



Taking Care of Business

Wisconsin Association of School Business Officials

A Bimonthly Publication of the Wisconsin Association of School Business Officials - Volume 20, Number 4 - August 2016

Inside This Issue

President's Message	3
Executive Director's Report	5
Legislative Update.....	7
Get Involved on a National Level.....	8
ASBO New Members/Milestones.....	9
ASBO Internat'l Board Elections Aug. 24 - Sept. 7	9
How to Find Balance and Be Present	11
PBIS on the Bus	12
Professional Development: An Investment in Staff ...	15
Safety and Security Training for New School Employees	17
WASBO Offers Mentorship Program	19
The "Utility Leak"	20
Highlights: Custodial & Maintenance Conferences ...	22
Pokémon Go... Anywhere But My School.....	25
Managing Incidents and Accidents Instead of Accident Claims.....	26
How Wisconsin Educators are Preparing for a New Nationwide Schools Law	28
CDC Develops K-12 Guidance on Zika Virus	30
Wisconsin Honorees in Green Ribbon Schools Program	31
WASBO in Washington	32
The Perkins CTE Reauthorization.....	33
Every Student Succeeds Act.....	34
Child Nutrition	35
CSRM Designees Educated Through WASBO.....	36
More Salaried Employees Will Be Entitled to Overtime Compensation	40
Welcome New Members.....	42
Member Moves and Retirements	43
Stay Connected	43

Advertisers

A'viands Food & Services Management.....	30
CESA 10	31
Community Insurance Corporation	21
e~Funds for Schools	41
EMC/M3/Tricor	16
Focus on Energy	10
Hoffman Planning, Design & Construction.....	20
J.F. Ahern.....	25
Miron Construction.....	29
National Insurance Services	6
PBBS Equipment Corp.	14
Precision Retirement Group	30
Risk Management Strategies.....	39
Security Health Plan.....	4
WEA Trust.....	2
WEA Member Benefits	29

Safety Room Challenge Winners Named at Custodial & Maintenance Conferences

The Safety Room Challenge was held at each of the four locations for WASBO's Custodial & Maintenance Conferences this summer.



Muskego Safety Room Challenge Winners: Paul Degner, Elkhorn, and the Hartford UHS team of Dennis Schmitt, Sharon Paternoster, Tim Hegy, and Mike Horst.

Each location identified champions of the challenge and rewarded the winners with their very own Safety Room Challenge Champion shirts.

Originally developed by Joe Bellomo, Director of Facilities and Safety Coordinator in Waunakee, this session offers hands-on, interactive learning by giving participants a chance to identify safety issues in a specially set room. Those issues ranged from allergens such as latex gloves to items hanging from the sprinkler system and broken glass.



Sparta Safety Room Challenge Winners: Dale Hemmersbach, Sparta, and the Tomah team of Janice Fleming and Dan Schroeder.

See more about the WASBO Custodial & Maintenance Conferences on pages 22-23.



DC Everest Safety Room Challenge Winners: Jeff Herrow of DC Everest, Wausau team of Andy Seidler, Kevin Davisson, and Chris Raboin (top right), and DC Everest team of Eric Montag, Wayne Haugen, and Phil Meyer (bottom).



Menasha Safety Room Challenge Winners: Appleton Area team of Dean Zuleger, Rick Rebman, Steven Bauer, Jim Fassbender, and Craig Siegmann.

Menasha Individual Safety Room Winner: Abby Rodaks, Oshkosh Area (at right).



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

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



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Taking Care of Business is issued bimonthly by the Wisconsin Association of School Business Officials. Send address changes to:

Taking Care of Business c/o WASBO
4797 Hayes Road, Suite 101
Madison, WI 53704
P 608.249.8588
F 608.249.3163
wasbo@wasbo.com
WASBO.com

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Editor: Woody Wiedenhoef

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President's Message

A Few Different Subjects

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



One of the responsibilities of being the WASBO president is writing an article in every *Taking Care of Business* newsletter for the entire year — ouch!!! I may write a couple of articles that focus on one topic, but my plan for now is to touch on a handful of subjects in each article I write starting with this one.

Prevailing Wage Law Change:

One of the many facets of the 2015-17 Wisconsin budget bill was a provision to eliminate the prevailing wage requirements for local governmental units effective January 1, 2017. Public school districts are included in the definition of what is a local governmental unit, so this provision will have a significant impact on our larger capital projects as we move forward. As a reminder, school districts have been required to pay prevailing wage rates on single trade projects that were \$48,000 or more, and multiple-trade projects that were \$234,000 or more. We accomplished this by having the Department of Workforce Development perform a wage rate determination for each project that exceeded those thresholds, and then included that wage rate determination in the contract requirements for contractors bidding and working on those projects.

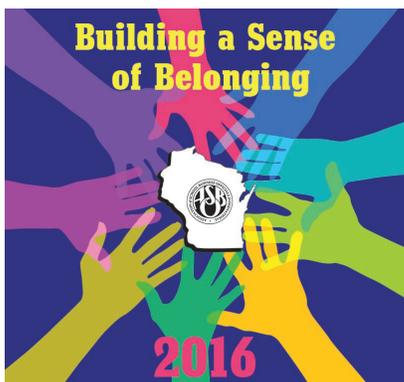
A couple of notes related to this change that you should also be aware of. First, any projects where a local governmental unit issues a Request for Bids for a project that is subject to bidding, or enters into a contract for a project that is not subject to bidding prior to January 1, 2017, must pay prevailing wage rates for that project through completion. School districts should take this into consideration when developing schedules for upcoming projects. Secondly, wherever you stand on the topic of prevailing wage requirements in our State, one of the benefits of this change

will be an administrative time savings for all of us who oversee capital projects which is always welcomed, at least by me.

SchoolDude Facilities Budget, Staffing and Operations Survey Results – Part 1:

A company familiar to many Wisconsin school districts is SchoolDude, whether it be in the use of their work order system, their building use/permit management system, or one of their other product offerings. Because of their large volume of school district customers across the country, SchoolDude has access to a massive “Rolodex” of facilities managers and they periodically issue surveys to help quantify data related to school district operations. This year, they initiated a first-of-its-kind survey for them related to gathering data in order to establish a standard for maintenance and operations benchmarks and operational excellence in educational institutions. The survey was fairly involved and required respondents to really understand the costs of their operations in detail, so that did limit the number of people willing or able to respond. That said, they received complete responses from 307 school districts and 78 universities. The data was separated between K-12 and higher education, and the K-12 data was further broken down by the size of the school district. Although a number of larger districts, including Kenosha Unified, did respond to the survey, the majority of districts responding were those with under 5,000 students. As a result, the data is presented for districts under 5,000 students, districts between 5,000 and 20,000 students, and districts with greater than 20,000 students.

A summary report is available on the SchoolDude website; however, since I was
Continued on page 14



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ASBO International

By Woody Wiedenhoef, Executive Director, WASBO



It is that time of year to be thinking about elections — no, not our fall governmental elections — but, the election of ASBO Board members and the election of the ASBO Vice President who will become President a year later. We have over 200 WASBO members who are also ASBO members who will have the opportunity to vote between August 24 and September 7. Voting is done online, just like the WASBO elections, so the process is easy.

Besides being easy, Wisconsin has the opportunity to help ASBO move forward with meeting the goals of all ASBO members, as well as WASBO members. The largest number of votes from any one state in the 2014 election was 164 from Pennsylvania out of a total vote count of 1260. Wisconsin has the opportunity to provide over one sixth of the vote total which would be very influential. The last ASBO board member from Wisconsin was Tom Wohlleber. Tom had significant influence in leading changes that benefitted all ASBO and WASBO members. Wisconsin doesn't have a candidate on the ballot this year, but we should still vote. Please see page 9 of this issue or visit page 31 at <http://asbo-flipbooks.ascendeventmedia.com> to find out more about the candidates and what their goals are for ASBO.

Next year, in August of 2017, Bob Avery will be on the ballot to be a Board Director. This is the year we should get in the habit of voting because I will encourage voting again next year. I also suspect Bob will be running for Vice President of the ASBO Board in 2020 on the presumption that Bob will win, just like Tom did several years ago. Positive forward thinking type changes can help all of us do our jobs better.

So how can ASBO help us do our jobs better? If one is not a member

of ASBO, why join? Don't we already receive excellent professional development through our WASBO association? WASBO members that develop our conferences certainly do excellent work. But there is something else to think about in our global society. The experiences we have here in Wisconsin definitely are affected by actions taken in other states or even by actions from national government or national associations. From time to time we are even challenged with understanding how education is provided in other countries. Providing an excellent education for our children always comes from a broader perspective than just Wisconsin thinking or trends. Thinking globally always helps us act locally.

So what can ASBO provide? ASBO provides the Global School Network which connects you with your colleagues around the country. Get real-time answers to your specific questions, share and download practical resources, read blogs targeted to your interests, browse libraries full of useful documents, and more. See more at <http://bit.ly/ASBO-member-benefits>.

ASBO provides the most up to date acclaimed and relevant news and publications. Through an array of publications — School Business Affairs magazine, School Business Daily news briefs, and more — ASBO keeps you up-to-date and informed with the news and leadership tools you need, when and how you need them.

ASBO provides and fosters professional development in the area of leadership skills. You can expand your network, skills, and knowledge at professional development events. School business is an ever-changing field, making

professional development a constant need. Grow alongside other high-achieving professionals at our three yearly events — the Annual Meeting & Expo, the Executive Leadership Forum, and the Eagle Institute — to expand your personal knowledge and spark innovative solutions for your district. ASBO provides *Education On Demand*, which helps you catch up on the hot-topic sessions at ASBO events through this library of recorded meeting sessions.

ASBO provides legislative resources at the national level through the Legislative Affairs Community and Legislative Action Center. Keep your finger on the pulse of key legislative changes, get in contact with your local and national leaders, and learn about advocacy opportunities.

ASBO provides the ASBO Buyer's Guide for classroom products, new school buses, security services, and other services through vetted and reliable vendors you can trust.

ASBO provides member discounts where you can receive discounts on all of our programs, services, and event registrations. Also, receive a 20% discount on professional education titles from Rowman & Littlefield Education.

There are a multitude of reasons to join ASBO. By voting for your ASBO board members you have the opportunity to have your voice heard and the above list can grow even larger.

Think about joining ASBO as well as WASBO. Dues for both WASBO (\$225) and ASBO (\$225) together are less than many professional membership dues. You and your colleagues can join both through the WASBO website.

Continued on page 9



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New Video Available on Rehiring Annuitants



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

The combination of budget cuts and Wisconsin's "double-dipping" statute has put Wisconsin school districts in a difficult spot when trying to find qualified teachers for hard-to-fill positions. 2013 Wisconsin Act 20 (Act 20) made substantial changes to the statutory provisions governing Wisconsin Retirement System (WRS) annuitants who return to work for WRS-participating employers after retirement.

Before Act 20, districts could re-hire any retired teacher after a 30-day period of separation (break-in-service) from all WRS employment. Upon re-hire, the retiree could choose to suspend receipt of the annuity and become a WRS participant, or continue to receive the annuity, but not be a WRS-eligible participating employee. Many teachers chose the latter option and, under this arrangement, the teacher and the district were not required to make annual contributions to WRS (each paying 6.8% of the teacher's earnings in 2015 and 6.6% in 2016). This allowed the districts to save money and fill vacant

positions while making use of retirees' considerable expertise.

This option is still available for teachers who retired on or before July 1, 2013. However, Act 20 made the following significant changes to the law as it applies to retirees who terminated WRS participating employment after that date:

- Increased the required minimum break-in-service period from 30 to 75 days.
- Provided for automatic suspension of the annuities of retirees hired to work in WRS-eligible positions for at least 2/3 of what ETF considers to be full time (880 hours for teachers, administrators, and education support staff).

As a result of these changes, districts have found it more difficult to attract recent retirees to hard-to-fill positions. SAA member complaints regarding the impact of the law on hiring grew in volume and intensity throughout the 2014-15 school year. In response, the SAA began working with a small working group of superintendents to

identify and develop a reasonable legislative response to the problem.

What we initially found however, was enormous confusion among SAA members over the application of the new law by the Department of Employee Trust Funds (ETF). Therefore, we believed our first priority was to clarify the application of the law for the membership. I was joined in this endeavor by Attorney Mike Julka of the Boardman & Clark law firm. Attorney Julka's experience and expertise were absolutely indispensable in sorting through the layers of complexity involved.

After more than four months of investigation and numerous meetings and other communication with ETF personnel, Attorney Julka, the SAA and the Wisconsin Association of School District Administrators (WASDA) have produced a video that we believe clarifies the application of the law. We encourage all SAA members involved in hiring staff to access the video when it is released. WASBO will e-blast the link and post it on WASBO.com shortly. 🇺🇸

Mark Your Calendar! WASBO Fall Conference

Oct. 6-7, 2016

The Osthoff Resort, Elkhart Lake

Fall Golf & Bike Scholarship Fundraisers, Oct. 5, 2016

Golf at Autumn Ridge, Valders
Bike Ride at Old Plank Trail

Election Year:

**Above and Beyond
No Matter What the Results**

Get Involved on a National Level

By Bob Avery, WASBO Past President; Director of Business Services, Baraboo School District



“Reaching Out ... Pulling Together” was not just a slogan for my year as our state president, but a call for members to participate in both WASBO and ASBO International. Business officials across the nation are facing a wide variety of challenges — some specific to their states and others that are more general. In Illinois, for example, the state’s underfunded pension has created a budget nightmare for the state that is impacting school districts and makes our challenges of a \$0 change in the revenue limit formula seem like a hiccup. On the other hand, implementation of the Affordable Care Act has been an issue for school districts nationwide.

We have an opportunity to learn from each other here in Wisconsin through a variety of venues. This newsletter. Multiple conferences (Fall, Spring, Accounting, Joint Convention, Federal Funding, Personnel, etc). Certification programs (CSRM, Facility Managers, SFO). Workshops. Regional meetings. Mentorship and the Year of Success. Peer to Peer online networking service.

ASBO International, likewise, provides opportunities to learn from colleagues from across the country. This includes through the monthly magazine *School Business Affairs*, as well as “Accents Online” and “School Business Daily” to keep you up to date on what is going on in school finance and operations management across the country. Trends that may impact us here in the Badger State at some point.

In addition to publications, ASBO conducts three conferences annually — the Annual Meeting and Expo (AM&E) in the fall (more on that below) and two that are focused on leadership. In February, ASBO hosts the Executive Leadership Forum (ELF) which focuses

on organizational leadership and in July, the Eagle Institute, which is focused on the individual as a leader. I have had the privilege to attend all of these conferences. As a member of the WASBO Board, time at the ELF was critical to the development and implementation of policy governance for our organization. As a professional, the Eagle Institute improved my leadership skills as a school official.

In addition, The Alliance for Excellence in School Budgeting is a network of ASBO members sharing best practices in school budgeting.

ASBO also offers districts and professionals the opportunity for professional recognition through the rigorous Certificate of Excellence in Financial Reporting (COE) and Meritorious Budget Award (MBA) programs, as well as the Certified Administrator of School Finance and Operations (SFO) designation.

Through the COE and MBA awards, districts receive critical feedback on their processes and applications from reviewers to strengthen their reporting. The SFO designation provides international recognition of knowledgeable and experienced professionals in our field. And while this recognition may not result in a change of salary, it does add additional legitimacy to the work we do as professionals for our school boards, our communities, and our peers.

This fall, the ASBO AM&E will be held in Phoenix, AZ, giving us a chance to reconnect with our old friend, Tom Wohlleber. The conference spans a weekend, running Sept. 23-26, which is nice as it reduces the time out of the office. I am excited that four newer colleagues from Wisconsin will be attending the AM&E via the Emerging School Business Leaders scholarship

program, which ASBO offers annually. Only 18 people were selected this year, so to have four of them come from Wisconsin is a testament to the great things that we are doing here.

I hope that you consider joining Bob Chady, Caitlin Kaufman, Sarah Viera, Mike Gerlach, Todd Hajewski, myself and Woody at the AM&E. It promises to be an educational as well as a fun conference. There will be a reception for Wisconsin attendees on Friday and WASBO is participating in a six-state reception on Saturday that will feature candidates for the ASBO Board for 2016, 2017 and 2018, including myself. Thank you to our sponsors — National Insurance Services, PMA/Forecast5, Performance Services, and American Fidelity Assurance — for helping making this possible! (If you are a Service Affiliate member interested in sponsoring WASBO during the AM&E, contact Jeanne Deimund at jeanne.deimund@wasbo.com!)

ASBO has afforded me the opportunity to network with colleagues from across the country and beyond. Running for the ASBO board in next year’s election has already allowed me to travel to other states for their conferences and I look forward to visiting more in the coming year. In June, I had the chance to attend the New York State ASBO conference and was invited to speak at their Leadership Academy as well. It was interesting to hear about the process required for state approval for capital projects and exciting to see a bonding program where underwrites technology integration into the schools — whether it is to meet infrastructure needs or help roll out 1:1 initiatives. I was able to meet and share ideas with members of the NYSASBO board as well as five past presidents. It was engaging and informative seeing how things operate in NY.

ASBO has a lot to offer school business professionals. Together, WASBO and ASBO International dues are \$500, generally lower than just the state dues for other administrative associations. Please consider joining me as an ASBO International member. You can join through your WASBO renewal or directly online (<http://asbointl.org/membership/join>). 🐦

ASBO International Meeting Dates

2016 Annual Meeting & Expo

Sept. 23-26, 2016 - Phoenix, AZ

2017 Annual Meeting & Expo

Sept. 22-25, 2017 - Denver, CO

2018 Annual Meeting & Expo

Sept. 21-24, 2018 - Kissimmee, FL

2019 Annual Meeting & Expo

Oct. 25-28, 2019 - National Harbor, MD

2020 Annual Meeting & Expo

Oct. 2-5, 2020 - Nashville, TN

asbointl.org/meetings/annual-meeting-expo



ASBO International Board Elections Aug. 24 - Sept. 7

By *Aubrey Kirkpatrick, Director of Finance and Administration, Angophone East School District, Moncton, New Brunswick, Canada*



With the ASBO International Board elections just over two months away, I am getting very excited about running for the position of Board Director with the support of New Brunswick ASBO. I wanted to reach out to you to introduce myself and to ask you for your support in the upcoming elections.

We have put this short introductory video together to help explain a little about who I am and why I am running. I hope that you will watch the short video (2 minutes) to learn more about me and what we can accomplish together. Please share this with your friends and colleagues in ASBO.

The June issue of the SBA magazine (<http://asbo-flipbooks.ascendeventmedia.com>) featured all of the candidates and I urge you to review the Q&A on page 31. I welcome the opportunity to hear your thoughts and questions about me, ASBO International or any other topic for that matter. Please feel free to email me at aubrey.kirkpatrick@gnb.ca.

I am really excited to be running for the Board and I hope you will vote for me in August. I hope you enjoy the video and I encourage you to contact me with any questions. See the video at <https://youtu.be/gkbrNwOEaeA>. 🐦

ASBO International Membership Milestones

June 2016

5 Years

- **Jeffrey A. Dellutri**, Nicolet Union HSD, Glendale, WI

July 2016

30 Years

- **Janice DeMeuse**, Milwaukee, WI



Executive Director's Message

Continued from page 5

WASBO Office News

Áine Calgaro has received an offer to take on a new challenge to serve as Marketing & Communications Coordinator with Free to Breathe, a national non-profit focused on increasing lung cancer survival rates. Áine has diligently served WASBO members as the WASBO Communications Coordinator. Her initiatives, leadership and kind and outgoing personality is going to be missed.

Áine is leaving us with the following message, "I cannot thank you enough for the opportunity to work in this position for the past three and a half years. I've greatly enjoyed and appreciated the opportunities I've had to reformat the newsletter and conference materials, work with different membership software, and interact with our wonderful WASBO members. It was difficult to make the decision to leave such a respected and effective organization. It's even harder to say goodbye to the staff, as I regard each individual as not just a co-worker, but a friend." Áine is truly a friend with all the WASBO staff and WASBO membership. Please join me in celebrating Áine's new challenges and wish her all the best in the future. You can reach Áine at aine.calgaro@gmail.com.

On another note, we are delighted to announce that Tina Hafeman will be WASBO's new Accounting & Technology Coordinator. She has been working part time since June and will be starting full time in October. Deb Saeger continues to help us part time with our year-end financial work and audit preparation. Deb is working closely with Tina through the transition period.

Tina is already a WASBO veteran, having previously worked for the association for 18 years. Our Tina Hafeman Friend of WASBO Award is named in her honor, and she truly serves and supports our members. Please join me in welcoming her back to the team. She can be reached at tina.hafeman@wasbo.com. 🐦

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How to Find Balance and Be Present

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



The last six months have been challenging. Work has been so busy I feel like I move from one meeting to another without having any time to think reflectively or understand underlying motivations. Once home, I hear local and world news filled with such horrible acts of violence. I listen to our political environment and wonder how we came to be in this place. I feel like I move through the day at warp speed with no time to really focus on the simple joys of life. I don't think I am that unusual.

So how do we turn the tide? How do we slow things down, stop the flow of negative thoughts and allow for a quiet space to see the positive, remember the important, and feel the joy? I'm no expert. All you have to do is ask my staff. They will tell you. Some days I run through the day with my eyes wide, my gestures frantic, and my words a hundred miles per hour. But I try every day. I try to remind myself that life is short and meant to be lived with abundant amounts of joy and laughter!

Life is short. That realization crashed down on me when I first heard the words, "You have cancer." Fortunately, I can say that I am now a five year survivor, but through the treatment process, I realized that I could no longer let my health or personal life take a backseat to my work-life. No one would remember me for the extra hours I put in behind the desk. People would remember me because I made them laugh or offered a friendly word or gesture. Change was needed.

I wish I could offer one easy-to-implement fix that magically took me to the "sweet spot," but I can't. Change doesn't come easy, and it never involves just one action. I still haven't

found that "just right" balance between work and home, but I will share some of the steps I have taken to get there.

- **Get over the guilt:** This first step has been and continues to be the hardest. Give yourself permission to walk away from work and enjoy your personal life.
- **Exercise:** The benefits to the body and mind are unbelievable. I decided to start running. When I run, I can't think about work. I can't think about work because I'm breathing so hard I'm afraid I'm going to keel over! Seriously, the type of exercise doesn't matter. Just move.
- **Sleep:** Gone are the days when I would go to work early, come home late, visit with my family, and then answer email until late. When I first started going to bed earlier, I felt OLD! Now after more than year, I feel so much more alert and ready to attack the day with gusto!
- **Positive Talk:** Tell yourself multiple times a day that you are doing a good job and deserve all of the positive things in life. I know this sounds crazy, and my staff are continually wondering who I am talking to in my office alone, but it works. We would never say the negative things that we say to ourselves to another person. Share kind words with yourself.
- **Mindfulness/Meditation:** Find a way to slow your thinking down and give your brain a break. For me, I find hot yoga to be helpful. During yoga, I consciously work on staying in the present, being aware of what is happening right now. These same feelings could be achieved

by gardening, sitting quietly on the back porch, or taking a walk. Find what works for you.

- **Experience Gratitude:** Everyday, take the time to vocalize the things that make you feel gratitude. I find the more I think about things I am thankful for, the more I look at life with a positive attitude.
- **Remove Email Notifications From Your Phone:** Such a simple act, but one that has significantly impacted my daily life. Until a few months ago, I received work and personal email notifications on my phone 24/7. Every time I received a notification, I felt compelled to look and then act if necessary. As each email notification would come in, I would be constantly reminded of the growing pile of work that was waiting for me at the office. This change has allowed me to stay in the present and enjoy the space I'm in at the moment. I still check my email, but I check my email at a designated time each day and then let it go.

By incorporating these changes, I find that not only am I happier and more present outside of work, I am a better employee when I am at work. That's a win for me, my family, and my employer! Good luck on your journey. 🍀

To contact Lori, email her at lames@mcpasd.k12.wi.us.

PBIS on the Bus

By Bob Tess, WASBO Director; Chief Finance and Business Services Officer, Wausau School District



Over the past several years many school districts nationwide have spent considerable time, energy and resources on Positive Behavior Intervention and Supports (PBIS) in their schools. The Wausau School District introduced PBIS in its elementary schools in 2008 with statewide recognition given to various schools during that time for their success.

The essential tenets of PBIS include systematic implementation of a three-tiered structure benefiting from use of data driven decision making, evidence based practices, family and community engagement, and a strong universal level of supports to build a positive culture. Failing to attempt implementation of these same proven strategies to improve student behavior on school buses would be most unfortunate and an oversight. Everywhere else in education we go to great lengths to identify clear expectations and then reward those who meet these expectations, so why should the school bus, which may be considered an extension of the classroom, be any different?

In 2013 the Wausau School District began a joint venture with busing contractor First Student, to bring the language and practices associated with PBIS from the classroom into the school buses and further establish a common standard for behavior regardless of the setting. The underpinning for this work included establishing a committee of First Student drivers, bus monitors and management along with district representation of teachers, PBIS coaches, building administrators and district level administrators. This joint effort would benefit from District personnel already speaking the PBIS language and having necessary

structure already in place, including the use of a behavior tracking software called Bus Conduct. To give the group focus, the Wausau School District Transportation Committee developed a vision statement that dovetailed with already existing District interests.

The vision of the Wausau School District Transportation Committee is a commitment to excellence in safely transporting students, encouraging respectful and caring behavior while supporting District Shared Key Interests. We strive to encourage collaboration between First Student and the Wausau School District in order to proactively communicate with mutual respect.

The Transportation Committee quickly realized what was already seen as a very valuable tool for managing behavior in classrooms would translate well into other settings, including the school bus. Through research it was revealed that although bus drivers often benefit from professional development in safe operation of a large vehicle, passenger behavior management is often neglected. Drivers have indicated a desire for this type of training as many feel unprepared for the challenges that come along with managing student behavior. The Committee recognized that although difficult to manage the behavior of a group of 25 students in one classroom when that is a top priority, it may be considerably more difficult to manage the behavior of 50 students when the top priority is what is occurring outside the bus, where drivers' focus should remain.

Essential components

- All First Student drivers, monitors and dispatchers were provided professional development from a regional PBIS expert on the

PBIS model and strategies for implementation.

- Clear expectations for student behavior were developed by the committee. These expectations were communicated through behavior matrix signs posted in all buses and verbalized to students.
- A flow chart defining communication between drivers, First Student management, school principals and parents was developed and implemented to close any gaps in communications.
- Student behaviors requiring follow-up were addressed using Bus Conduct reporting and a clear expectation for drivers as well as principals. These efforts have resulted in more useable data available through Bus Conduct. District-wide data suggests that PBIS is working as the number of referrals has initially decreased. Behavior incidents have increased recently but the quality of referrals has increased and principal response time on these referrals has improved.
- Timely and accurate reporting by both the drivers and principals has allowed the drivers to receive more quality feedback, which is something they felt they needed.
- Student positive behavior was supported through use of Bus Bucks behavior acknowledgment system jointly administered by the drivers and the schools.
- Members of the District Transportation Committee have been present at most First Student safety meetings over the past school year. This makes the drivers feel like the District cares about them and values what they have

to say, thus making them feel more like one unit rather than two separate organizations. This also lets the drivers know that safety and PBIS represent priorities for the District rather than just a casual initiative.

- The drivers who have embraced PBIS are optimistic and feel it is working. They appreciated this valuable tool that has been provided to them to help in doing their jobs.
- Recently the full PBIS Transportation Committee has met less frequently than once per month. However, subgroups of the committee, led by the District PBIS External Coach, meet more often to work on specific projects. These include the development of a district-wide plan to reteach universal expectations in the area of buses, develop videos to assist in teaching appropriate bus behavior, analyze data and look at further improving communication.
- As a result of the efforts of the PBIS Transportation Committee, there has been increased communication and an overall improvement of the relationship between First Student and the District.

Evidence that it is working

Two years after implementation of our PBIS on the bus initiatives we are seeing evidence that suggests our efforts are paying off. Student data on bus behavior incidents gathered through Bus Conduct reveal encouraging trends on the reporting and addressing of issues that previously may have been ignored.

To further evaluate the efficacy of our initiatives, all bus drivers were given a brief survey asking their opinions on

the value of the tools and strategies with which they were armed. When the drivers were asked if their knowledge of PBIS has improved relationships with students on their buses 83% of the 74 drivers responding said they agreed or strongly agreed. Of the same 74 drivers, 70% either agreed or strongly agreed that their communication with building principals has improved since PBIS has been implemented. When asked if their ability to address challenging behavior on their bus has increased since PBIS training, 75% agreed that it had while 78% agreed that the presence of District personnel has made them feel more supported.

Next steps

The Wausau School District Transportation Committee continues to meet several times per school year to improve and advance our efforts as well as advocate for this in other districts.

For more information on the Wausau School District's PBIS initiatives regarding bus behavior as well as an abundance of other resources please visit the following link: http://www.wausauschools.org/departments___programs/education/

If you have questions about this article, contact Bob at rtess@wausauschools.org.



Say "Yes" to Dual Benefits

When you renew with your affiliate ASBO, check the box for ASBO International Membership. With one payment, you can participate in both organizations—doubling the tools, resources, and colleagues you can call on to help you in your everyday responsibilities. Together, we can effectively manage resources to give every child the power of education.

With the increasing responsibilities and fewer staff, the help and expertise that I gain through ASBO membership is priceless.
Peter Willcox Sr., RSBA, White Bear Lake Area Schools (MN)



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President's Message: A Few Different Subjects

Continued from page 3

one of the respondents to the survey and was one of the participants in a webinar that reviewed the draft results; I have access to data that is not included in the summary report. My plan is to provide the data that I found particularly interesting in some of my upcoming articles in *Taking Care of Business*. Hopefully, you will find that information interesting and helpful as a comparison to your own district operations. Here is one quick piece which I will dive into more deeply in a future article:

The median of all the respondents spend 10% of their overall budget on maintenance and operations. This is broken down into the following categories:

- 46% on payroll (including benefits) — note that this includes all supervision and other support staff

- 22% on utilities
- 10% on contracted services
- 10% on supplies
- 12% on everything else

Miscellaneous Tidbits:

I want to express my gratitude to both Deb Saeger and Áine Calgaro for all of the support they have provided to the WASBO membership in their time at WASBO. They leave some very big shoes to fill.

Fortunately for us, we get to welcome back Tina Hafeman to the WASBO family (although I am not sure if it felt like Tina had ever left as she continued to keep tabs on what we were all up to). Based on the staffing changes, Woody and the rest of the staff are revisiting assignments and responsibilities to best utilize the talents of every staff member in an

effort to serve the organization as efficiently as possible.

I want to thank Kathy Davis, John Sackett and the rest of the Spring Conference Committee for their efforts on putting together a great conference this past May in the Dells. It was the last conference for John as a co-chair of the committee; his commitment to that conference and to WASBO in general is very much appreciated by all of us on the WASBO board.

I hope everyone had a great summer and found some time for enjoyment and relaxation! 🇺🇸

If you would like to contact Pat, you may reach him at pfinnemo@kusd.edu.



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Professional Development: An Investment in Staff

By Robert L. Smith, Director of Buildings & Grounds, Tomorrow River School District



Over the course of my time working as a Facility Manager, I have questioned why certain people thought that it was so important that I become a member of WASBO and earn my WASBO Facilities Manager Core Certification, and yet none of our custodians had ever attended any type of professional development classes.

With this in mind and having attended many Custodial and Facilities Conferences held by WASBO, I decided to make a few changes in my district. My first step was to select two custodians to attend a Custodial & Maintenance Conference. The purpose was to acquire feedback from these two team members in order to determine if these conferences would have a positive impact on the professional development of our team members.

Upon returning from the conference, both custodians shared with me as well as the rest of our team just how much they enjoyed attending the conference. In particular, they were glad to be able to speak directly with vendors about their new products and processes, as well as how nice it was to network with other custodians and pick their brains on how to accomplish their summer cleaning. Both noted they felt the sessions provided were spot on for their profession.

I found their feedback encouraging, and decided to start sending more of our staff members. The initial investment was \$15 per person for registration, and the hidden costs

were a loss of a full day's work and travel reimbursement to attend the conference.

You might ask, how was this investment worth it? Three years ago we were down to the last week prior to teaching staff returning and I was worried we might not have our building ready to go. Yet, our custodial staff pulled it off as they always do. This year, we were close to 85% of our building being completed by mid-July. Was this a direct result of sending custodians to these conferences? Not entirely, but they have found ways through interactions with vendors, presenters and other custodians to increase efficiency in our district.

Without these professional development opportunities, it would have taken us longer to get to where we are today. WASBO has provided us with the optimal tool to better ourselves as well as our team members professionally. Our custodians are now seeing the bigger picture and are getting a better understanding of what it takes behind the scenes to maintain buildings. They are provided presentations on subjects that they may or may not have prior knowledge of, thus allowing them to gain this information to help them make informed decisions. Our custodians are actively looking into their summer cleaning processes, determining the best practices, and

employing them to become more efficient without losing quality.

Another benefit of sending custodians to these conferences is that they feel appreciated because you have taken the time to look at developing them professionally. As a result, they communicate more effectively with their peers and hold discussions about what they saw and learned at the conferences. Due to these discussions, we have created an effective team environment.

For our district, I can see the direct and indirect ways that these conferences have enhanced our Maintenance Department. It has turned out to be a worthwhile investment for our school district. With a total of only 10 in our department I have been able to budget for all of our custodial staff members to attend no less than two Custodial & Maintenance Conferences each summer. I made them a requirement for my staff's professional goals each year. I know this is not possible in all schools, but I would highly recommend that you at least try to send your staff to WASBO events so you too can reap the same benefits we have. 📌

You may contact Robert at rsmith@amherst.k12.wi.us. See more about this year's Custodial & Maintenance Conferences starting on page 20.



SFO Study Group

Dec. 6, 2016

Madison Marriott West, Middleton

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Safety and Security Training for New School Employees



By Ted Hayes, Senior Risk Manager, M3 Insurance

With a new school year quickly approaching, now is the time to address your school's safety and security controls with new (and existing) employees. Spend 15 minutes during your next in-service presentation to review the following life safety, crisis prevention and accident prevention controls.

Life Safety and Crisis Prevention

- Ensure that all employees understand their roles and responsibilities during an actual crisis. This entails a clear understanding of how to enact your crisis plan.
- Ensure your school's crisis plan is readily available in each classroom. The crisis plan should be located in the same location in every room.
- Know how to immediately evacuate your area of responsibility in case of an active shooter, a fire, tornado, bomb threat or other emergency.
- Always maintain a communication means (cell phone, classroom phone, intercom) to contact the main office and/or emergency services.
- Never cover your doors or windows with paper or decorations. Maintaining visual communication is key during a crisis or emergency.
- Never cover more than 20% of your classroom walls with paper or combustible materials due to the significant fire concern.

- Always close and secure your room doors when the classroom is not occupied. Bad things can't occur in a room that is kept locked when the teacher is not present.
- Between classes, be in the hallways to supervise students. Bad things tend to occur among students when little or no supervision is present.
- Don't bring electrical appliances, portable space heaters, fans, microwaves, etc. in to the classroom without the permission of administration. These items often present a serious fire concern and monetary cost for the school district.

Accident Prevention

- Always wear non-slip footwear to prevent slip and fall accidents. This is especially important during snow and ice conditions. Never allow flip-flops or open toed sandals to be worn at any time.
- Never stand on tables, desks or chairs to hang items from the ceiling or to reach objects on a shelving unit. Use a ladder or better yet, call a custodian for assistance.
- Never store materials or objects high on shelving units. Besides the obvious material handling concern, objects could fall on to students below.
- Always contact the custodian when heavy objects must be lifted or moved in the classroom. The

custodian may have the proper tool to move the object or they can provide assistance when handling heavy objects.

- Maintain good housekeeping conditions in your classroom or work area to prevent trip and fall accidents. Constantly be aware of trip and fall hazards – objects in the walkways, extension cords on the floor, etc.
- Ensure students have received accurate and complete instructions before an activity begins. This is especially important in physical education, chemistry and technology education classes (instructional liability concerns).
- Report all incidents, accidents and near misses immediately to school administration.

Your school's list of safety and security controls may be more extensive than those listed here. What is most important is that your school employees know what to do to prevent accidents and injuries during the normal school day or a once in a lifetime crisis event. 🦋

If you have questions about this article, contact Ted at ted.hayes@m3ins.com.



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**Keynote Speaker Steve Ford:
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- being 18 years old and having 10 Secret Service agents as constant companions
- his father's pardon of President Nixon to help put an end to the infamous Watergate affair
- two assassination attempts on his father's life
- his mother's bouts with alcoholism and breast cancer

Steve is also an accomplished actor, having appeared in more than 30 feature films — including *Black Hawk Down*, *Heat*, and *When Harry Met Sally*.



Hotel Reservations: Call 877.253.5466 and ask for the Midwest Facility Masters Conference 2016 Block. Rates for Nov. 6 & 7 are \$82 single, \$129 double/triple/quad. Come early on Saturday, Nov. 5 for \$139.

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WASBO Offers Mentorship Program

A mentorship is a supportive relationship established between two individuals where knowledge, skills, and experience are shared. The protégé is someone seeking guidance in developing specific competencies, self-awareness, and skills early in their career. The mentor is a person who has the experience and expertise in the areas of need identified by the protégé and is able to share wisdom in a nurturing way.

In this relationship, the protégé has the opportunity to ask questions, share concerns, and observe a more experienced professional within a safe, protected environment. Through reflection and collaboration between the pair, the protégé can become more self-confident and competent in their application of knowledge and skills gained in their training.

No two mentorship relationships are the same; the relationship established is unique based on their needs, personality, learning styles, expectations, and experiences. Mentorship can provide one or all of the following: regular opportunities for individuals to reflect together about their hands-on work; an opportunity for skill development measured in competencies gained; a significant, long-term effect on the life or work style of another person.

PI 34 requires all initial educators, which includes administrators, to have a mentor assigned who is trained in the Wisconsin Standards. An initial educator is someone who has completed an approved program with institutional endorsement and is now entering the profession with a master's degree.

The initial educator license shall be issued for a period of five (5) years and is a non-renewable license. PI 34 requires all school districts to provide three things for the initial educator.

- The initial educator shall receive on-going orientation from the employing school district, which

is collaboratively developed and delivered by the school board, administrators, teachers, support staff and parents.

- The initial educator shall be provided support seminars by the employing school district that reflect the appropriate Wisconsin Standards and the mission and goals of the school district.
- The initial educator shall be provided with a qualified mentor by the employing school district. The mentor period may be less than five years.

Participation

Participation is available to all WASBO District Professional members. While all new WASBO members are eligible to participate in the program, current WASBO members may wish to be assigned a mentor as well. The mentorship program is designed to assist those:

- Beginning their careers in school business management, whether under a provisional or O8 licenses, or by virtue of their current responsibilities in this field.
- Changing positions within the state.
- Assuming positions in Wisconsin after practicing in another state(s).
- Wishing to become more knowledgeable in specific areas.

Program Goals

Mentoring has been and continues to be an accepted and successful practice and powerful tool for training professionals and supporting adult learning in business and industry, education, and many other professional fields. While the approaches and level of sophistication may vary from program to program, the desired outcomes of successful programs are generally the same and focus on strategies that assist individuals to be or become more

effective within the context of their organization.

The WASBO mentor program is designed to provide technical assistance and advice to first and second year school business officials relative to the myriad duties and responsibilities that are inherent within every school business official's job description. This is accomplished by pairing new business officials on a one-to-one basis with experienced veterans.

The mentor program is designed to accomplish the following specific goals:

- To provide opportunities for new school business officials to acquire the performance skills and knowledge necessary for the effective implementation of their job responsibilities.
- To provide 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.
- To develop a cadre of experienced school business officials who would be willing to participate in the implementation of mentor activities.

Orientation

On Tuesday, Aug. 16, WASBO will offer a Mentorship Orientation session from 3-7 PM for new protégés and mentors. This session will be held at the Holiday Inn Madison at The American Center. The session is no charge. Protégés pay a program fee of \$100, which applies even if not attending the Aug. 16 orientation.

For more information about mentorship, see WASBO.com/mentorship or contact Mary Jo Filbrandt, WASBO Mentorship Program Coordinator, at maryjo.filbrandt@wasbo.com. 📍

The “Utility Leak”

By Tamara Sondgeroth, Emphasis on Energy, LLC

**“Beware of little expenses; a small leak will sink a great ship.”
— Benjamin Franklin**

Benjamin Franklin’s words of wisdom resound true today for all school districts. Running a tight ship is a requirement. The taxpayers expect it. The school board members expect it. The students even expect it.

So what is the small leak? The leak is associated with spending too much on utility bills, a “utility leak”. Sometimes that expense could be much less, but it is not something that we think about as being changeable. After all, the bill shows up and we pay it.

The first step to figuring out if the district has a “utility leak” is to really understand what the district is paying for on the utility bill. Contact your utility company. All utility companies have

customer service representatives who can explain the billing rates and give tips on controlling the costs.

The second step is to estimate the size of the “utility leak” by analyzing the energy usage. The U.S. Department of Energy created a great tool called ENERGY STAR Portfolio Manager. It is free to use and available at the energystar.gov website. Portfolio Manager analyzes the building’s energy usage and gives the building a score between 0 and 100.

The third step is to determine how to stop the “utility leak”. Most buildings can be brought up to a score in Portfolio Manager of at least 80, regardless of the construction. The Sun Prairie Area School District has a perfect example of an older building with minimal insulation that scored as high as 85.

Greg Klaas, retired Energy Manager for the Sun Prairie Area School District, was the leak fixer. “I was able to tightly schedule the HVAC operation to the facility operation and minimize energy use,” said Klaas. Greg also worked with custodial staff to shut off lights and maintenance staff to quickly fix any mechanical problems.

“Utility leak” is probably not a term you have ever heard. However, it is a real problem. The utility bills come in every month and when added together a small leak could mean significant money going to the utility company when it could stay in the district. 🇺🇸

Tamara is the former Director of Operations for Focus on Energy, Wisconsin’s state-wide energy efficiency and renewable energy program. Her consulting business is Emphasis on Energy LLC, and she can be reached at tamara.sondgeroth@emphasisonenergy.com.



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Upcoming WASBO Events

Professional Development

Mentorship Program Orientation

Aug 16, 2016 - Holiday Inn Madison at the American Center, Madison

New School Administrators & Support Staff Conference **

Aug 17-18, 2016 - Holiday Inn Madison at the American Center, Madison

Fall Conference **

Oct 6-7, 2016 - The Osthoff Resort, Elkhart Lake

Midwest Facility Masters Conference **

Nov 7-8, 2016 - Kalahari Resort & Conference Center, Wisconsin Dells

SFO Study Group

Dec 6, 2016 - Madison Marriott West, Middleton

Winter at a Glance

Dec 6, 2016 - Madison Marriott West, Middleton

WASBO-WASPA School Personnel Academy **

Dec 7-8, 2016 - Madison Marriott West, Middleton

Scholarship Fundraisers

Fall Golf Fundraiser

Oct 5, 2016 - Autumn Ridge, Valders

Fall Bike Fundraiser

Oct 5, 2016 - Old Plank Road Trail

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Courses **

Fundamentals of Risk Management

Sept 20, 2016 - WI School Leadership Center, Madison

Handling School Risks

Sept 21, 2016 - WI School Leadership Center, Madison

Measuring School Risks

Oct 19, 2016 - WI School Leadership Center, Madison

Funding School Risks

Oct 20, 2016 - WI School Leadership Center, Madison

Administering School Risks

Nov 9, 2016 - WI School Leadership Center, Madison

Workers' Compensation

Dec 6, 2016 - Madison Marriott West, Middleton

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opportunities!**

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Custodial & Maintenance Conferences

Over 575 custodial and maintenance staff and 85 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 Muskego June 23, Sparta and DC Everest on July 13, and Menasha on July 27.

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.

The keynote presentation at Sparta High School was titled “Bullying: See It. Stop It. Change It.” Presented by

Jessica Schroeder, Risk Management Consultant with Community Insurance Corporation/WCA Group Health Trust. Ted Hayes, Senior Risk Manager with M3 Insurance keynoted at the other three locations with “Prepared Not Scared: Lifesaving Tips When Facing an Armed Intruder or Active Shooter.”

The Safety Room Challenge was offered at all four locations. (See information and winners on page 1.)

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.

The WASBO School Facilities and Safety and Risk Management Committees greatly appreciate the leadership of our hosts Jeremiah Johnson (Muskego), Lowell Fromm (Sparta), Aaron Mull and Jeff Belott (DC Everest) and David Elliott (Menasha). These conferences went smoothly due to the hard work of these leaders and their teams. 🇺🇸



Muskego, June 23



Above: Muskego exhibits. The four locations included a total 85 vendor booths.



DC Everest,
July 13



Sparta,
July 13



Menasha,
July 27



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- Renew your WASBO dues for 2016-17.
- Sponsorship Opportunities:
 - New School Administrators & Support Staff Conference (Aug. 17-18)
 - WASBO activities at ASBO International (Sept. 23-26)
 - Fall Conference (Oct. 6-7)
 - Midwest Facility Masters (Nov. 7-8)
 - Winter at a Glance (Dec. 6)
 - WASBO-WASPA School Personnel Academy (Dec. 7-8)
- *Taking Care of Business* articles due Sept. 15 for October issue.
- Advertise in *Taking Care of Business*.
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Pokémon Go... Anywhere But My School

By Kevin Miller, Account Executive, M3 Insurance



A few weeks ago, no one considered the potential injury and liability exposures associated with Pokémon Go. The overwhelming participation in this new game creates the need to evaluate the potential risk management concerns for schools.

Pokémon Go is an augmented reality (AR) game that allows users to capture pocket monsters known as Pokémon. This app uses your phone's GPS capabilities to locate and capture Pokémon; your phone camera then can be used to take a picture of the Pokémon in the real world setting.



Pokémon have been found in parks, near churches and monuments, at the White House, and probably somewhere in your neighborhood. The Pokémon rage has led people — children and adults — to carelessly walk through public properties, cross busy streets, and drive while distracted. Nationwide, numerous accidents and injuries have occurred, with some injuries being serious.

Your school district may want to consider the following risk management controls to address the Pokémon craze:

- **Determine if any Pokémon are on School Premises** – It should be pretty easy to observe someone wandering around school grounds while playing the game.
- **Inspect the School Grounds** – Look for any potential unsafe conditions on school premises that could lead to an accident or injury while inattentively walking or riding a bike while searching for Pokémon. Focus on those areas where vehicular traffic is present.
- **Roof Access** – Walk around the school building to ensure no one can access the roof by climbing on

equipment attached to the building, downspouts, dumpsters, trees, etc.

- **Construction Projects** – Ensure areas under construction or repair are properly secured and barricaded to prevent someone from wandering into an unsafe area.
- **Security Concern** - A staff member observes someone taking pictures of the school with their phone. Are they performing surveillance or are they capturing a Pokémon? Do you want staff to report these incidents?
- **School Forest** – Inspect the trails in the school forest.
- **Recreational Limitation of Liability** – Review the Wisconsin State Statute 895.52 and 895.523 with legal counsel to determine the applicability of liability limitation if someone were to be injured on school property while performing a Pokémon search. 🇺🇸

If you have questions or comments about this article, you can reach Kevin at kevin.miller@m3ins.com.

“Action is the foundational key to all success.”

~ Pablo Picasso

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Managing Incidents and Accidents Instead of Accident Claims

By Jeanne T. Butzek, Executive Assistant Business Services, Middleton-Cross Plains Area School District, and Tom Strasburger, Vice President, Sales & Marketing, PublicSchoolWORKS



As the saying goes, accidents happen. However, it is possible to reduce the likelihood of them occurring. Districts can create successful risk reduction programs by developing a complete risk management plan that is automated and sustainable and includes clearly defined and adhered to processes for reporting, investigating and addressing the causes of incidents and accidents. The plan should also include effective and time-specific training that addresses when specific risks are likely to occur. The result is data that can be used to continually evolve the strategy to prevent future issues.

Training Plan

Staff incidents do not just occur in the beginning of the school year. Therefore, only providing training at the beginning of each school year is an ineffective way to get staff thinking about potential injury-causing hazards.

An effective training plan should include training that is timely and targeted based on when incidents are likely to occur. For example, districts in the Midwest and northern parts of the country, should consider providing Slips, Trips, and Falls training for staff in November in advance of dealing with snow and ice. Another option to consider is training maintenance staff on proper lifting the last month of school year in advance of end-of-year projects. These strategies reinforce the importance of working safely.

Additionally, when staff members get injured, consideration should be given to whether or not they should receive training specific to the injury to prevent future injuries. Districts could be exposed to liability by not providing training if the injury reoccurs.

Report All Events

Incidents are potential accidents that take place that if left unaddressed can result in staff, student and other injuries and/or property damage. At Middleton-Cross Plains Area School District (MCPASD), employees are required to report both incidents and accidents so they can address the hazards and put controls in place to reduce the chance of future injury or damage. If employees neglect to address even one incident, the district is exposed to greater liability. More staff, student, visitor or other injuries often results in increased workers' compensation or property and casualty claims, which directly impact insurance premiums, as well as other expenses (substitute teachers, replacing damaged property, medical bills, etc.). It can also contribute to a decrease in employee morale.

MCPASD developed a thorough reporting process that all employees and administrators/supervisors are required to follow in the event of an incident or accident.

Developing a Reliable Reporting Process

Creating, and consistently, following a process for reporting all incidents and accidents is crucial. Employees are more likely to remember the correct procedure and administrators/supervisors are more likely to conduct thorough and swift investigations so the hazard is addressed quickly to mitigate the risk. Regardless of whether an event is an incident or an accident, MCPASD follows the same six steps.

Notification

The first step is to immediately report the event. How thoroughly and accurately the incident or

accident is reported directly affects the overall impact it will have on the district and the individual. Using an online submission form that requires staff members to provide thorough information ensures investigations fully address the incident, and helps to expedite the investigation and other risk reduction processes. A reporting process that used to take up to a week can now be completed in minutes. For MCPASD, just decreasing the amount of time it took to fully report an event helped reduce its insurance premiums.

Response

With an effective online system, once a report of an incident or accident is submitted, assigned site and district staff members are immediately notified to care for the injured employee as well as to investigate the incident and address the hazard. These contacts may include, but are not limited to, HR administrators, supervisors, the school nurse, the principal, a student's parents (if applicable) and the district's insurance carrier (if applicable). Any necessary medical treatment is administered (in the case of an accident) and any hazards are contained so others avoid similar injuries.

Fact-finding

Once a hazard is recognized and everyone is safe, administrators/supervisors immediately start their investigation. This may include taking pictures or video, interviewing witnesses and documenting the sequence of events. All information related to the incident throughout the process is entered into the system and with the associated online report so that all information is in one place for easy access by key individuals as necessary.

Analysis

Using the gathered information, administrators/supervisors next determine why the incident or accident occurred. To help explain how administrators do this, let's use an example. While removing decorations and packing up his room at the end of the year, a teacher fell off a chair and broke his elbow. The "surface cause," an unsafe condition and/or behavior that caused this particular accident, is the misuse of a chair as a stepstool. After receiving the online accident report, an administrator/supervisor contacted the teacher to find out why he did not use the proper equipment, such as a step stool. This is the "root cause," or the underlying reason why something happened. There are two types of root causes: system design weakness or system implementation weakness. A system design weakness is when a policy or procedure (like training or safety plans) is missing. A system implementation weakness is when policies and procedures are in place, but employees and students are failing to adhere to them.

If the teacher misused the chair as a stepstool because he was not trained otherwise, this would be a system design weakness. If he was trained to use the proper equipment, but still performed the behavior, this would be a system implementation weakness. Pinpointing the proper root cause will directly determine the corrective action.

Corrective action

Let's address the corrective action for a system design and system implementation weakness using the previous example. If the teacher was never trained to use proper equipment to gain height — such as a sturdy ladder or, in this case, a step stool — the employee, and probably all employees, should be trained to use step stools as the appropriate way to gain height to remove decorations and other materials from the wall or ceiling. If the teacher was trained to use step stools, but still chose to use the chair, the administrator/supervisor must next find out why the teacher did not use the proper equipment. At this point, the corrective action may be purchasing step stools and potentially retraining the employee to ensure it doesn't happen again. After identifying the corrective actions, identify who will be responsible for implementing them, brief them on the issue and provide a deadline.

Follow-up

The follow-up stage consists of several parts. First, make sure the responsible parties are completing their corrective actions on time. Then, evaluate the corrective action to ensure it was effective in preventing similar incidents. Finally, check in with injured employees to ensure that they know their safety is important.

Taking Analysis a Step Further

Being able to efficiently and effectively manage staff injuries is important, but claims management doesn't ensure

that a district is reducing risk and creating a safe environment.

A reduction in accidents and the benefits a district can reap from effectively managing staff injuries comes from developing, implementing, and managing a complete and sustainable risk management plan. Thorough and frequent inspections and post-incident retraining can help prevent injuries or damage. In addition to reporting and mitigating hazards as they come up, MCPASD analyzes incident and accident reports. This is why obtaining and maintaining such extensive record-keeping is important. MCPASD has the capability to review incident and accident reports for any range of time to look for trends. Is there one stairwell where events keep occurring? Are incidents and accidents more common during a certain time of year or day? Are there certain incidents and accidents that occur more often with one employee group than another? Asking these questions when reviewing reports sheds light on where the plan needs to evolve. Maybe a stairwell is too dim and individuals are unable to see where they are going. Maybe a lack of ice melt on sidewalks during the winter is causing individuals to slip and fall more often. Installing a light or laying down more ice melt is a cheap, easy fix — and one that could prevent injuries and save a district a great amount of money. 🧊

If you have questions or comments about this article, contact Jeanne at jbutzek@mcpasd.k12.wi.us or Tom at tstrasburger@publicschoolworks.com.

“The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand.”

~ Vince Lombardi

How Wisconsin Educators are Preparing for a New Nationwide Schools Law

By Rachel Morello, Milwaukee Public Radio

Here's an acronym for you: ESSA. It stands for the "Every Student Succeeds Act." If you're armed with just that information, you might be able to guess that ESSA is a law, and it has something to do with schools. You'd be right. And, you'd know about as much about it as some of the people it will affect: educators.

ESSA is a pretty big deal. But you'd be forgiven if you didn't know – it's been awhile since the US has passed anything like it.

This whole thing started in 1965. Lyndon B. Johnson was president. As he signed the "Elementary and Secondary Education Act," he told spectators that "no law [he had] signed or will ever sign means more to the future of America."

It detailed how public schools should operate – from how they'd be funded, to what teaching materials they'd use. The law was part of his signature War on Poverty. Johnson wanted to expand the federal government's role in education.

So that the law keeps up with the times, federal leaders are supposed to re-evaluate it every five years. The most recent revision came during George W. Bush's presidency: "No Child Left Behind." No Child gave more power than ever before to the feds to dictate school policy. This top-down approach made it extremely divisive, along with its intense requirements for things such as annual testing and teacher qualifications.

Following the uproar, congress blew its five-year deadline twice before coming up with a rewrite. That's where ESSA comes in.

ESSA sets a framework for the level of achievement public school students should reach in a given year.

Wisconsin school officials gather in Pewaukee to learn more about the Every Student Succeeds Act.



But where No Child Left Behind was prescriptive, ESSA leaves much open for interpretation. For example, it holds schools and teachers accountable for student progress but doesn't spell out how to measure it. Is it report cards? What determines whether a teacher has been effective?

Each state is responsible for crafting its own plan, and Wisconsin is taking that responsibility seriously.

This summer, the state's Department of Public Instruction is hosting "listening sessions" across the state.

"This is an opportunity for the general public, for parents, for families, for community members, to engage in a conversation about what education should look like in Wisconsin," says Jonas Zuckerman, DPI's director of school support staff.

During the sessions, the agency presents an overview of ESSA. Afterwards, small groups focus on questions such as, "how effective are school report cards?" and "how can families become engaged?"

DPI's Laura Pinsonneault says input from Wisconsin folks 'in the trenches' is critical.

"Let's identify the things that aren't working, and figure out what we can do

about them. I think that's a part of the discussion," Pinsonneault says. "I'm certain that people had things to say that they didn't like, and that's okay because that voicing helps push us to make it better."

Berlin fourth grade teacher Gale Gerharz attended a session in Pewaukee.

"I think there's still a lot I need to know," Gerharz remarks.

She says although the new law won't take effect until 2017, she wants to get a good grasp on it now and hopes fellow teachers do the same.

"When I was starting off in the classroom, it was like 'who makes these decisions?!' she chuckles. "This kind of gives a voice to teachers. Especially after Act 10, I think that some of that voice was taken away. So, if we're going to impact policy, we all need to step up and talk."

The DPI will host two virtual sessions in August. The public can also submit comments about what they'd like to see in Wisconsin schools on the DPI website.

State officials start forming Wisconsin's ESSA plan in August. It's due to the feds next July. 🇺🇸

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CDC Develops K-12 Guidance on Zika Virus

The Center for Disease Control has developed interim guidance for kindergarten through grade 12 (K-12) district and school administrators for public health actions pertaining to Zika virus infection. This guidance is intended to address concerns about the risk for Zika virus infection in K-12 schools in the continental United States and Hawaii, provide school districts with information for planning school-related activities, and recommend actions that can be taken, in consultation with local public health authorities and government officials, to reduce the potential risk for Zika virus transmission on school premises and among students.

Please see <http://www.cdc.gov/zika/schools.html> for *Zika Virus Response Planning: Interim Guidance for District and School Administrators in the Continental United States and Hawaii*. 🇺🇸



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“A good laugh is sunshine
in the house.”

~ William Makepeace Thackeray

Wisconsin Honorees in Green Ribbon Schools Program

State Superintendent Tony Evers nominated two public schools and one public school district to be recognized by the U.S. Department of Education Green Ribbon Schools program.

The schools nominated for the award are Glen Hills Middle School, Glendale-River Hills School District, and West Middleton Elementary School, Middleton-Cross Plains Area School District. In addition, Granton Area

School District was nominated for a District Sustainability Award.

The U.S. Dept. of Education Green Ribbon Schools program recognizes schools, districts, and higher education institutions that reduce schools' environmental impact and costs, improve the health and wellness of students and staff members, and provide effective environmental and sustainability education. This is the fourth year of the program. Three public schools and one public school district in Wisconsin received national awards in 2015. Overall, 248 schools and 37 school districts have been recognized nationally for their sustainability efforts.



Students from West Middleton Elementary School plant fruit trees for Arbor Day as part of their school's environmental education program.

For more information, see <http://dpi.wi.gov/environmental-ed/green-ribbon-schools>.

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West Middleton Elementary (WASBO Director Lori Ames is 2nd from right.)



Glen Hills Middle School (WASBO member Jim Beckmann is 2nd from right.)



Granton Area School District

WASBO in Washington

By Emily Koczela, Chief Financial Officer, Messmer Catholic Schools



Do you have something to say about the federal regulation of school food sales? Has your district spent a small fortune trying to implement testing under NCLB? Do you want the Perkins federal grant money to remain stable? Then you might be interested in what's happening in Congress, as it applies to schools. (Check the final paragraph for tips on how to quickly stay abreast of these issues, as well as contact info for our federal Congressional delegation.)

Background

This story begins in July 2015, when ASBO International appointed nine school business officers from around the country to a federal legislative advocacy team. In addition to responding to issues as they came up, the members of this team were invited to Washington from July 12–14 of this year for the ASBO federal legislative conference. It was held at the same time and place as the federal legislative conference for superintendents with AASA, since ASBO works cooperatively with them on federal issues.

We spent the first day in briefings and the second day visiting offices of all our elected representatives.

I traveled with the three Wisconsin superintendents who were there for the AASA conference, and we visited both Wisconsin Senate offices and all eight Wisconsin congressional offices. In about half the cases, we met with the member of Congress, and the rest of the time we met with staffers. Our Wisconsin congressional members were a good bunch and I thought the entire process was surprisingly productive.

Discussions with the Congressional Delegation

While the federal role in education is small, federal money is money that we use very carefully. Think of the money and time you spend just on federal food service issues, never mind Title I, II, III, and IV, as well as IDEA flow through, and Perkins career/tech grants. And that's before we even get around to the districts with PEP grants or CLC grants. The business officers have a good deal of ground level insight into the nitty-gritty operation of these laws, and we were able to give vivid detail to our congressional delegation about some of the things that drive us crazy.

On a positive note, we led with thanks for the passage of the Every Student

Succeeds Act, which just replaced No Child Left Behind. We always expressed thanks for any funding. Where we had a negative comment, we would direct it to possible ways to improve the laws. For example, we had some lively discussions about the Healthy and Hunger Free Kids Act. While everyone agrees that healthy kids are a good thing, we were able to offer some insight into whether students are actually eating the required items, as well as ways that kids have found to circumvent the regulations. (Have your students ordered out from Jimmy Johns yet?)

There is a proposal in Congress right now to have a pilot project where three states accept block grant for food service, in return for freedom from federal regulation of the menus. If this is of interest to you, Wisconsin Congressman Glenn Grothman would be a particularly appropriate person to contact, as he is on this committee and working on this item.

By Far the Biggest Take-Away...

While ESSA has passed Congress, it is now in the hands of the Department of Education for the rules and implementation that will put the law

Member Name	DC Phone	Contact Form
Senator Ron Johnson (R- WI)	(202) 224-5323	https://www.ronjohnson.senate.gov/public/index.cfm/email-the-senator
Senator Tammy Baldwin (D- WI)	(202) 224-5653	https://www.baldwin.senate.gov/contact
Representative Paul Ryan (R - 01)	(202) 225-3031	https://paulryan.house.gov/contact/email.htm
Representative Mark Pocan (D - 02)	(202) 225-2906	https://pocan.house.gov/contact/email-me
Representative Ron Kind (D - 03)	(202) 225-5506	https://kindforms.house.gov/email-ron
Representative Gwen Moore (D - 04)	(202) 225-4572	https://gwenmoore.house.gov/contact-form
Representative F. James (Jim) Sensenbrenner, Jr. (R - 05)	(202) 225-5101	http://sensenbrenner.house.gov/contact/email.htm
Representative Glenn Grothman (R - 06)	(202) 225-2476	https://grothman.house.gov/contact/email/
Representative Sean Duffy (R - 07)	(202) 225-3365	https://duffy.house.gov/contact
Representative Reid Ribble (R - 08)	(202) 225-5665	https://ribble.house.gov/contact-me/email-me

into practice. Senator Lamar Alexander and every Congressional office said that the most important thing that school districts could do at the federal level right now is to watch the ESSA implementation carefully. The caution we heard over and over was that the Department of Education's rule-making process might take the law in a direction that nobody anticipated or agreed with.

The Congressional delegates and their staffers asked that we watch the department's proposed rules closely, comment any time we saw a rule that was inappropriate, and copy all of our comments to the congressional delegation. Please share this with your administrator and your board members, as this is one time where Congress is definitely listening to us. One quick way to keep abreast of the federal issues is by reviewing

the Politico education blog at <http://www.politico.com/tipsheets/morning-education>.

I've listed the Wisconsin delegation on the previous page, with some ways to contact them. Below and on the next two pages, you can find three of ASBO International's briefing papers. WASBO and ASBO have worked a long time to create a federal role for us, so use it if you need it! 🇺🇸

The Perkins CTE Reauthorization

Overview: The reauthorization of the Carl D. Perkins Career and Technical Education Act (CTE) provides Congress with a critical opportunity to reinforce the importance of effective, high quality CTE programs in schools that are aligned with college-and-career-readiness standards, as well as the needs of employers, industry, and labor. AASA and ASBO International (ASBO) believe there are provisions in the current Perkins Act that must be sustained in any reauthorization, but we also believe changes must be made to the legislation in order to build upon our highly-qualified, prepared workforce.

Last week, the House Education Committee introduced a bipartisan reauthorization of the Perkins CTE Act called the Strengthening Career and Technical Education for the 21st Century Act (HR 5587). The Senate HELP Committee has also held bipartisan conversations on the reauthorization of Perkins, but has not introduced a bill to date.

AASA and ASBO priorities for Perkins reauthorization include:

- Reducing the paperwork requirements for Perkins funding,
- Requiring funding streams for secondary and post-secondary programs to remain separate,
- Supporting greater efforts to engage business and industry sectors in our CTE programs,
- Streamlining the accountability system in Perkins to incorporate meaningful state-developed indicators,
- Encouraging districts to direct greater funding to providing career planning and counseling to all students, and
- Ensuring the Secretary's authority to promulgate regulations and require changes to State accountability systems is limited.

AASA and ASBO Talking Points on HR 5587:

- The House bill addresses the paperwork burden by allowing districts to fill out a simple, easy-to-complete local application. This is a radical departure from current law and a major win for school leaders and school personnel.
- The House bill allows states to continue to determine the allocations that secondary and post-secondary institutions receive with no set-asides for post-secondary institutions.
- Instead of a lengthy local plan, on a biennial basis, districts would conduct a needs assessment (an idea recommended by AASA) that ensures business/industry, higher education partners, and other key stakeholders review the local plan to ensure the district is directing its limited resources towards a program of study aligned and targeted toward relevant economic priorities.
- Districts would have access to and take into consideration critical labor market information that will detail current, intermediate, or long-term labor market projections when determining whether to maintain, develop, or eliminate programs of study.
- The House bill also streamlines the accountability system in Perkins and aligns performance measures with those set by each state under ESSA. Districts must report on CTE graduation rates, post-secondary outcomes, and academic proficiency. However, states have the discretion to choose another factor, such as the attainment rate of an industry-recognized credential, the rate of dual-enrollment, or the rate of students participating in work-based learning, to use as a fourth indicator. This flexibility ensures that states can use a metric that prioritizes their state policy and investments in CTE and aligns with what they may already require districts to track and report.

Note: When meeting with Senate staff, please emphasize the AASA and ASBO priorities for CTE reauthorization listed above or the elements of the House bill that you like.

Every Student Succeeds Act

Overview: As we convened for the 2015 AASA-ASBO Legislative Advocacy Conference, both the House and Senate were positioned to vote on their chamber's respective proposal to reauthorize the Elementary and Secondary Education Act (ESEA). It was an effort eight years in the making. Following House and Senate passage, the bill moved into the conference process, and a compromise bill was signed into law on Dec. 10, 2015, known as the Every Student Succeeds Act (ESSA). ESSA is a significant improvement over current law, taking the pendulum of federal overreach and prescription rampant under No Child Left Behind (NCLB), and swinging it firmly back to state and local control. The spirit and intent of ESSA are clear: state and local education agencies are to drive the decisions that ultimately craft ESSA implementation. There is a role for the federal government in K-12 education, but under ESSA, it is a role of strengthening and supporting our nation's schools rather than prescribing and dictating to schools. The role of the federal government shifted from "carrot and stick" under NCLB (emphasis on the "stick") to "guardrail and safety net" under ESSA. State and local education leaders are emerging from a compliance-based mentality as it relates to federal accountability. ESSA is the first time in 15 years that state and local education agencies can demonstrate what they can do in the accountability arena absent federal overreach. With this expanded flexibility and authority comes great responsibility, and state and local education agencies must be diligent in ensuring their new systems are appropriately rigorous and inclusive.

Now seven months old, the ESSA implementation process is playing out and this includes the role of the U.S. Department of Education (USED) providing regulations, guidance and technical assistance. ESSA makes clear Congress' intent that states be solely responsible for the development, implementation of, and decisions regarding, all aspects of their State accountability systems. Section 1111(e) clearly states the Secretary may not add any requirements or criteria outside the scope of this Act, and further says the Secretary may not take any action that would "be in excess of statutory authority given to the Secretary." This is an idea with broad bipartisan support, as the conference report itself writes, "While it is the intent of the Conferees to allow the Secretary to issue regulations and guidance to clarify the intent and implement the law, Conferees intend to prohibit any such regulation that would create new requirements inconsistent with or outside the scope of the law."

To date, proposed regulations have been shared related to assessment and appropriations and USED has yet to release its draft regulations for the Title I 'supplement, not supplant' provisions. Check AASA's ESSA Resource Library, which is updated regularly with new information,

and currently includes AASA's summary and analysis of the law, the various proposed regulations, and other related resources to support local education efforts in ESSA implementation (<http://www.aasa.org/AASAESSA.aspx>). Also visit ASBO International's Legislative Resources webpage for ESSA and other K-12 policy resources and information (<http://asbointl.org/resources/legislative-priorities>).

AASA and ASBO talking points:

- When it comes to ESSA implementation, we strongly encourage USED to engage state and local stakeholders—including state agencies, school districts, administrators, school boards, school leaders, teachers, parents and the general community—before issuing guidance, regulations, best practices or technical assistance.
- It is important that Congress remain diligent in its oversight of ESSA implementation, to ensure that the spirit and intent of the overwhelmingly bipartisan law is not prematurely undermined by unnecessarily prescriptive regulations.
- When it comes to supporting successful implementation of ESSA, USED is uniquely positioned to provide deep and broad technical assistance. In a general sense, AASA and ASBO strongly support USED moving forward to act as a clearinghouse of proven practices, pulling together examples and case studies where approaches and programs are achieving their goals, whether addressing equity, improving student learning, or bolstering retention of effective teachers in high-needs schools.
- Specific Priorities within the Proposed Accountability Regulations:
 - AASA and ASBO are opposed to USED's effort to achieve statutory changes to the comparability provision through regulations for "supplement not supplant (SNS)." Congress was explicit in its decision to not modify comparability; Congressional Research Service (CRS) has issued a report questioning the legal standing of the Department's approach; and the statute explicitly prohibits a federal equalized spending requirement. AASA and ASBO urge Congress to remain diligent in ensuring that SNS regulations do not serve as a vehicle for changes to comparability.
 - AASA and ASBO are opposed to USED's regulation (200.18) that requires the state plan to include one summative rating from at least three distinct rating categories for each school. The statute requires evaluation of local education agencies (LEAs) and schools on academic and non-academic factors, but stopped short of requiring each to be rated by

a single indicator. This step away from reducing a school to a single letter or number score is important and provides flexibility and support for more nuanced state and district reporting, including the use of data dashboards. Reliance on a summative indicator mirrors current reporting requirements, blurs the nuance that comes from multiple and varied indicators, unnecessarily hinders the ability of state and local education agencies to consider new approaches and increases the likelihood of states just maintaining the status quo of the broken NCLB.

- AASA and ASBO are opposed to the proposed regulation that would require all state education agencies (SEAs) to identify LEAs in need of support and/or improvement for the start of the 2017–18 school year (SY). This unnecessarily rushed timeline creates a scenario whereby a school in the first year of ESSA implementation will be labeled as needing support based on 2016–17 data, which is NCLB data. AASA and ASBO are concerned that this proposal, like the summative indicator, increases the likelihood that states maintain the status quo or, at best, implement only minor or peripheral changes

to their systems. AASA proposes that USED treat SY2017–18 in a manner consistent with how it treated SY2016–17 after ESEA waivers expired, and to freeze accountability ratings and labels.

- AASA and ASBO strongly oppose USED’s proposed regulation as it relates to the transportation of foster children. The USED proposal deems that when it comes to transporting children in foster care, if the child welfare agency and district cannot reach an agreement the LEA is fiscally liable to cover transportation costs. AASA and ASBO agree with the right of students in foster care to have transportation to their school of origin, but finds that USED’s proposed regulation is an egregious overreach in direct conflict with the underlying statute. USED’s proposal directly undermines the collaborative, carefully negotiated language in ESSA and reduces the responsibility of the child welfare agency to meaningfully engage in discussions with the LEA. AASA and ASBO reiterate that USED regulation in this area is unnecessary beyond simply underscoring that the LEA will provide transportation only in the three statutorily specified instances.

Child Nutrition

Overview: AASA and ASBO International (ASBO) advocate for the highest quality public education for all students. As educators leading entire systems of students, school superintendents not only recognize and understand the importance of student nutrition and school meal programs, but are uniquely positioned to ensure that the nation’s school systems provide nutritious meals to students as part of a broader educational mission. AASA and ASBO support and advocate a federal school nutrition program that balances the critical need of providing nutritious meals in the school setting with the systemic realities of administering a program. AASA’s opposition to the 2010 Healthy, Hunger-Free Kids Act (HHFKA) was in response to a poorly crafted policy, not to school nutrition in the whole. While we advocate for changes to be made to current law, we do not and will not support a full repeal of the HHFKA.

Reauthorization: The HHFKA expired fall 2015, and reauthorization bills have been voted through committee in both the House and the Senate. AASA and ASBO oppose the Senate bill and support the House bill. Both bills include a dramatic change in the verification of free and reduced-price lunch eligibility. This may lead to an increase in administrative burden on school food authorities and remove more eligible students from school meal programs due to nonresponse. The Senate bill does not provide much flexibility from the nutrition standards implemented in 2010. The House bill would lead to much

greater flexibility by requiring that any nutrition standards must meet several qualifications including that they do not raise overall costs. The House bill, however, also changes the threshold for the Community Eligibility Provision (CEP) and includes a three-state block grant pilot program. The House bill also includes a three-cent reimbursement increase per meal for breakfast.

Talking Points:

- Explain to your Senators and Representatives that the HHFKA represents unfunded mandates that shift funding burdens to schools, who in turn have to either increase the paid lunch price or cut other areas of the school budget, neither of which is a palatable option.
- Ask your Senators to vote NO on the Senate’s Improving Child Nutrition Integrity and Access Act. It imposes increased administrative burden through increased verification requirements without providing noticeable flexibilities in the nutrition standards.
- Ask your Representatives to vote YES on the House’s Improving Child Nutrition and Education Act. While we oppose the increased verification burden and the changes to the CEP, the bill would ensure that nutrition standards are cost neutral and best for schools as well as kids. We also applaud the commitment to strengthening school breakfast through the additional three-cents-per-breakfast reimbursement.
- Ask your Senators and Representatives for a 10-cent-per-meal increase.

Certified School Risk Managers Designees Educated Through WASBO

The participants listed on these pages have achieved their CSRM designation and are current on their update credits through the National Alliance as of July 27, 2016.

If you are considering the upcoming CSRM Program this fall, ask one of your peers below about the program. They can share their experience when taking the courses, how they have utilized this knowledge in their day to day activities and most of all how the information has assisted in protecting their staff, property and budget. Additional job titles that can benefit from these sessions are superintendents, principals, teachers, school board members, bus drivers, custodians, benefits personnel, HR Directors and Athletic Directors.



Kerrie Ackerson, CSRM
CESA 10

Christopher Adams, CSRM
Campbellsport School District

Brian Adesso, CSRM
Menasha Joint School District

Nicholas Alioto, CSRM
School Marketing Associates LLC

Brittany Altendorf, CSRM
West Bend School District

Michael Anderson, CSRM
Ansary & Associates, LLC

Sandra Anderson, CSRM
Central Insurance Agency, LLC

Michele Baillies, CSRM
CESA 5

Melissa Beck, CSRM
School District of Waukesha

Allen Behnke, CSRM
Howard-Suamico School District

Rebecca Behrens, CSRM
Church Mutual Insurance Company

Joseph Bellomo, CSRM
Waukegan Community School District

Linda Bellomo, CSRM
CESA 2/JEDI Virtual School,

David Betz, CSRM
Wilmot Union High School District

Patrick Blackaller, CSRM
Rice Lake Area School District

Mark Boehlke, CSRM
Sheboygan Area School District

Bradley Boll, CSRM
School District of Beloit Turner

Michelle Brown, CSRM
Trevor-Wilmot Consolidated School District

Paul Buchholz, CSRM
Retired

Jeanne Butzek, CSRM
Middleton-Cross Plains Area School District

Andrew Chromy, CSRM
West Allis-West Milwaukee School District

Jill Collins, CSRM
School District of Black River Falls

Patsy Ann Darnick, CSRM
CESA 7

Brian Dasher, CSRM
Merrill Area Public Schools

Jason Demerath, CSRM
School District of Fort Atkinson

Scott DeYoung, CSRM
Mount Horeb Area School District

Karen Dvornik, CSRM
Baird Public Finance

Lynette Edwards, CSRM
Clintonville Public Schools



Mary Jo Filbrandt, CSRM
Ansary & Associates, LLC/WASBO

Michael Fischer, CSRM
West Bend School District

James Fochs, CSRM
Oshkosh Area School District

Joseph Francour, CSRM
Church Mutual Insurance Company

Lowell Fromm, CSRM
Sparta Area School District

John Gahan, CSRM
Pewaukee School District

David Gerberding, CSRM
School District of Somerset

John Gibson, CSRM
TRICOR Insurance

Karen Gonzalez, CSRM
School District of Elmbrook

Joel Green, CSRM
Whitnall School District

Jeffrey Gross, CSRM
Kettle Moraine School District

Carl Gruber, CSRM
SFM Mutual Insurance Company

Carrie Hallquist, CSRM
Eau Claire Area School District

Brian Hess, CSRM
TIC, Inc.

Denise Howe, CSRM
Friess Lake School District

Nathan Jaeger, CSR
Whitewater Unified School District

Jeremiah Johnson, CSR
Muskego-Norway School District

Kathleen Johnson, CSR
Risk Management Strategies, LLC

Monika Knapp, CSR
Winneconne Community School District

Brian Koffarnus, CSR
Greendale School District

Amy Kohl, CSR
Oak Creek-Franklin Joint School District

Shari Kordecki, CSR
School District of New Berlin

Kurt Kozelka, CSR
Travelers

Dawn Laboy, CSR
Random Lake & Howards Grove
School Districts

Nancy Liverseed, CSR
Columbus School District

Stephen Loos, CSR
Church Mutual Insurance Company

Keith Lucius, CSR
Ashwaubenon School District

Jeffrey Mahoney, CSR
School District of McFarland

Martin Malloy, CSR
M3 Insurance Solutions

David Manke, CSR
Johnson Insurance, LLC

Janelle Marotz, CSR
School District of Denmark

Tammy Marty, CSR
School District of New Glarus

Matthew Mekemson, CSR
The Trottier Insurance Group

Kevin Miller, CSR
M3 Insurance Solutions for Business

Patrick Miller, CSR
School District of Shorewood

Alyssa Moen, CSR
TRICOR Insurance

Linda Mont, CSR
Key Benefit Concepts, LLC

Jill Montee, CSR
Racine Unified School District

Laura Peachey, CSR
School District of Jefferson

Angela Puls, CSR
M3 Insurance

Cheryl Richards, CSR
Ithaca School District

Charlene Ritchey, CSR
Arthur J. Gallagher Risk Management
Services

Judy Rogers, CSR
Kenosha Unified School District

Ruth Schenning, CSR
Burlington Area School District

Joyce Smalley, CSR
School District of La Crosse

Jodi Smeiska, CSR
Brown Deer School District

Margaret Smith, CSR
Northland Pines School District

Continued on page 37



**Certified School Risk Managers
Designation Series**

All classes at the WI School Leadership Center, Madison

- Fundamentals of Risk Management** • Sept. 20, 2016
- Handling School Risks** • Sept. 21, 2016
- Measuring School Risks** • Oct. 19, 2016
- Funding School Risks** • Oct. 20, 2016
- Administering School Risks** • Nov. 9, 2016

CSR/CISR Update Credit – anyone may attend; cost \$185

- Workers' Compensation** • Dec. 6, 2016, Madison
Marriott West, Middleton

Register at WASBO.com/riskmanagement

The Wisconsin School Leadership Career Center



Connecting professionals and employers in Wisconsin's school leadership community.
www.wasbo.com/careers

Find the **people** and **careers** driving innovation.

Dedicated to the school leadership community, the career center is a valuable search and recruitment resource for professionals and employers in Wisconsin. The career center offers simple and easy-to-use tools to make searching for career opportunities and finding qualified candidates fast, efficient and successful.

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Low-Cost Posting Packages

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Visit the Wisconsin School Leadership Career Center

Discover the difference the Wisconsin School Leadership Career Center can make for you. To post jobs or learn more, visit www.wasbo.com/careers.

www.wasbo.com/careers

Certified School Risk Managers Designees Educated Through WASBO

Continued from page 37

Patricia Sprang, CSR
School District of La Crosse

John Stangler, CSR
Pewaukee School District

Mary Stapenek, CSR
Waterford Graded School District

Timothy Staver, CSR
United Heartland

Daniel Storch, CSR
New Holstein School District

Joseph Sykora, CSR
School District of Waukesha

Robert Tess, CSR
Wausau School District

Leah Theder, CSR
School District of the Menomonee Area

Andrew Thorson, CSR
Neenah Joint School District

Noel Tordsen, CSR
Wausau School District

Jodi Traas, CSR
Community Insurance Corporation

Aly Tress, CSR
CESA 8

William Trewyn, CSR
Elkhorn Area School District

Sarah Viera, CSR
Merton Community School District

Renee Walsh, CSR
M3 Insurance Solutions

John Williams, CSR
Fond du Lac School District

Diane Wittman, CSR
Appleton Area School District

Denise Woodruff, CSR
Waterford Graded School District

Dale Zabel, CSR
Kettle Moraine School District

Rebecca Zimmer, CSR
M3 Insurance Solutions

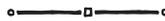
CSR sessions will be offered on the following dates at the WI School Leadership Center in Madison:

- Sept. 20 - Fundamentals of Risk Management
- Sept. 21 - Handling School Risks
- Oct. 19 - Measuring School Risks
- Oct. 20 - Funding School Risks
- Nov. 9 - Administering School Risks

In addition, an update credit class on Workers' Compensation will be held Dec. 6 at the Madison Marriott West in Middleton.

The CSR series is offered by WASBO twice per year — once in the spring and once in the fall.

Registration is available at WASBO.com/riskmanagement.



Local Government Property Insurance Fund Reducing Coverage Again

One example: Surface Water Runoff is decreasing from \$1,500,000 to \$500,000 (it was \$10 million at one time). "Retail" carriers offer broader coverage, though not all carriers are equal, and it is often tricky to identify.

For a Property RFP proposal, please contact:

Kathy Johnson
Independent Consultant
Risk Management Strategies LLC
kjohnson@rmstrategies.net
608/663-9032



More Salaried Employees Will Be Entitled to Overtime Compensation

By Julie A. Lewis and Shana R. Lewis, Attorneys, Strang, Patteson, Renning, Lewis & Lacy, s.c.



Shana R. Lewis

Julie A. Lewis

The Department of Labor announced the publication of new overtime regulations on May 18, 2016. The new regulations change the overtime compensation threshold for salaried (“white collar”) employees effective December 1, 2016.

Under the Fair Labor Standards Act (FLSA), salaried employees who earn \$455 per week/\$23,660 per year have been entitled to receive overtime compensation (i.e., time and one half pay for each hour worked over forty (40) in a week) since 2004. The new FLSA regulations raise that salary threshold to \$913 weekly or \$47,476 annually for a full-year worker.

This change means that any salaried employee who earns less than \$47,476 per year will be considered “non-exempt” and will be entitled to receive overtime compensation for every hour worked over forty (40) in a week, regardless of his or her job duties.

The rate of overtime compensation for these employees is calculated by converting the weekly salary to an hourly wage equivalent. The employee receives one and one-half times the hourly wage equivalent for each overtime hour.

For example, if an administrative assistant’s salary is \$45,000 per year or \$865 per week, under the new rule, in addition to his/her \$45,000 annual salary, he/she will be entitled to be paid \$32.46 per hour for every hour that he/she works over forty (40) in a work week ($\$865/40 \text{ hours} = \$21.63 \text{ per hour} \times 1.5 = \32.45). The new salary threshold will be adjusted upward every three (3) years beginning January 1, 2020.

This change means that any salaried employee who earns less than \$47,476 per year will be considered “non-exempt” and will be entitled to receive overtime compensation for every hour worked over forty (40) in a week, regardless of his or her job duties.

Employers have just over six (6) months to evaluate the impact of this new rule on their work force.

The FLSA’s regulations and related Department of Labor advisories address certain occupations and employers in detail:

Educators, administrators and non-licensed professionals – Teachers are exempt from the FLSA’s overtime regulations regardless of the salary threshold, along with coaches and student advisors who are also engaged primarily as teachers. Therefore, the new regulations will have no impact on how teachers are paid. For administrative managers, academic counselors and advisors, intervention specialists and other salaried academic administrative employees, special salary threshold rules apply.

Public sector employers – The FLSA applies to state and local governments but, unique to these employers, the law allows governments to pay compensatory (“comp”) time in lieu of a time and one half cash payment

for overtime hours. Most government employees may accrue up to two hundred forty (240) hours of comp time. Law enforcement, fire protection and emergency response personnel may accrue up to four hundred eighty (480) hours of comp time. Any comp time arrangement must be established by agreement before the work is performed. The agreement can be established in a collective bargaining agreement (to the extent permissible by other laws), a memorandum of understanding or a handbook policy. Comp time is paid at the rate of one and one-half hours for each overtime hour worked.

The FLSA exempts fire protection and law enforcement employees from overtime compensation if they work for an agency that employs fewer than five (5) fire protection or fewer than five (5) law enforcement employees. In addition, fire protection and law enforcement employees can be paid overtime on a work period basis of seven (7) to twenty-eight (28) consecutive days. Overtime is calculated based on the total number of hours worked during the extended work period.

Private sector employers – Private sector employers are subject to the new salary threshold. Giving an employee the job title of “manager” has no effect on that employee’s overtime compensation eligibility. To claim a white collar exemption, the employer must show:

- The employee is paid on a salary and not an hourly basis,
- The salary must exceed the applicable salary threshold, and

- The employee must be engaged primarily in executive, administrative or professional job duties.

Non-profit employers – Only employers who engage in interstate commerce are subject to the FLSA. Non-profit employers receive an FLSA “enterprise” exclusion when they are primarily engaged in charitable activities such as providing temporary shelter, providing clothing or food to homeless persons, providing hotline counseling services and providing disaster relief.

Even if a non-profit agency is FLSA exempt on an enterprise basis, employees whose work involves interstate commerce may be covered on an individual basis. A homeless shelter that operates exclusively in Wisconsin may be FLSA exempt as an enterprise. However, if the shelter employs an individual who orders supplies from an out of state company, that employee may be covered by the

FLSA if his or her wage or salary is below the threshold.

Employees are able to recover some significant damages for nonpayment of overtime compensation under the FLSA. In addition to back pay, employees may recover a liquidated damages penalty against the employer that doubles the back pay amount, as well as an award of attorney’s fees. Employees also have available a retaliation cause of action if they can show that the employer took an adverse employment action against them in response to their request for overtime compensation.

Employers have some options.

First, salaried employees, who do not work more than forty (40) hours per week, should not become entitled to overtime compensation even if they become non-exempt on December 1, provided they continue to not work more than forty (40) hours in a week. Second, employers can neutralize the

change by either raising salaries to push an employee’s compensation above the threshold or lowering salaries to account for anticipated overtime compensation. Third, for the purpose of determining whether a white collar employee’s salary exceeds the new salary threshold, up to ten (10%) percent of the salary can be nondiscretionary bonuses, incentive payments and commissions.

With the proper planning, employers may be able to remediate the effect of the overtime compensation salary threshold change before Dec. 1. 🇺🇸

If you have questions regarding this article, please contact the authors, Julie A. Lewis at jlewis@strangpatteson.com or (844) 626-0909, or Shana R. Lewis at slewis@strangpatteson.com or (844) 626-0902.



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**For More information:
Contact Richard Waelti
Phone: 262-377-8306
rwaelti@mvpbanking.com**

Welcome New Members • June-July 2016

District Professional Members

- **Leah Boebel**, Business Specialist, Riverdale SD
- **Daniel Bush**, Business Manager, SD of Lodi
- **Janet Elrod**, Business Manager, Geneva Joint 4 Woods School
- **Pete Geffers**, District Floater, Oshkosh Area SD
- **Jason Green**, Custodial Supervisor, Hartford Union High SD
- **Danielle Gross**, Business Office Specialist, School District of Greenfield
- **Newell Haffner**, District Administrator, Gresham SD
- **Aaron Heeg**, Maintenance, SD of Marshfield
- **Amy Holley**, District Accountant, SD of Waukesha
- **Khristopher Kleba**, District Business Manager, Cashton Public Schools
- **Kevin Kocer**, Business Manager, River Ridge SD
- **Ted Krueger**, Director of Buildings and Grounds, Pardeeville Area SD
- **Mark Monfre**, Energy Manager, SD of Elmbrook
- **Brandon Munson**, Superintendent, North Crawford SD
- **Maryann Newenhouse**, District Accountant, SD of Brown Deer
- **Mati Palm-Leis**, Superintendent, Washington Island School
- **Tony Proft**, Maintenance and Grounds Coordinator, Melrose-Mindoro SD

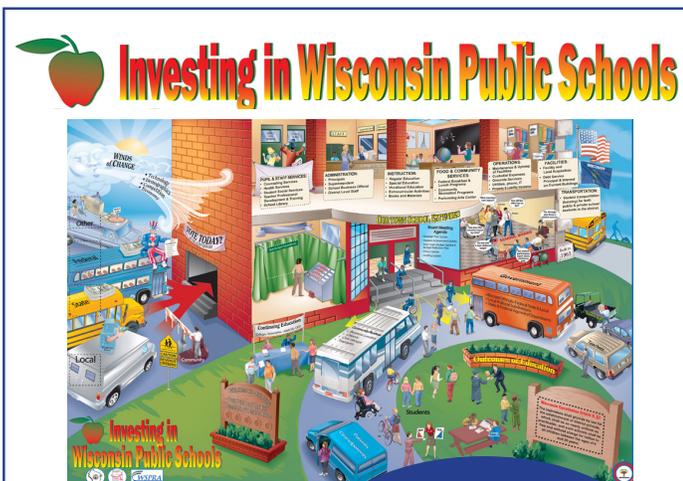
- **Stacy Riedl**, Payroll and Benefits Specialist, SD of Fort Atkinson
- **Joe Roth**, Maintenance, Building Services Group, Inc.
- **Jessica Schuetz**, Bookkeeper, Prescott SD
- **Larry Sommerfeld**, Director of Buildings and Grounds, Eau Claire Area SD
- **Robyn Swanson**, Accounts Payable, Elkhorn Area SD
- **Steven Swanson**, Business Manager, Evansville Community SD
- **Rick Terhune**, Business Manager, Fontana J8 SD
- **Christine Thelen**, Mishicot SD
- **Amy Vesperman**, Superintendent, Albany Schools
- **Victor Voight**, Director of Building & Grounds, Freedom Area SD
- **Scott Walsh**, Buildings and Grounds Supervisor, SD of Wisconsin Dells
- **Rachele Watson**, Bookkeeper, SD of Mellen

Service Affiliate Members

- **Dave Kordecki**, Sprinkler Service Sales, Best Defense Fire and Security
- **Chrissy McNamara**, Marketing Communications Manager, KFI Engineers
- **Rob Muilenburg**, Assistant Director of Client Services, American Deposit Management Co.
- **Jenny Olson**, Senior Marketing Representative, Paul Davis Restoration & Remodeling
- **Andrea Pelloquin**, Off-Campus Coordinator, Viterbo University
- **Lee Pritzel**, Account Executive, McKinstry
- **Tim Staver**, Senior Loss Control Consultant, United Heartland
- **Michael Szpisjak**, Business Development, Computer Power Systems, Inc.
- **Kathleen Walters**, SMC, PFM Asset Management LLC

Student Members

- **Kristi Buhr**, Finance Coordinator, Denmark SD
- **Deona Grady**, Business Office Manager, Salem Lutheran School



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 WI Assn of School Boards
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Have you renewed your WASBO membership for 2016-17?

Log in at WASBO.com and renew now!

Be sure to check your profile and update your communication preferences.
 See instructions at wasbo.com/preferences



Stay Connected



Interim Assignments

As school business officials 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 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 Wiedenhoef at woody.wiedenhoef@wasbo.com.

Network by Participating on a WASBO Committee

Meet professional school colleagues and service affiliates, share ideas, enhance WASBO services and enrich your professional development. Serve on a WASBO committee — you'll do all that, and more. Find out more at WASBO.com/committees. Contact Kristin Hauser at (608) 729-6641 or 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 WASBO at wasbo@wasbo.com.

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. If you are interested in being added to our interim list, send an email to Woody Wiedenhoef at woody.wiedenhoef@wasbo.com.

Changing Districts? Be sure to update your profile at WASBO.com so you don't miss any communications. Call (608) 249-8588 if you need help. 📞

WASBO Member Moves and Retirements

On the Move

- **Daniel Bush**, from Consultant, DPI, to Business Manager, SD of Lodi
- **Marlene Clark**, from Director of Business Services, SD of the Menomonie Area, to School Business Specialist, Baird Public Finance
- **Josh Cowdery**, from Account Executive, McKInstry, to Sr Account Executive, Ameresco
- **Karen Dvornik**, from Director of Business Services, Cedarburg SD, to School Business Specialist, Baird Public Finance
- **Ben Irwin**, from Business Manager, Parkview SD, to Director of Business Services, Cedarburg SD
- **Erik Kass**, from Assistant Superintendent for Finance, Operations, and HR, SD of Elmbrook, to Market Development, National Insurance Services
- **Amy Kohl**, from Director of Business Services, SD of Greenfield, to Chief Business & Finance Officer, Oak Creek-Franklin Joint SD
- **Lisa Lau**, from Business Manager, Chilton Public Schools, to private sector
- **Joanne Long**, from Bookkeeper, SD of Mellen, to Fiscal Coordinator, CESA #12
- **Shelley Retzlaff**, from District Accountant, Greendale SD, to out of state
- **Brent Richter**, from Business Manager, SD of Lodi, to Executive Director of Business Services, Sauk Prairie SD
- **Jeff Serak**, from Medicaid and Transportation Manager, West Allis-West Milwaukee, to Business Manager, Stone Bank SD
- **Kristin Sobocinski**, from Director of Business Services, Grafton SD to Assistant Superintendent for Business Services, SD of Elmbrook

- **Patty Sprang**, from Business Manager, Mishicot SD, to Finance Supervisor, La Crosse SD
- **Leah Theder**, Finance Manager, SD of Phillips, to Director of Business Services, SD of the Menomonie Area

Retirements

- **Art Beaulieu**, Business Manager, Platteville SD
- **Kathleen Benter**, Business Manager, Mayville SD
- **Janice DeMeuse**, Director of Business Services, Fox Point-Bayside SD
- **Mary Devenny**, Business Specialist, Riverdale SD
- **Dennis Draper**, Buildings and Grounds Supervisor, SD of Wisconsin Dells
- **Kurt Evan Gundlach**, Facilities Director, SD of Marinette
- **Carol Harris**, Business Manager, River Ridge SD
- **Constance Miller**, Head Custodian/Maintenance, Watertown Unified SD
- **Mike Nault**, Director of Human Resources, Oshkosh Area SD
- **Perry Pierce**, North Central Insulation
- **Mark Roberts**, Building/Grounds/Transportation Supervisor, Melrose-Mindoro SD
- **Gary Siegman**, Director of Buildings & Grounds, SD of Whitefish Bay
- **Roger Sinnen**, Buildings & Grounds Director, Northern Ozaukee SD
- **Judy Weinstock**, Director of Business Services, Sauk Prairie SD
- **Dennis Wesenberg**, Supervisor of Buildings & Grounds, SD of Omro
- **Dale Zank**, Business Development, MEP Associates
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Upcoming Events - WASBO.com

Professional Development

Mentorship Program Orientation
Aug 16 - Holiday Inn Madison at the American Center, Madison
New School Administrators & Support Staff Conference
Aug 17-18 - Holiday Inn Madison at the American Center, Madison
Fall Conference (Modules 6 & 7)
Oct 6-7 - The Osthoff Resort, Elkhart Lake
Midwest Facility Masters (Module 1)
Nov 7-8 - Kalahari, WI Dells
Winter at a Glance
Dec 6 - Madison Marriott West, Middleton
SFO Study Group
Dec 6 - Madison Marriott West, Middleton
WASBO-WASPA School Personnel Academy
Dec 7-8 - Madison Marriott West, Middleton

Scholarship Fundraisers

Fall Golf Fundraiser
Oct 5 - Autumn Ridge, Valders
Fall Bike Fundraiser
Oct 5 - Old Plank Road Trail, Elkhart Lake
Upcoming Facilities Certification Modules
Modules 6 & 7 - Fall Conference, Oct 6-7, Elkhart Lake
Module 1 - Midwest Facility Masters, Nov. 7-8, Wisconsin Dells
Buildings & Grounds Group Meetings
Coulee Region - First Thursdays, 10 AM.
Milwaukee Metropolitan- Third Thursdays.
Certified School Risk Managers (CSRM) Courses (Viterbo Credit) - all courses in Madison unless otherwise indicated
Fundamentals of Risk Management - Sept 20
Handling School Risks - Sept 21
Measuring School Risks - Oct 19
Funding School Risks - Oct 20
Administering School Risks - Nov 9
Workers Compensation (update credit) - Dec 6, Madison Marriott West, Middleton

Committee Meetings

Midwest Facility Masters Conference
Aug 4, 10 AM, conference call
Safety & Risk Management
All meetings at 11:45 AM, WASBO Offices in Madison. Aug 9; Oct 11; Jan 10, 2017; April 7, 2017; Aug 1, 2017
School Facilities
All meetings at 9:30 AM, WASBO Offices in Madison. Aug 9; Oct 11; Jan 10, 2017; April 7, 2017; Aug 1, 2017
WASBO-WASPA School Personnel
Aug 10, 9:30 AM, WASBO Offices
Spring Conference
All meetings at 2 PM by conference call unless otherwise noted. Aug 26; Oct 6, 6:30 PM, Elkhart Lake in conjunction with Fall Conference; Nov 11; Dec 16; Jan 19, Milwaukee in conjunction with the State Education Convention; Feb 24; March 14, 6:30 PM, Middleton in conjunction with Accounting Conference
Transportation
TBD, WASBO Offices, Madison

Regionals

Check WASBO.com for details.
Bay Area/Northeast - Meetings start at 11 AM. Sept 16; Dec 9; Feb 10, 2017; April 7, 2017; May 19, 2017
Madison Area - Meetings start at 9 AM at Stoughton Area School District. TBD
Northwest - Meetings start at 10 AM at Lehman's Supper Club in Rice Lake
Southeast - Meetings at 1 PM. Sept 9; Nov 11; Dec 9; Jan 13, 2017; Feb 10, 2017; April 7, 2017
Southwest - Meetings start at 12:30 PM at CESA 3. TBD
West Central - Meetings from 10 AM - 1 PM at Sparta Area SD Admin & Education Center. TBD
WI Valley - Coffee at 9 AM, Meeting at 9:30 AM. Aug 19, Merrill