Taking Care of Business

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

A Bimonthly Publication of the Wisconsin Association of School Business Officials - Volume 14, Number 2 - April 2010


Bret A. McKitrick

Into the Great Wide Open: Finding Perspective on Health Reform

By Bret A. McKitrick, Attorney, Simandl & Prentice, S.C.

After long debate, Congress has passed, and the President has signed into law, a comprehensive new health reform law consisting of the Patient Protection and Affordable Care Act and the Health Care and Education Reconciliation Act of 2010 (collectively known as the "Health Reform Acts"). These Health Reform Acts will fundamentally alter the health care landscape for individuals and employers. This article is designed to serve as an introduction to the sweeping reform and provide brief insight on some of the provisions and action items you may hear about in the coming months.

Overview

The goal of the Health Reform Acts is to have almost all U.S. citizens and legal immigrants covered by health insurance. The centerpiece of this reform is the universal health coverage mandate. All individuals not covered by Medicare or Medicaid will be required to obtain health care coverage or pay a penalty, unless they are exempt from this mandate. Employer-sponsored coverage will generally satisfy the universal coverage requirements. There will also be state-run health care exchanges that will make it easier for individuals to obtain coverage under health insurance policies. At its core, the Health Reform Acts are focused more on increasing access to health care than reducing health care costs.

Even though the true impact of these changes on health care costs is not yet known, the Health Reform Acts do provide a host of new tax rules, credits, and penalties meant to serve as incentives and revenue raisers. Some of the health and tax changes apply to health plans, others apply to employers and still others affect individuals. On the revenue side, the health reform includes additional Medicare tax on wages of higher income taxpayers, a new Medicare contribution tax on net investment income and a delayed excise tax on high-dollar insurance plans. In all, there are $437 billion worth of new taxes, fees and penalties.

Grandfathered Health Plans

The Health Reform Acts provide relief for "grandfathered" health plans. This relief allows certain plans in effect on the date of enactment to avoid the application of some new rules. However, there are provisions which do still apply to grandfathered plans.

A grandfathered health plan is any group health plan (or individual coverage) that was in effect on March 23, 2010. The fact that a person may reenroll in a grandfathered plan or add a dependent to the grandfathered plan after March 23, 2010 does not negate the plan's grandfather status.

Separately, collectively bargained employer plans in effect on March 23, 2010 are not subject to the Health Reform Acts' rules until the date on which the collective bargaining agreement relating to the coverage terminates. At that time, the collectively bargained plan will be subject to the grandfathered plan requirements. Of course, the plan would be permitted to be amended early for some or all of the Acts' rules.

Dependent Coverage Mandate

In Wisconsin, health insurance coverage is extended to include adult children dependents of employees up to age 27. On a national level, the Health Reform Acts extend coverage to dependent children until they turn age 26. What this means is that if the health plan existed on March 23, 2010 (is considered a "grandfathered plan"), that plan must only cover dependent children of employees who are unable to attain other coverage until they turn age 26. This mandate is effective for plan years beginning on or after September 23, 2010.

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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 Rd, Suite 101 Madison, WI 53704
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President's Message

WASBO Board Update

Meeting the Challenge Together

Keith Lucius
WASBO President

The WASBO Board held a meeting on February 17th at the WASBO office. At this meeting we invited several State level elected officials. We were fortunate to have the following elected officials attend: John Lehman, Sondy Pope-Roberts, Luther Olsen, and Brett Davis.

Our goal with the meeting was to share information with the elected officials and to offer WASBO's assistance and input on the future of education funding at the State level. This effort comes from the WASBO Vision "By the end of the decade, the Wisconsin Association of School Business Officials shall be the most influential organization on significant Wisconsin school business management issues".

The first question that we asked was, how can WASBO be of service to legislators? All four legislators agreed that business officials need to communicate regularly with their local State Senators and Representatives. We need to bring them in and show them where cuts are made. Sometimes, seeing what is happening makes it more memorable. They also felt that explaining the school budget process in simple terms, and how the revenue limit and aid formula work would be beneficial. Most importantly, in a friendly manner, show them real examples of where you have needs.

The second question involved the school levy tax credit. Why has it been increasing lately instead of using the equalized aid formula? Is there a reason why this information is not shared with districts when the levy is certified? The legislators explained how using levy credits delayed the payment into July of the following year, so it was done to balance the budget. Some legislators felt that it did not impact what schools spent, just redistributed the allocation between schools. WASBO Board members explained the impact on levy certifications and how it really overstated the actual levy for school districts. Many districts did not levy to the limit because the levy credit was not known at the time of certification. In the end, I believe that the elected officials, as a first step, all supported more transparency by communicating the levy credit amount to districts before they certify their levy.

There was mixed support for taking money out of the levy credit and moving it into the equalization aid formula. Some thought there would be large political fallout in the communities that lose. They all supported the idea of not putting more money into the levy credit in theory, but could not promise that it would not continue to increase.

The third question asked about the outlook for the next State Budget. All agreed that the upcoming budget was not going to see a large increase in revenue. The stimulus funding cliff is a reality, so they suggested that districts needed to be ready for a difficult budget. They also believed that the November election would have a significant impact on the budget process.

The legislators asked the Board several questions. The question that generated the most discussion asked us about the financial status of our districts in the next 5-6 years. I think they were surprised with the answers that Board members gave them regarding the grim outlook if districts were not able to pass referendums. Like they suggested at the start of the meeting, giving real examples of the hardships that districts are facing makes our

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Exec's Reflections

Race to the Top

Woody Wiedenhoeft
WASBO
Executive Director

In the December issue of WASBO's newsletter, ***Taking Care of Business***, Erik Kass shared the excitement that surrounded President Obama's trip to Wright Middle School in Madison on November 4, 2009. President Obama publicly launched the Race to the Top competitive grant program during that visit. As an aside, the Education Department had outlined the basic tenants of the competitive grant program earlier in the summer of 2009, and some states started working on the process of developing grant proposals at that time. Governor Doyle went back to Washington with President Obama on Air Force One after the visit to Wright Middle School. The Governor returned to Wisconsin and started the process of applying for this competitive grant which was for $250 million for Wisconsin schools. The due date for submitting the grant was the end of January. The exact process used in November by the DPI and the Governor's office is not well known or understood. In the months of December-February the DPI and the Governor's office did ask a group of stakeholders to review and comment on the work done. The stakeholders group included representatives from educational associations (including WASBO), unions, CESAs, the Governor's office and DPI officials. The results are in: Wisconsin received no funding and came in 26th out of 41 applications.

The vast majority of Wisconsin's school districts did not seem extremely disappointed in the results. Many school boards actually debated whether or not they should participate. Larger Wisconsin newspapers, like the ***Wisconsin State Journal*** and the ***Milwaukee Journal Sentinel,*** found this somewhat distressing. One Wisconsin Superintendent opined that it is understandable we would not receive the grant. We are already doing a very good job of educating our children. Wisconsin has consistently been a leader in ACT test scores. The newspaper opinions point out, however, that Wisconsin recently ranked dead last in reading for black fourth graders and called for urgent and substantive changes in the system.

As a reminder, let us review the basic reform areas spelled out by the federal government for states to receive this grant money.

1. The state must demonstrate past success factors in making significant reform efforts.
2. The state must implement strong curriculum standards and assessments.
3. The state must significantly improve data collection and use.
4. The state must develop great teachers and leaders.
5. The state must show strong support for struggling schools.
6. The state must demonstrate strengthened STEM initiatives.

As a summary of these goals, the Obama administration simply wishes to improve performance in educating children and strengthen the use of sound research and data as it pertains to those efforts for all school districts in each state.

This is certainly a laudable goal. Most Wisconsin school districts have ardently worked on this goal for years at the local level, with the help of the State. Therein is the rub. Wisconsin is an advocate of local control. Previous federal encouragement has substantially been through entitlement programs, like Title I, that allowed for local flexibility within basic ground rules. The new Obama paradigm is one of "top down" leadership and management. Obama plans to affect education in a short time and intends to implement a paradigm shift. Unfortunately, the debate has turned to ideologue differences. Some advocate for significant change, accountability and weeding out of incompetent educators. Some advocate for a collaborative effort by professionals directly involved in the classroom, using proven research and methods.

Wisconsin will apply for another Race to the Top competitive grant in the amount of $250 million. The Governor's office and the DPI have asked the stakeholders group for their input about what changes to make in the application in order to make it more competitive. Local districts will again be asked to endorse the needed changes. The basic goals and directives will remain, but will probably be reflected in different technical terminology. The basic challenges and questions, however, are the same obstacles we witnessed in the first application.

1. Is $250 million enough encouragement to implement a paradigm shift? Most school districts are reducing programs and expenditures this year. $250 million does not even cover the program reductions that most citizens would like to keep, but cannot afford.
2. Will we deal with incompetence by using unknown assessment and student test measures? We

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Jeff Dellutri

Gathering Comparables in the Post-QEO World of Mediation and Interest Arbitration

Just What is GIQ? See it at the WASBO Spring Conference

By Jeff Dellutri, Director of Business Services, Nicolet High School District

Oh, collective bargaining comparables… how I despise thee. I had about ten years of Pre-QEO bargaining. Let's just say, I remember the pain of gathering comparables. Last year, as the potential legislation of eliminating the QEO was being floated, my biggest dread was the thought of the "old" days and gathering comparables. So, with those thoughts in mind, I, and the other ten north suburban Milwaukee business officials that I meet with on a monthly basis, embarked on a project last fall to create a new comparables database for our use in collective bargaining with teacher, custodial/maintenance, secretarial, and paraprofessional units. Our thoughts were if we could develop a good, simple database, we would eventually expand the reach of the database to the greater Milwaukee area, and have something valuable for any impending arbitration. A database of our eleven districts was enough to make relevant proposals in bargaining, but if any of us ended up in arbitration, our comparable districts were most often the greater Milwaukee area and not just our eleven school districts. The truth of the matter is that you want good data at the start of a bargaining process to shape the district's proposals, not just at the end for arbitration. The new "old" law made it important again to collect relevant data.

Creating a Regional Database

As we were creating our database, for the sake of consistency, we made the database subsets (teacher, secretary, paraprofessional, etc.) look similar. That is, whether you were adding data to the teacher or custodial/maintenance database subset, the formats were the same. To lessen the burden, we then divided up the database management of the various units amongst us. A funny thing happened, even though we tried keeping the data collection simple, amongst the eleven of us involved, we found that sometimes there wasn't a simple yes or no answer to our questions. Often, the answers were "Yes, but…" or "No, but…" answers, which then entailed the need for collecting free-form text. Another reality that hit was it took a lot of effort to get the first database subset (teachers) to work for the eleven of us, and it was going to take even more effort to keep it up to date. Finally, if we could expand its reach to a larger region, who amongst us has enough time to commit to managing database changes for approximately 40 school districts in a region?

The Challenge of Data Collection

The whole experience left me ruminating and muttering about finding a better way to gather comparable collective bargaining data. On December 1st and 2nd, 2009, WASBO and WASPA sponsored a School Personnel Academy. I was a presenter on two panels, one of which was the Mediation/Arbitration Panel. My only expertise for this panel was that I was an old-timer; I had those ten years of Pre-QEO bargaining. As a presenter, I was spouting off regarding the need for a statewide collective bargaining database. Couldn't we bolster the WASB database? Couldn't we use a Wiki or Facebook, or some other social networking site to gather the data? Couldn't we have one of our WASBO business associates expand their network to include a data collection tool for us? There had to be a better way! Please don't send me back to Pre-QEO data collection!

At lunch that day, a business manager joked with me that I just needed to use consensus bargaining, because then I'd have access to the great database managed by WEAC. Serendipity came into play when a school board member attending the conference pulled me aside during a break and suggested we meet to discuss the kind of data schools needed to collect. He told me he works for a large human resources and benefits consulting firm, and they have web-based tools that they use in the business world to gather various kinds of wage and benefit data. He was sure that our needs could be met with one of their existing web-based products.

A Solution?

I met with John Fuhs, Swallow School District school board member, on January 27, 2010 to share the data gathered for the eleven north suburban Milwaukee school districts, and to review the web-based tool of his firm, Hewitt Associates. To give you some background, Hewitt was founded in 1940, has annual revenues that exceed $3 billion and employs over 24,000 associates in 33 countries. They are publicly traded on the New York Stock Exchange under the symbol HEW, and provide companies, municipalities and educational institutions with human resource consulting and outsourcing solutions. In their health management practice, clients with both union and non-union employee populations engage Hewitt to help them in areas such as developing a health care

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strategy, crafting benefit designs, and providing benchmarking and prevalence data. Hewitt also employs over 90 health management actuaries. The point here is they have resources to back them up, and they are in an industry that understands the data we are trying to collect and compare. They many resources to the table.

John Fuhs reviewed the data collected for the eleven north suburban Milwaukee school districts, and then I had my opportunity to review the web-based tool, known under the acronym GIQ, which stands for Global Inquirer Questionnaires. John took the north suburban school district data and left me with a user name and password so I could look at their business data in the GIQ. Let me tell you, I was blown away with the power of the business GIQ. Within a week, Laurie Letts, an associate at Hewitt that manages the GIQ, sent me a new username and password, to access a new website specifically with the Wisconsin teacher data of the eleven north suburban Milwaukee school districts and some additional dummy data for other school districts in southeastern Wisconsin.

I asked Laurie to share some information regarding the development of the GIQ, and this is what she sent to me: "In 2001, Hewitt developed Global Inquirer Questionnaires (GIQ) to help multinational corporations manage their worldwide benefits provisions and international accounting standards, as well as provide insight on corporate governance. As Hewitt rolled out GIQ to a variety of organizations, it rapidly became evident that data centrally stored in GIQ could help all types of organizations make informed decisions on benefit plan designs, HR programs and compensation structures. As a flexible data repository and management tool, GIQ minimizes the administrative burden of gathering data, reduces risk and cost, and improves timing and delivery. Recognizing the confidential nature of data stored in GIQ, each organization using GIQ specifies who has access to what data within GIQ; for example, a user may only have access to the data he or she entered, or the user may have the ability to edit some data and view all data. By having access to all data within a site, users are able to benchmark their own data against similar organizations. GIQ's flexible and powerful reporting facilities enable users to generate reports on the data as they wish twenty-four hours a day, seven days a week."

Hewitt is continuously upgrading and updating GIQ to anticipate the needs of its clients. To help in this process, a GIQ Advisory Council comprising a broad spectrum of GIQ clients get together at least once a year to discuss use of GIQ and suggestions for improvements. With Hewitt, a GIQ team of associates that convenes weekly to address GIQ developments. All upgrades automatically flow to users at no additional cost.

Expanded Input

After making some revisions with the folks at Hewitt, I had John Fuhs and Laurie Letts attend the next monthly north suburban schools meeting on March 2, 2010. My business official colleagues were impressed and quickly brainstormed the best way to spread the use of this data collection tool on a regional or state-wide basis. During the month of March, I worked further with the folks at Hewitt to add the custodial and maintenance, secretarial, paraprofessional and confidential employee data to the GIQ.

I informed WASBO Executive Director Woody Wiedenhoeft of the GIQ at the Accounting Conference in March, and he suggested I try and get on the WASBO Spring Conference agenda in May, write this article to you to explain the work being done, and to invite you to view the GIQ for yourselves at the WASBO Spring Conference. We've been spreading the word. On March 31, we had a special meeting for CESA#1 Superintendents and Business Managers and showed off our work on the GIQ, to favorable reviews.

How Does It Work?

How does the GIQ work? For the Wisconsin Schools database, each user is given two user names and passwords. The first user name and password is specific to your school district. Only you can enter data on behalf of your school district. The format most often is selecting a response from a drop-down menu, so you can't answer "50%" to a "yes/no" question. Text boxes are provided when the answer requires a more elaborate description in free-form text. You also provide contact names and contact information so others looking at your data can go directly to the source if they have questions about your data. There is a place on the site that you can upload any collective bargaining agreements or electronic data you want to share. When you're done, you sign-off verifying the data you entered is accurate to the best of your knowledge.

The second user name and password allows you to view all of the data from all of the school districts entered into the database. Here, we've set it up so you can view teacher, custodial and maintenance, secretarial, paraprofessional, or confidential units. You can sort that unit's data first by contract year, then a second sort by your choices of CESA, county, athletic conference, union or by selecting individual school districts. Once you have filtered your requested data, you

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can print out the data in canned express reports, or you can create your own compound or ad hoc reports. You can select to view the data either down or across, so the districts you're viewing are headed at the top or along the left-hand side. All reports are available in html, pdf, or can be downloaded into Excel. If you name a report, it becomes available as a saved report for future use. You can refresh your saved reports, so the format you've saved is updated when needed, pulling the most current data available. You can easily see when each school district last updated their information, as each individual school district's data is date and time stamped.

The system allows for short-term surveys set up by Hewitt. Responses to the surveys are time limited, but the responses remain on the system indefinitely. The Hewitt manager can also send out emails notifying users that there is a new survey available or reminders to districts about updating data. The real beauty is the system's flexibility. In a period of two months, there are GIQ's for five school employee units. Under each unit are questionnaires regarding compensation, health, dental, leave time (vacation, sick, personal, etc.), retirement, and a place where you can detail significant information in a text box regarding the contract settlement. (i.e. "We settled for two years at 3.0% per year package under the QEO costing method. Health insurance benefits at retirement were capped at the exit rate.")

Some other things you're going to like about the GIQ: You can enter data or run reports 24/7 from any place you can access the internet. If you don't understand a district's data, all you need to do is access the searchable pdf file of the collective bargaining agreement uploaded by that district to find your answer. Hewitt will support and implement changes from a Wisconsin Schools GIQ Advisory Council that we create, and can use the GIQ to survey members regarding changes you'd like to see in the database.

Okay, what about the price? Hewitt wants to make the GIQ a slam-dunk decision for you. They need a commitment of 120 school districts at $300 per district to continue to move forward. We need a statewide comparables database that you can manage.

Learn More

Come to the WASBO Spring Conference and see what GIQ is all about. There will be two sessions to choose from: Thursday, May 27 at 3:15 PM, or Friday, May 28 at 10:15 AM. There will be a sign-up sheet during these sessions, so you can sign up to gain access to the GIQ, enter your district's data and run reports. You'll get to play in the GIQ sandbox, so to speak. I hope to see you there.

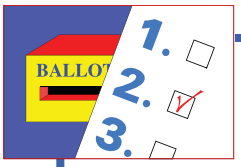
Go Green with WASBO

If you are using the WASBO Purchasing Card Program consider making purchases in April instead of May. The program is close to reaching a higher tier which would result in more "green" for participating school districts with a greater rebate.

WASBO Web Store

http://wasbo.cms-4youshop.com/

Show off your professional association by wearing your WASBO apparel. Each item will be embroidered tone on tone with the WASBO logo. Choose your style, size and color. Items will be shipped directly to you. Orders will be accepted between March 1, 2010 and April 15, 2010.



Online voting will take place April 1-30. Please take the opportunity to vote for two Board Director positions and one Board Treasurer position. Contact the WASBO office if you did not receive an email to vote.

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Tax Effect: *Effective March 30, 2010, employees may exclude from gross income the value of employer-provided health coverage for children who have not yet attained age 27 as of the end of the tax year.* This is an important provision. Under pre-Acts law, among the Internal Revenue Code requirements for a child to be a qualifying child of the taxpayer was that the child had to be age 19 (or age 24 in the case of a full-time student). This definition created a tax problem for employees adding dependents after ages 19 or 24 under the Wisconsin dependent coverage mandate. It created a situation where the employees were taxed on the value of their dependent's health coverage as imputed income. Often times, the value of this coverage equaled the cost of the single premium rate, which resulted in a large amount being added to the employee's includible income, triggering a large tax liability. It appears that this provision in the Act eliminates the imputed income dilemma Wisconsin employers have faced in the early months of 2010.

What does this mean for Wisconsin employers? There still exists a one year gap between the federal dependent coverage mandate (until age 26) and the Wisconsin dependent coverage mandate (until age 27). The good news is that for most employees, the imputed tax liability is eliminated as of March 30, 2010. Also, please note that the federal mandate only applies to health insurance; the Wisconsin mandate still applies to dental and vision coverage as well.

Other Health Plan Requirements

Other Health Plan requirements for "grandfathered plans" include:

- Pre-existing condition exclusions are eliminated from group health plans for children under 19 beginning January 1, 2011. Elimination of pre-existing condition exclusions for all individuals will be effective January 1, 2014.
- Plans may not provide annual dollar limits on essential health care benefits – effective January 1, 2014.
- Plans may not impose waiting periods in excess of 90 days – effective January 1, 2014.

If a plan was not in existence on March 23, 2010, it is not considered "grandfathered" and is subject to the following rules (which are effective for plan years beginning on or after September 23, 2010):

- Plans must cover, and cannot impose cost sharing, for preventive services.
- Insured group plans cannot discriminate in favor of highly compensated individuals.
- Plans must provide participants with expanded appeal rights.
- Plans cannot require pre-authorization or referrals for obstetrical or gynecological care.
- Emergency care services must be provided without prior authorization and without regard to whether the provider is in or out of network.

Employer Requirements

It is important to realize that the Health Reform Acts do not require employers to provide health insurance coverage. But Congress did recognize the significance of giving employers an incentive to provide coverage. This incentive is provided through a penalty that is imposed on "large" employers who do not offer affordable coverage to their employees/dependents. Effective January 1, 2014, employers with at least 50 full-time employees who do not offer their employees and dependents with certain specified minimum levels of health coverage and have at least one employee receiving premium assistance for the federal government will have to pay a penalty of $166.67 per employee (after ignoring the first 30 full-time employees). For purposes of the Acts, a full-time employee is one working 30 or more hours per week.

A separate penalty is imposed on employers offering coverage that does not satisfy specific minimum levels. Generally, the minimum levels of coverage require the employee's cost for coverage to be less than or equal to 9.5% of the employee's household income and the value of benefits covered under the plan to equal or exceed 60% of the cost of covered services. If you are fully-insured, you should work with your carrier to ensure these levels are met. For self-insured plans, such levels must be actuarially determined. While these mandates are important to understand, school districts should not have a difficult time meeting the thresholds given the health benefits typically offered.

Universal Coverage Requirement

Starting in 2014, the Health Reform Acts require most individuals not eligible for Medicaid, Medicare or other government-sponsored coverage to maintain "minimum essential health coverage." Those who fail to maintain this minimum essential coverage will be liable for a penalty. A formula will be used to calculate the penalty taking into account the taxpayer's household income and a flat dollar amount.

FSA, HRA and HSA Changes

The Health Reform Acts modify the definitions of qualified medical expenses for health Flexible Spending Accounts, Health Reimbursement

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ASBO International Opportunities

ASBO's 100th Anniversary at the 2010 Annual Meeting & Exhibits - September 24-27, 2010, Lake Buena Vista FL

Mark your calendars to attend this professional development opportunity. Wisconsin attendees will have the option to earn one graduate credit through Viterbo University while attending the Annual Meeting. Support WASBO's Erin Green as she presides over this meeting as the ASBO President!

Bridges to the Future Scholarship - This $2,000 scholarship is a wonderful opportunity for school business officials who have been in the profession for five years or less to receive financial assistance to attend ASBO's exciting Centennial Annual Meeting in Lake Buena Vista, FL. ***Apply by Tuesday, June 1, 2010.***

Eagle Institute, July 20-23, 2010, Gettysburg, PA

"Leading During a Crisis" is the focus for this year's Eagle Institute, a challenge that resonates with school business officials. This professional development experience sells out quickly. If you are interested in reserving your place, contact Vee Boehringer, vboehringer@asbointl.org.

Pinnacle Awards – Looking for Innovative, Original, Ground-breaking Ideas. School business officials are constantly looking for ways to better the profession and enhance their school districts. That's why we created the Pinnacle Awards. Successful applications have focused on many fields such as budgeting, construction, costs savings, energy conservation, nutrition, safety, and technology. ***Applications must be postmarked no later than Saturday, May 1, 2010.***

The Power of Recognition Is in Your Hands – 2010 Eagle Awards

Think of school business professionals who have made a difference in your state/province. Honor those leaders with a nomination for ASBO International's Eagle Award, the highest honor bestowed on members. ***Deadline date for receipt of nominations and supporting material is Tuesday, June 1, 2010.***

To learn more about these opportunities visit www.asbointl.org

Meritorious Budget Award (MBA) - Slowing Down and Gearing Up

The reviews for the 2009-2010 budget year are almost finished. ASBO is pleased to announce that for the second year in a row program participation has increased! Applications rose from 111 to 123 - an 11% increase. We will soon be accepting the 2010-2011 budgets. The MBA program can help showcase transparent budgets.

Certificate of Excellence (COE) in Financial Reporting – Commitment to Fiscal Integrity

The number of COE applicants is climbing towards 500! Almost all the Comprehensive Annual Financial Reports (CAFRs) for FYE 2009 have been received. We've found that the program has grown from 474 last year, to 492--a 4% increase.

Into the Great Wide Open: Finding Perspective on Health Reform

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Arrangements and Health Savings Accounts. Beginning January 1, 2011, over-the-counter medicines will no longer be included as eligible medical expenses for reimbursements under an FSA, HRA or HSA (unless prescribed by a health care professional). Beginning January 1, 2013, FSA contributions will be capped at $2,500. This amount will be indexed annually for inflation.

Future Perspective

The President's signature on the Health Reform Acts signals an end to the legislative process of health care reform and the beginning of the regulatory process as the IRS and other federal agencies work to implement changes. The IRS is responsible for overseeing a significant part of health care reform and will issue guidance affecting employers and individuals over the next few years. While it appears that there is more unknown than known at this point, it is never too early to prepare for the future. Districts should communicate with their insurance carrier to determine the nature by which the new rules will affect their employees. Districts should also educate themselves on the mandates and rules associated with health reform prior to its next bargaining period. We encourage you to speak with your tax and benefits advisors to determine exactly how the Health Reform Acts will affect the future of your health benefit planning, as well as your funding strategy of retiree health obligations.

Bret A. McKitrick is an attorney with the law firm Simandl & Prentice, S.C. His practice focuses on labor, tax and employee benefits issues.

President's Message
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dilemma more real and memorable for them. When they left, it seemed that we made real progress in creating a cooperative relationship. The next step is for you to build cooperative relationships with your local elected officials.

That covers the strategic focus of the agenda. As always, if you have ideas or concerns with anything that the Board is working on, please feel free to share them with me at klucius@ashwaubnenon.k12.wi.us.

Legislators in attendance included Brett Davis, John Lehman, Luther Olsen and Sondy Pope-Roberts.

The WASBO Board of Directors invited State Legislators to attend their February 17th meeting to dialogue about several topics including:

- How WASBO could help legislators as a resource on school finance
- School levy credits
- The state budget
- The next biennial budget and how schools plan for the future
- Long-term revenue projections

Go Green with WASBO

Pay your current 2009-10 membership dues or renew your WASBO membership for July 1, 2010 - June 30, 2011 online. Pay with your purchasing card and eliminate the need for a check. Look for the option to renew your membership with your Spring Conference registration.

Exec's Reflections - Race to the Top
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all remember Enron's model of evaluating traders' competence by firing traders that ranked in the lowest five percent of earnings. How do we assure people that this is not the paradigm we will be using?

3. How do we write an application that involves all school districts, when the greatest problems are dealing with low reading scores for black fourth graders and very low graduation rates in a few school districts?
4. Each school district has different problems they want to address. How do we allow them the flexibility to address those problems within a standardized national and state system?
5. Will we be able to provide financial sustainability that supports needed changes?
6. How do we get professional "buy in" with stakeholders when the application timelines are extremely short and the implementation specifics are unclear?
7. Do we profess the use of collaboration with stakeholders when specific goals are defined from the top down?
8. Are we willing to change to a "top down" governance paradigm that is significantly different from our present "local control" model?
9. Have we built the "trust" needed to move citizens into a total paradigm shift? We have been able to demonstrate that portions of our current system do not meet our needs. These paradigm shifts cannot provide data that the changes will work. The changes will need to be implemented on faith. What little research and data we have, at best, points to some possible correlations. None of the data is conclusive about causation in regards to this paradigm shift.

Our leaders have little choice but to tackle these questions and provide answers about future policy. This brings us to the obvious point. Leadership is being an expert in dealing with ambiguity. Wise leadership is being able to deal with polar opposite ideas at the same time, while moving society in a singular direction to meet a goal.

As a practical matter, we must tackle these questions, whether or not we are successful in the application for the Race to the Top grant. The new ESEA authorization will raise the same questions. While we are dealing with current challenges of protecting the good programs in our schools, we must be studying and planning for how to deal with the proposed changes found in ESEA federal funding guidelines. Many of those guidelines are similar to Race to the Top.

At least with WASBO, we know we will be working to meet the challenge together.

Ted Hayes

Dealing With Bomb Threats

By Ted Hayes, CSP, MSE, Senior Risk Manager, M3 Insurance Solutions for Business
Submitted by the WASBO Safety Committee

It was once said, "there has never been a bomb explosion in a United States school where a bomb threat was called in beforehand." This is comforting, but not a procedure that your school district can implement.

Bomb threats are occurring on a more frequent basis every year in our schools. For whatever reason, there are those who call in bomb threats to cause fear, disruption, and chaos. Why do these individuals call in bomb threats to our schools? Here are a few reasons to consider:

The Thrill of Disruption. The individual calling in the bomb threat enjoys the 'power' they wield when one phone call can shut down a school for an entire day. Students get to leave school, the police are called to the scene, the media broadcasts the big story – everyone's day is disrupted. The thrill of "I caused all of this disruption" is very real and exciting for the caller.

One Less Day of School. Calling in a bomb threat means a day away from school – almost as good as a snow day! Do you think there is any correlation that majority of our bomb threats occur when the weather is nice?

They Won't Catch Me. I'll be honest with you, the chances of catching the bomb threat caller are minimal unless they slip up or don't know what they are doing when using a telephone or the Internet. It's a dangerous prank that has minimal chance of getting caught.

What Can You Do To Fight Back?
The chances of catching a bomb threat caller are remote unless they call from an easily traceable phone. During a school crisis training session that I conducted a few years back, a police chief told me that he had no trouble with bomb threats being called in to his school district. If it comes from a residence in the community, that call can be traced. If it comes from a pay phone, that's OK too, since the only pay phone in town is located across the street from the police department. Now with almost every student having a cell phone, I'm sure this police chief's bomb threat protocol has drastically changed.

"Catching who called in a bomb threat is like catching smoke with a net – it's not going to happen!" – former Everest Metro (WI) Police Chief Dan Vergein

I agree with my friend Dan Vergein. If the caller knows anything about phone systems, the call will not originate from a phone number that is easily traceable. Does this mean that your school should not attempt to trace the call? Of course not. I encourage you to meet with your local phone company to see what type of equipment is needed to trace incoming calls to your school. This meeting should include your police chief to ensure a game plan is in place between law enforcement and the school district.

The new trend today is to send bomb threats via the internet. Those sending in the bomb threats using the internet are not stupid – their messages can be virtually untraceable.

Not very comforting…but it's reality. It is important for your school district to get the message out loud and clear that you will trace all bomb threat calls that come in to your schools. Getting this message out will detract some from making threats.

If you are fortunate enough to trace the origin of the bomb threat, the police must push for conviction. Media must get the message out that the caller was caught and swift justice was sought – this too can defer future bomb threats. Remember earlier I mentioned that callers were looking for the 'thrill of disruption?' If you don't provide them with that thrill, their excitement to call in a bomb threat will dissipate.

First of all, once a bomb threat is called in to your school, it is the administrator's decision as to what action will be taken. If a bomb threat is written in lipstick on the girl's bathroom mirror during noon hour, would you take this seriously? Maybe so, but not to the degree of a bomb threat called in from an untraceable phone that lists the bomb location and time it will detonate. Don't ask the police chief to make this tough decision; it's strictly the decision of the school administrator.

So the bomb threat call comes in, the administrator decides to take it seriously. Now what?

Call the police immediately. Ask the police to respond in a low key manner. This may mean plain clothes officers in unmarked police cars. Remember, don't provide that 'thrill of disruption.' Tough decisions now must be made. What level of evacuation will take place? Who will search for the bomb? Who will give the all clear to return to the building and when will that determination be made?

The following are ideas that your school must consider in the development of your bomb threat policy:

1. **Communication** – If a bomb threat is made to the school via the telephone or over the internet,

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the building principal must be notified immediately. The receiver of the call (often times a school secretary) should attempt to obtain as much information from the caller as possible – verbal clues as to the caller's age, sex, emotional state; listen for identifiable background sounds. If the caller stays on the line, the principal should attempt to enter the conversation. Consider having all incoming lines recorded.

Immediately the police must be called and notified of the bomb threat. As mentioned earlier, police personnel should respond in a low key manner.

2. **Building Principal** – The main responsibility of the principal is to immediately assess the situation and consider the safety of the students and staff. This decision must be made quickly in a manner that will not frighten students or staff. The principal should consult with the administrator and other designated personnel to determine the plan of action. This may or may not mean evacuation of the entire school building.

   In case of inclement weather, shelter and transportation must be obtained immediately. I encourage your school district to have 2-3 sites available for evacuation purposes.

3. **Evacuation** – A public address announcement should be prepared to read to the entire student body and staff relating to the bomb threat call. Don't try to hide the fact that there is a bomb threat and an evacuation is taking place; kids aren't stupid, they will figure it out pretty quickly.

   The announcement should contain at least the following information:

   - Students should be informed that the school has received a bomb threat.
   - Students and staff should remain calm and quiet – no talking.
   - Teachers should be directed to search their rooms carefully. They are in the best position to know what should and shouldn't be in the classroom.
   - Teachers should be told not to handle unfamiliar objects; nor should students handle such objects. If an unfamiliar object is found, immediately report this to the office. Teachers should immediately send students from the room if an unfamiliar object is found.
   - Teachers should be instructed to keep the students in their class room until notified by an announcement to evacuate the building.

   Weather and outside temperature conditions will determine if the students are allowed to go to their lockers. If students are allowed to go to their lockers, they must be instructed to go directly to their lockers, and then go directly to pre-designated staging areas. Instruct students to leave their lockers open and only retrieve their coats, not touching anything else in the locker.

   There is also a valid argument not to allow students to go to their lockers – this is a great place to conceal a bomb; a bomb that will detonate when the locker door is open.

   As said earlier, if the weather is inclement, shelter and transportation must be determined as quickly as possible. If the weather is fair and warm, students can exit the building using the same routes used for fire drills. Students should not be allowed to leave the school grounds – it is critical that you account for the whereabouts of every student.

   Determine who will evacuate the building. Will fire and police officers assist in the evacuation? Do you have procedures to handle handicapped or special needs students?

   Remember, when evacuating the building, students must be moved the distance of at least the distance of two city blocks in the event a bomb does detonate.

4. **Teachers** – The majority of teachers will leave the building to supervise the evacuation. Volunteers, and in some cases, designated personnel may remain in the building to assist in the bomb search. Volunteers for a bomb search? If you asked a teacher right now to volunteer for such duty, the answer would probably be resounding 'no'! But in reality, when a stressful emergency situation occurs, volunteers tend to step forward to assist.

5. **Custodians** – Custodians should be available to provide the master keys for all doors and student lockers. Custodians should be asked to volunteer to search areas such as boiler rooms, custodial closets, tunnel areas, etc. On a side note, these non-student areas should be kept locked at all times when not in use by a custodian. When locked, students will not have access to hazardous substances and potentially dangerous equipment stored in custodial work areas.

   If a searcher finds an unfamiliar object, do not handle it – clear the area and contact appropriate personnel.

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Dealing With Bomb Threats
Continued from page 14

6. **Other School Personnel –** All other personnel will be instructed to leave the building. This includes food service personnel, secretaries, health aides, etc.

7. **Searching the Building** – The building search will be conducted under the direction of the school administration. Police officials will not make the call as to whether or not a search should be conducted – this is a decision of school administration.

   Focus your search efforts on areas that are out of sight where a bomb could be left without being noticed – wastebaskets in the restrooms, stairways and stairwells, closets, hallways, lockers, ceiling tiles, kitchen storage areas, etc. After each of these areas has been searched, a representative of the search team should notify the building principal.

8. **Actual Bomb** – In the event that an actual bomb is located, call the police and evacuate immediately! Everyone will be removed as far away from the building as possible. The police will immediately be notified and will take over the situation. The object shall remain undisturbed until it has been addressed by the Explosive Ordinance Detail.

Additional Comments

The chances of your staff locating and identifying a bomb are remote. This reinforces the importance of keeping classrooms, locker rooms, boiler rooms…all rooms, locked when not in use and supervised.

*Ted Hayes is a senior risk manager with M3 Insurance Solutions for Business and a WASBO Safety Committee member. He is also the author of the book '**Not In MY School! A Proactive Guide to School Violence Prevention.**'*

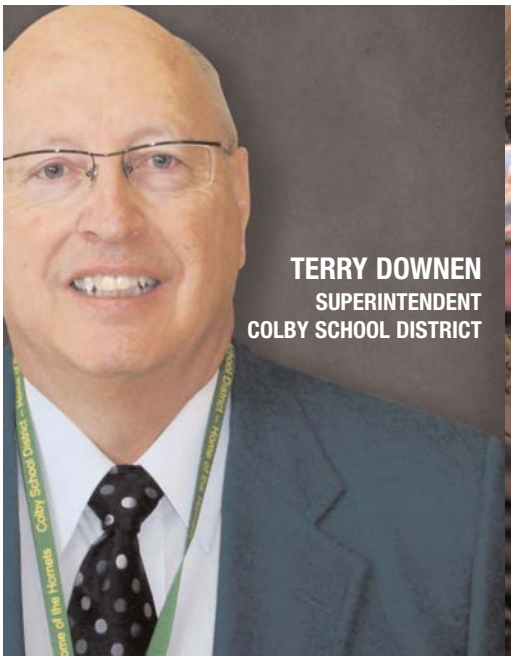
WASBO at ASBO's Leadership Conference

February 5-6

WASBO had eleven in attendance at the ASBO Leadership Conference. This year's conference was held on Disney property and included Disney Institute Leadership Training. Our attendees felt this was the best leadership professional development that ASBO has offered.

Mark your calendars to attend the ASBO Annual Meeting & Exhibits September 24-27 at Disney's Coronado Springs Resort in Lake Buena Vista, FL. You won't be disappointed!

Colby School District counts on EMC for loss control service.



For Terry Downen, peace of mind goes well beyond having the right insurance coverage. It means having access to an agency and company that help protect his school district by providing inspections, safety training, OSHA compliance consulting and other crucial programs the district simply doesn't have the resources to handle on its own. In addition, Terry values the financial stability of EMC Insurance Companies, a company that has a proven track record serving the needs of Wisconsin school districts like Colby.

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Meet WASBO Treasurer Candidates

Larry Dalton

Work Experience		
1996-Present	SD of Onalaska	Director of Finance
1990-1996	Ladysmith-Hawkins SD	Business Manager
1985-1990	Northland Pines SD	Accounting Clerk
1982-1985	Northland Pines SD	General Aide
1971-1982	Michigan, Nevada, California	Entertainer/Musician (Bass Player)

Educational Experience		
1986-1989	UW-Superior	M.S. Ed. Admin. - School Business Management, DPI (08) License
1984-1986	Nicolet Area Technical College	Classes in Computer Programming and Accounting
1967-1971	Michigan State University	B.S. - Zoology

Professional Activities

WASBO
Board of Directors
DPI Records Retention Schedule Revision
West Central School Business Officials, Chair (10 years)

Healthy Living Collaborative - La Crosse County

Viterbo University - Consultant, Formulation of School Business Management Program

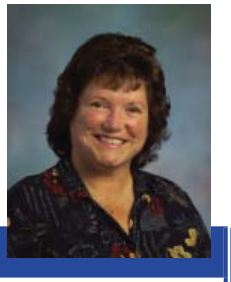
Community Activities

Onalaska Area Business Association - President
Onalaska Safe Bicycling Association - Political Director
Christ the King Lutheran Church - President
La Crosse Sailing Club - Member

Interests & Hobbies

Music, Bicycling, Cross-Country Skiing, Sailing

Janice DeMeuse



Work Experience		
2002-Present	Luxemburg Casco SD	Business Manager
1999-2002	Appleton Area SD	Financial Services Supervisor
1984-1999	Unified SD of DePere	Administrator Assistant for Business Services
1977-1984	Southern Door County SD	Bookkeeper
1969-1972	Door County Memorial Hospital	Assistant Bookkeeper

Educational Experience		
2000-2002	UW-Superior	Masters Degree - School Business Administration
1999-2000	Concordia University	Bachelors Degree - Business Administration
1996-1999	Cardinal Stritch University	Business Administration

Professional Activities

WASBO
Board of Directors
Bay Area Regional Representative
Accounting Committee
Mentor

ASBO International - CAFR and Meritorious Budget Reviewer, RSBA

Luxemburg Casco Scholarships Inc. - Board Member

Community Activities

Kiwanis Club - Member
Salvation Army - Volunteer Bell Ringer
Habitat for Humanity - Volunteer Home Builder

Interests & Hobbies

Walking, Camping, Travel, Bike Riding (motorcycles and pedal bikes)

Meet the Director Candidates for the WASBO Board of Directors on page 19.

Meet WASBO Director Candidates

Bob Avery

Work Experience

2008-present	Somerset SD	Director of Business Services
2005-2008	Wisconsin Heights SD	Director of Business Services
2002-2005	Sun Prairie Area SD	Business Services Manager
1997-2002	Stoughton Area SD	Transportation Director

Educational Experience

1/2009-7/2009	UW-Whitewater	MSE - School Business Management
2002-2004	UW-Whitewater	School Business Manager (08 License Qualified)
1987-1989, Summer 2003	UW-Madison	MA - History
1983-1987	Drake University	BA - History, Political Science

Professional Activities

WASBO

School Finance Puzzle Committee, 2008--present
Fall Conference Committee, 2009-present
Transportation Committee, 2000-04, Chair 2003-04

ASBO International - Member

School Insurance and Risk Management Coop (SIRMC) - Board of Directors, Secretary 2009-present

Wisconsin School Bus Association (WSBA) - 1995-2005

Community Activities

Somerset Chamber of Commerce, 2009-present

Interests & Hobbies

Family, reading, cheering for the Badgers and Packers, bicycle riding, current events

Jill Collins

Work Experience

2000-present	SD of Black River Falls	Director of Business Services
2/2000-9/2000	Wisconsin Rapids Public Schools	Director of Business Services
1999-2000	Wilmot Union High SD	Fiscal Manager
1995-1999	SD of Black River Falls	Head Bookkeeper

Educational Experience

1998-2000	UW-Whitewater	MSE - School Business Management (Possess 08 License from DPI)
1987-1991	Winona State University	BS - Business Administration Accounting Minor

Professional Activities

WASBO

Fall Conference Committee - Member and currently Cochair, West Central Regional - Facilitator, Member Resources Goal Action Team, Accounting Committee - Former Member, Spring Conference Planning Committee - Former Member

ASBO International - Member

Viterbo University - Instructor for the newly formed School Business Administration Program to begin in the Fall of 2010

Community Activities

Black River Youth Hockey - Treasurer; Black River Falls Figure Skating Club, Inc. - Former President and Board Member, Jackson County Ice Arena Committee - Former Board Member, Jackson County Fair Park Committee - Former Secretary-Building Project Completed, Black River Area Child Care and Preschool - Former Treasurer-Service Limit of Two Terms

Interests & Hobbies

Coaching youth softball and volleyball, reading books, travelling, downhill skiing, snowmobiling, volunteer for community events and organizations, playing golf, volleyball,and softball, spectator at my children's sporting events and spending time with family and friends

Continued on page 20

Meet WASBO Director Candidates

Gail Haack

Work Experience		
2005-present	Algoma SD	Business Manager
2001-2005	Algoma SD	Administrative Assistant to Superintendent
1999-2001	WS Packaging, Inc.	Customer Service
1976-1999	F&M Bank - Algoma	Compliance Officer/ Marketing Coordinator
1972-1974	V.S. Ancheta, MD	Medical Assistant

Educational Experience		
2002-2004	Silver Lake College	MA in Education - 08 Business Manager License
1998-2001	Concordia University	Business Management and Communications
1971-1972	NWTC - Green Bay	Medical Assistant Diploma

Professional Activities	
WASBO	Bay Area Regional Representative New Business Manager of the Year - 2008

ASBO International - Member
Bridges to the Future Scholarship Winner
Wisconsin Membership Ambassador

Community Activities

Algoma Area Education Foundation - Golf Committee Chair
Algoma Area Chamber of Commerce - Board Member, Treasurer
St. Mary's Parish Council - Secretary
St. Mary's Athletic Booster Club and Home-School Association - Treasurer
Violence Intervention Project - Helpline Sunday Night Volunteer

Interests & Hobbies

Spending time with family and friends, volunteering, shopping, listening to music, meeting new people, reading, travelling, golfing, jewelry making

John Stellmacher

Work Experience		
2007-present	Barron Area SD	Business Manager
	Central City Cyberschool	Business Services Manager
	Palmyra-Eagle SD	Business Manager Internship
	Robert W. Baird & Co.	Public Finance Internship
	UW-Whitewater	Graduate Assistant, Dr. Bambi Statz

Educational Experience		
	UW - Whitewater	MSE - School Finance/ Business Management
	UW - Whitewater	BBA - Finance
	Wisconsin DPI	08 Business Administrators License

Professional Activities	
WASBO	SAA Legislative Committee SAA School Finance Network

ASBO International - Member

Community Activities

Kiwanis International - Vice President, Board of Directors
Boys and Girls Clubs of Barron County - Treasurer, Board of Directors
Leadership Barron County
Varsity Assistant - Barron High School Boys Basketball
Workforce Development Board of Directors - Northwest Wisconsin, Barron County Representative

Interests & Hobbies

Continued on page 21

"Don't blow it - good planets are hard to find. "
~Quoted in Time

Meet WASBO Director Candidates

Dave Van Spankeren

Brian "Wally" Walters

Dave Van Spankeren		
Work Experience		
2004-present	CESA 6	Executive Director of Finance & Operations
1994-2004	SD of Omro	Director of Business Services
1991-1994	Town & Country Electric	Staff Accountant
Educational Experience		
2002-2006	UW-Whitewater	Masters in School Business Management
1993-2000	Lakeland College	Bachelor Degree in Accounting
Professional Activities		
WASBO	WASB-WASDA-WASB Joint Convention Planning Committee	
	SIRMC - Fiscal Agent	
Community Activities		
St. Peter Catholic Church - Past Parish Trustee and Finance Committee		
Omro Chamber of Commerce - Past President		
Omro Scholarship Foundation - Past President		
Interests & Hobbies		
Traveling on family vacations, golf, bowling, darts, pool, summer music concerts		

Brian "Wally" Walters		
Work Experience		
2007-present	SD of Westfield	Business Manager
Educational Experience		
2008-present	Winona State University	MSE: Educational Leadership (principal) Ed.S: Educational Leadership (superintendent)
2004-2007	UW-Whitewater	MSE: School Business Management
1999-2004	UW-Whitewater	BSE: Business Education
Professional Activities		
WASBO	Membership Committee	
	Madison Area School Business Officials	
	School Administrators Alliance - WASBO Legislative Committee	
Community Activities		
Knights of Columbus - 1st Degree		
Red Cross - Bell Ringer		
Westfield Bowls for Hunger Volunteer		
Westfield Rendezvous Days Volunteer		
Interests & Hobbies		
Politics, hunting, coaching, interest in learning to play the piano, reading, watching and playing a variety of sports, listening to virtually any genre of music, humor, my wife Jessica and cat Sassy (appropriately named)		

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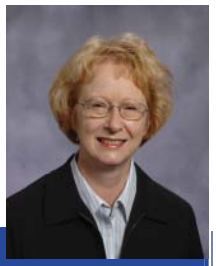
Are You Connected to WASBO?

WASBO is trying to do our part to be more green by doing more electronically. YOU CAN HELP! Please take a moment to update your profile by logging into the WASBO web site at www.WASBO.com. Make sure your email address is correct and that your technology department has whitelisted wasbo.com emails. This enables you to do many things online such as voting for WASBO Board (April 1-30), renewing membership, paying invoices, registering for seminars and conferences, access to conference handouts, receiving WASBO communications about upcoming professional development, legislative action, Wisconsin Education News and more! You can also choose to receive your newsletter electronically instead of receiving the printed copy.
Please call the office if you need assistance - 608.249.8588.

Meet WASBO Director Candidates

Betty Zimdars



Work Experience		
2003 - present	Howard-Suamico SD	Asst. Superintendent of Business and Information Services
1988-2003	Howard-Suamico SD	Director of Business and Information Services
1987-1988	Shade Information Systems	Information Center Analyst
1985-1987	CESA 7	Administrative Consultant - Regional Computer Center
1980-1985	Wabeno SD	Bookkeeper
Educational Experience		
Graduated 2003	UW-Whitewater	Master of Science in Education
Graduated 2002	Silver Lake College	Public Service Administration
Professional Activities		
WASBO	Accounting Committee - Member and writing of "Budget Cycle Book" Spring Conference Committee School Finance Puzzle Committee ASBO International - Member Meritorious Budget Award 12 Years	
Community Activities		
Howard-Suamico Education Foundation - Board Liaison Howard-Suamico Optimist - Member The Giving Tree (food pantry) - Advocate St. John Endowment Trust - Treasurer Community Sensitive Design - US 41 Project - Member Safe Route to Schools Community Committee - Member		
Interests & Hobbies		
Cross country skiing, snowshoeing, rafting, boating and reading		

WASBO Welcomes Erin Lynett to Our Staff

When the Board of Directors approved a full time position we were delighted to find Erin Lynett to step in. Erin started on Monday, March 22nd and by Tuesday we had her heading to the Accounting Seminar with us. Many of you had the opportunity to meet Erin at the Seminar, but for those of you who have not met her yet, here is a brief introduction.

Erin is from Verona and graduated from the Curtis Carlson School of Business at the University of Minnesota in May of 2006. Erin participated in an exchange program for seven months at the Universitat St. Gallen in St. Gallen, Switzerland and taught "conversational English" during 2005.

She worked with Production Services International in Roseville, MN from September 2006-October 2008 as an Operations Associate. In this capacity she maintained inventory levels for multiple companies and product lines, supervised production at various production facilities, prepared production manuals depicting standards and procedures for individual customers and managed accounts payable and accounts receivable for multiple companies.

Erin also worked with Twin Cities Student Unions, Minneapolis, MN as a Human Resources Administrative Assistant from February 2003-May 2006. Her main job responsibilities were to maintain employee files in accordance with regulations, provide employee orientation regarding human resources and payroll policies, assist in set-up, testing and training of new payroll software and advise managers in payroll, hiring and termination processes for student employees. Most recently she has had work experience at Mickey's Dairy Bar, in Madison, Rivers Edge Pub and Grub in Wisconsin Dells, and the Right Staff in Minneapolis.

In addition, Erin has been an active volunteer in various organizations such Bike/Walk Twin Cities and The American Red Cross, Minneapolis.

We look forward to tapping her many talents as we move WASBO forward and work to better serve our membership.

Welcome to WASBO Erin!

ASBO Update

President's Message

By Erin Green, Director of Business Services, Greendale School District

Erin Green
President
ASBO International

The recent global recession has confirmed without a doubt that all countries' economies and financial systems are interdependent and intertwined. Given what we have learned, it would be wise to examine what globalization means to K-12 education and ASBO's role.

In January 2008, an interesting report was completed for ASBO International by Change Management Solutions entitled *"Globalization and the Future of School Business Management."* I would like to share a few of the conclusions from this report and make the entire report available for WASBO members on our WASBO web site.

We are not just stewards of our school's resources, but we are managers and leaders of the learning environment.

The report concluded that SBOs must take an active role in curricula development. Not only do SBOs resource schools, we help develop the strategic plans for our organizations, help allocate the resources, plan the facilities and environments in which the programs are delivered, and evaluate outcomes. While local resources for K-12 education shrink, expectations of parents and communities grow. Perhaps, partnerships with foundations and the business world will be part of the solution. Foundations such as the Bill and Melinda Gates Foundation already conduct independent pilot projects in international education strategies. It is critical that SBOs understand the changes in the global economy and participate in order to lead their educational organizations in the right direction.

Changes in the Workplace

The economy has shifted from a manufacturing base and employment in large Fortune 500 companies to one where most new jobs today are in small start up companies with global interests and activities. In 1965, 25% of workers were employed in Fortune 500 companies, and many of the rest were involved in manufacturing. Today only one in fourteen employees works in a Fortune 500 company. Business has shifted from top-down, inflexible, "command and control" environments to a just-in-time, flexible, nimble environment. Information is not controlled within an organization as much as it is shared across organizations. Businesses now serve many masters, deal with diverse groups of people from around the world and deal with diffuse power structures. Business has more closely aligned its products and sales with the customer using speedy communication technology. The economy of today has been described as a "Lego" economy, where expertise needed is obtained around the world and "snapped' into place to complete a project. "Sunrise" product development is the norm, as a project may begin in California, be shipped to India then Hungary and back to California overnight in order to provide the most efficiency.

What Does This Mean for K-12 Education?

- Schools may need to shift to a "knowledge sharing" of best practices. Curricula needs realignment to sync with the changing needs of the global workforce, rather than attempt to control information within our systems. We may need to be less parochial in our thinking, focusing more globally rather than living in our local school district bubble. The current administration in Washington is supporting this view through its Race to the Top monies. They hope to fund replicable work and projects that can be brought to scale to improve outcomes for all students.

- Schools in the US and Canada are over-regulated and over-mandated, which squelches innovation and creativity needed to transform the system. We must continue to work to educate lawmakers of this fact. We will continue to see movement towards support of Charter and Choice Schools for this reason.

- Schools of the 50s and 60s were structured to mimic the working conditions of the time: manufacturing and work in a Fortune 500 large company. Companies required a compliant workforce able to follow structured directions, more of a "punch-list" mentality. Thirty students in a classroom absorbing the flow of information from the teacher, structured class periods arranged by age level, bells ringing to signal timetables reflected the work environments to be entered. Schools of today need to be very different. They should focus on creativity, innovation and critical thinking skills, delivering education in multiple learning styles fitting the student, taking the traditional math, science, English, history, writing and reading subjects out of their silos, perhaps winding them around major career strands in a way that

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makes them engaging and relevant to today's students. Students may be grouped more by interests and learning styles than age. More learning may take place outside the classroom, with internships, on line learning, and integration with the higher education system, including college and technical schools.

- The crippling legacy costs, health care and pension costs of major US manufacturers led to the unthinkable demise of some of our largest companies. Will schools be far behind? Confronting runaway health, pension and legacy costs in the brutal fiscal reality in which we find ourselves will be one of our most serious tasks in the coming years. Moderation of benefit costs and dealing with educational unions in a spirit of transforming the system will be key issues facing us.

- Often, the school district SBO is the only staff member trained in business practices. It may fall to us to educate our school boards in the kind of training students need today. Today's workers live in a complex world where multiple groups unite to solve a client's problems. Formal and informal leadership skills are needed at all levels of organizations. Leadership training is needed up and down in our organizations as well, in order to start imparting these skills to students.

- Cultural intelligence training is needed more than ever. NCLB is focused on standardization. Differentiation is what is really needed today. Students need to understand key countries' politics, religions, economies, cultures and geographies in order to succeed today. For example, in the US, informality is used to build cooperation, trust and loyalty. In Japan, informality is seen as insulting. In Asia, team cohesion trumps critical questioning of another's work. In the US, critical questioning of another's work shows respect and value of the work. Technology is our friend in moving towards cultural intelligence training for students.

Let us continue these discussions in upcoming forums including WASBO committee work, future articles in our newsletter, and presentations at our Spring and Fall WASBO meetings.

ASBO International News

ASBO International will open a blog later this year. It will be designed to let us share best practices and communicate freely with each other in these times that require us to realize that time is not on our side in transforming our school systems. I encourage each of you to become actively involved, now, in WASBO and ASBO International. Encourage your colleagues to do the same.

WASBO and ASBO International need your expertise, whether it is writing an article, serving on a committee, making a presentation or running for the Board. WASBO is very fortunate to have many quality candidates running this year. You can choose to sit, watch and get swept away, or you can be pro-active and help guide the coming change.

Organizations do not automatically adapt in a rapidly changing environment; strong leaders and managers must be at the helm to guide the process. ASBO International will address this topic at the 2010 Eagle Institute in Gettysburg on July 21-24th. This is open to all ASBO International members. Consider coming!

The AREF (ASBO Research and Education Fund) is up and running to fund research initiatives advancing education.

Six thousand colleagues from around the globe will commiserate with us as we move into transforming education in this era of downsized resources. You might even hear some good ideas!

ASBO International's new strategic partner model is holding strong, as is membership. We are proud to say Wisconsin gained 13 new ASBO members bringing our membership to 217. This is the time to consider joining while the $100 introductory membership is available.

National certification will be available later this year. (Don't worry, we all wonder if we can pass it!). Bambi Statz, the leader of ASBO International's Certification Commission, says Wisconsin members should take it to gauge the bar. If we can't pass it, the bar may be set too high! I'll take it if you will!

Last but not least, put this year's Annual Meeting on your calendar, taking place in the Animal Kingdom on Disney property Sept. 24-27. Room rates have been negotiated to be affordable, at approximate $150/night. Many special events are planned to celebrate our 100th year anniversary. Bring the kids!

"Take care of the earth and she will take care of you."

~Author Unknown

Go Green with WASBO
Register at www.WASBO.com for your next seminar or conference.

Director's Corner

Risk, Failure and Success

By Scot Ecker, Director of Business Services, Muskego-Norway School District

Scot Ecker
WASBO Director

Over the past few months I've watched my 20-month-old daughter learn to walk, talk, climb, and explore. My role has been one of encouragement, support, and caring. I knew that, by taking risks and experiencing some initial failure, she would succeed.

Watching her has also caused me to reevaluate my own perception of risk, failure and, ultimately, success and how this impacts me both personally and professionally.

Early in our lives, this doesn't matter. We don't know what failure is. We just try and try again and learn. This was also true for me early in my career. At that time, my inexperience was a blessing. Not knowing what to do or how to do it forced me to take risks and experience failure, success and innovation.

However, I am also my harshest critic, and, now, with some experience, I find myself shifting away from innovation and toward "doing what works." Maybe this has happened to you too. After some reflection, though, I have found this less rewarding. For me, innovation is what keeps the job invigorating.

Think you aren't a risk taker? Consider the following: Can you ride a two wheel bike? Do you know how to drive a stick shift car? How did you do the first time you faced a stop sign at the top of a hill? Have you ever switched jobs or careers?

Unfortunately, for many of us as we get older, we take fewer chances: we don't like change, we find a comfort zone, we don't want to look silly, we become afraid to fail, and we risk complacency. Thankfully, there are numerous success stories about those who were not afraid to take risks that can serve as motivation.

The development of aviation is one of the most incredible feats in human history. Just over 100 years ago, humans had not yet accomplished controlled, powered flight. In 1901, the Wright brothers tested a new glider they had spent months designing. It didn't respond properly and turned the direction opposite of that intended. Following this failure, Wilbur, stung with disappointment, remarked to his brother Orville, "Man will not fly in our lifetime." Less than two years later, using knowledge that they learned in their failed attempts, the Wright brothers' plane was airborne and the world was changed forever.

Wilma Rudolph, a famous Olympic sprinter, was born prematurely, the 20th of 22 children. At age 4, it was discovered that she had polio. This resulted in her left leg being paralyzed, and she needed to wear a metal brace. For eight years her mother drove her 100 miles twice a week to a doctor for therapy. At 9 years old she could walk again, and by age 13 she had taught herself how to run. At 16 she competed in her first Olympics in Rome, and at age 20 she won three gold medals.

In 1962, four nervous young musicians auditioned for executives at the Decca recording company. They had already been turned down by four other record companies. The executives at Decca were not impressed. While turning down the group of musicians, one executive said, "We don't like their sound. Groups of guitars are on the way out." The Beatles went on to sell more than 1 billion records.

The dictionary identifies success and failure as opposites. However, I would submit that not succeeding does not equal failing.

A personal gift we could give ourselves this year is permission to "fail." Seek ways to become innovative without risking the public's trust that we have each worked so hard to gain. It is only by taking chances and learning from setbacks that we can create successes. And, in the true spirit of WASBO, share your successes with your colleagues, so that we all might benefit.

Remember the story of aviation and the Wright brothers. In 1901 Wilbur Wright nearly gave up on humans flying in his lifetime. Sixty-eight years later, Neil Armstrong was walking on the moon.

"And Man created the plastic bag and the tin and aluminum can and the cellophane wrapper and the paper plate, and this was good because Man could then take his automobile and buy all his food in one place and He could save that which was good to eat in the refrigerator and throw away that which had no further use. And soon the earth was covered with plastic bags and aluminum cans and paper plates and disposable bottles and there was nowhere to sit down or walk, and Man shook his head and cried: "Look at this Godawful mess."

~Art Buchwald, 1970

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

BOOK REVIEW

Swim With the Sharks Without Being Eaten Alive

Harvey Mackay, Author

Review by Orvin R. Clark, EdD, RSBA

Swim With the Sharks Without Being Eaten Alive was written by Harvey Mackay. Mackay is the author of four New York Times best sellers: ***We Got Fired! and It's the Best Thing That Ever Happened to Us, Beware the Naked Man Who Offers You His Shirt, Dig Your Well Before You're Thirsty***; and ***Pushing the Envelope***. His books have sold more than ten million copies worldwide. He is a nationally syndicated columnist for United Feature Syndicate, a popular and entertaining business speaker, (having been named one of the top five speakers in the world by Toastmasters International), and chairman of MacKay Envelope Company - a $100 million company he founded at age twenty-six. Harvey Mackay is a graduate of the University of Minnesota and of the Stanford Executive Program, Graduate School of Business, Stanford University. In April 2004, Mackay received the prestigious Horatio Alger Award. ***Swim With the Sharks Without Being Eaten Alive*** is 248 pages in length and is an interesting read rated 4 ½ stars by reviewers. ***Swim With the Sharks Without Being Eaten Alive*** is based on a series of short stories, which are lessons on salesmanship, negotiation and management.

Review Comments:

"A must for everyone and anyone entering the business world." –Donald Trump

"Harvey Mackay is a master of brief, biting, and brilliant business wit and Wisdom." – Tom Peters

"His book gives to-the-point parables about making your business and personal life a success." – USA Today

"Swim With the Sharks is an extraordinary treasure chest of information." – Ken Blanchard

"It's beautifully written, witty, riveting, and the best book about achieving your goals since Dale Carnegie wrote his masterpiece." – Warren Bennis

Swim With the Sharks Without Being Eaten Alive is a short course on salesmanship, negotiation and management which teaches you how to outsell, out-manage, out-motivate and out-negotiate your competition. He offers an agenda for achievement through a series of "lessons" featuring the Mackay 66—an in-depth customer profile designed to give you the edge—and invaluable "quickies" on business and life. Some excerpts from ***Swim With the Sharks Without Being Eaten Alive*** follow:

Salesmanship

- Knowing something about your customer is just as important as knowing everything about your product.
- The Mackay 66 – a unique tool for converting yourself and your company from an adversary to a colleague of the people you are dealing with, and for getting the jump on your competition.
- It's not how much it's worth…it's how much people think it's worth. Marketing is not the art of selling. It's not the simple business of convincing someone to buy. It is the art of creating conditions by which the buyer convinces himself. And nothing is more convincing than evidence that others want the some thing.
- What every salesperson – and not enough entrepreneurs – know. The sweetest sound in the world to you, and to your customer, is the sound of your own name on someone else's lips.

Management

- The single greatest mistake a manager can make is not getting out of the way! Provide goals, resources, and leadership. Your people don't want restrictions, or someone telling them what to do, or rules. Knowing when to get out of the way is the key.
- Little things don't mean a lot. They mean everything. In a business, there are 1,001 ways to screw up every day, and almost all of them can be avoided with a little attention to detail or common courtesy. If you are in charge, your job is to minimize the mistakes.
- How to spot a winner. Winners surround themselves with other winners. Learn how to do it.
- Know thine enemy. Knowing your competition is just as important as knowing your customer. The 12 P's Competitive File used by MackayMitchell Envelope Company is an excellent tool.
- How many salespeople do you have? MackayMitchell Envelope has 600. How many employees at MackayMitchell Envelope? 600. Think about it.

Negotiation

- Smile and say "no" until your tongue bleeds. Be prepared

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to say "no." Nobody ever went broke because he said "no" too often. And the most powerful tool in any deal is information. In the long run, instincts are no match for information.

- The single most powerful tool in winning a negotiation is the ability to walk away from the table without a deal. Do not deceive yourself into believing that just because it is negotiable, it has to be negotiated. Deals seldom get worse when you walk away from the table.
- Make your decisions with your heart and what you will end up with is heart disease. Never make a significant decision deal that is proposed to you on the spur of the moment. There is no more certain a recipe for disaster than a decision based on emotion.

This book, written in 1988, is made up of info "bites," and some are more helpful than others. But since it is made up of chunks of info you can not help but find some that will be practical, useful and/or informative. ***Swim With the Sharks Without Being Eaten Alive*** is definitely entertaining and worth while reading.

Bill Freeman

All Public and Private School New Lead Paint Regulation

Summary of Draft Rule - Effective Date April 2010

By William A. Freeman, CHMM, President Environmental Management Consulting, Inc.
Submitted by the WASBO Safety Committee

Description

Based on an EPA directive, the Wisconsin Department of Health soon will be issuing the final revisions to DHS 163. This rule regulates lead activities in both Target Housing and Child-Occupied Facilities in the State of Wisconsin. The rule expands the existing DHS 163 from lead hazard reduction and lead abatement activities to cover all renovation work in subject facilities. Certain provisions of the regulation including notification were enacted as an emergency rule and are now in effect.

Impact

All renovation work in Target Housing and Child–Occupied Facilities will require the use of State lead accredited personnel, a lead-safe company certification, lead-safe work practices and final cleaning verification. This rule includes schools constructed prior to 1978 that have children under 6 or are frequented by a child under 6. This rule does not change existing DHS rules on lead abatement/hazard reduction, OSHA rules for worker protection and disposal requirements with the EPA/DNR.

DHS 163

Specific Types of Facilities Impacted:

- **Target Housing:** All dwellings constructed prior to 1978 (Exception: A dwelling for elderly housing where a child under 6 is not expected to reside and a dwelling where the living area is not separated by the sleeping area). Examples may include single family homes, duplexes, multi-unit housing, condos, etc.
- **Child-Occupied Facility: A building or a portion of a building including common areas constructed prior to 1978 that is either a licensed day care, a public or private school attended by a child under 6, a portion of a building visited by the same child under 6 on at least 2 different days per week, 3 hours per day and at least 60 hours per year.**

Examples of School Projects that may be Impacted

- **Large scale renovations**
- **Small renovations (minor demolition, pulling wires, installing ceilings, etc.)**
- **Routine painting**
- **Window and heating system upgrades**

Definition of Lead-based paint:

- All painted surfaces in a subject property are considered or assumed as lead paint unless proven otherwise by an appropriately certified person. A certified lead inspector or risk assessor can extract chip samples or use an XRF to determine whether or not the paint is lead. A certified renovator can use a Department approved test kit (as of the date of this summary, no such kit is available)
- For DHS purposes, lead paint is defined as
  - Greater than 0.06% by weight (Chip sample)
  - Greater than 0.7 milligrams/cm2 (XRF)
  - Note: OSHA does not define lead paint; therefore, any level of lead would trigger the OSHA lead standard for worker protection.

Overview of Major Requirements of DHS 163

Renovation Work

Defined as a work activity that disturbs paint including window replacement, cutting, drilling, planing, sanding, sawing, scraping, stripping, or removing painted surfaces or components during demolition, remodeling, repair, restoration, etc. Renovation does NOT include razing of an entire building or minor repair and maintenance activities (disrupts less than 6 square feet per room or 20 square feet or less exterior; the square footage is based on the entire surface area affected, not the paint disturbed).

For all renovation work in subject properties, the following will apply:

- Where lead paint is present, all work must be performed by or supervised by a certified lead-safe renovator. Lead-safe renovator must provide direct on-site supervision during setup, and be on-site regularly during renovation activities (and if off-site be available on-site within 30 minutes)
- Company must be a certified lead company (Only exception is for homeowners in owner-occupied units where only their immediate family resides)
- No sooner than 60 days before the renovation, the lead-safe renovator must provide pre-renovation education materials

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to occupants and/or owners and receive signed copy of notice or certificate of mailing at least 7 days before starting renovation

- All paint shall be assumed to be lead paint unless determined to be non-lead through an approved test kit, chip sampling or XRF by an appropriately certified person.
- Lead-safe renovator MAY conduct pre-renovation component testing using Department approved test kit (once it becomes available).
- Lead-safe renovator must provide training (or ensure training has been provided) on lead-safe work practices to all uncertified workers
- Post signs clearly defining the work area (signs to remain until cleaning verification has been completed)
- Isolate work area so that no dust or debris leaves the work area. Maintain the integrity of the containment throughout the duration of the work.
- Remove all objects from the work areas. Objects that cannot be removed shall be covered and sealed in plastic
- Close and seal all duct openings
- Close windows and doors in the work area. Doors shall be covered with plastic
- Cover floor surfaces in the work area at least 6 feet beyond the perimeter of surfaces undergoing renovation.
- Use precautions to ensure that all personnel, tools and other items including the exterior of containers that leave the work area are free of dust.
- Prohibit the open-flame torching of paint or other aggressive means unless HEPA filtered exhaust.
- Prohibit dry sweeping of waste.
- Waste will be covered/sealed prior to removal of waste from the work area. All waste chutes will be covered.
- Waste will be contained to prevent release during final transport.
- All works areas will be cleaned prior to release by wet wiping/ HEPA vacuuming
- All areas will be visually inspected to verify cleaning procedures were effective. If dust or debris is still present, areas will be re-cleaned.
- A post-renovation cleaning verification will be performed by using disposable cleaning cloths and comparing them to the cleaning verification card.
  - **Each windowsill must be tested**
  - **Each uncarpeted floor and counter (every 40 sq ft) OR**
  - **Final lead wipe sampling as per DHS 163.14 (5) (c)**

- Maintain records as follows:
  - Maintain all documentation for a minimum of 3 years and make available to the Department as requested
  - Within 10 working days post-renovation, provide copy of records to persons contracting for and any occupants affected by the renovation
  - Records shall include:
    - Written contracts
    - Any report certifying that lead paint is not present on components affected by the renovation
    - Signed and dated acknowledgement of receipt of pre-renovation pamphlet
    - Written certification of delivery of pre-renovation pamphlet when company has been unsuccessful in obtaining written acknowledgement
    - Certificate of mailing when pamphlet has been sent by mail
    - Signed and dated statement of steps taken to notify occupants of activities
    - Signed documentation of compliance including a certified lead-safe renovator was assigned to the project, provided training for uncertified workers, renovator performed or directed work detailing lead safe work practices, documentation of waste disposal and renovator performed post renovation visual inspection and cleaning verification or dust clearance sampling was performed, number/ description of cleaning verification
    - Copy of certified renovator's training certificate
    - Additional records as required by 163.13(c)

Purpose of the Rule: Short term exposure to high levels of lead can cause vomiting, diarrhea, convulsions, coma or even death. Small amounts of lead can also be harmful when accumulated over time. Though lower level, long term exposures may be less noticeable, health effects are just as severe as a one-time dose. Anemia, venous disorders, kidney problems and impaired mental function are common effects of industrial exposure.

Lead exposure is most serious in malnourished adults, children and pregnant women. Because of the body's need for iron and calcium, lead is absorbed more readily. Even low exposures to children may harm intellectual development, behavioral development, physical size and hearing ability. Because lead can cross the

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placenta, developmental problems also affect unborn children.

ADDITIONAL REGULATIONS THAT MAY APPLY TO WORK

DNR: WDNR regulates the disposal of lead and lead-containing materials. Refer to the DNR web-site for more information.

The Wisconsin DNR does not typically consider it necessary to profile lead waste on structural material if the lead paint is not separated from the material. The waste, however, must be disposed of in a DNR approved facility. Painted concrete is only considered clean if it is not coated with lead paint.

(Lead paint is paint containing more than 0.06% lead by weight; or painted surfaces more than 0.7 mg/cm2 lead by XRF).

Where free paint scrapings are gathered, solid wastes may be hazardous waste. Testing using toxicity characteristic leaching procedure (TCLP) must be performed to profile the gathered waste.

OSHA: When painted surfaces will be disturbed as part of a renovation or demolition project, the OSHA construction lead standard applies if lead is present in the paint. Chip sampling and laboratory analysis of those samples is the accepted methodology. Any level of lead in the samples triggers the standard. An employer can also screen for lead using an XRF direct read instrument. If the XRF shows lead content, the employer can assume lead is present. The employer cannot, however use the XRF technology to prove paint negative for lead content. Only chip sampling and laboratory analysis can be used to prove a negative.

If lead is present, OSHA requires an "initial determination" be performed to demonstrate that employee airborne exposure does not exceed the action level (AL) of 30 g/m3 in an eight-hour time weighted average. This determination is based on air monitoring data obtained from similar operations and work conditions, gathered within the past twelve (12) months.

Employees must be in respiratory protection while making OSHA exposure determination. Therefore, employees must have an occupational physical, fit test, etc. before donning a respirator.

Excellence Award

L-R
Jeanette Marrero, EPA Region 5; Gina McCarthy Assistant Administrator, OAR, EPA; Kevin Christoun, Kenosha Unified School District #1, WI; Tom Kelly, Acting Director, ORIA/OAR, EPA

Kenosha's Compliance Steps

By Kevin Christoun, Maintenance Supervisor, Kenosha Unified School District

Due to the DHS 163 legislation, Kenosha Unified has taken the following steps to come to compliance.

Kenosha Unified School District has currently sent nine individuals from our maintenance department to become certified lead safe renovators. This will allow them to train the rest of our crew on the current procedure for complying with the new legislation. Further, the District is now a certified lead safe company. The renovators must complete an 8-hour initial course, certify with DHS every 2 years and complete a refresher course every 4 years. Lead safe companies certification must be done every 2 years. Both the renovator and company certification is exempt from charges from DHS at this time.

Kenosha Unified also supplies all the appropriate PPE (personnel protective equipment) necessary for our maintenance crews to perform the jobs required of them. This includes, but is not limited to the following: respirators, along with fit testing, HEPA vacs, duct tape, visqueen, Tyvek suits.

In anticipation of this legislation, Kenosha Unified identified all the spaces that are considered occupied by children 6 years of age and younger and tested for lead using the XRF method (X-ray Fluorescence Analyzer). Those areas that were deemed to contain lead were then remediated using proper lead abatement procedures.

Currently, the standard for lead based paint by definition for Wisconsin is 0.7mg/cm²; 0.06% lead by weight or 600ppm. The Federal limit is 1mg/cm²; 0.5% lead by weight or 5,000ppm. This means that the Federal limit is nearly 10 times the limit set by Wisconsin. Any test kits that may meet the standard for the Federal limit may not make the requirement for approval for use by DHS. Any test kits that Wisconsin approves will be posted to the Wisconsin Lead website at www.dhs.wi.gov/lead. Currently, there is no such test kit.

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Life Cycle Modeling: The Game Changer for Facility Capital Planning

America's school facilities represent large capital investments on the part of our communities—and as school buildings age, we face the growing challenge of maintaining them at a level necessary for 21st century learning. But before our students even stepped foot in school buildings this year, there was already $6,400 per student in deferred maintenance on school facilities. Deferred maintenance (also known as "backlog of renewal") is a growing concern, as the number of school districts putting off maintenance needs increased from 21% in 2008-2009 to 33% in 2009-2010. This puts a huge burden on the already strained facilities departments. Constantly putting out fires doesn't allow time for planning, which costs schools even more in the long run. A neglected $60,000 roof repair can easily become a mandatory $240,000 mold remediation problem.

So, what's the answer?

Limited Options for Capital Planning

There are two common approaches used by educational institutions for capital planning, both with significant limitations.

1. The "wish list", a manual method of listing and prioritizing needs is inexpensive, but lacks credibility. The focus is on repairs, ongoing projects and putting out fires, not long-term impact.

2. The facility condition assessment (FCA) is a highly credible report but with a limited shelf life of 12 to 18 months. Though quite comprehensive it is also very costly for the average district—as much as $.50 per square foot.

A New Planning Approach is Finally Available

Life cycle modeling offers an alternative approach. Couple this with technology that makes it accessible and automatic and you have "technology assisted renewal analysis," or TARA for short. This revolutionary approach to capital planning serves as the backbone of PlanningDirect, school facilities capital planning software offered by SchoolDude.com. TARA automates the calculation process of known life expectancies of standard building equipment and systems. The TARA model is based on real data that has been validated across more than 100 million square feet of educational facilities in more than 200 public school districts, private schools, and college and university campuses. As a web-based capital planning tool, PlanningDirect forecasts facility replacement and renewal needs, and delivers an easy-to-understand, easy-to-maintain capital plan—at a cost that is 20-times less than the average comprehensive FCA.

Wayne Blazek, Facilities Maintenance Manager at Douglas County School District in Colorado used TARA modeling for their 2010 budget cycle and created a 5-year plan for the first time. "It took me about 5 hours to input all the basic information" explains Blazek. After this relatively minor investment of time, he was immediately able to identify his present, future, and emergency facility renewal needs. PlanningDirect allows him to see the impact on his current and future needs as he shifts dollars or defers projects. Moreover, as his district completes projects or installs new equipment, the software provides a dynamic view.

Changing the Conversation Around Capital Planning

Experts and facility professionals all agree on the need for a quality, visual management tool that shows school boards, finance committees, and other decision makers the relationship between funding, capital needs, and facility conditions over time.

What can be described as a "threat radar" for the facilities director, assessing needs with TARA can change the budget conversation for the better. What was once a tug-of-war about "wish lists" can now become an unemotional data-driven discussion about infrastructure stability and the impact of deferred maintenance, assuring the long-term viability of our schools.

Need a better way to perform capital planning?

Request the complete white paper from Brian Holland:
1.877.868.3833 or brian@schooldude.com

Andy Lind

Managing Student Activity Accounts:

An Afterthought Until it's Too Late

By Andy Lind, Vice President of Customer Services, Skyward, Inc.

Budgets for student organizations are not what they used to be. More money is being collected as student organizations see an increase in participation and find new and creative ways to hold large fundraising events for their club, activity, or sport. This increase in the amount of money being handled by these organizations calls for improved oversight of student activity funds.

At some districts, management of student activity funds is handled by using spreadsheets or accounts that do not interface to the district's general ledger. Because of this lack of integration and oversight of activity funds, districts have experienced substantial monetary loss and in some cases, fraud.

One example of activity accounting fraud at a district involved an advisor of an organization manipulating the collection of money from a fundraising event. The advisor was able to pocket a large amount of cash due to the district's lack of security and controls in managing income from fundraising events. The district was not aware of the misuse of funds until they conducted an audit and saw that activity accounts were being recorded in multiple locations, in some cases on notebooks being used at the front office.

According to the Agency Fund Guidelines (Fund 60), published by the Wisconsin Department of Public Instruction Financial Services Team (visit www.dpi.state.wi.us/sfs/doc/stud_acct.doc for more information),

"The decentralized nature of agency funds demands a need for strong controls on all agency funds. These controls include establishing lines of authority and policies to guide the operation of all agency funds… Each school district should establish specific policies and procedures that meet the school district's unique requirements. "

School-based activity accounting systems are no longer a luxury, but a necessity, in the effort to help prevent fraud. By managing activity funds in separate accounts, districts can impede fraud and improve efficiency within all levels of district reporting, from 1099 processing to running bank reconciliation reports to making sure the bank statements are consistent with the district's financial report.

When looking for a school activity accounting system to meet your district's needs, keep the following questions in mind:

Does the activity accounting system integrate with your current financial management system?

Integrating your district's financial management system with your activity accounting system is the key to providing automatic and accurate updates to the district's general ledger. You can also integrate your vendor records for centralized 1099 processing.

Can you set up the activity accounting system to be building specific?

Managing activity accounts at the school level provides enhanced security, which allows staff to have access to only their accounts, see only the vendors they use, and reduces "paper shuffle" between schools and the district office.

Are bank and check reconciliation easy to process?

Your activity accounting system should be able to generate a full bank reconciliation report and auto-populate cleared checks, cash receipt deposits, fee deposits, and journal entries affecting cash.

Can you run reports by building and individual activity?

Viewing specific reports, such as transaction reports by building or individual activity, are critical to assure your district has complete oversight over all transactions. Other reports your activity accounting system should include are check requests, cash receipts, journal entries, and vendor information.

Help your district avoid fraud, negative student activity account balances, bad publicity, and poor financial statements by finding the best solution for a student activity accounting system for your district. By doing so, you are placing a financial "safe lock" on the accuracy and accountability of your district's finances while also providing your students with the opportunity to participate in their choice of extra-curricular organizations.

Andy Lind is Vice President of Customer Services at Skyward, Inc., the provider of administrative software to more than 82% of Wisconsin schools.

For more information, contact Skyward at (800) 236-7274 or by email at info@skyward.com.

Take nothing but pictures.
Leave nothing but footprints.
Kill nothing but time.

~Motto of the Baltimore Grotto, a caving society

The Wisconsin Association of School Business Officials Foundation

63rd Annual Spring Conference & Exhibits

Planting Seeds of Knowledge to Create a Greener Future for Wisconsin's Schools

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"We do not inherit the earth from our ancestors; we borrow it from our children."
— Chief Seattle

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Green Your School

Driven by high-energy costs, global warming and community awareness, all organizations including schools are struggling with the same question: "how can we be greener?." Kim enthusiastically teaches the what, why, who and how of greening any organization and specifically public education. She goes far beyond the old environmental compliance game and delves deeply into how to green the holy trinity of any organization: the building, the operation and the product. She provides tips to selling the concept inside the organization up and down the ranks. And she will also give the secret to success for selling outside the organization to parents, vendors and the public. You will learn the 5 most common pitfalls of greening to avoid and get a lesson in practical ways to jump-start your greening process. Kim will prove that being green is practical, possible and cost-effective.

I. What is green and how does it relate to k-12 public schools?
II. Who is green? – The new green psychographic
III. Why green, why now? Resource boundaries + a growing population = a shrinking planet
IV. How to green – Describing the 3 areas of greening: Facility, Operation, & Product. Giving specific examples of initiatives that have worked in other school systems such as addressing toxicity and kids, diesel school bus changes, recycling opportunities, green playground equipment, local and organic food service, paperless opportunities for administration and available tools.
V. Communicating green up and down the ranks on the inside
VI. Communicating green externally with parents and the community
VII. Greening pitfalls to avoid
VIII. Tips to get you started (or keep you going)

Kim Carlson

For over 25 years, Kim has been a high profile socially responsible business leader and eco-preneur. She is founder and owner of 5 companies that use earth-friendliness as their driving force. She was a pioneer in the green housing movement in the early 90's and since has consulted corporations, universities, governments and consumer groups. In early 2009, Adams Media published her book, "***Green Your Work***".

In addition to Kim's business success, she finds the time to connect with over 50 million consumers annually on the topic of green living and working. Kim can be seen and heard as a frequent eco-expert, The EarthSmart Consumer, on the Minneapolis affiliate of NBC television and on many national talk radio and network television shows. She hosted a weekly national radio show, *Living the Green Life,* and she writes for many national magazines and blogs including Minneapolis StarTribune *Footprint* blog, the Sierra Club *Climate Crossroads* blog, *TheDailyGreen.com* and *StartGreen.com* in Los Angeles. Her byline as a guest writer can also be found at the Los Angeles Times, San Francisco Chronicle, The Atlanta Constitution, Better Homes and Gardens, and Real Simple Magazine--to name a few. Kim is currently working on a children's book series, "**The Green Adventures of EarthSmarty Pants**", along with a corresponding line of green consumer products for babies, kids and their parents.

Plant the Seeds of Knowledge with These Sessions

- Breakout Sessions by Keynote Kim Carlson
- Effective Hiring and Orientation Process for Custodial and Maintenance Staff
- Custodial Staffing Levels
- Custodial Supervision and Evaluation
- Custodial Product and Equipment Selection
- Consolidation – The Financial Impact
- Importance of WASBO Facilities Manager Certification Program: Business Manager Perspective
- 10 Things Your Employees can do to Help Save Benefit Dollars
- ARRA Gaining Green
- Managed Print Services
- Service Affiliate Member Panel Discussion
- Trends in School Lunch Environment
- A 403(b) Wellness Check
- Do's and Don'ts of Under-levying Your Revenue Limit
- How's your Fiscal Transparency?
- Banking 201 – Intermediate Solutions Municipal Banking
- Business Manager's Guide to Construction
- State Budget Update by John Forester
- Good to Great for American Schools
- FMLA Federal Law Update
- The Impact of National Health Care Reform Legislation
- Bargaining in a Post-QEO World
- Preparing for an E-Rate Audit
- What Does Buying "Green" Products Really Mean?
- Obtaining LEED Certification for Your School
- Teacher Salary & Benefits Comparables Tool
- Cyber Liability
- Chris Dupre's Kenya Experience

Look for more offerings on www.WASBO.com

Charlie Kramer
WASBO Director

Director's Corner

Bidding and Procurement

By Charlie Kramer, Director Buildings & Grounds, Eau Claire Area School District

Over the years at WASBO events, we have been professionally involved in numerous discussions regarding bidding requirements and other methods of procurement used by public schools. We have learned about doing business with school districts and the ethics of doing that business, but it seems that every district does things a bit differently. A recent review of our own district policies has revealed some interesting facts about these processes. This is not an all encompassing list but the questions and answers may help you determine if you are following best practice in bidding projects or procurement.

Question: Are there statutory requirements for school districts to bid projects, construction work or procurement?

Answer: In Wisconsin, and in the most general terms, there are no statutory requirements for bidding, and the use of a competitive process is entirely voluntary. There are two notable exceptions to the law. First, districts must seek sealed bids before selecting insurance carriers of health benefits for school district employees; and second, bids must be solicited for districts seeking to enter performance contracts for energy savings. The law lists a number of examples from installation of new windows to life-safety systems to HVAC system replacement. The key consideration is that this work be undertaken as a "performance contract." A plan and specification project, even though it is energy saving in nature, would not be required to be bid according to statute.

If you are entering into a performance contract you are required to let bids or solicit sealed proposals from contractors qualified to do such work. There must be a 10 day public notice of the opening of such proposals or bids that states you intend to award a performance contract. This notice must include the names of vendors being considered and a description of the proposed work being solicited. Interestingly the statute specifically states that the award does not have to go to the low bidder but may be awarded to the provider who best meets the needs of the district.

Question: Are districts required by law to publicly advertise project work, bids, or requests for proposals?

Answer: No, with the exception being the examples listed above. As business officials, buildings and grounds and procurement administrators we are only bound by policies, rules and procedures established by our boards.

Question: What are the requirements when using a bidding process?

Answer: Once you have decided to let and receive bids, you cannot abandon the process. In other words you cannot decide negotiate a contract or some other process with vendors once bids are out. Most districts have policy or procedures that address these cases.

It should be noted that if you have a policy that specifies the bidding process there should be language that gives you the right to reject any and all bids, to use your best judgment in awarding contracts, and to have the option to re-bid if conditions would warrant this option. Decisions to award contracts should be based on facts that support your decision and of course you cannot take any action that would be arbitrary, oppressive or fraudulent.

Question: Can districts pre-select contractors for projects?

Answer: Yes, providing you have the rule or procedure in place and that it is disclosed prior to an invitation to bid is published. Obviously a district cannot discriminate on the basis of color, religion, national origin, sex, etc. Again, as stated earlier, the concepts of fair administrative procedures require that districts strictly follow their own policies and rules regarding this type of work.

Question: How does a district protect itself from unqualified bidders or firms who have had performance problems in the past?

Answer: This centers on criteria that you would use to evaluate the performance of contractors that are working for you now. If you are establishing a process of pre-qualification you may want to require potential contractors to provide evidence of financial capacity, experience, equipment that is required to complete work, numbers of employees, contractor project references and statements on project completion and safety records.

A newer trend in bidding and purchasing is to advertise over the internet. There are services that offer this for little if any charge to public entities. Bid documents, specifications, requests for proposals can be uploaded to these servers. It gives districts wide exposure for bidding. There are also opportunities to join purchasing consortiums or take advantage of state purchasing contracts.

If you have a purchasing or bidding policy, you may want to review it from time to time to ensure that you are following it as close as possible. A good policy should allow you to do your work in a manner that is as efficient as possible but still ensure fairness and keeping our fiduciary responsibility to our taxpayers in mind.

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Is Your Wellness Program Cost Effective?

By Scott Weltz, FSA, Milliman, Inc.

The return on investment (ROI) for various wellness and population health management initiatives continues to be debated by numerous parties with a vested interest in healthcare expenditures. Vendors and service providers point to studies and methodologies that indicate that a positive ROI is achievable; however, those footing the bill often do not see a material "bend" in their healthcare spending.

Nevertheless, employers are continuing to invest in wellness and care management in an effort to hold down costs. And since the investment is sizable, stakeholders are often anxious to determine if their money is well spent, sometimes shortly after their program's implementation. This is a particularly daunting challenge, because many health management programs require employees to make significant behavioral changes, and such changes often require years to occur. Only then can they make a difference in health outcomes.

However, one effective way that employers can meet this challenge is by using valuable information from their own healthcare claims data to objectively assess the effectiveness of health management programs that are still in the early phases of program adoption. Keep in mind that this kind of analysis is performed using de-identified data; no protected health information about a health plan participant is revealed. This allows employers to maintain employee confidentiality and make sound strategic decisions based on what they learn from their health plan's claims experience.

Population Health Management Programs

Population health management programs typically include:

- intensive care management for individuals at the highest level of risk for deteriorating health status and highest costs;
- chronic disease management, tailored to calibrated levels of health risk, for those with specific chronic conditions; and
- personal health management focused on prevention and self-management for those at lower levels of predicted health risk.

Population health management programs may include telephonic coaching by nurses who work with individuals to help them better manage chronic healthcare conditions (e.g., diabetes, hypertension, or coronary artery disease). Population health programs also often include care management services, which involve clinical professionals providing guidance and care coordination for patients before, during, and after significant or complex healthcare events such as surgery or cancer treatment.

Wellness programs are typically more preventive in nature and are often an important element of a comprehensive population health management program. Examples of wellness programs may include health risk assessment (HRA) screenings, smoke-free workplace initiatives, exercise programs, or ongoing education on such issues as nutrition, weight management, or prenatal care.

Setting Realistic Goals

Before investing in any type of wellness and population health management program, those responsible for demonstrating its success must be realistic about the outcomes that can be achieved and over what period of time. Articulating clear reasons for implementing the program and how the plan's success will be measured is important. Many programs have been eliminated after a few short years because no tangible savings or positive ROI came about, yet the programs did have a positive impact on employee health. Realistically, showing a positive ROI in the short run is difficult. This is true because effective programs take time to truly engage at-risk individuals. Once engaged, modifying these individuals' behavior takes even more time, and once behavior changes, more healthcare costs are often incurred, not less!

Consider a disease management program focused on improving cardiac care. A care management team might take up to 12 months before it enrolls and engages the right people in the program. Getting these health plan members to work with a coach or nurse could take even longer, if the program is not tied to meaningful health plan incentives, such as reduced copays. And few people change their habits overnight. Studies show that 90% of coronary bypass patients fail to make long-term changes to their behavior even after surgery. If surgery is not enough to get someone's attention, a disease manager certainly will need more than a few months to help someone improve his or her health! Therefore, realistic program goals should consider that not all people enrolled in a program will change their behavior and those who do will likely do so over an extended period of time.

Once a patient's behavior does change, healthcare spending may increase in the short run as more frequent doctor visits

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occur, adherence to prescribed drug regimens improves, and services are performed to correct or better control health issues resulting from years of bad habits. The hope is that in the long run, once such changes take place, the employees will require fewer high-cost services, such as hospital admissions and emergency room visits. However, a window of two to three years (or even longer) may not be enough to truly evaluate the financial impact of these programs.

Interpreting Your Own Claims Data

So if financial returns may not be seen in the short run, what can employers do to assess their wellness and population health management initiatives in the meantime?

One area of growing popularity is the evaluation of clinical care patterns as they relate to evidence-based medicine. These evidence-based measures (EBMs) assess adherence to recognized clinical guidelines. Many organizations such as the National Committee for Quality Assurance (NCQA) and the Agency for Healthcare Research and Quality (AHRQ) publish numerous measures that allow employers to assess the key clinical areas that wellness and population health management programs target.

Many of these measures are calculated using administrative claims data that employers already have access to. By regularly reviewing performance using these measures, employers can analyze the impact of their wellness and population health management programs on their employees' healthcare utilization patterns over time to see if any meaningful changes are taking place.

For example, employers can use this information to see how their program is improving employees' compliance with appropriate care for specific, targeted conditions. Take an employer that implemented a comprehensive health and wellness program that included care management for high risk patients, disease management for those with chronic conditions, and HRAs with coaching to begin alerting people with habits in need of change. The cost of the program was about $20 per employee per month (PEPM) for a population that spent roughly $750 PEPM for healthcare benefits. Given that the program cost less than 3% of the overall healthcare expense, the plan decision-makers believed they had a strong possibility of generating a positive ROI.

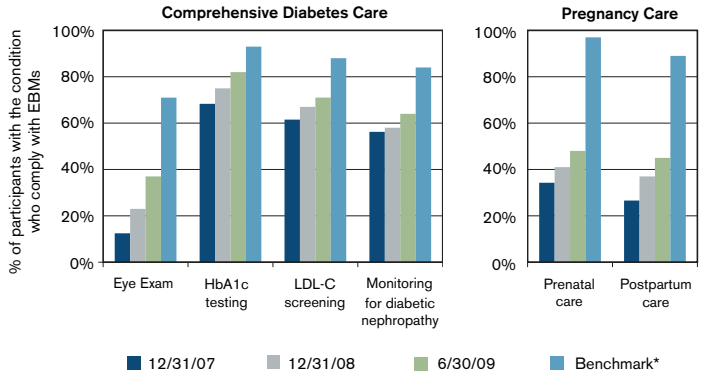
A year after implementation, the employer found that costs had increased by 15% per employee. How could the employer possibly assess whether its new program was succeeding in the face of such high cost increases? The employer discovered that the costs had increased primarily due to a few catastrophic claims from several patients with cancer and high-cost surgeries. Since the catastrophic claims only affected a few individuals, evaluating the programs' effectiveness using EBMs was still reasonable.

The analysis showed the program was effective at improving care in two key areas that the employer's program aimed to address: pregnancy and diabetes care (see Figure 1 below). Both areas showed a marked improvement beginning in 2008 when the programs were implemented and this improvement appears to be continuing in the current year. There still is significant room for improvement, but the programs are having a positive influence on compliance with recognized clinical standards or *EBM compliance*.

How exactly is *EBM compliance determined?* Take the four diabetes-care EBMs in Figure 1. Employers can use their health plan claims data to:

1) Figure out the number of individuals at risk. This is determined based on the diagnoses present in their claims data.
2) Assess clinical compliance with EBMs. Compliance is calculated by figuring out how many diabetic patients have key clinical tests performed.
3) Compare with known benchmarks. For example, a comparison with HEDIS, a tool widely used by health plans to measure healthcare performance and service, can help to determine how well individuals in an employer's population are managing their conditions relative to others with the same conditions.
4) Analyze trends. After implementation, continued analysis of these same EBMs allows

FIGURE 1
EBM COMPLIANCE RATES - DIABETES & PREGNANCY



* Benchmark: NCQA 2009 Accreditation Benchmarks and Thresholds – Mid-Year Update, Nationwide Commercial Benchmarks, 90th Percentile

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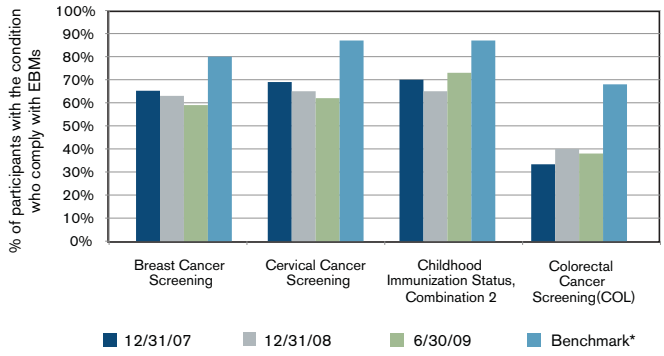
employers to determine if such programs are improving the clinical care that high-risk individuals receive. In the employer population illustrated by Figure 1, diabetes care is becoming more compliant with education and coaching programs in place.

EBM analysis also can point to conditions and treatments that may not have been considered originally but that clearly should be. For example, an employer using EBM benchmarks discovered it had not considered preventive services and depression management when developing its wellness and population healthcare management initiatives.

In reviewing its health plan, the employer discovered that its consumer-driven health plan design discouraged employees from taking advantage of physical exams, mammograms, and colonoscopies, because the out-of-pocket costs were prohibitively high for many employees. Figure 2 shows that the preventive services' compliance has been well below the benchmark and not improving. The employer eliminated employee cost sharing for all preventive services, thus removing the previous disincentives.

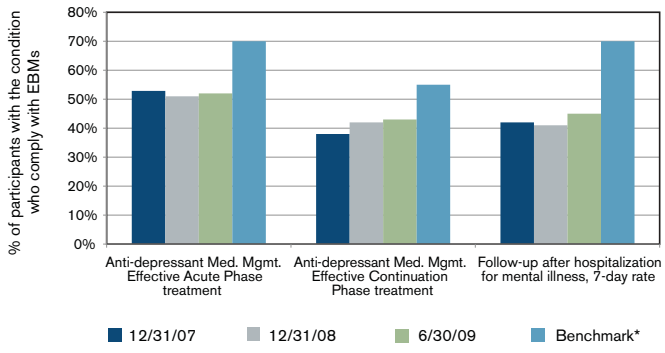
FIGURE 2
EBM COMPLIANCE RATES - PREVENTION



* Benchmark: NCQA 2009 Accreditation Benchmarks and Thresholds – Mid-Year Update, Nationwide Commercial Benchmarks, 90th Percentile

The employer also investigated its plan's depression management. Figure 3 shows that compliance with depression management EBMs was also well below average and barely improving. Improvement in this area might not only reduce healthcare costs over time, but also improve workforce productivity. Several EBMs indicated that individuals were not continuing recommended prescriptions after they were initially prescribed. This was clearly a problem, given that most antidepressants are only effective if the patient takes them as prescribed for an extended period of time. When the employer discussed its concern with its pharmacy benefit manager, it found that several key antidepressant drugs carried a high copay. The employer decided to move these drugs into lower copay tiers so people would be able to afford to take their medications.

FIGURE 3
EBM COMPLIANCE RATES - DEPRESSION



* Benchmark: NCQA 2009 Accreditation Benchmarks and Thresholds – Mid-Year Update, Nationwide Commercial Benchmarks, 90th Percentile

After discussing the depression management issue with the Employee Assistance Program (EAP) and care management vendors, the employer also determined that many employees were not taking full advantage of the resources available to them, due to a lack of integration between the two vendors. In this case, the EAP was responsible for the first seven days of mental health care, with the health plan covering services after that. The employer had the two vendors develop detailed transition plans to ensure that employees would continue to have assistance when the EAP's services ceased and the health plan's responsibility began.

While employers continue to make sizable investments in wellness and population health management programs and wait for ROIs to materialize, they are finding that their claims data include some valuable information regarding program effectiveness. And, as has been seen, some insights will point to fairly simple and effective solutions. Employers that mine this data effectively—before and after implementing a wellness program—may be able to make strategic decisions that can significantly improve their employees' well being in the short run and may reduce healthcare costs in the long run.

Scott Weltz is a consulting actuary in the Milwaukee Health Practice of Milliman, Inc. - one of the world's largest independent actuarial and consulting firms serving the full spectrum of business, financial, government, union, education, and nonprofit organizations. Scott can be reached at 262.796.3498 or scott.weltz@milliman.com. This article was peer reviewed by Pat Zenner, an RN in the health practice in Milwaukee.

WASBO Loses Retiree and Mentor Ron Novotny

Ronald J. Novotny of Rice Lake, WI passed away Tuesday, February 23, 2010 at the South Baldwin Regional Hospital in Foley, AL. He was born March 31, 1941 in Rice Lake, where he attended St. Joseph Catholic School and graduated from the Rice Lake High School in 1959. Ron finished Barron County Teachers College in the fall of 1962. His first teaching position was in the Webster School System. He was engaged in July 1962 and was married June 29, 1963 to the former Karen Running. In September 1963, he began at Danbury, WI as a Math / Science teacher and in 1964 became Principal until 1967. In the fall of 1967 he accepted a position in the Barron School System as an 8th Grade Science teacher. Beginning in the 1977 school year, he became full time Business Manager until 1981 when he also became District Administrator for Barron Area Schools. He was with the Barron Area School System for 21 years. During this time at Barron he completed his Masters & Specialist Degree in Education at UW-Superior in the summer of 1987. He accepted a position at the Rice Lake School System as Business Manager retiring in 1999.

During his retirement years, he pursued and completed the classes for his ordination as a Deacon in 2005. As a Deacon he delivered communion at Brentwood, Our House & Memory Care and other locations. His first baptism was for his grandson, Nolan. He also baptized granddaughters, Sarah & Ella. In 2008 he traveled to West Islip, NY and assisted the First Communion at Our Lady of Lourdes for grandson, Bryan.

Ron became County Board Supervisor in 2002. He also served on the UW Barron County Campus Foundation Board from 1999 - 2005, as vice president from 1999 - 2002, and as president from 2002 - 2005. He was active for many years in Barron and Rice Lake school districts, Barron County Retired Educators, and several civic organizations. He was a member of the Pioneer Village Board, Luther Northland Hospital Board, Cable Commission, Class of '59 Committee and was Secretary / Treasurer of Ouisconsin Fish and Game Club.

Ron Novotny is survived by his wife, Karen Novotny; a son and daughter-in-law, Brian & Terri Novotny; 3 daughters and sons-in-law, Christine & Christopher Beard, Suzanne & Darrell Imhoff and Denise & Dwayne Bertotto and 8 grandchildren.

Ron Novotny is remembered by his WASBO friends as a professional who cared about kids. He mentored many of his Northwest colleagues over the years enhancing the professionalism of school business.

Welcome New Members

- **Doug Albertson,** Benefit Consultant, Educators Benefit Consultants
- **Beth Alderman,** Facilities Consultant, New Glarus
- **Jane Aldridge,** President, Marblelife
- **Steve Allemann,** Buildings and Grounds Director, Eleva-Strum
- **Matthew Anderson,** Oce Document Printing Systems
- **Lori Applebee,** Bookkeeper, Flambeau School District
- **Marti Babler,** Buildings and Grounds Coordinator, New Glarus
- **Donna Bell,** Bookkeeper, North Crawford School District
- **Tim Bell,** School Board Member, Southwestern Wisconsin
- **Dan Bishop,** Sales Manager, Penco Products
- **Christopher Call,** Regional Manager, Betco
- **John Carbonara,** Sales Representative, LED Industries
- **Gary Christiansen,** District Accountant, Baraboo
- **Frank Connelly,** CEO, JMK Sales
- **Dave Davies,** School Marketing Manager, Indiana Insurance
- **Todd DeWolfe,** Regional VP of Sales, Pro Grass LLC
- **Judy Dilley,** District Bookkeeper, Wauzeka-Steuben
- **Brad Dryer,** Building and Grounds Director, Washburn
- **Laura Eicher,** Transportation Director, New Glarus
- **Michele Emery,** Bookkeeper, Siren
- **Sharon Formoe,** Financial Accountant, Boyceville
- **Karen Forrer,** President, Masonry Restoration, Inc.
- **Lisa Fountain,** Account Executive, Employee Benefits Corporation
- **Sue Freund,** Sales, Ceiling Pro Solutions
- **Mike Gietl,** Vice President, J.P. Morgan Chase
- **Jim Hawkinson,** Sale Manager, Asphalt Seal and Repair
- **Chuck Hoffman,** Building and Grounds Director, Mishicot
- **Todd Iverson,** Custodian, Muskego Norway
- **Roger Johnson,** Product Representative, Anderson Ladd
- **Steve Kaiser,** Director of Buildings and Grounds, Mosinee
- **Chris Kelliher,** Business Development Coordinator, Pieper Electric, Inc.
- **Karen Kerber,** CPA, Kerber, Rose & Associates, S.C.
- **Greg Kern,** Maintenance Director, Southwestern Wisconsin
- **Matt Last,** Supervisor of Buildings and Grounds, Howards Grove
- **Billy Jo Mark,** , Elmwood
- **Kurt Messner,** President, Messner Incorporated
- **Michael Moore,** President, Moore Construction Services
- **Steven Munro,** Loss Prevention Manager, Indiana Insurance
- **Jennifer Mustapich,** Accountant, South Milwaukee
- **Kara Newton,** Finance Director, Oregon School District
- **Patric Neyens,** Owner, Air Filtration Specialists LLC
- **Jeff Niehus,** Outside Sales, Acoustech Supply Inc,
- **Kerri Oachs,** Bookkeeper, Grantsburg
- **Todd Orlando,** Vice President of Sales, Filtration Concepts
- **Bill Peterson,** Amery
- **Patrick Plate,** Liberty Mutual Insurance
- **Robert Schuler,** Sr. Sales Representative, J+J/Invision
- **Mike Smith,** Area Manager, Select Sound Service
- **Edythe Teichert,** Financial Manager, Florence
- **Jake Vande Hey,** Director of Marketing, Enterprise Systems Group
- **Robert Vander Heiden,** Business Education Teacher, Oshkosh
- **Bear Wadzinski,** All Weather Systems
- **Troy White,** Transportation Director, Manawa
- **Rick Wiening,** Director of Business Development, Regional Adjustment Bureau, Inc.
- **Dave Willems,** Sales Consultant, Team Distributing, Inc.
- **Michelle Winger,** Administrative Assistant, Minocqua
- **Lonnie Zingshiem,** Assistant Transportation Supervisor, Osseo Fairchild

ASBO New Members January/February 2010

- **Brittany Altendorf,** West Bend Joint SD No. 1, West Bend
- **Matt Newman,** Oconomowoc Area
- **Jessica Talsky,** Greendale
- **Diana M. Taylor,** Waukesha

ASBO 20 Year Anniversary in March/April 2010

- **Michael Barry,** Oconomowoc Area School District
- **Shawn Yde,** Whitefish Bay School District

ASBO 10 Year Anniversary in April 2010

- **Patrick A. Ruddy**, Reedsburg School District

Project Adam is Seeking Nominations

of individuals who have demonstrated a high-level of passion, innovation, and excellence in serving as a champion for their Public Access Defibrilation (PAD) Program. Selected individuals will receive the following:

- A certificate of recognition by Project Adam's National Advisory Committee;
- A $600 grant to be used to advance their school PAD Program.

Nominations are due by April 15. For further info call Debra Klich at 414-266-3889, or email her at: dklich@chw.org. Debra is Project Adam Coordinator at Children's Hospital of Wisconsin.

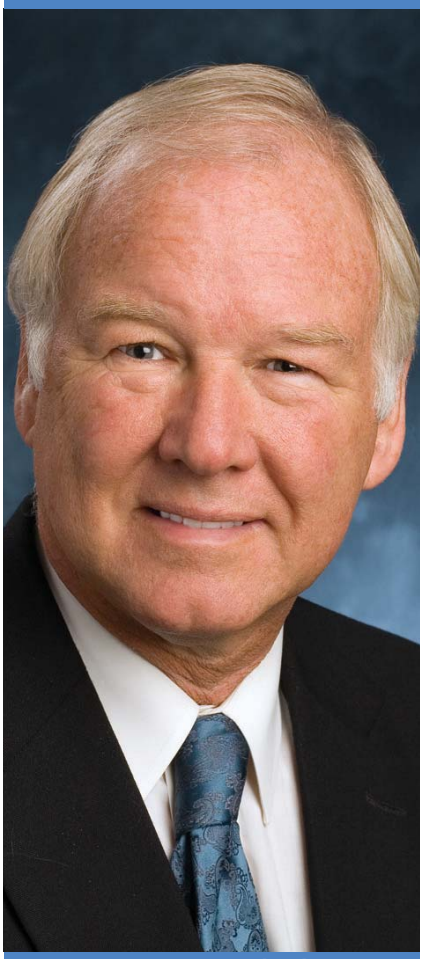
EXPERIENCE COUNTS

Stephanie Laudon
23 Years With NIS

Group Life, LTD, Medical and Dental

slaudon@NISBenefits.com

David Branback
28 Years In Public Education
10 Years With NIS



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Legislative Update

Rural Education Package Advances in Legislature

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

John Forester
SAA Director of Government Relations

The School Administrators Alliance (SAA) has been working for months with rural Democrats on a package of bills that will benefit schools throughout Wisconsin. In the past couple of weeks, bills relating to SAGE flexibility, transportation aid, transportation of private school students, consolidation grant funding and consolidation referendum date flexibility have cleared both the Senate and Assembly Education Committees and await scheduling for floor action in both houses. Time is running short as the current legislative session will end on April 22nd. However, prospects for passage of some or all of this legislation currently look good. The SAA is grateful for the efforts of the Rural Democratic Caucus as well as the support of Representative Sondy Pope-Roberts and Senator John Lehman, the respective chairs of the Assembly and Senate Committees on Education.

The Rural Education Package includes:

SAGE Flexibility

If enacted, AB 808/SB 593 would allow existing SAGE schools to satisfy the class size requirement by reducing the class size to no more than 18 pupils, and combine two classes with two teachers to achieve a total class size of 30 pupils. The bill also, in the 2010-11 school year, opens the program to schools not currently in the SAGE program if a number of criteria are satisfied. Finally, under the bill, DPI may not waive SAGE requirements in any SAGE contract entered into or renewed after the effective date of the bill. Simply put, SB 593 is designed to help save the SAGE program in many Wisconsin school districts.

Transportation of Private School Students

A provision adopted in the 2009-11 budget provides that in the Milwaukee Public Schools (MPS), if two or more pupils reside in the same household and attend the same private school, the contract may, at the discretion of the school board, provide for a total annual payment for all of the pupils instead of for each of the pupils. AB 809/SB 595 extends this "one trip, one payment" provision to all school districts.

This bill also moves the current date by which private schools must notify public schools of the number of children needing transportation each year from May 15th (current law) to July 1.

School Transportation Aid

Under current law, the Department of Public Instruction (DPI) must prorate state aid payments to school districts for transportation costs if the amount appropriated is insufficient to cover all eligible costs. Under AB 807/SB 596, beginning in the 2010-11 fiscal year, if there is a balance in the appropriation after all claims have been paid, DPI must distribute the balance to school districts on a prorated basis.

In this environment of rising transportation costs, the current annual state appropriation of $26,337,300 represents less than 7 percent of total school district transportation costs statewide (currently over $400 million annually). But, because of declining bus ridership and a fixed reimbursement formula, the school transportation appropriation is projected to lapse more than $2 million to the general fund in 2009-10.

At a time when school districts are cutting teaching staff and instructional programming in order to balance school budgets, it seems to me the least we could do is give DPI the authority to fully expend the school transportation aid appropriation.

District Consolidation Referendum Date Flexibility

AB 806/SB 598 provides two alternative timelines for school district consolidations if the school boards considering consolidation specify in their initial resolutions which alternative timeline applies.

Consolidation Study Grants

AB 805/SB 599, as amended, authorizes the Department of Public Instruction (DPI) to award grants of up to $10,000 to consortia of two or more districts to study the feasibility of consolidating the school districts.

If you should have any questions regarding the SAA's work on these bills, please call me at (608) 242-1370. Thanks for listening and, as always, thank you for your efforts on behalf of Wisconsin school children. For up-to-date reports on legislative activities, please visit the SAA's website at www.wsaa.org.

WASBO Facilities Management Conference

March 9-10, 2010



The 12th Annual Facilities Management Conference had 174 attendees and a record-setting 90 vendors in the Resource Area! Many were able to consolidate their travel by attending the WSSCA Conference prior to the WASBO Facilities Management Conference, saving their districts time and money. Attendees had the opportunity to attend up to ten of the nineteen sessions that were offered on topics ranging from Union Negotiations to Warranties to Modern Technology and its Custodial Applications to Pandemic Planning to The True Cost of Deferred Maintenance. A session was offered for vendors on how to make the most of their WASBO membership. We thank **Wisconsin Focus on Energy** for providing lunch and **SchoolDude.com** and **Stalker Flooring** for providing an evening networking opportunity. The WASBO School Facilities Committee is to be commended for planning another successful conference.




WASBO Transportation & Bus Safety Workshop

March 10, 2010


Go Green with WASBO Conference Handouts are now provided on the web page and on a flash drive at the conference.

The WASBO Transportation Committee provided a full day of professional development for our members who are responsible for the safe transport of our students. The 48 who attended the seminar took in sessions on Employee Morale, Bio Diesel Production, GPS, 2010 Emissions, and a DPI Transportation Update. Always a highlight of this workshop, the day concluded with a round table session led by Transportation Committee members. Additionally, attendees were welcome to spend time in the Vendor Resource Area that was held as part of the Facilities Management Conference. We thank **Wisconsin Bus Sales & Blue Bird** for providing lunch for attendees.


WASBO Accounting Seminar

March 24-25, 2010




It was a packed house at the 14th Annual WASBO Accounting Seminar with over 380 in attendance at the Chula Vista Conference Center in Wisconsin Dells. Twenty-nine breakout sessions were offered over a day and a half. Additionally, most attendees stayed for the DPI Spring Workshop held Thursday afternoon. Sessions covered many topics including, GASB Statement 54, Current Bargaining Issues, Ethics, Technology, Payroll, Student Activity Accounting, Energy Conservation, Retirement, IRS Rules, Vitual Schools, OPEB, Preparing for an Audit, Unemployment Insurance and ARRA. Speakers included the DPI School Finance Team, many WASBO members, the Department of Employee Trust Funds, the IRS, attorneys, auditors and many more professionals. Wednesday's lunch speaker was Jim Guidry, Legislative Liaison for the Wisconsin Office of the Commissioner of Insurance. Many attendees took this opportunity to earn a graduate credit toward licensure renewal while attending the seminar. We thank **Robert W. Baird & Co.** for providing lunch on Wednesday, **PMA Financial Network/WISC** and **Community Insurance Corporation** for providing the evening networking opportunity, **M3 Insurance Solutions for Business** for their support of Thursday's lunch and **Key Benefit Concepts** for providing breaks.













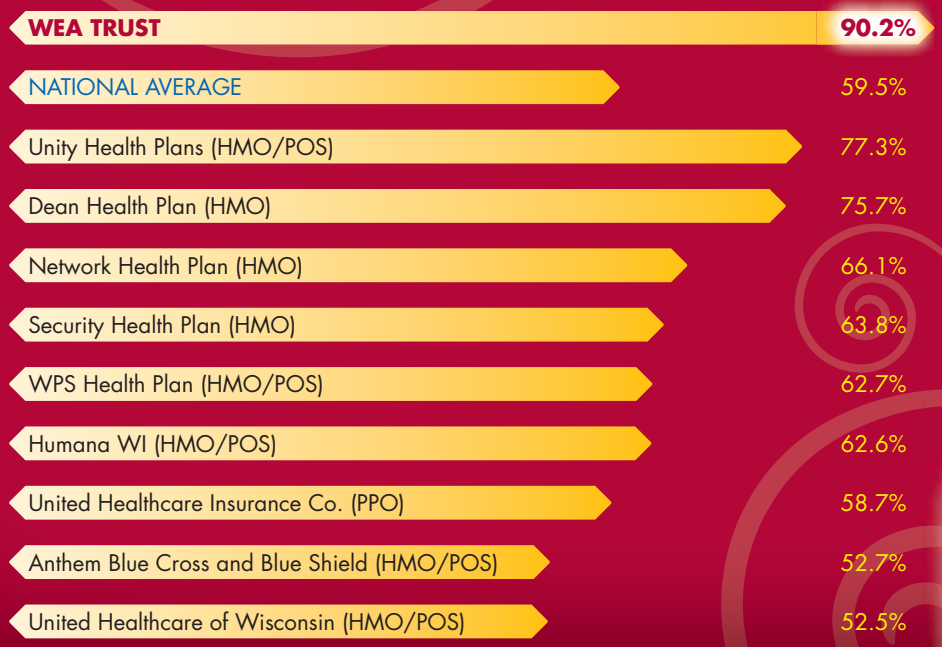
WASBO took this opportunity to honor and recognize David Carlson for his years of dedication and service to WASBO and students with the Friend of WASBO Award. A $500 donation to a charity of David's choice will be made in his name. WASBO President Keith Lucius presented the award. The Accounting Committee had some recognition of their own and Chair Ken Mischler presented him with a Gander Mountain gift card to help him enjoy his retirement. Jerry Landmark of the DPI Finance Team honored David as well by providing the picture CD that was played at the luncheon. He also shared Brian Pahnke's "Top Ten List" of the reasons David chose to retire. Finally, David took time to thank the WASBO membership, WASBO Accounting Committee and the DPI School Finance Team. He reflected on what made him successful. In his usual style, he gave much of the credit to those around him. We wish David well and much enjoyment as he looks forward to time with family!




First rate

The WEA Trust earned the No. 1 health plan rating in Wisconsin in the Consumer Assessment of Healthcare Providers and Systems (CAHPS®) survey. It's the second straight year the Trust earned the state's top score. Health plan members were asked to rate their plan on a 10-point scale and more than 90% rated their plan an 8 or higher.

CAHPS HEALTH PLAN RATING (PERCENTAGE RATING THEIR PLAN 8 OR HIGHER ON 10-POINT SCALE)



A Trust health plan means employees can focus on doing their jobs.

School district employees enjoy the peace of mind and security of knowing they won't have to waste time with customer service issues or claims hassles. They can spend their time at work focusing on their jobs, not insurance issues. With a Trust health plan, employees come first. While other health plans often say they can match the Trust's benefits, the results from the CAHPS survey show there is a difference.

Insurance is NOT a commodity, and our CAHPS rating has proven it... two years in a row.

CAHPS® is a registered trademark of the Agency for Healthcare Research and Quality (AHRQ). The source for data contained in this publication is Quality Compass® 2009 and is used with the permission of the National Committee for Quality Assurance (NCQA). Any analysis, interpretation, or conclusion based on these data is solely that of the authors, and NCQA specifically disclaims responsibility for any such analysis, interpretation, or conclusion.

WEA TRUST

Our commitment to provide quality insurance, financial security, and exemplary service to Wisconsin's public school employees speaks for itself.

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Short Shots

Please Vote - Each of our candidates needs to be thanked for volunteering to help set WASBO policy. Please find an opportunity thank each of them for their willingness to serve. You can find their "resumes" in this issue of *Taking Care of Business*. In addition, in the February *Taking Care of Business*, candidates provided an article about their background and why they wish to participate on the Board. Members can vote on-line in April for the candidates. Please vote for one treasurer and two directors.

State Legislative Process - The opportunity to influence the proposed legislation described by John Forester in his SAA article on page 43 still exists. Please contact your legislators to help them understand the implications of proposed legislation. In addition, state legislators will be thinking about the next Wisconsin bi-annual budget and federal legislators will be dealing with ESEA authorization. Now is the time to build relationships with these legislators in order to have positive input to their decisions.

Mark your calendars for future seminars, workshops and conferences - See the back cover of this issue for dates or go to www.WASBO.com. Registration is open for the Spring Conference. Your participation in these professional development opportunities is an important investment for you and your district. Professional development is sometimes characterized as a travel expense when it actually is an investment for the future. Networking and gaining proficiency in our ever-changing world will pay dividends.

Where Are They Now? - Scott Altmann from Oshkosh to Lakeland UHS, Minocqua.

Interim Assignments - The WASBO office receives requests from school districts in need of assistance or project work. WASBO members, can be of assistance. If you would like to be considered, please send a one-page resume and other pertinent details to the WASBO office. Some retired members have already done so, but more are needed.

Please Send Auction Items - The WASBO Foundation Spring Conference & Exhibits will include the annual silent auction fundraiser. Please send your auction items to the WASBO office, or arrange with the person handling this in your Regional or bring them to the conference. If you are bringing them to the conference, please contact the WASBO office so the item can be advertised. The proceeds support our WASBO members who participate at ASBO International through Board or committee service.

PDP Reviewers Trained - The WASBO Professional Improvement Committee provided a day of training for WASBO members who want to serve as PDP reviewers for newly licensed school business officials. Thirty-one reviewers were trained on March 18th. If you are looking for a PDP reviewer contact the WASBO office.

Patrick Finnemore Honored as Kenosha Unified's Administrator of the Year

One nominator said this about Patrick's leadership skills: "As a visionary leader, Pat and the staff he leads can take thoughts of administrators and building leaders and make them reality through renovation and construction projects."

Like most school districts, our needs are great, while our resources are limited. It is Pat's job to squeeze the best value out of every building project, so that these limited resources reap the greatest benefit. Nominator after nominator said nobody does this better than Pat. He is regarded as an excellent collaborator. He is able to spell out the parameters for each project. His direction is consistent, regardless of the project or its location.

Since coming to the district, he has successfully handled the information campaign for three large referendums. His calm demeanor and fact-based presentations and discussions showed the community the need for each of these projects. According to one nominator, "Pat has made a difference in this community in so many ways: saving taxpayers money, providing students and staff with a safe and effective environment for learning, and developing a good rapport and dialogue with the community.

Another nominator put it this way: "Pat is dedicated to making our schools the best they can be. I am grateful and fortunate to work in a school district with such a high impact, service-oriented Facilities Department. It is an honor to call Pat a colleague."

Beyond his day to day responsibilities, he also takes an active interest in helping young people; whether by providing an opportunity for co-op employment, or offering insight and guidance to prospective engineering students.

WASBO congratulates Pat in receiving the Kenosha Unified School District's Administrator of the Year.

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WASBO Calendar

Professional Development

Register at www.WASBO.com

May 25-28, 2010
WASBO Spring Conference & Exhibits
Kalahari Resort & Conference Center, Wisconsin Dells
(Viterbo Credit Offered)

June 23, 2010
WASBO Custodial & Maintenance Conference
Wausau East High School

July 14, 2010
WASBO Custodial & Maintenance Conference
Nature Hill Intermediate School, Oconomowoc

August 6, 2010
CESP Summer Conference (AWSA & WASBO)
Sheraton, Madison

August 11-12, 2010
WASBO New School Administrators & Business Support Staff Workshop
Holiday Inn, Stevens Point
(Viterbo Credit Offered)

September 24-27, 2010
ASBO International's 96th Annual Meeting and Exhibits
Disney's Coronado Springs, Lake Buena Vista, FL
(Viterbo Credit Offered)

October 20, 2010
WASBO Foundation Scholarshipo Golf Outing
Autumn Ridge Golf Course, Valders

October 21-22, 2010
WASBO Fall Conference
Osthoff Resort & Conference Center, Elkhart Lake
(Viterbo Credit Offered)

November 11-12, 2010
Midwest Facility Masters Conference
Glacier Canyon Lodge at the Wilderness, WI Dells

Celebrate Earth Day on April 22nd by Registering for WASBO's Spring Conference at www.WASBO.com.
Conference Theme - Going Green

Regionals

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

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

May 14, 2010 Kewaunee (Tentative)

Madison Area

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

October 1, 2010	DeForest
November 5, 2010	Marshall
December 3, 2010	Monona Grove
February 4, 2011	Sun Prairie
March 4, 2011	Stoughton
April 1, 2011	Lodi

Northeast

April 9 – Fond du Lac School District Office
May 14 – Manitowoc School District Office

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

June 2, 2010

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

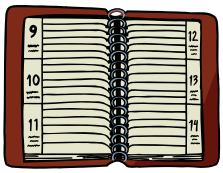
April 16, 2010 - Hamilton-Sussex

Southwest - All meetings will be held at the CESA #3 office in Fennimore at 12:30 p.m..

April 21, 2010

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

May 6, 2010, June 3, 2010, September 2, 2010, November 4, 2010, December 2, 2010, January 6, 2011, February 3, 2011, March 3, 2011, April 7, 2011, May 5, 2011, June 2, 2011



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

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

April 9, 2010	Medford
August 20, 2010	Antigo
October 8, 2010	Wausau
November 12, 2010	Stevens Point
December 10, 2010	Merrill
February 18, 2011	D.C. Everest
March 11, 2011	Mosinee
April 8, 2011	Wisconsin Rapids
August 19, 2011	Antigo

Committee Meetings

School Facilities Committee (Meetings held at the WASBO Office, Madison at 9:30 a.m.)

April 13, 2010, August 3, 2010
October 12, 2010

Midwest Facility Masters Conference Planning Committee

April 20, 2010, 10:00 am, WASBO Office

Safety Committee

November 3, 2010, 1:30 pm, WASBO Office

Fall Conference Committee

April 23, 2010, 10:00 a.m. WASBO Office

Professional Improvement Committee

April 16, 2010, 9:00 am, WASBO Office

Board of Directors Meetings

April 21, 2010 - Chippewa Falls SD
June 15, 2010 - WASBO Office, Madison

Business Meetings

May 28, 2010 - WI Dells, Spring Conference

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