Whether it

be huge signs declaring naming rights on technology centers, gymnasiums, libraries, and classrooms; or thousands of smaller ads placed at the top of written summative assessments, school districts may need to embrace these opportunities to continue offering the high quality education that our public has come to expect.

**"A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent."**

**- Douglas MacArthur**



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## The Benefits of Hiring Aging Drivers to Drive School Buses

I have been tasked with writing an article on the positive aspects of hiring aging drivers. As with any topic, there are pro's and con's to the topic. To do justice to the topic, I believe one should consider both pros and the cons.

I think it's fairly safe to say that at some point in my life, although it scares me to say it, I will have to give up driving. Fortunately or unfortunately, that time is different for everybody. At 53, I am not ready to stop driving but I am also not naïve enough to think that things couldn't change in a few years that would not allow me to drive.

In a review of research on the internet, not scholarly by any stretch, I found very little information that talks about school bus drivers and age related issues. There is enough information, though, regarding aging in general and the impact it can have on driving in general. Unfortunately, all articles suggest that as we age, driving skills start to decline.

It's important to remember that the ravages of age affects us all differently and at different times. So no one set of standards will work for all drivers. With that said, many of our drivers are over the age of 65 and are the most dependable and safest drivers in our systems. So to make decisions on individual driving abilities based the generalities of the aging process becomes very subjective at the very least.

The State of Wisconsin Department of Transportation has a thorough medical evaluation that drivers must undergo for holding an "S" or "P" endorsement. Our communities should take comfort in knowing that our drivers need to submit proof of fitness every two years if

under the age of 70 and every year if over the age of 70. To add to that, drivers over 70 must also pass the written and hands on road skills test every two years compared to drivers under 70 who only need to complete it when their regular license comes due, which is normally every 8 years. It would still be a good practice for all Districts to have a monitoring program for driver safety for all drivers, while paying special attention to older employees. There is no doubt that there are special considerations to consider when hiring older drivers, but the positives can and do exceed the risks if a driver holds the appropriate license.

So what are the positives of hiring older drivers? There are a number of things that clearly stand out and are inherent when hiring older drivers. But, most importantly, what would we do without them? Our school transportation system would be in dire straits without them!

Older drivers bring a career of successful experience in the work place to the table. They have spent a life time developing the basic necessary skills to succeed in the job. They understand the importance of the work schedule. In short, they are dependable. Some may want flexibility with time off, but once the schedule is established they are at work.

They are flexible. Driving a morning and afternoon route requires the individual to keep a schedule that allows them to work twice daily. Working a split shift is difficult enough for most people to accommodate in today's world. Working a split shift for a part time job becomes even more difficult to accommodate unless you have the flexibility. Older drivers are the few people who have that flexibility and resources to accommoda-



**Greg Gaarder**  
Business Manager, Tomah  
WASBO Director

te this type of schedule.

Older drivers enjoy being around other people and kids. Who else would get up early to drive other people's kids to school in suspect weather and roads? I always enjoy walking in the Transportation Department and seeing the drivers interacting before and after their routes. They could wait in their buses or private vehicles, but I believe they genuinely enjoy the comradery and company of the other drivers.

Older drivers have the experience of a lifetime behind them. They have been around the block. For most, they are not interested in the how or why, but are more interested in the when and where. The job gives them the opportunity to continue to use skills that were honed over a lifetime while still contributing to an important mission. It is important to realize that for older employees, this is a job they choose to fulfill a need in their life. Older drivers choose this job because of what the job has to offer, and although money is a factor, it is not the most important factor. While not 100 percent sure, I believe driving a school bus gives older drivers a sense of purpose while allowing them a certain amount of flexibility in their schedule.

In closing, while older drivers do bring special considerations that employers must evaluate when considering overall transportation safety, in my opinion the benefits of employing older drivers continue to exceed the risks.



**Brian Adesso**  
Director of Business Services, Menasha  
WASBO Treasurer

**W**hat does grown locally really mean? To some it might be the Midwest, for others 100 miles from their school or for others it could be 25 or fewer miles. What I am about to discuss is super local growing right on the school grounds. Menasha uses a growing technique called hydroponics to grow our leafy greens and some herbs. Hydroponics is not a new nor a unique idea. What I believe to be the unique part is that we are taking approximately 75% of our leafy green supply for our high school and growing it inside of the school.

I set a goal for myself to start to grow some of the food the students eat onsite about two years ago. At that time, I just went through the Thedacare Complete Health Improvement Plan (CHIP) program. The program educates individuals about having a plant-based diet. The program is 8 weeks/27 hours of class time. The class was absolutely amazing. You can take follow up courses to keep you aligned. Also, it helped that my family was on board, too. My wife was hesitant, but after she saw my improvement, read materials & documentaries (Forks Over Knives and What the Health), and got some Italian and "better" cookbooks. She jumped onto the vegetarian band wagon, too.

## School to Tray

Completing the Complete Health Improvement Plan (CHIP) program solidified this desire for super fresh plant-based products. Therefore, I began researching programs. First, I came across a system called Freight Farms. It is essentially a high-tech system crammed into a shipping container that can be dropped outside of any building. Our food service management company was utilizing one of these systems on a college campus on the east coast. Through some e-mails with the university it was determined that the system would require a lot of labor and an added cost to producing the leafy greens. Freight Farm was also very expensive at that time being over \$80,000. Some time went by after determining the Freight Farm would not be the system for us when my director of food service came to me with a system called the Zip Tower. From the research that I did it seemed like it was an acceptable system that looked like the plants would grow in something that resembled a rain gutter. I was onboard with this, but again let time slip by on me. My philosophy of everything happens for a reason really paid off since the waiting led to a new hydroponic system called Fork Farms. As an added benefit Fork Farms are based out of Menasha, WI!

As I stated previously, I have wanted to implement hydroponics for two years and within the schools. "Fork Farms believes that growing your own food promotes healthy eating habits and a close connection to the living world around us." (forkfarms.com). Fork Farms is very simple. They include what they call a grow-

ing machine. The machine is placed within schools where they grow produce. We chose to only grow leafy greens and herbs. This often gives our students hands-on learning about agriculture in an urban setting! The machines provide nutritious leafy greens to encourage healthy eating habits and the leafy greens are incredibly delicious!

Fork Farms will also include lesson plans to help students understand how the machines work. As stated before, Menasha Joint School chose to start with just leafy greens and herb crops. Our students have received lessons on how to easily maintain the hydroponics machines. The students also receive lessons on how to grow the leafy greens. Currently, we have machines within two of our high school classrooms, an emotional behavior disability program, and in a middle school science classroom. The district has an additional four machines for food service with an additional eight being added this fall.

Students and staff feedback is all very positive. Students have enjoyed watching their crop quickly grow. More importantly students have enjoyed eating the crop! Our staff have taken home leafy greens to their families. The staff love how fresh the leafy greens are and how different it tastes compared to leafy greens that have been in transit for a week or more.

The machines remain indoors at all times. Therefore, you can grow crops ALL year round. This was a huge benefit for my district as we

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live in Wisconsin! Fork Farms has given the Menasha Joint School District the ability to meet our goal to have higher quality products that are fresher and grown locally. More impressive for me than everything that was stated above is the cost of utilizing this machine. The cost is around the same as buying from a food distributor. This is usually not the case for hydroponic machines. Usually they consume a lot of energy to run them. This machine is so efficient that Focus on Energy provides a rebate for obtaining one. That said it still does take some work to get everything up and running. The district had a great team in place to implement this project.

If you have considered using hydroponics I highly recommend you give it a try! The benefits are endless. If you would like to hear more about utilizing hydroponics in your food service program I will be doing a session at the Fall Conference on this topic.

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# Bus Safety Tips for Parents and Children

Contributor | Kevin Miller  
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As we prepare for another year of school, it is a great time to remind children the importance of school bus safety. According to the American School Bus Council, nearly two-thirds of school bus-related fatalities of school-age children occur outside of the school bus and one-third of those children are between the ages of 5 and 7. Teach and remind your students of these safety tips.

- Get to the bus stop early. If a student is running late, this results in hurrying which can lead to accidents.
- Understand the safe distance from the bus is 10 feet from the bus in all directions. Have your student take 5 big steps to estimate 10 feet.
- Explain the importance of waiting at a safe distance until the bus comes to a complete stop before approaching the door.
- Supervise younger students and those riding the bus for the first time at the bus stop.
- Look both ways AND make eye contact with the bus driver before crossing the street. The child should be able to see the driver when crossing in front of the bus.
- Do not walk behind the bus.
- Let parents know they can report vehicles not obeying school bus signals to local law enforcement.
- Stay in your seat at all times during the bus ride.
- Talk softly and minimize noise to avoid distracting the bus driver during the bus ride.
- Remind parents to drive cautiously around school buses and school bus stops.
- Do not pick up something that has gone under the bus. Communicate with the bus driver regarding the situation and determine if the item can be safely retrieved. Do not attempt to retrieve the item if direct communication with the bus driver has not occurred. There's no item worth the risk of injury.
- Use the hand rail when climbing onto the bus.

Students cannot rely on every driver obeying the rules of the road and the school bus signals. These safety tips should help keep students safe as we start another school year.

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CONTRIBUTOR |  
ERIK KASS

# HOW PHYSICIAN QUALITY DATA IMPACTS YOUR HEALTH PLAN COSTS

**R**ebecca was a married mother of two who enjoyed bike riding, boating, and spending time with family. Over a course of a few months, she began having migraine headaches and extreme fatigue. Her ability to function each day became difficult, forcing her to take a leave of absence from work. She was seeing several specialists but was frustrated that she wasn't getting a proper diagnosis or appropriate treatment options. Despite taking several prescribed medications, Rebecca's headaches and fatigue were getting worse, not better.

When employees lack the tools and transparency to find doctors best suited for their health condition, they may go from doctor to doctor seeking answers. They may choose doctors who, while highly skilled in one area, may not be well-suited for their particular condition. Or worse, employees may unknowingly choose physicians who have been sanctioned or have a history of poor outcomes. When this happens, claims increase, and so does your renewal.

Employees who connect with the highest quality physicians receive measurably better outcomes at lower costs compared to their lower quality peers. Here are some examples:

## Colon Cancer Screenings

Colon cancer is the second deadliest form of cancer.<sup>1</sup> Yet 28% of people have never received a screening.<sup>2</sup>

Patients who see top-rated primary care physicians are almost 15% more likely to receive a screening than those whose doctor is rated in the bottom half.<sup>3</sup> Early detection of colon cancer can drastically alter the patient's prognosis: five year survival rates are 9x higher if the cancer is detected early before it spreads to other organs.<sup>4</sup>

## Headaches

Opioids and barbiturates are commonly prescribed medications that offer short-term relief. However, they can actually lead to increased headache severity and frequency. This is called "medication-overuse" headache.

The National Headache Foundation survey found that only 54% of primary care doctors were aware that barbiturates cause medication-overuse headaches.<sup>5</sup> Further data shows that the bottom ranked (10%) doctors are prescribing these medications more frequently than their higher quality counterparts, who are more aware of the risks.<sup>6</sup>

## Benzodiazepines (BZDs)

BZDs (Xanax & Valium) are prescribed to treat anxiety, sleep disorders, and mood-related disorders. Although they offer rapid symptomatic relief, they don't reduce anxiety permanently and carry a substantial risk of addiction, falls and fractures, and motor vehicle accidents.<sup>7</sup> Physicians whose quality rates are in the bottom 10% are prescribing BZDs to anxiety patients 3x more often

than the top 10%.<sup>7</sup> Inappropriate BZD use can also have a substantial impact on employees' health insurance utilization. A recent study of primary care patients found that patients who received BZDs had 25% more primary care visits, 41% more specialist visits, 62% more emergency room visits, and 73% more hospitalizations.<sup>8</sup>

## Genomic Testing

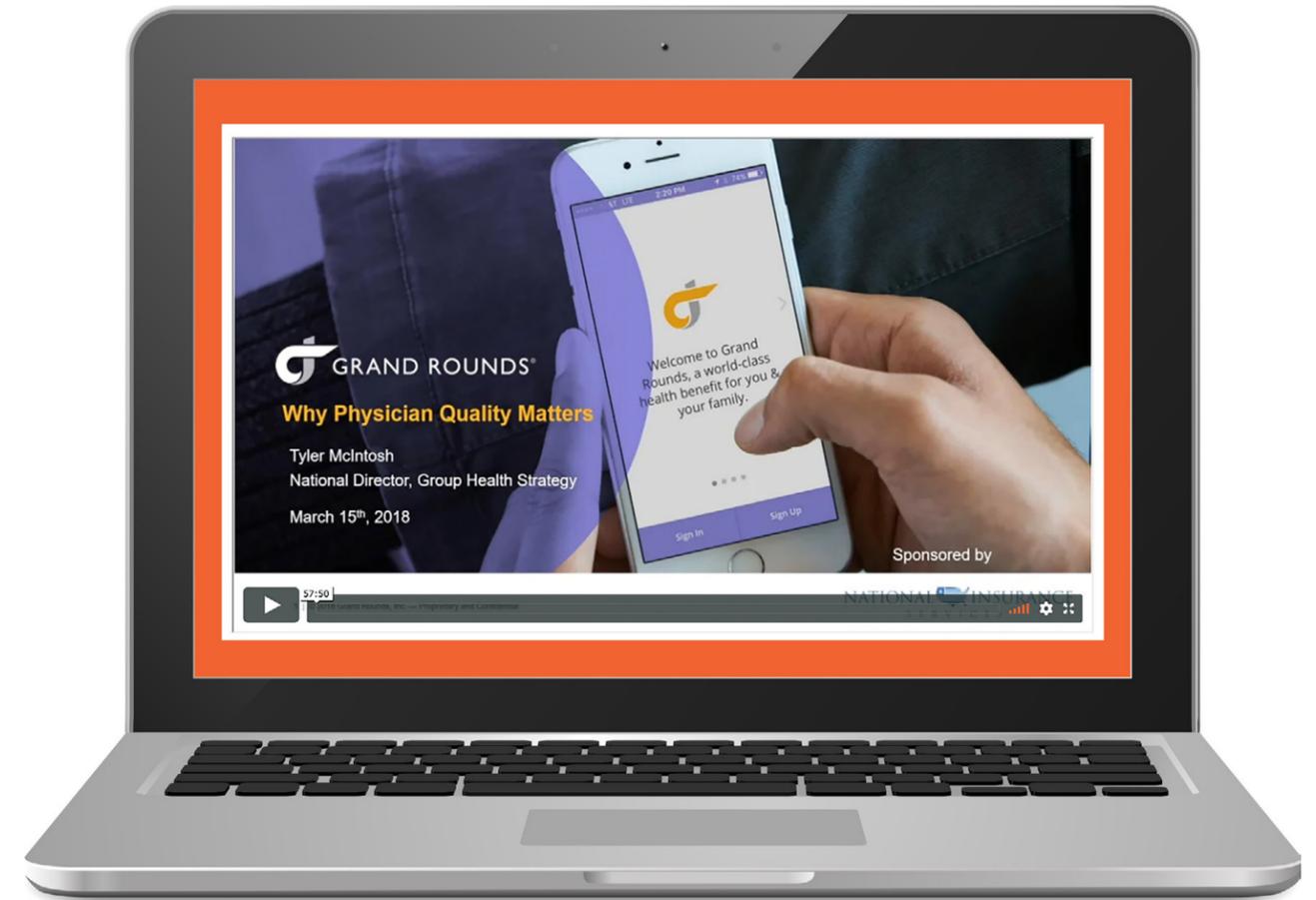
When faced with a breast cancer diagnosis, the patient's selection of an oncologist can have a dramatic impact on the care they receive.<sup>8</sup> One recent study found that only 27% of eligible breast cancer patients received genomic testing<sup>9</sup> (which can identify which patients can safely forgo chemotherapy). Research suggests that genomic testing could help up to 40,000 American women with early-stage breast cancer avoid unnecessary chemotherapy.<sup>10</sup>

## How can you connect employees to higher quality care?

Grand Rounds is an example of a new service that employers can offer alongside their health plan. These services provide quality information, ratings, tools, and remote second opinions for the employee to help them choose the right physicians, so they can get the right treatment, at the right cost. Some may offer a return on investment (ROI) guarantee, so employers feel confident that their investment pays off when utilizing their services.

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By leveraging clinical insights gleaned from billions of data points, Grand Rounds predicts which physicians are most likely to deliver appropriate care and best possible outcomes. To measure provider quality, they use both practice data (e.g. outcomes, process measures, procedural volumes, etc.) and biographical information (e.g. hospital affiliations, medical training, certification, etc.).

After months of seeing physicians who were unable to provide a clear diagnosis and treatment plan, Rebecca reached out to Grand Rounds. Contacting this service transformed her case and course of treatment. The Grand Rounds Care Team collected her medical records and their Staff Clinician reviewed her case to understand her symptoms as a whole. With the guidance of the physician-led care team and the proprietary algorithm, Grand Rounds was able to identify a high-quality specialist appropriate for her clinical situation for an expert opinion. She was able to use the service's tools to communicate and share information with her doctors and family members.

Once Rebecca received a diagnosis of a hyperparathyroidism, Grand Rounds found a high-quality doctor in her area who could operate and treat her condition, who is both local

and in-network. The care team made it easy for Rebecca, scheduled her appointments with the appropriate specialists and checked in with her on a regular basis.

Now Rebecca is back to her active lifestyle of bike riding and enjoying time with her family.

Employers are turning to these types of health plan add-ons for a variety of reasons: to help optimize their existing carrier network for quality, to help employees find high-quality providers, to avoid unnecessary procedures and pharmaceutical spend from their employees, to mitigate high-cost claimants, and to provide peace-of-mind to employees and loved ones that they are getting the best care possible.

<sup>1</sup>Common Cancer Types," National Cancer Institute, <https://www.cancer.gov/types/common-cancers>

<sup>2</sup>Vital Signs: Colorectal Cancer Screening Test Use – United States, 2012," Centers for Disease Control and Prevention, <https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6244a4.htm>

<sup>3</sup>The Importance of Colorectal Cancer Screening," David E. Beck, MD, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3307509/>

<sup>4</sup>Freese, Nate. "Patients Seeing High-Quality PCPs Are More Likely to Receive Colon Cancer Screening" Web blog post. Grand Rounds, 17

October 2017. Web. 23 June 2018.

<sup>5</sup>NHF Survey – Migraine-Specific Medications vs. Nonspecific Medications for Acute Treatment," HealthCentral, [http://www.healthcentral.com/migraine/medications-39685-5\\_3.html](http://www.healthcentral.com/migraine/medications-39685-5_3.html), May 2007

<sup>6</sup>Freese, Nate. "Low-Quality Doctors Prescribe Significantly More Addictive Medications for Headaches." Web blog post. Grand Rounds, 3 October 2017. Web. 24 April 2018.

<sup>7</sup>Freese, Nate. "It Isn't Just Opioids: Low-Quality Doctors Prescribe Far More Benzodiazepines, Too." Web blog post. Grand Rounds, 14 November 2017. Web. 20 March 2018.

<sup>8</sup>"Benzodiazepines are Prescribed More Frequently to Patients Already at Risk for Benzodiazepine-Related Adverse Events in Primary Care," Journal of General Internal Medicine, <https://link.springer.com/article/10.1007/s11606-016-3740-0>, May 2016

<sup>9</sup>"Gene Tests Identify Breast Cancer Patients Who Can Skip Chemotherapy, Study Says," New York Times, [https://www.nytimes.com/2016/08/25/science/gene-tests-identify-breast-cancer-patients-who-can-skip-chemotherapy-study-says.html?\\_r=0](https://www.nytimes.com/2016/08/25/science/gene-tests-identify-breast-cancer-patients-who-can-skip-chemotherapy-study-says.html?_r=0), August 2016

<sup>10</sup>"Under-Utilization of Gene Expression Profiling for Early Stage Breast Cancer in California," National Center for Biotechnology Information, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4871729/>, April 2016

For more information, contact Erik Kass at [ekass@nisbenefits.com](mailto:ekass@nisbenefits.com)

# School Construction: Enhancing Security Through Design

Contributor | The Korte Company

In the wake of repeated mass shootings in American schools, administrators, parents, communities and students have joined in search of ways to enhance school security. There are many pathways to achieving this goal, and one of them is through thoughtful construction. By applying design and construction principles well-established on military and other government construction jobs, builders can become a key part of any school's active shooter deterrence.

## School construction: Enhancing security through design

Today's headlines remind us that the world has changed. Too often our schools are thrust into the national spotlight as acts of senseless violence shake our communities to their core.

This has led to parents, administrators and students to call for enhanced safety in educational settings. Obviously, the proposed solutions are a matter of hot debate. And while it doesn't get much attention, many in the architecture and construction world believe the way a school building or campus is built can be an effective deterrent.

This approach (and the broader principle of Crime Prevention Through Environmental Design) must be recognized as a key component of a school's wide-ranging efforts to shield students from harm while still providing a positive educational environment.

## Exterior elements of secure school construction

An early opportunity to prevent an imminent school shooting occurs before a shooter tries to enter the school. That's made easier when school security personnel (and the security cameras they often rely on) have a clear field of the facility's perimeter.

Ideally, a school's outdoor spaces are simple, with minimal landscaping and other elements that would make it harder to locate an assailant. Minimal, but not barren. Architects must design for the security of the school without making it look like a prison. It takes balance.

To see that balance in action, drive by any new federal courthouse or police station. The principle of minimal landscapes—an absence of large trees and thick bushes and a preference toward open lawns—is evident in modern government building design and construction.

## School entrance security and internal design elements

The most important aspect of school security is preventing a shooter's entry.

This isn't a new idea. Most schools built within the last 30 years are designed to control entry (everyone's entry, not just a would-be shooter's). Typically, one can only enter through a school's administrative area, and even then only after they're buzzed in at an intercom or if they have a keycard.

And while front office entry is not the only way to get in or out of a school, other entries and exits mandated by local fire codes or other statutes typically remain locked unless there's an emergency.

However, more recent school design conventions further enhance school entrance security.

One example is the incorporation of tools that allow a school to go on automatic lockdown and notify police at the push of a button. "Smart doors" that allow school staff to lock classroom doors remotely are also growing in popularity. Incorporating these tools and the support infrastructure they require affects the way entrances, exits and corridors are designed and built, but an experienced builder can work around these challenges.

Another top trend in new school construction is incorporating more windows (in some cases, entire exterior walls are nothing but windows). The primary purpose for this is to maximize visibility of a school's surroundings. It's a simple passive security design principle that can provide critical early warning that something is amiss.

Of course, there's a life cycle cost case to be made for using windows as walls in school construction, too. Capturing ambient light cuts electrical costs while making a school seem more inviting and less institutional.



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Floor plan design can be optimized for school security, too. Some elements include:

- Designing to minimize corners, nooks or crannies a shooter can use to evade police.
- Orienting common areas and pathways with clear lines of sight to allow school security and law enforcement to consolidate their response to an active shooter.
- Consult with local law enforcement if necessary during design, and make floorplans and system schematics available to police after construction.

### Choose experience in secure space construction

When student safety is on the line, the right builder for your school construction project should have a track record of creating safe spaces. And while school construction experience is critical, it's not the only discipline your builder should have down to a science.

Trusted school construction firms pull from other key fields of expertise. In this case, military construction may be the most applicable.

Military jobs feature strict force protection measures that keep service members and their missions secure. And while the point is not to model America's schools after its military bases, there's an opportunity to enhance school safety and security by applying some of the same design and construction principles that protect our soldiers, sailors and airmen.

Whether you're in the early stages of new school construction planning or are considering a renovation that enhances security, refer to this U.S. Department of Homeland Security checklist. Then, start a discussion with an established school construction company with the added experience of building secure structures that can nurture and inspire students.

For questions regarding this article, contact the contributor at [danny.gutierrez@gorilla76.com](mailto:danny.gutierrez@gorilla76.com)

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# Custodial & Maintenance Conferences

Over 742 custodial and maintenance staff and 83 exhibitors had the chance to go back to school this summer, as WASBO held four conferences in high schools throughout the state. The Custodial & Maintenance Conferences were coordinated through the WASBO School Facilities and Safety and Risk Management committees, and took place in Wausau, June 27; Sparta, July 11; Oak Creek-Franklin, July 18; and Howard Suamico, July 31.

The conferences gave attendees specific knowledge for their day-to-day work, along with opportunities to network with peers and participate in an interactive, hands-on Safety Room Challenge.

Keynote presentations this year focused on customer service and leadership featuring Pat Finnemore, Director of Facilities, Kenosha Unified; Tom Thibodeau, Professor of Servant Leadership, Viterbo University; and Jim Beckmann,

Director of Operations, Glendale-River Hills.

The Safety Room Challenge was offered at all four locations.

The Safety Room Challenge concept has developed leaders through a "train the trainer" model. School districts that have hosted in the past serve as mentors to current hosts setting up the Safety Room Challenge operation.

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

The Facilities Management Certification Program is recognized by the Wisconsin Department of Public Instruction, and those earning

the certification receive a certificate signed by the State Superintendent.

"It seems that the individuals in attendance are taking more ownership of their responsibilities with the training offered," noted one exhibitor. "The overall attitude of the attendee has improved dramatically...[they] were genuinely interested in the quality of the products used in their facility, as well as the proper use of said products."

The WASBO School Facilities and Safety and Risk Management Committees greatly appreciate the leadership of our hosts Larry Cihlar (Wausau), Lowell Fromm (Sparta), Larry Savage (Oak Creek-Franklin) and Al Behnke (Howard Suamico).

These conferences went smoothly due to the hard work of these leaders and their teams. We hope you join us next summer!

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# Safety Room Challenge Winners



## Team Winners:

### Individual Winners:

*Wausau:* Andrew Kraus, Wausau SD

*Sparta:* Dale Hemmersbach, Sparta SD

*Oak Creek-Franklin:* Randy Kernats, Pewaukee SD; Bill Robers, Horicon SD

*Howard Suamico:* Robert Maas, Appleton Area SD

*Wausau:* Theresa Berkelman, Mabel Ernst, Kelly Falcetta, Shelli Klessig and Charlene Kolehouse (*Northland Pines SD*); Jan Cram, Diane Kayon, MaryAnn Mangen and Alma Stuebs (*Tomorrow River SD*)

*Sparta:* Keith Kersting, Shane Moretti, Catherine Morgan and Wayne Wenthold (*Black River Falls SD*)

*Oak Creek-Franklin:* Noah Baas (*Kenosha Unified*); Steve Cianciolo and Jeremiah Johnson (*Muskego-Norway*); Todd Iverson (*Whitnall*); and John Stangler (*Pewaukee*)

*Howard Suamico:* Amy Elsner, Jerome Parma, Jorge Ruiz, Jeff Toneys (*Green Bay Area Public SD*)

Contributor |  
Attorney Tony J. Renning

## When Do Members of a Governmental Body Convene for Purposes of Invoking the Requirements of Wisconsin’s Open Meetings Law: The “Walking Quorum”

There are specific situations where members of a governmental body may be deemed to convene (without necessarily attending a meeting) and, therefore, may invoke the requirements of Wisconsin’s Open Meetings Law. For example, where enough members of a governmental body to constitute a quorum (or negative quorum) engage in substantive discussion of an issue and commit themselves to a future course of action by communicating with each other in person, by telephone, by written correspondence (a letter) or via electronic communication (electronic-mail messages), the members of the governmental body are likely engaged in a walking quorum invoking the requirements of the Open Meetings Law.

The Open Meetings Law defines a “meeting” as:

**[T]he convening of members of a governmental body for the purpose of exercising the responsibilities, authority, power or duties delegated to or vested in the body. If one-half or more of the members of a governmental body are present, the meeting is rebuttably presumed to be for the purpose of exercising the responsibilities, authority, power or duties delegated to or vested in the body. The term does not include any social or chance gathering or conference which is not intended to avoid this subchapter. . .**

Wis. Stat. § 19.82(2). (Emphasis added).

The phrase “convening of members” is not limited to situations in which members of a governmental body are gathered in the same location. The phrase “convening of members” may include other situations in which members of a governmental body are able to effectively communicate with each other and to exercise the authority vested in the governmental body, even if the members of the governmental body are not physically present together. Whether such a situation qualifies as a “convening of members” under the Open Meetings Law depends upon the extent to which the communication in question resembles a meeting.

The requirements of the Open Meetings Law extend to walking quorums. A “walking quorum” is a series of gatherings among members of a governmental body, each less than quorum size, who agree, tacitly or explicitly, to act uniformly in sufficient number to reach a quorum. The essential feature of a walking quorum is the element of agreement among the members of the governmental body to act uniformly in sufficient numbers to reach a quorum. Where there is no such express or tacit agreement, exchanges among members of a governmental body may take place without violating the Open Meetings Law.

The Wisconsin Court of Appeals in *State of Wisconsin ex rel Richard Zecchino and Adams Outdoor Advertising Limited Partnership v.*

*Dane County et al.*, 2018 WI App 19 (February 27, 2018) recently addressed whether the conduct of the members of a governmental body constituted a walking quorum and, therefore, invoked the requirements of the Open Meetings Law.

Richard Zecchino and Adams Outdoor Advertising Limited Partnership (collectively “Adams”) leased three (3) billboards near the Dane County Regional Airport. Prior to expiration of the lease, Adams sought to renew the lease and began negotiations to do so. Dane County’s Airport Commission, Public Works Committee as well as Personnel and Finance Committee all voted in support of renewing the lease. However, the Dane County Board ultimately rejected the lease.

Adams filed suit alleging that a number of County Board Supervisors engaged in discussions with the purpose of negatively affecting the vote on the lease. Specifically, the suit alleged that a particular County Board Supervisor emailed multiple other County Board Supervisors prior to the vote to discuss the vote. Based upon this conduct, Adams alleged a violation of the Open Meetings Law because the County Board Supervisors engaged in an illegal “walking quorum.”

Dane County sought to dismiss the case alleging that the communication the County Board Supervisors engaged in was no more than the type of ordinary communication necessary to conduct government business. The Dane County Circuit Court dismissed the case because

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Adams failed to show that the County Board Supervisors engaged in an illegal walking quorum based both upon the number of supervisors identified in the communication at issue and the actual content of the communication.

The Court of Appeals agreed, finding that in order for Adams to establish the County Board Supervisors engaged in a walking quorum and, therefore, violated the Open Meetings Law, Adams was required to establish that the County Board Supervisors purposefully engaged in discussions regarding the lease renewal vote and that the discussions were held between a sufficient number of County Board Supervisors so as to affect the vote. First, none of the electronic-mail messages at issue reflected a “tacit agreement” between County Board Supervisors to vote against the lease. The electronic-mail messages (most of which were one-way messages garnering no response and sent four (4) months before the vote) all dealt

with scheduling matters, were communications with constituents, asked other supervisors for their opinion or expressed the opinion of one particular County Board Supervisor. Second, there were not a sufficient number of County Board Supervisors engaged in discussions capable of affecting the vote. The lease renewal was rejected in an 18-16 vote. Thirty-four (34) County Board Supervisors cast votes but the electronic-mail messages at issue were sent to only eight (8) County Board Supervisors (a number insufficient even for a negative quorum). Simply put, the numbers did not add up.

It should be noted that the facts and circumstances unique to this particular case support the conclusion reached by the Court of Appeals (no agreement among the County Board Supervisors to act uniformly in sufficient numbers to reach a quorum). This case must not be interpreted as suggesting that members of a governmental unit may attempt to avoid the appearance of a meeting

and, consequently, the requirements of the Open Meetings Law through use of a walking quorum. Members of a governmental body may not engage in substantive discussion of an issue or come to a tacit agreement as to the course of future action to be taken without adhering to the requirements of the Open Meetings Law. Similarly, the requirements of the Open Meetings Law cannot be circumvented by using an agent or surrogate to secure tacit agreement as to future action from a quorum of the members of a governmental body through a series of individual contacts. Adams is seeking review by the Wisconsin Supreme Court.

*For questions regarding this article, please contact Attorney Tony J. Renning at [trennin@strangpatteson.com](mailto:trennin@strangpatteson.com)*

## The WASBO Transportation Committee Wants YOU!

CONTRIBUTOR |  
RON OLSON

I am always amazed by our organization and the active involvement and commitment by our members to help others and make WASBO the great resource that it is. We all have busy lives and long hours at work, but the amount of people who step up to take on leadership roles, work on committees, volunteer at conferences, present on topics, write articles or simply step in whenever a call for help goes out is incredible.

I remember first Tom Wohlleber and then Tom Owens encouraged me to get more involved and consider running for the WASBO Board. I had just moved from Argyle to Northland Pines and knew I didn't have time to consider that. However, given the fact that I was coming from a very small district to now being responsible for transportation in a district of nearly 470 square miles where we also had co-curricular events regularly 2+ hours away, the need for individuals on the WASBO Transportation Committee seemed like it might be a fit. I told them I was in no way an expert. Heck, I've always contracted out my bussing so I wasn't sure what they thought they were going to get from me, but they assured me that they wanted and needed some business administrator representation on the committee. Fifteen plus years later, I can certainly say it has been a truly great learning experience for me!

Transportation can sometimes be an afterthought. Parents simply assume their students will magically get to school and home safely and think no more about it. School administrators

often don't think about it unless they are getting complaints. The reality is that bus drivers, for many students, get to set the tone for a student's day at school and are the last impression of school students have when they get home. They have a tremendous impact on student's learning and perception of school. We work as a committee not only to provide information on legal and the business/operations side of transportation, but also to try and find resources to help improve our driver/student interactions so that the school transportation experience is better for our students and our drivers.

The WASBO Transportation Committee is a rather unique mix of individuals. All we ask is that you in some way be a member of WASBO, care about kids, and have a passion for the safe transportation of our students.

I have had the pleasure of working on the committee over the years with school district transportation directors, contractors, business officials, the Wisconsin School Bus Association, and Service Affiliates including bus equipment vendors, insurance and risk management specialists, and some individuals who simply had an interest in transportation and wanted to learn more. I have learned so much from sitting in meetings and discussing transportation issues with transportation directors such as Mike Donart, Roger Saxton, Harry Steenbock and contractors like Rob Nelson and Dan Kobussen. I laugh whenever Woody forwards a transportation inquiry to me as a transportation “expert”. I still think of myself as just a business administrator who has always contracted

out transportation.

Our Committee though is looking for new members, new perspectives and new ideas. We know there are some great transportation directors and contractors out there who have expertise who could really help the committee in that realm. We also need some people coming from the school/pupil side so if there are any superintendents, principals or pupil service directors out there in WASBO who might be interested in transportation, your input would be great. And I'm always trying to encourage business administrators to take a greater interest in transportation. It is nice to set it and forget it, but understanding transportation and having it run smoothly can truly make our districts and jobs much better. You do not need to be a transportation expert. If you just are interested or care about transportation and think this would be a great opportunity to learn more, we could use you as well.

The commitment is not huge. We generally meet 3-4 times a year at most. We can now have people participate in some meetings via phone. The primary work is in setting the agenda and lining up topics and presenters for the spring WASBO Transportation Workshop. We also try to do a few articles per year in the newsletter to keep transportation on people's radar. So please consider. It isn't a huge commitment. I can assure you the reward of the knowledge and growth you will gain is well worth your time. If you are interested, just contact the WASBO office at 608.249.8588.

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**Mark Mayfield**

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### Being a Champion of Change

It is natural for people to struggle with change; it can be hard as well as take us out of our comfort zone in a hurry. There are some natural and learned skills and characteristics that can help us become change agents in our personal and professional lives. Pat will use stories and examples to illustrate several of these characteristics showing that anyone can become a "Champion of Change" if they choose to.

**Pat Finnemore**

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## Flexible Seating and the Elementary Classroom

### Supporting a New Generation of Learners

Contributor | **Rory Cook**

**T**ake a look at today's elementary classrooms and you'll notice that things have changed. Compared to the traditional learning environment that most of us experienced, the modern classroom is far more dynamic. Desks? Yes. Tables and chairs? Definitely. But, there are big differences. Many desks are designed for standing. Some chairs wobble—on purpose! Plus, there are couches and pillows, and everything seems to have wheels. What happened?

In short, schools responded to an abundance of research. Over the last 20 years, we have learned more about the developing brain<sup>1</sup>, the positive impact of movement on learning<sup>2,3</sup> and the potential ill effects of sedentary learning<sup>4,5</sup>. An important reaction to this research has been the development of flexible seating.

What do we mean by flexible seating? We are all familiar with the standard arrangement of the traditional classroom—multiple rows of desks in an equidistant grid formation. In a word, flexible! But with flexible seating, students and teachers have the option to choose where they sit, how they sit and how the classroom is arranged.

#### Advantages for Students

Regardless of grade level, modern classrooms put an increased focus on critical thinking, problem solving, communication and collaboration. And today's students are encouraged to get actively involved in their own education, discovering which learning methods work best for them—and ultimately developing the higher-level thinking skills needed for college and career success.

To support these objectives, flexible seating allows teachers to quickly re-

arrange their classrooms for a variety of independent and collaborative activities, project-based work and more—while providing choices to support students' individual learning styles. This element of choice is a key factor, as the ability to make choices provides students with a greater sense of input in their own education<sup>2</sup>.

A further advantage to flexible seating is its preventative health benefits<sup>3,4</sup>. By encouraging movement in the classroom and minimizing sedentary learning, we can reduce children's risks for long-term heart problems<sup>5</sup>.

In addition to the published research, anecdotal evidence from the classroom is clear—students are thrilled with flexible seating! Teachers report greater student engagement, increased attention spans and stronger motivation to get to school. Plus, the use of ball seats and wobble chairs provide children with an active outlet that doesn't disrupt others' learning. Modular tables and desks allow a far greater degree of student collaboration—which develops a stronger sense of community in the classroom.

#### Classroom Management

From a teacher's perspective, flexible seating makes classroom management so much easier. With modular tables and desks with locking casters, it becomes simple to arrange the classroom in different configurations—for whole-class activities, small-group activities, partner activities or independent work. And as easy as it is to create temporary, adaptable learning spaces, it's just as easy to put everything back. This makes transitioning from activity to activity far easier—and far faster—than before, which promotes on-task behavior.

Plus, with the availability of multiple seating options, students have the time and opportunity to discover which style of seat works best for them. Depending on the class size and number of options, teachers are encouraged to rotate groups of students through the available seating arrangements.

#### Making the Switch to Flexible Seating

Incorporating the principles of flexible seating can be achieved in a couple of ways. Certainly, the preferred method is to outfit entire classrooms with a variety of different seating options—adjustable-height desks and tables with locking casters, wobble chairs, ball seats, couches and so on (see inset box). But, if a comprehensive approach like that is not possible, teachers and administrators can pursue a piecemeal approach—picking up new furniture items as the opportunity arises. The key is to look for furniture that is constructed for adaptability, mobility and ease of use.

Whatever approach is taken, it will be worth it—for teachers, students and the entire learning process.

For questions regarding this article, please contact Rory Cook at [rcook@lakeshorelearning.com](mailto:rcook@lakeshorelearning.com)

#### **FLEXIBLE SEATING is...**

- Standing at a podium or an adjustable standing desk
- Kneeling or lying on a carpet
- Silently bouncing on a ball chair
- Wobbling on a wobble chair
- Sitting on a couch, a classroom chair, a beanbag chair, an ottoman or a giant pillow
- Collaborating at modular tables
- Temporary arrangements of furniture and seating

# Starter Kit for School Business Officials

*Tips for helping new and experienced SBOs keep their district on track.*

**Contributors | Todd Hajewski and Sarah Viera**

School business officials face head-spinning challenges, balancing the budget while juggling facilities, transportation, food service, and more. How do they manage the day-to-day tasks while keeping an eye on the long-term goals.

## Starter Strategies

For those new to the profession, here are a few strategies that may help you keep your head above water and make a positive impact on your district from Day One.

### Find a mentor.

One of the most important things a new SBO can do is find a mentor. Wisconsin ASBO's successful mentor program matches new school business officials with veterans in their region.

We both were fortunate to have excellent mentors who helped us navigate the journey from aspiring to new SBO. They continue to be instrumental in helping us succeed in our profession and inspire us to mentor others. For example, at the 2017 ASBO Annual Meeting & Expo, Todd met a new SBO from Wisconsin who had received the Emerging School Business Leaders Scholarship. After getting to know her at the Annual Meeting, he became her unofficial mentor.

### Create a "to-do" list with a calendar of due dates.

Many SBOs entering their first year have little transition experience and have to figure out almost everything on their own. The first step is determining what to do and when to do it. Unfortunately, the "how" sometimes comes later.

The Wisconsin Department of Public Instruction provides an annual calendar with report due dates and general guidance about when school district officials should focus on certain management issues. This Multi-Tasker Planning Calendar is a valuable tool for new SBOs. Creating a calendar if one isn't already available is the first step in organization.

### Learn processes quickly.

Whether you are starting as an SBO in a large district overseeing multiple people and departments, or a small district where you literally do it all, it's important to learn current processes quickly.

It can be tempting to walk into a position and want to make immediate changes. While some processes do need to be modified, it's important to take time to understand current process before making changes.

Have a clear understanding of what a new process will accomplish and what the long-term implications of the change may be. Be patient when it comes to making changes.

## Understand your budget process, plan for the worst, yet be realistic.

Creating and monitoring budgets often comprises the majority of an SBO's responsibilities. Consequently, it's valuable to know the district's budget calendar and the expectations of the superintendent, school board, and community. Budget must be based on the formulas for state and local revenue.

Most SBOs prefer to be conservative and plan for the worst-case scenarios when creating their budget. However, it is important to be accurate and realistic. Some districts plan so conservatively that they cut staff or programs for a budget year yet end up with a surplus because they planned conservatively but not realistically.

Creating an accurate budget takes time; it's important to evaluate what goes into each revenue and expenditure account.

## Strategies for All SBOs

SBOs tackling the day-to-day operations while simultaneously focusing on long-term goals may struggle with how much time to devote to the "big picture" while meeting the demands of everyday tasks. Consider these strategies.

### Prioritize your time.

Setting priorities helps the SBO stay organized and ensures nothing gets missed. Part of prioritizing is knowing what's coming and when.

Both of us have large whiteboards in our offices. Before Sarah leaves each day, she makes a list of things that need to be accomplished the next day. In addition, she has three months of tasks and deadlines on her whiteboard, categorized into Admin Team, Board Meetings, and Other. She and the business team know what is on the horizon and can plan accordingly, which helps ease the stress on a busy day.

### Empower your staff.

In both of our districts, we are fortunate to have teams who handle the majority of day-to-day tasks, which allows us to focus on our districts' long-term goals. Empowering staff to make day-to-day decisions creates a foundation of trust within the department.

Focus on setting clear expectations and include staff in decision making that ultimately affects them and their job duties. Take the time to understand and support each person's job duties.

### Get involved.

Besides having great mentors, the thing that most helped us learn about the SBO profession was becoming active in professional organizations like Wisconsin ASBO and ASBO International.

WASBO is a strong organization that provides professional development and fosters networking opportunities along with their advocacy efforts. We both started attending WASBO conferences while we were school business students. WASBO conferences provide an opportunity to share ideas about topics unique to our state.

In Wisconsin we also have regional groups (we are both part of the Southeast Wisconsin group) which meet about five times per year. And, we also participate in smaller groups with surrounding districts to discuss more local topics. We attend and participate in the ASBO International Annual Meeting & Expo.

From the thousands of networking peers at the ASBO Annual Meeting & Expo to the eight other SBOs at our South Suburban meeting, our colleagues are critical to our success.

### Be active and present in your schools.

Building relationships with the teachers and other school-based staff is an important piece to our jobs. When we are active in our schools, we provide an instant resource for staff. We are there to answer questions that they might not have called or emailed us about.

Todd has the unique opportunity to fill in for elementary school principals when they are out. Because he has no teaching or principal background, this seems like a daunting task, yet the experience has been very positive and enhances his rapport with the staff and students.

Being active in your schools is also enjoyable. In the midst of a bad day, stopping into a kindergarten classroom

is guaranteed to put a smile on your face. Bringing school business staff into the schools, maybe as reading pals, can help them experience the "why" of their jobs as well.

## Make professional development a priority.

We are all busy, but it's more important than ever to make professional development a priority. Although it may be difficult to leave the district for a couple of days to attend a conference, the value typically outweighs the disruption.

Professional development conferences not only provide SBOs with knowledge that can put the school district in a better position, they also provide an opportunity to network with colleagues and reset and refresh your focus.

## Make work-life balance a priority.

Work-life balance is essential to personal and professional success. To be the best version of themselves, SBOs must take time for what's important to them! Late night meetings and long work weeks may be necessary at times, but we can't lose sight of family, friends, and hobbies we enjoy.

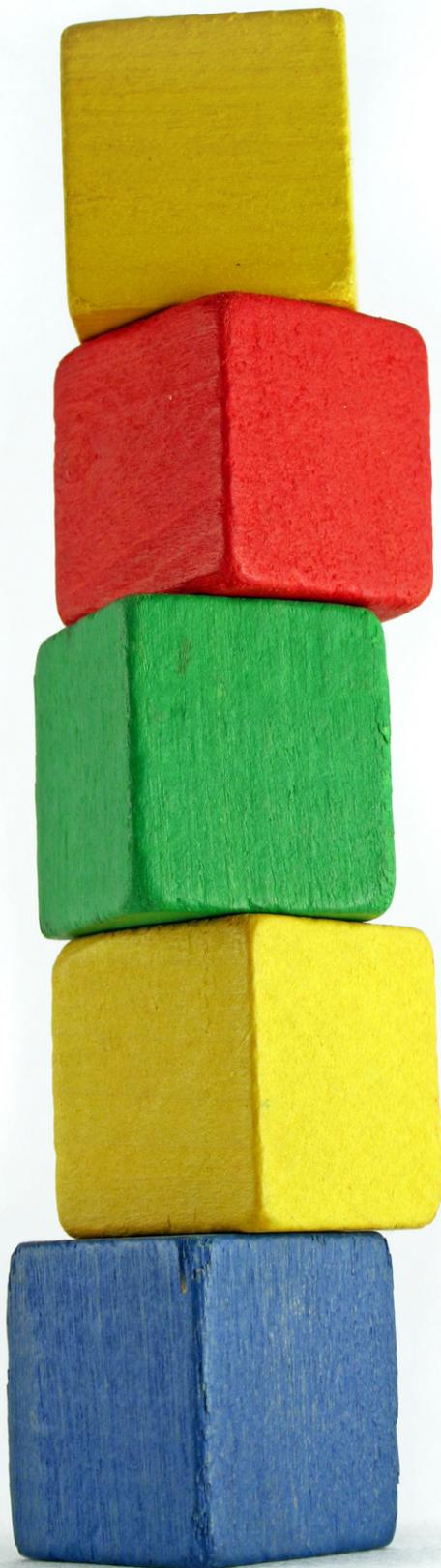
## Remember the why.

No matter whether you are a new or experienced SBO, remember your "why." We chose a career in school business management because we have a passion for education. As we navigate the nuances of school finance, remember that it all comes back to educating kids!

## Back to Basics

We hope the strategies presented here help you build and build upon the foundation for a successful journey in school business. While critical for someone new, sometimes even the most experienced SBOs occasionally need to review their toolkit and get back to the basics.

*This article originally appeared in the May 2018 School Business Affairs magazine and is reprinted with permission of the Association of School Business Officials International (ASBO). 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.*



# WASBO Offers Tools for New Business Staff — and Teams!



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- New School Administrators & Support Staff Conference • Aug 8-9, 2018
- Fall Conference • Oct 4-5, 2018
- School Business Management: Winter at a Glance • Dec 4, 2018
- Wisconsin Federal Funding Conference • Feb 25-26, 2019
- Accounting Conference • March 20-21, 2019
- Spring Conference • May 16-17, 2019

[WASBO.com/Success](http://WASBO.com/Success)

## Coming to Madison August 8-9

If you are a **new business official, superintendent** or **business staff person** in your district, the WASBO New School Administrators (business manager or superintendent) & Support Staff Conference on August 8-9 in Madison should be on your calendar.

Solidify your knowledge and your team. While this conference is for new school district administrators, school business officials, and business support staff who are responsible for tasks related to school finances, veteran personnel can benefit as well. Viterbo University graduate credit is available.

Register NOW at [WASBO.com/NewAdmin](http://WASBO.com/NewAdmin)

## Coaching for Mentors & Protégés

WASBO offers a Mentorship Program which provides technical assistance and advice to **first- and second-year school business officials** relative to the myriad of duties and responsibilities that are inherent within every school business officials' job description.

The mentorship program is designed to provide opportunities for new school business officials to acquire the performance skills and knowledge necessary for the effective implementation of their job responsibilities. The program also provides a resource in order to facilitate decision-making associated with the particularly difficult challenges and problems that occur within the frame of reference of a school business official's position. If you are an experienced school business official, you are encouraged to mentor a protégé through their new position.

[WASBO.com/Mentorship](http://WASBO.com/Mentorship)



**NEW School Administrators & Support Staff Conference**



**Mentorship**

# Stay Connected

## Call for Presentations

Has your school district implemented a new practice? Do you have a story to tell? WASBO invites you to share your experience and expertise by applying to present at one of our upcoming 2019 conferences: **Facilities Management, Transportation & Bus Safety, Accounting and WASBO Spring** conferences. A Call for Presentations is posted at [WASBO.com/present](http://WASBO.com/present). Submit by September 30.

If you are a District Professional, consider teaming up with your colleagues/Service Affiliate members to present a session on an innovative idea or best practice you have implemented in your district. Attendees appreciate the information provided by their peers and often find they can apply what they have learned at the conference when they return to their districts.

Service Affiliate Members are encouraged to team up with a school district professional to co-present educational and informative solutions that address the needs of school districts. Inviting district personnel to co-present gives additional credibility to the information you are providing. If you present quality information, attendees will remember the expert who provided it.

*Final programming decisions for each conference are made by that conference's planning committee.*

Questions? Contact Kaitlyn Peters, [kaitlyn.peters@wasbo.com](mailto:kaitlyn.peters@wasbo.com) or 608.729.6631.

## 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.wiedenhoedt@wasbo.com](mailto:woody.wiedenhoedt@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).

## 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:
  - WASBO Fall Conference
  - Midwest Facility Masters Conference
  - Winter at a Glance
  - WASBO/WASPA School Personnel Academy
  - Wisconsin Federal Funding Conference
  - Facilities Management Conference
  - Transportation & Bus Safety Conference
  - Accounting Conference
  - Spring Conference
- *Taking Care of Business* articles due September 15 for October issue.
- Advertise in *Taking Care of Business*.
- Call for Presentations due September 30
- Update your profile and communication preferences at [WASBO.com](http://WASBO.com).
- Renew your 2018-19 membership.
- Join a WASBO Committee.
- Mark your calendars! Exhibit hall registrations open December 14 for 2019 Facility Management Conference & January 9 for 2019 Spring Conference



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# 2018 Emerging School Business Leaders Scholarship



**Demetri Andrews**

Business Manager  
North Crawford

“Receiving the scholarship to attend the [ASBO International] Annual Meeting has been a great honor and experience for me in my professional life. I know that the knowledge and experience I’ve gained through this conference will benefit my students, staff, district, and community.”

- Michael Gerlach, Hustisford

“Attending the annual meeting because of the scholarship is one of the best experiences of my career so far. Every aspect exceeded my expectations and has changed how I can and will do my job!”

- Sarah Viera

“The Emerging School Business Leaders Scholarship experience was unlike any professional development I’ve previously attended. In addition to the educational sessions, the program helped me establish a core group of colleagues that I can always reach out to. The program has met and exceeded my expectations.”

- Caitlin Kaufman, Milwaukee Academy of Science



**Jeffrey Serak**

Business Manager  
Stone Bank

### ASBO International New Members

#### June 2018

- **Shelli Reilly**, Hamilton

#### ASBO International Membership Milestones

#### June 2018

#### 5 Years

- **Jamie Merath**, Evansville



### ASBO INTERNATIONAL MEETING DATES

**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

**2021 Annual Meeting & Expo**  
Oct. 13-16, 2021 - Milwaukee, WI

**2022 Annual Meeting & Expo**  
Sept. 14-21, 2022 - Portland, OR



# Welcome to our New Members!

## District Professional Members

- **Shawn Alfred**, Director of Business Services, Manitowoc Public SD
- **Crystal Antonelli**, Bookkeeper, Salem SD
- **Dennis Fickel**, Building Engineer, Appleton Area SD
- **Laura Foss**, Whitehall SD
- **Luke Francois**, Executive Director of Business Services, Sauk Prairie SD
- **Jennifer Hadzima**, Accounting Specialist, Howard Suamico SD
- **Lisa Halverson**, Director of Support Services, Valders Area SD
- **Joseph Janusheske**, Maintenance, Tomah Area SD
- **Sarah Jones**, Bookkeeper, Crivitz SD
- **Kathryn Kelsner**, District Accountant, SD of Brown Deer
- **Martha Kreitzman**, ESEA/Title I Coordinator, Milwaukee Public Schools
- **Cindy Lemmens**, Mishicot SD
- **Erik Moon**, Business Manager, SD of Omro
- **Lana Nelson**, Personnel

- Services Assistant, SD of Ladysmith
- **Tricia Randelzhofer**, Business Manager, Yorkville SD 115
- **Rick Rebman**, Building Engineer, Appleton Area SD
- **Steve Rohde**, Coordinator of Facilities and Operations, West Allis-West Milwaukee SD
- **Kelly Ruppel**, Chief Financial Officer, Madison Metropolitan SD
- **Katie Schaefer**, Wautoma Area SD
- **Nancy Schaller**, Administrative Assistant, Hillsboro SD
- **Tracy Stagman**, School Business Manager, River Ridge SD
- **John Strack**, Supervisor of Enrollment & Transportation, Racine Unified SD
- **Kent Weinman**, Director of Buildings and Grounds, SD of Black River Falls
- **Matt Wenthe**, G-E-T Schools
- **Jane Wonderling**, District Administrator, Fennimore Community Schools
- **Andrew Borg**, President, Everest Laboratories Inc.

## Service Affiliate Members

- **Jalen Capesius**, Marketing Materials Assistant, Hallman Lindsay Paints
- **Amber Cummins**, Regional Director of Business Development, Perfection Cleaning & Restoration
- **Sue Dempsey**, Vertical Market Specialist, Staples Advantage
- **Scott Erickson**, Regional Commercial Specialist, Philadelphia Commercial
- **Hannah Meinholdt**, Business Development & Marketing Specialist, Wildcard Corp.
- **Danielle Moyer**, Manager, Wegner CPAs
- **Molly Niklasch**, Sr. Marketing Coordinator, R&R Insurance Services
- **Melissa Pharo**, Commercial Relationship Manager, Old National Bank
- **Kevin Pollard**, School Attorney, Pollard General Counsel, LLC
- **Monica Schraml**, Account Executive, M3 Insurance
- **Rodney Siegfried**, Account Manager, Schindler Elevator
- **Linda Swift**, Finance Consultant/Accountant, United Tax Service

# Member Moves and Retirements

## On the Move

- **Edward Blake**, Supervisor of Custodial Operations, Arrowhead Union High SD --to-- Director of Buildings and Grounds, Richmond SD
- **Holly Burr**, Director of Finance and Operations, Gresham SD --to-- Business Manager, Clintonville Public Schools
- **Daniel Bush**, Business Manager, SD of Lodi --to-- School Administration Consultant | School Financial Services, WI Department of Public Instruction
- **Nick Curran**, Superintendent of Business Operations, SD of Omro --to-- Director of Finance and Operations, Gresham SD
- **Andrew Dyb**, Business Manager, Lake Mills Area SD --to-- Business Manager, Amery SD
- **Michael Fischer**, Accountant, Watertown Unified SD --to-- Director of Finance and Business Affairs, Twin Lakes SD #4
- **Dennis Fox**, Buildings and Grounds Supervisor, SD of Greenfield --to-- Maple Dale Indian Hills SD
- **Tim Graffin**, Service Technician, Masters Building Solutions --to-- Director of Buildings and Grounds, Jefferson SD
- **Joseph Haselman**, Lead Maintenance Mechanic, SD of New Richmond --to-- Buildings and Grounds Supervisor, River Falls SD
- **Maryann Newenhouse**, District Accountant, SD of Brown Deer --to-- District Accountant, Nicolet High SD
- **Jeff Pruefer**, Director of Finance, SD of Brown Deer --to-- Director of Business Services, Nicolet High SD
- **Brent Richter**, Executive Director of Business Services, Sauk Prairie SD --to-- Business Manager, SD of Lodi
- **Amy Jo Vesperman**, Superintendent, SD of Albany --to-- Superintendent, Plum City SD

Have you renewed your membership for 2018-19?

Log in at [WASBO.com](http://WASBO.com), check your profile and print an invoice or pay right online!

Call the WASBO office if you need assistance  
608.249.8588

The WASBO office has moved!

You can now find us at:  
4797 Hayes Road  
Suite 202  
Madison, WI 53704

Send us a card or stop in to say HI!

## 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 Wiedenhoft at [woody.wiedenhoft@wasbo.com](mailto:woody.wiedenhoft@wasbo.com).

**Changing Districts?** Be sure to update your profile at [WASBO.com](http://WASBO.com) so you don't miss any communications. Call **608.249.8588** if you need help.

## Retirements

- **Jeff Belott**, Supervisor of Maintenance Operations, D.C. Everest Area SD
- **Stan Mack II**, Superintendent, Oshkosh Area SD

# Fall 2018 WASBO Event Calendar

Here is a look at the conferences, workshops, regional meetings, committee meetings, and other events that make up the Fall 2018 WASBO Event Calendar. For more information, see the Calendar of Events at [wasbo.com](http://wasbo.com)

## August

**1**  
Call for Presentations Open  
[wasbo.com/present](http://wasbo.com/present)

**7**  
School Facilities Committee Meeting  
*9:30 AM, WASBO Office*  
Safety and Risk Management  
Committee Meeting  
*11:45 AM, WASBO Office*

**8-9**  
New School Administrators &  
Support Staff Conference  
*Holiday Inn at the American Center,  
Madison*  
[wasbo.com/newadmin](http://wasbo.com/newadmin)

**14-15**  
Wally Zastrow Leadership Academy  
*WASBO Office*  
[wasbo.com/leadership](http://wasbo.com/leadership)

**17**  
WI Valley Regional Meeting  
*Coffee at 9 am, meeting at 9:30 am*  
*Antigo*

**21**  
School Business Office Professionals  
Conference  
*CESA 3, Fennimore*

**23**  
School Business Office Professionals  
Conference  
*CESA 4, West Salem*

## September

**5**  
Midwest Facility Masters  
Committee Meeting  
*10 AM, Conference Call*

**6**  
Fall Conference Committee Meeting  
*9 AM, Conference Call*

**15**  
Northeast and Bay Area Regional  
Meeting  
*Mishicot School District*

**19**  
Fundamentals of Risk Management  
CSRM Course  
*Holiday Inn Eau Claire South*  
[wasbo.com/riskmanagement](http://wasbo.com/riskmanagement)

**20**  
Handling School Risks  
CSRM Course  
*Holiday Inn Eau Claire South*  
[wasbo.com/riskmanagement](http://wasbo.com/riskmanagement)

**21-24**  
ASBO International Annual  
Meeting & Expo  
*Kissimmee, Fla.*  
[asbointl.org](http://asbointl.org)

**28-29**  
Wally Zastrow Leadership Academy  
*WASBO Office*  
[wasbo.com/leadership](http://wasbo.com/leadership)

**30**  
Call for Presentations Ends  
[wasbo.com/present](http://wasbo.com/present)

## October

**3**  
WASBO Fall Golf & Walk/Run  
Outing Scholarship Fundraiser  
*Autumn Ridge • Osthoff Resort*  
[wasbo.com/fall](http://wasbo.com/fall)

**4-5**  
WASBO Fall Conference  
*The Osthoff Resort, Elkhart Lake*  
[wasbo.com/fall](http://wasbo.com/fall)

**10**  
Midwest Facility Masters  
Committee Meeting  
*10 AM, Conference Call*



**17**  
Measuring School Risks  
CSRM Course  
*Holiday Inn Eau Claire South*  
[wasbo.com/riskmanagement](http://wasbo.com/riskmanagement)

**18**  
Funding School Risks  
CSRM Course  
*Holiday Inn Eau Claire South*  
[wasbo.com/riskmanagement](http://wasbo.com/riskmanagement)

## November

**5-6**  
Midwest Facility Masters Conference  
*Kalahari Resort, WI Dells*  
[wasbo.com/facilitymasters](http://wasbo.com/facilitymasters)

**8-9**  
Wally Zastrow Leadership Academy  
*WASBO Office*  
[wasbo.com/leadership](http://wasbo.com/leadership)

**14**  
Administering School Risks  
CSRM Course  
*Holiday Inn Eau Claire South*  
[wasbo.com/riskmanagement](http://wasbo.com/riskmanagement)

**15**  
Crisis Prevention and Response  
CSRM Update Course  
*Holiday Inn Eau Claire South*  
[wasbo.com/riskmanagement](http://wasbo.com/riskmanagement)

**28**  
School Business Office Professionals  
Conference  
*Fox Valley Technical College, Appleton*

## December

**4**  
SFO Study Group  
*Madison Marriott West, Middleton*  
[wasbo.com/sfo](http://wasbo.com/sfo)

Winter at a Glance  
*Madison Marriott West, Middleton*  
[wasbo.com/winter](http://wasbo.com/winter)

**5-6**  
WASBO/WASPA School  
Personnel Academy  
*Madison Marriott West, Middleton*  
[wasbo.com/schoolpersonnel](http://wasbo.com/schoolpersonnel)

**7**  
Facilities Management Conference  
*Exhibitor registration opens*  
[wasbo.com/facilities](http://wasbo.com/facilities)

**14**  
Facilities Management Conference  
*Attendee registration opens*  
[wasbo.com/facilities](http://wasbo.com/facilities)

Northeast and Bay Area Regional  
Meeting  
*Fond du Lac School District*

## Upcoming WASBO Events

### Professional Development

**New School Administrators & Support Staff Conference \*\***  
August 8-9 - Holiday Inn at the American Center,  
Madison

**School Business Office Professionals Conference**  
August 21, CESA 3  
August 23, CESA 4

**ASBO International Annual Meeting \*\***  
September 21-24 - Kissimmee, FL

**WASBO Fall Conference \*\***  
October 4-5 - The Osthoff Resort, Elkhart Lake

**Midwest Facility Masters Conference \*\***  
November 5-6 - Kalahari Resort, WI Dells

**School Business Office Professionals Conference**  
November 28, Fox Valley Technical College, Appleton

**SFO Study Group \*\***  
December 4 - Madison Marriott West, Middleton

**Winter at a Glance**  
December 4 - Madison Marriott West, Middleton

**WASBO/WASPA School Personnel Academy \*\***  
December 5-6 - Madison Marriott West, Middleton

### Scholarship Fundraisers

**Fall Golf Fundraiser**  
October 3 - Autumn Ridge

**Fall Walk/Run Fundraiser**  
October 3 - The Osthoff Resort

### Certified School Risk Managers (CSRM) Courses \*\*

**Fundamentals of Risk Management**  
September 19 - Holiday Inn, Eau Claire

**Handling School Risks**  
September 20 - Holiday Inn, Stevens Point

**Measuring School Risks**  
October 17 - Holiday Inn, Eau Claire

**Funding School Risks**  
October 18 - Holiday Inn, Eau Claire

**Administering School Risks**  
November 14 - Holiday Inn, Eau Claire

**Crisis Prevention and Response**  
November 15 - Holiday Inn, Eau Claire

\*\* Viterbo University graduate credit available

**Visit [WASBO.com](http://WASBO.com) for future opportunities!**

**Invest in yourself and your district by attending  
WASBO professional development.**



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