

2016 CONVENTION REVIEW



WISCONSIN SchoolNews

Official publication of the Wisconsin Association of School Boards, Inc.

March 2016 | wasb.org

Wednesday's keynote
speaker **Luis Cruz**

inspired the audience with
advice about creating a
culture of success through
mission-based policies,
practices and procedures

— pages 6

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ARTICLES IN THIS ISSUE were written by: Shelby Anderson and Joe Quick.
Freelance writer Anne Davis also contributed articles.

Thank you.

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Building Support for Public School Funding

With the current legislative session wrapping up, school funding has been a hot button issue. At the time of this writing, Assembly leaders were pushing a proposal that would cut revenue limit authority for Racine and any school district that has students participating in the statewide voucher program. Estimates indicate that at least 142 districts would lose revenue limit authority in the upcoming year.

This comes on top of a two-year “freeze” on revenue limits and is the latest attack on public school funding in what has become an ongoing back and forth between lawmakers and school leaders. Since 2011, when per-pupil aid was drastically cut in the state budget, we’ve been trying to build school funding back up. Considering that state support hasn’t even kept up with inflation, the request for more school funding is not unreasonable. Since 2006-07, the annual increase in the Consumer Price Index has been about 1.95 percent. Meanwhile, the statewide average revenue limit has actually decreased since the 2010-11 school year.

With the current state of school funding, many school districts are forced to rely on school referendums to provide the resources to cover basic operational costs. Meanwhile, lawmakers have proposed strictly limiting when schools can take referendum questions before the voters.

Earlier this year, there were signs of hope in the school funding debate. In late January, Marquette University’s Law School conducted a poll in which Wisconsin residents were asked about their thoughts on school funding levels. In response, 57 percent said their local public schools are receiving too little funding from the state.

We saw the public’s support for public education during the spring primaries in February. School districts were mostly successful in passing referendums. Although it was a small sampling of districts, the majority of communities supported their local schools and agreed that they need more funding to serve students.

At the State Education Convention in January, we heard Gov. Scott Walker promise to use any potential savings from his proposed changes to the state employee health care system towards public education. It’s unclear as to what the savings might be — or whether there would be any at all — and even whether the state Legislature would support such a proposal, but it is encouraging to hear at least some comments about increasing public school funding.

With the public supportive of boosting state funding for our public schools, it is important to use this momentum to gear up for the school funding debate in the next biennium.

As lawmakers and candidates are preparing their campaigns, it’s time to

start laying the plans and groundwork for meeting with them and securing commitments to increase school funding and revenue limits.

Now is the time to look at reserving dates and locations for candidate forums and look for other opportunities to invite candidates to your schools so you can educate them and get their perspective. If your district is interested in hosting a candidate forum, the WASB can help. Contact Dan Rossmiller, WASB government relations director, at drossmiller@wasb.org, or Chris Kulow, government relations specialist, at ckulow@wasb.org.

It won’t be easy restoring school funding but recent developments show that the public is supportive. We need to let our lawmakers and candidates know that investing in our public schools must be a priority.

In closing, I would like to thank all of our members who attended the 95th State Education Convention in January. We are proud to host this event with the Wisconsin Association of School District Administrators and the Wisconsin Association of School Business Officials. We hope you had a memorable experience, connected with other Wisconsin school leaders, and gained important information and ideas to improve student success in your schools. ■

With the public supportive of boosting state funding for our public schools, it is important to use this momentum to gear up for the school funding debate in the next biennium.

Educating Hearts and Minds

Earlier this year, school leaders from around the state gathered in Milwaukee for the 95th State Education Convention. In this special issue of **Wisconsin School News**, we look back at the many sessions, keynote speakers, and special events from this year's convention.



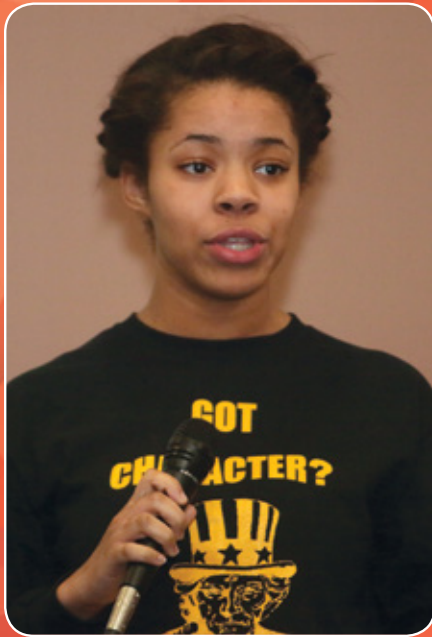
The **Exhibit Hall** featured hundreds of organizations from across the country that provide services and products to school districts. Thanks to our exhibitors for their support of the Wisconsin State Education Convention.



School board members exchange ideas during a **Pre-Convention Workshop**. Many sessions and workshops emphasized the importance of collaboration and networking among school leaders.



School board members share ideas during an **interactive session**.



Students from the **Brown Deer School District** talked about their district's award-winning character education and PBIS programs in their session "The Brown Deer Way: Promoting Positive & Respectful Values."



Students from the **Rice Lake High School Wind Ensemble** concentrate as they play during a general session. Student music groups that performed at the convention were supported with stipends from the WASBO Foundation.



The **Kenosha Tremper High School Chorale** wrapped up the final day of the State Education Convention with an impressive performance.



The **Edgar High School Jazz Ensemble** gave an excellent performance during the first general session of the convention. The groups were selected with assistance by the Wisconsin School Music Association.

View more photos from the convention at <http://johnohara.zenfolio.com/wasb2016>.



The Power to Change Lives

Creating a culture of success through mission-based policies, practices and procedures

Keynote sponsored by



Dr. Luis Cruz, an experienced educator and administrator, had a simple, yet powerful message for school leaders — all students can learn at high levels. Cruz said it doesn't matter if a student is poor or if they are English language learners, they can learn and succeed.

"We're here to save lives," Cruz said. "We are not just in the business of educating; we're in a position to help students break free from the cycle of poverty."

For several years, Cruz was principal at Baldwin Park High School located east of Los Angeles where 97 percent of the student population was Latino. The school wasn't known for academics. Many parents opted to send their children to a neighboring high school that had a better reputation.

One evening, when his high school was playing the neighboring high school in basketball, Cruz had what he calls his "Twilight Zone" moment when his perspective suddenly changed. His high school's basketball team was winning when the two student sections began chants back and forth. The students from the rival high school known for its academics began a chant, "We go to college." And, instead of responding, Cruz was surprised to see his students just sort

of shrug their shoulders and accept this as fact.

"What I realized at that moment was that our low expectations had trickled down to their mindsets," Cruz said. "I got really scared at that moment. How are we going to change the community and student mindset? How can we change expectations at our school?"

Cruz realized that his school's culture needed to change from a toxic to a healthy school culture. A toxic school culture, Cruz said, is one in which educators and school leaders come up with every reason why they can't do something and they blame each other for what happens in school. However, when a school has a healthy school culture, everyone has an unwavering belief that all kids can achieve.

Part of the problem at Baldwin Park High School was the lack of a strong mission or even knowledge of the mission. So Cruz invited school staff to his home to draft a new mission. After three months, they developed a concise statement that focused on developing students for post-secondary excellence.

With the new mission in place, the next step was to make sure the school's policies, practices and procedures supported the mission. A

new policy was drafted requiring every student to go on at least one college visit. The school changed practices so the most veteran teachers help teach the neediest students instead of only teaching upper-level courses. Another policy requires all students to be bilingual by the time they graduate.

These changes in policies, practices and procedures changed the school's culture and raised expectations. During Cruz's time as principal, the graduation rate improved from 72 to 92 percent. Today, the school has a 95 percent graduation rate.

"It wasn't just me who made that happen," Cruz said. "More than anything else, it was our teachers and staff."

Cruz reminisced back to the days when he began his teaching career in an elementary school class. In that first job, he said he quickly learned that setting students on a path for success not only changes their lives but future generations as well. Cruz saw how the cycle of poverty can be broken with education.

"I fell in love with the profession because I realized that we don't make a difference in one life, we make a difference in the lives of generations," Cruz said. "We can make dreams come true." ■

"We make a difference in the lives of generations."



Neuroscience and Education

Best-selling author **Dr. John Medina** provides insight into how we can improve education using neuroscience

Keynote sponsored by  UnitedHealthcare



The worlds of education and neuroscience intersected briefly at the State Education Convention and the result was a fast-paced, entertaining keynote address by Dr. John Medina, who explored how what we know about brain function might apply to teaching and learning.

Medina, an affiliate professor of bioengineering at the University of Washington Medical School in Seattle, is the author of many books including the bestselling *Brain Rules*.

He began by humorously announcing his skepticism that there were any connections between education and neuroscience.

“Your world and my world don’t get together very often,” he said, adding that most of what people think they know about the brain is wrong.

“Contrary to what you may have heard, we don’t know very much about how the brain works,” Medina said.

But enough is known about the way the brain functions to raise some questions about current teaching models. Medina noted, for instance, that scientists know that the brain was designed to solve problems in order to survive in an outdoor environment with uncertain meteorological conditions while the body is in

near constant motion. That means the brain is not best designed to solve problems while sitting in a controlled indoor climate such as a classroom, he wryly noted.

He then turned to what scientists know about the way memory works, especially “declarative memory” or what we know as facts. Experiments show that people can hold seven pieces of declarative memory in their mind for 30 seconds. If the information is not repeated within 30 seconds, the memory is erased.

If it is repeated, the information can be held for up to two hours. But if it is not repeated within the two hours, the memory will be discarded.

For educators, this means that “homework is not review, homework is new learning,” Medina said. Instead of teaching high school students seven subjects in one-hour blocks, he suggested dividing each hour into three 20 minute periods then repeating the schedule throughout the day.

“Would that improve math scores? We have no idea,” he said, acknowledging that this approach has not been researched, but clearly intrigued by the idea.

He also discussed the effect of stress on memory, using humorous examples from a website where

teachers post students’ amusing but wrong answers on tests. Although some stress can be good for you, constant stress prevents learning from happening. And in individuals who are under extreme, constant stress and, more importantly, feel as if they have no control over the source of the stress, actual brain damage can occur.

With stress a constant in education, he did have a suggestion based on scientific evidence. Research shows that de-stressing therapies such as yoga or meditation may help some people, but have no effect on others. One therapy, however, a mindfulness training developed by John Kabat-Zinn — Mindfulness-Based Cognitive Therapy — has been proven to reduce anxiety and depression and also boost brain function. The therapy and its affects are described in a book, “Mindfulness” by Mark Williams and Danny Penman, which he recommended to the audience.

“If you introduced mindfulness training, I wouldn’t introduce it to the students first, I would introduce it to the educators,” Medina said. “And when you can work it, introduce it to the students and you can say it’s brain science.” ■

“We don’t know very much about how the brain works.”

Leading with Empathy

State Superintendent **Tony Evers** talks about success and challenges facing public education in Wisconsin

With about 40 years in public education, State Superintendent Tony Evers has a lot of experience. But he also understands that experience doesn't carry much weight if you don't also have empathy.

"Nobody cares how much you know, until they know how much you care," Evers said, quoting President Teddy Roosevelt.

Evers talked about the important work of connecting with teachers and students and telling their stories and sharing their good work.

"I can tell you the best part of my job is visiting schools and meeting kids, educators, school leaders, and families in every part of our state," Evers said. "As I sat down to reflect on the past year, I can say I have

never once been disappointed in the dedication of our educators or the engagement of our kids."

For the past six years, the state has been focused on Agenda 2017, which is working on raising college and career readiness standards, updating the state assessment from a paper and pencil test to an online assessment, and defining teacher and administrator standards.

While Evers is proud of the progress that has been made in these areas, he is even more proud of the effects the work has had on students. Since work began on Agenda 2017 during the 2009-10 school year, the state has seen an improvement in the graduation rate, especially for students of color, students with disabilities, and



"The need and opportunity for real school finance reform has never been more evident."

students who are economically disadvantaged. Additionally, Evers said, fewer students are dropping out of high school. Fewer are being suspended or expelled, and, among other positive trends, more students are receiving college credit for coursework they do in high school.

Evers also talked about some of the challenges facing public education in the state, including school funding and the achievement gap.

"The need and opportunity for real school finance reform has never been more evident," he said. "We are becoming a state of haves and have nots."

Addressing the fact that Wisconsin has some of the largest achievement gaps in the nation, Evers said the state's efforts to help close those gaps includes the work of the Promoting Excellence for All Task Force, and a \$5.25 million research grant to study classroom practices.

"There's no 'just one thing' that works, and talking about kids helps remind us why we need a multi-faceted approach to tackling this civil rights issue," Evers said. ■

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'Change is Coming'

The first National Principal of the Year **Janie Hatton** calls on school leaders to focus on equity, acceptance and collaboration

Keynote sponsored by **StuderEducation**
EXCELLENCE IN EDUCATION

Janie Hatton, a former principal with Milwaukee Public Schools and the first National Principal of the Year, urged school board members to meet the social and cultural changes facing school districts and communities across the state.

Those changes include expanding communities of underrepresented students, the evolving state and definition of the family, and, among other issues, the continued struggle of equality for all. Hatton said school leaders can set a tone of acceptance and equality in their communities by adopting policy that is supportive of all students, regardless of their background or economic situation.

"Everyone needs to see the school district as the beacon of hope and change," Hatton said. "Your communities need you. You are capable, competent school board members willing to face hard situations."

Hatton added that this important work is crucial for all communities, including the state's smaller, rural school districts.

"Change is coming," Hatton said. "We love our little towns but we want them to be sustainable not status quo. If you want that small town to thrive, you have to put the work in now."

To be sustainable, Hatton said, our schools need to focus on equity, assimilation, acculturation, restorative justice, and closing the opportunity gap. "These are critical words for a critical time," she said.

Hatton also encouraged school districts to work with organizations

and businesses in their communities and to collaborate with area school districts.

"As leaders, we need to include other institutions in our communities," Hatton said. "Are we talking to our health care providers, police, churches, and business? We need to build partnerships based on equity."

As a longtime educator and principal, Hatton has seen the good that comes out of education. She has seen many of her students go on to post-secondary education, do good work, and give back to their communities. Hatton emphasized that school leadership is an important responsibility.



"Everyone needs to see the school district as the beacon of hope and change."

It has the power to impact students and set them up for success.

"What you do for children matters," she said. "They will remember what you did and how you did it." ■



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'Changing Mindset' on Technical Education

Governor **Scott Walker** says we need to elevate and promote technical education for high school students

Returning to themes from his January State of the State address, Gov. Scott Walker stressed the importance of providing opportunities for students to examine technical education and tied the effort to the state's economic vitality.

"My request to all of you is to help us find a way to lift up every one of our young people who chooses a career," Walker said. "Our

economy depends on it. And our society depends on it."

Walker continued, "We need to change the mindset about careers in this state. So many of the careers — the good paying careers I hear about every single day — require a two-year associate degree from a technical college."

He implored parents, guidance counselors — everyone who has



"My request to all of you is to help us find a way to lift up every one of our young people who chooses a career."

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“We need to do more to invest in public education...”

influence over young people — to help change that mindset. “This is a team effort,” Walker stressed.

He offered Germany as an example where “skilled workers are placed on a pedestal. When I hear from employers, their number one issue is the workforce. The challenge going forward is showing business there is a pipeline of quality employees,” the governor said.

Walker told convention attendees, “It’s not only about finding jobs. We want our young people to find careers in Wisconsin. (School board members and educators) are the foundation for all of this,” he said.

Since taking office, Walker said his administration has doubled the

number of youth apprenticeships creating “dramatic new opportunities” for the state’s students.

Walker noted his last budget added resources for 25 school districts to pilot academic and career counseling planning for middle and high school students. He said the \$3 million for dual enrollment grants through the Department of Workforce Development “is really a down payment for our state’s future.”

The governor also reiterated the proposal he floated at the State of the State speech in January to change state employee health care, promising “Every penny of savings in the General Fund will go to additional funding for public education.”

However, following the State of the State address, Republican leaders controlling both houses were skeptical. Senate Majority Leader Scott Fitzgerald (R-Juneau) told the *Wisconsin State Journal*, “I think it would take a lot of convincing to get the Legislature to move forward without seeing some hard numbers on what the benefit would be” adding that it couldn’t happen before July 2017 regardless of the merit or legislative support.

Walker said, “One thing I’ve heard as we travel around the state for these listening sessions and others we talk to is that we need to do more to invest in public education,” adding “but not just with a blank check.” ■

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Pre-Convention Workshops

A series of four, in-depth workshops were held the day before the State Education Convention. Attendees learned about important issues related to school finance, governance, school law, and leadership.



The Power and the Promise of Modeling Transformational Leadership

"If we can figure out what we can bring to our school board personally, it makes a profound difference."

"What the world needs now is people with an attitude of enthusiasm."

"Our role as leaders is to shine the light on children but we can't shine the light if we're not the light."

Cile Chavez, University of Northern Colorado



Promoting Excellence for All Throughout the Organization — The Intersection of Board Governance and School District Leadership

"You may have to socially advocate for certain groups of students who have been underrepresented. That may be unpopular, that may be dangerous."

"Closing the achievement gap isn't about making one group better off; it's about making the system better."

Demond Means, superintendent, Mequon-Thiensville School District



Legal & Policy Considerations for a School District's Extracurricular Athletics and Activities

"Recent research has shown the positive effects that athletics and activity participation have on students' graduation rates, grade-point averages and attendance. In addition, athletes and activity participants are less likely to have disciplinary referrals. Due to the above, a district's examination of its participation rates and program offerings not only is required by the law, it is sound educational policy."

Bob Butler, WASB staff counsel and associate executive director



School Finance Puzzle

"Think of revenue limits as a pie crust and state aid and property taxes as the two fillings — cherry and blueberry. We do not know how much can be levied in property taxes — the cherry filling — until we know how much of the blueberry filling the state is giving us in the form of general aids. We don't have to use all the filling available, but the only way to expand the crust and have a bigger pie is through revenue limit exemptions such as declining enrollment or energy efficiency projects."

Bob Avery, business manager, Beaver Dam Unified School District

2016 WASB

Delegate Assembly

Delegates passed resolutions on mental health support, school funding, electronic communications, state assessments

On Wednesday, Jan. 20, the 2016 WASB Delegate Assembly approved 15 of the 16 resolutions put before the delegation. Resolutions addressed a number of important issues including school funding, special education support, student assessments, and, among others, electronic communications.

The positions adopted by the annual WASB Delegate Assemblies are added to the association's resolution book, which are used to set the WASB legislative priorities.

For the complete recap of the 2016 WASB

Delegate Assembly, visit wasb.org. Select

"Advocacy and Government Relations" and then

"Delegate Assembly." ■



by the numbers

15 resolutions passed

5 resolutions passed related to school funding issues

2 resolutions passed supporting mental health and special education

1 resolution on prevailing wage voted down

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Removing Barriers to Learning

Washington's Tukwila School District is meeting
the needs of its diverse set of students

SESSION *Eliminating Barriers for Underrepresented and Students of Color Through Board Policy* | **Presenter** Tukwila School District (Washington), Mary Fertakis, director

Tukwila School District, located in Tukwila, Washington (just a little south of Seattle), is truly an international school district. The student body represents many different cultures and ethnic groups and speaks more than 60 languages. Of the 2,800 students enrolled in the district's five schools, 37 percent qualify for English language learner (ELL) services.

With this diverse mix of students, district leaders have made it their focus to build relationships with all students and remove barriers to their learning. For all students, especially ELL students, there can be many barriers including academic, financial, institutional and systemic, along with family and cultural barriers.

Addressing academic barriers, Mary Fertakis, a member of the Tukwila School Board, said that her district has hired a number of guidance counselors to help students learn about and apply for post-secondary opportunities. At the high school, there is one guidance counselor for every 125 students. This cadre of counselors helps families break down the price of college tuition, fill out financial aid forms, and make sure students are keeping up with application deadlines.

When students graduate from high school, the district's guidance counselors continue to work with them during the summer to avoid

"summer melt" where students, who are already accepted to college, get intimidated by the cost of tuition and don't go.

"Most of us think that when we hand them a diploma, our responsibility ends," Fertakis said. "We changed that way of thinking in our district. We want to make sure they make that next step."

The district also focuses on its younger students in elementary and middle school.

"One of the biggest predictors of high school dropouts is students getting an 'F' in ninth grade," Fertakis said. "We need to make sure our students are on track for success before they reach high school."

To help its younger students succeed, the district has instituted transition goals for all students entering and leaving middle school. At the middle school-level, there is one counselor for every 150 students. They meet with every eighth-grade student and their family and develop a "High School and Beyond Plan," which includes education/career goals and helps students register for high school classes.

Connecting with and gathering input from families from all different backgrounds has also been important to the district. To accomplish this, the school board changed the way it operates. An hour before each regular school board meeting, it holds a



"One of the biggest
predictors of high school
dropouts is students
getting an 'F' in
ninth grade."

board study session for the board to ask questions and listen to concerns from families.

"We ask the question, 'What's a barrier for your child to get an education?'" Fertakis said. "If you ask that question, they will tell you. This process has really helped our board identify issues we need to address."

By removing barriers to learning for all students, the Tukwila School District saw lower dropout rates and a remarkable 15 percent increase in its graduation rates from the 2014 school year to 2015. Not only are students improving academically but they're also learning about other cultures and developing a sense of social justice. Fertakis saw this growth and development in her own son who developed friendships with students from different backgrounds and cultures.

"We look at our diversity as an asset," Fertakis said. "My kid has gone to school with the world. All our students gain an understanding of how different cultures interact. They're incredible global citizens." ■



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Everyone on Board

Developing, communicating and embracing a clear, district-wide vision is key for student success and continuous improvement

SESSION *Lessons Learned: Leadership for Improved Student Learning* | **Presenters**
Wisconsin RtI Center: Heidi Laabs, coaching coordinator; Association of Wisconsin School Administrators: Joe Schroeder, associate executive director

Sometimes too much effort can be a waste of time when it comes to improving student achievement.

Heidi Laabs, coaching coordinator for the Wisconsin RtI Center, and Joe Schroeder, associate executive director of the Association of Wisconsin School Administrators, drew on their years of experience to offer tips for leading the way to improving student learning. And their first suggestion was to focus.

Desperate to see significant results, too many districts tend to embrace every new strategy that comes along instead of focusing on just a few, Schroeder said. This leads to “initiative overload” and staff fatigue and nothing effective gets done.

“We have never been in an era of so much initiative overload as we are right now,” Schroeder explained.

The key is to make the shift from an initiative to a strategy. “It’s got to be the shift of not ends, but means to an end,” he added.

During an interactive session where audience members talked in small groups about what was happening in their own districts, Laabs and Schroeder presented a series of ways districts could work to effectively make changes to improve student achievement.

Developing a clear vision of where a district wants to go is very important, Laabs said. The vision needs to be fully communicated and embraced systemically — from district to school to classroom. To ensure district-wide alignment, a diverse leadership team should be tasked with developing the vision, she added.

Schroeder suggested districts start by analyzing their existing data and identifying problems that need to be addressed. Then a plan of action can be developed and communicated to all stakeholders.

“All too often school improvement efforts are about the solution not the problem,” he said.

The process of continuous improvement is a cycle: collecting data, selecting strategies, setting goals, implementing strategies, assessing the strategies. Making effective change takes time. Laabs said it could take up to seven years to see a significant change.

Schroeder said each cycle should last about 100 days, three times a year. District leaders should be able to learn something from each cycle, he added.

One challenge is to make sure there are “non-negotiable” areas of focus throughout the district, espe-



“We have never been in an era of so much initiative overload as we are right now.”

cially in terms of content, scope and instructional techniques. In order to be effective, the change strategies have to be identical district wide. If individual schools or staff try the strategy, decide it’s not working and do something else on their own, that can sabotage the whole process.

“Schools don’t get to be independent operators,” Laabs said.

Another issue is making sure changes in strategy are learned completely so they can be replicated accurately by all classroom teachers. Presenting and modeling a theory is not enough to ensure that all staff have learned the skill. Job coaching — although expensive — is the most effective way to make sure the skill has been attained, Laabs added.

“This is hard work. This is the right work,” Schroeder said. “This is the work of improving a system.” ■

Fighting Hunger a Key to Academic Success

Grab and go breakfast and other initiatives are getting food to students

SESSION *How Nutrition Programs Affect Hunger, Performance and Revenue*

Presenter Hunger Task Force: Matt Stienstra, advocacy campaign manager; Ariana Stillman, organizer; Beloit: Janelle Marotz, assistant superintendent of business services

In their efforts to improve academic achievement, Beloit school officials discovered a win-win proposition. Students are ensured healthy meals and the district benefits financially thanks to the federal Community Eligibility Provision (CEP).

Janelle Marotz, Beloit's business manager, maintains there are several benefits to participation, but being "cash-free" paid important, immediate dividends.

"We were excited about the opportunity to increase access for students but we also removed the stigma (that can come with poverty) by giving all students that go through the line the opportunity to be treated equally," Marotz said. "We are cash-free, so we no longer have to turn students away (if there is no money in their account). We make sure they get food and we don't have to have a conversation about collecting money."

CEP eligibility requires at least a 40 percent poverty rate (all of Beloit's schools are eligible, with a 78 percent district-wide poverty rate) and reimbursement increases with the number of low-income families participating. Wisconsin's school poverty rate exceeds 50 percent and the presenters stressed poverty is both urban and rural.

Beloit's experience demonstrated that simply offering breakfast wasn't enough; the model to deliver the breakfast was equally important. In some schools, breakfast was in the cafeteria before school; in other locations, breakfast was the beginning of the school day and provided in the classroom as students worked on simple assignments and teachers conducted administrative tasks.

Participation was much higher at the schools using the classroom delivery model, or the "grab and go" model where students grabbed the breakfast and took it to class, compared to elementary schools offering breakfast before school in the cafeteria. More importantly, it was noted there were twice as many students visiting the school nurse with headache and stomach complaints in the schools where breakfast was only offered in the cafeteria. Using this and other data, school administrators determined all elementary schools would have breakfast delivered to the classroom.

In high schools, "breakfast after first" (period) are offered at school kiosks in busy locations and students can eat wherever they want, providing another way for students to get important nutrition.



Wisconsin's school poverty rate exceeds 50 percent and the presenters stressed poverty is both urban and rural.

"Providing breakfast after the bell is when you see schools double and triple their participation and reap financial benefits," said Ariana Stillman, organizer with the Hunger Task Force.

Districts interested in CEP, information about the different meal programs and a list of Frequently Asked Questions should refer to the Hunger Task Force website: hungertaskforce.org.

"We have a lot of data that shows participation in the breakfast program is really beneficial for the family and the student," Marotz said. "Our principals report there are less behavior concerns and better academic performance, and our teachers say the students focus more in class." ■

Dangers of Rejection

Documentary film shines light on the effects of social ostracism

SESSION “REJECT” Documentary Film and Discussion Session: Social Ostracism — Effects and Coping Strategies | **Presenters** Purdue University: Dr. Kipling Williams, professor of psychological sciences; Golden Rule Films: Ruth Thomas-Suh, director; Performance Services, Inc.: Scott Zigmond, vice president of sales and marketing

Dr. Kipling Williams, a professor of psychological sciences at Purdue University, said the need to be accepted and to be part of a group is something that is in our DNA. Our early ancestors were more likely to survive if they worked together in groups. Those who couldn’t work with others or who were cast out were less likely to survive. Today, social ostracism can be just as dangerous and powerful.

“As soon as we experience ostracism, we experience pain,” Williams said. “I’m not talking about metaphorical pain; I’m talking about actual, physical pain as we know it.”

Ostracism and its effects are the subject of the documentary film *REJECT*, which was screened for the first time in Wisconsin at the State Education Convention. Following this powerful film, Williams led a discussion on the effects of social ostracism and strategies to cope with it.

In his research, Williams was surprised to find how powerful ostracism is and how simple it can be to make people feel accepted.

Using a series of basic yet powerful experiments, Williams constructed scenarios in which subjects weren’t included in a small group. In one experiment, Williams had three people sit in a room and

toss a ball back and forth. Two of the people were instructed to stop tossing the ball to the third person at some point during the experiment. Williams said the effect on the third subject was always the same — dejection and sadness. Once the experiment was over, Williams tested the subjects to see what state of mind they were in. He found that those who were ostracized were more likely to follow rules or orders and they were more likely to agree with people or a group even if it was obvious those people were wrong.

In these simple experiments, Williams said it was sometimes hard to watch the subjects being put through the tests. The subjects weren’t being bullied or harmed; they were simply being cut off or rejected from a small group. To that point, Williams said studies have found that among children, ostracism or neglect has more negative, long-lasting effects than bullying.

In another experiment, Williams had a student walk on campus and nod or acknowledge passing students. Those students were then surveyed at that moment to find out how they felt. Similarly, Williams ran this same experiment but had the control student look through or not acknowledge passing students. The results



To preorder a DVD and resource and discussion guide for *REJECT*, visit Rejectfilm.com.

overwhelmingly showed that those students who were acknowledged were in a better mood.

“This is how easy it is to make someone feel good,” Williams said.

Williams shared a note that a fellow professor received one day from a student he barely knew. In the note, the student explained that she had been going through a rough time. She had lost a close family member and felt disconnected at college. The student said she was planning on attempting to take her own life but then the professor said ‘Hi’ and asked her how she was doing. The student said this conversation was enough to make her change her mind.

“It just takes one person to make a difference,” Williams said. “You don’t have to get everyone on board, you can reach out and change people’s lives.” ■

Growing Education and Business

Partnership between district and technical college bring opportunities to students, revitalizes economy

SESSION *Community Incubator 101* **Presenters** Florence School District: Ben Niehaus, superintendent; Linda Opsahl, board member; Ron Yadro, board member; NWTC: Sally Miller, north region manager

Just five years after a major renovation, Hillcrest School in Florence County stood dark and vacant. Today it's bustling with activity and life as the Woodland Kitchen and Regional Learning Center.

"This is a perfect example of how one small idea can metamorphosize into so much more," said Ben Niehaus, superintendent of the School District of Florence County.

Florence is a small, rural school district located in one of the least populated counties in Wisconsin. In 1999, the district remodeled Hillcrest and added a new library, gym and computer lab. Financial difficulties led to the building's closure in 2004.

The district tried to sell the building without success. Then in 2008, the district was approached by representatives of Northeast Wisconsin Technical College (NWTC) who were looking for a place to put a business incubator to help support local entrepreneurs. They were attracted to Hillcrest because of the new kitchen that had been added during the renovation. They ended up renting the kitchen and other space in the school for \$36,000 a year plus a portion of the utility bills.

NWTC invested \$80,000 to bring the kitchen up to commercial codes

and then leased spaces to a variety of small local businesses, including a mustard manufacturer, bakers and others who needed a kitchen. In addition to the kitchen and equipment, NWTC staff provided advice to the budding business owners.

The original focus began to change as more and more activities were added at the site. NWTC began offering adult classes in cooking, quilting and other subjects. The college also started summer tech camps for middle school students.

For high school students, there is the Woodland Regional Technical Academy, a partnership between NWTC, Florence County and three other area school districts where students take classes that prepare them to earn certificates in career fields including nursing assistant, electro-mechanical and health care customer service. They can also take classes in general studies.

Because all of the school districts are small, this partnership allows the districts to offer their students opportunities they could not do otherwise, Niehaus said.

And the former school continues to evolve. A natural foods store has opened as well as the Woodland Community Cafe, which serves meals to seniors. It is also the site of bridal



**"It does a lot of things
to not just sustain
but grow the area."**

showers and other large community gatherings. The annual harvest festival is held there. There is also a family center, a walk-fit program, and a children's summer program sponsored by the University of Wisconsin Extension.

Because of the varied uses, about 2,000 people or almost one-half of Florence county's population are in and out of the building during a year.

There are more plans in the works. The cafe may expand into a coffee shop. A roller derby group would like to use the gym. And the business incubator may expand again.

"It does a lot of things to not just sustain but grow the area," Niehaus said. "The facility has purpose now. It has value." ■

Rewarding Professional Development and Growth

New alternative teacher compensation system developed with a focus on teacher collaboration

SESSION *Collaborative Approach to Alternative Teacher Compensation*

Presenters Wausau School District: Kathleen Williams, superintendent; Michael Schwei, director of curriculum and instruction; Jeffrey Gress, director of human resources and employee relations; Bob Tess, finance and business services officer

For the Wausau School District, it's been a long process to establish its new teacher compensation system. But Superintendent Kathleen Williams said during the process, the district connected with and built relationships with its teachers, which, in turn, has helped the new system be more successful.

"When moving toward major change, it's not the final decision that's most important, rather it's the process and the journey that gets you there that matters," Williams said.

Over the course of three years, the district has implemented its new alternative teacher compensation system. In the early stages, district leaders met with teacher leaders for day-long sessions.

"That was important because it showed the district's dedication to the process," said Jeff Gress, director of human resources and employee relations. "We had to pull some of our teachers out of class but it was worth it."

The team did its research, read



During the process, the district connected with and built relationships with its teachers.

books and looked at teacher compensation models from other districts. The model they eventually developed is a tiered system with steps in each tier. The model focuses more on professional development than years served. If a teacher earns enough professional development points in a given year, they are eligible to move up one step within their tier.

To move from one tier to the next, teachers have to "credential," which requires additional requirements. For example to move from tier 1 into tier 2, teachers must have a minimum of three years teaching experience and receive a recommendation from an administrator in addition to meeting their professional development credits. The requirements get more rigorous as teachers move to the upper tiers. To keep costs in line, teachers can only move up one spot per year.

In an effort to retain quality educators, the model was set up to reward motivated educators who stay in the

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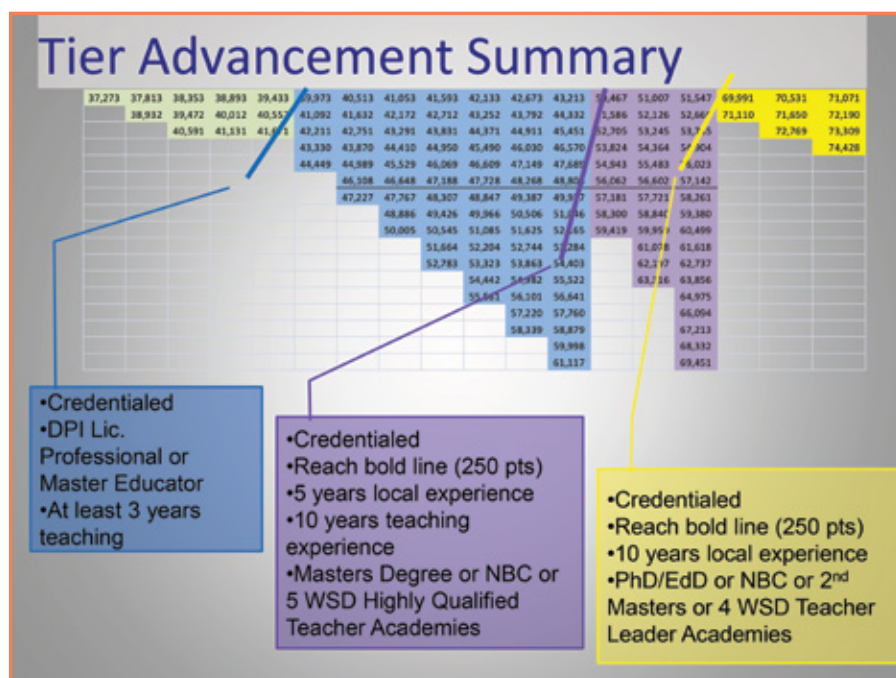
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district. At the same time, it doesn't inhibit experienced, quality educators from moving into the district.

Professional development credits are earned at the district office at a teacher academy run by the district. Classes are offered in a variety of subjects outside of class time, in the evenings and during the summer. The district tries to offer a number of academies on different subjects in an effort to meet the interests of its teachers.

"We ask ourselves, 'What are the interests of the individual teachers?'" said Mike Schwei, PK-12 director of curriculum and instruction. "We use that to set our professional development curriculum."

The Wausau teacher compensation system is in its third year of operation. There hasn't been a lot of movement on the scale, but that is about to change as more teachers are utilizing professional development opportunities. ■



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Responsibility with Authority

Governance strategy in Howard-Suamico defines school leadership roles and focuses on district priorities

SESSION *Freedom Within Fences — Leading for High Achievement*

Presenters Howard-Suamico School District: Mark Ashley, board president; Lisa Botsford, board member; Teresa Ford, board member; Damian LaCroix, superintendent



School board meetings at the Howard-Suamico School District used to frequently get bogged down in minutia — like what color to paint a school's wall or how a credit card reimbursement should be handled. And like the meetings, the district seemed to be going

nowhere — three separate referendums had failed, public support was declining and there had been four superintendents in five years.

Fast forward to the present. Adoption of a new district management style known as policy governance that clearly dictates and separates board

and administration responsibilities has turned Howard-Suamico into a high-achieving district with a long list of successes to celebrate.

Howard-Suamico now uses a results-oriented model of management

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“...[the district’s] entire focus is on student achievement.”

in which the district’s “entire focus is on student achievement,” said board member Lisa Botsford.

Instead of a policy book full of detailed guidance from the board on almost every facet of school life, Howard-Suamico has a set of ends policies that explains what the end

result should be — such as what characteristics, experiences, and requirements they want their high school graduates to have. The board also sets up executive limitations for the administration and general guidelines for board behavior and board-superintendent relations. Members establish how to monitor progress toward the end result and what indicators they will accept as well as ways of communicating with the public.

The system streamlines the district’s functioning by eliminating

micromanaging by the board and the traditional committee structure, and setting the administration free to accomplish its job within clearly understood parameters.

“You don’t tell administration what they can do. You set up fences and tell them what they can’t do,” Botsford explained. “Policy governance is a system put in place to allow administrators to do what they are trained to do.”

As proof, she pointed to the aftermath of the district’s successful 2014 referendum that included 11 different building projects. Fast forward 17 months; all the projects have been completed.

“That wouldn’t have happened if we (the board) had been focused on the tiny details,” Botsford said.

Superintendent Damian LaCroix said policy governance is a contemporary model of leadership that reflects changes in education and society as schools adjust to new ways of preparing students for college and careers that may not have been invented yet.

“As a superintendent, I want to lead,” LaCroix said. “There is nothing more frustrating than being given responsibility without authority.”

“As long as I understand what I can’t do, I have a very large field. There’s so much I can do,” he added.

Not having to ask the board for approval of every initiative gives him the freedom to move more quickly than under a traditional model and lets him improvise if he needs to.

Board president Mark Ashley noted that the board still has the responsibility to oversee district operations since it receives regular reports on aspects of district operations with board-set criteria for assessing their effectiveness. The time line for the reports, the types of criteria used for assessment and the overall goals are all set by the board.

Ashley said the district did not make the changes overnight and brought in consultants to help board members and the district staff embrace and implement the changes, which were based on the work of John Carver.” ■

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Creating a Sense of Awe

Professional growth and development can change a teacher's outlook and the impact they have on students

SESSION *Personalizing Your Professional Development* | **Presenters** Fall Creek School District: Joe Sanfelippo, superintendent; Sun Prairie Area School District: Brad Saron, superintendent

What makes people want to get out of their comfort zone and learn? How do you drive meaningful professional growth for you and your staff?

Joe Sanfelippo, superintendent of the Fall Creek School District, said that in his district, professional development begins with a call to adventure. He asks his teachers to develop a personal learning goal that they are interested in and that gets them outside of their comfort zone.

"When you take the opportunity to get out and try something different, that's when the real learning and adventure takes place," Sanfelippo said.

All too often professional development means sitting in a room and listening to someone talk. This model can be uninspiring and not engaging. Sanfelippo bases his professional development model on Joseph Campbell's Hero's Journey. In this model, the individual begins the journey with a "call to adventure" or the development of a goal. The beginning of the journey emphasizes the importance of a mentor or helper. The peak of the journey is the revelation and then transformation when one begins to see something in a different light.

"You are where you started, but your world is completely different now," Sanfelippo said. "You might still be in your second-grade classroom,

but it looks completely different because of the journey you took."

In Fall Creek, professional development days are devoted to exploring and working on these personal goals. Sanfelippo keeps a document with each of his staff member's goals and recognizes when a staff member reaches their goal.

"Acknowledgement is key," Sanfelippo said. "If we are asking our staff to do something out of their comfort zone, we need to acknowledge them. This helps build momentum for them and other staff."

Brad Saron, superintendent for the Sun Prairie Area School District, noted that in recent years there has been a flurry of education initiatives such as the Common Core State Standards and Smarter Balanced testing being thrown at school leaders.

"We haven't been able to contemplate, 'How do I develop? How do I grow?'" Saron said.

Another term being thrown around a lot in education is accountability. Saron said accountability comes down to understanding your impact on students.

"The way that people grow is when they understand their impact," Saron said.

Social media tools such as Twitter, Voxer and Flipboard can help professional development by sharing and



developing ideas, getting inspiration and guidance. But Saron said the tools are ultimately about building relationships.

"It's not especially about Twitter, it's about connection," Saron said.

Saron also recommended that when first using these social media tools, it's important for staff to listen to the dialogue first.

"The first step is to listen and engage, it's not to go out and broadcast and influence others," Saron said.

Sanfelippo said one simple professional development initiative has helped his district immensely is the notion of three — What are three things that you can do through the course of the day that make you feel good as a professional?

"We ask our teachers, 'What is your three?'" Sanfelippo said.

The notion of three and personal learning goals are just a couple of the professional development tools that can inspire staff to get out of their comfort zone and make a greater impact on their students.

"We can create a sense of awe," Sanfelippo said. "We can create an environment where our teachers want to learn and grow." ■

Prepared for the Worst

School district and police work together to train students and staff on how to defend and protect themselves

SESSION: *Community Collaboration in School Safety* | **Presenters** Whitewater Unified School District: Eric Runez, superintendent; David Brokopp, principal; Whitewater Police Department: Lisa Otterbacher, police chief; Dan Bradford, police officer

Keeping students and staff safe doesn't mean living in fear. But it does mean thinking ahead and being prepared.

Officials from the Whitewater School District and representatives of their local law enforcement agencies discussed their collaboration on an extensive school safety initiative.

"We're never paranoid but we're always prepared," said Jefferson County Deputy Sheriff Bill Dandoy. "We can't not have plans. Nothing is perfect but you'd better work on this."

After the tragic shootings at Sandy Hook Elementary School, Whitewater school officials — like many across the country — began reviewing their school safety plans and procedures. They asked for help from local law enforcement and revamped their plans, creating comprehensive training for staff and students.

One challenge was increasing security without increasing anxiety among staff, explained Whitewater School District Administrator Eric Runez. Also challenging was finding a way to make the schools more secure while still keeping them a warm and welcoming place.

Upon the advice of law enforcement, the school district created secured entrances at each of their buildings. Another step was devel-

oping training for staff that involved hands-on practice in scenarios that were meant to be very close to a real situation.

"We have to put people in somewhat stressful situations so they can start thinking about how to respond," said David Brokopp, a Whitewater elementary principal and the district's safety coordinator.

Whitewater Police Chief Lisa Otterbacher said that they decided to focus on the worst case scenario — an active shooter in the building. Although such incidents are rare, training for the worst case can be



One challenge was increasing security without increasing anxiety among staff.

adjusted for use in other less serious scenarios.

Instead of teaching a specific set of instructions, the goal of the training was to present multiple options so people could gain life skills that they could use anywhere, not just in a school setting, Otterbacher said.

Training started with cognitive drills, led first by building principals then by law enforcement. Staff was presented with a situation — they heard gun shots fired close by — and staff was asked for their response. In live action training, they were taught about verbal de-escalation and the options to run, hide and finally, fight.

Getting school staff, who normally spend their days nurturing people, to buy into the idea of a no-holds barred attack on an armed intruder took a bit of work. But as the training progressed, staff began to feel empowered, Brokopp said. ■

Confronting the Special Education Staff Shortage

What districts can do to curb the negative effects and outcomes of a limited special education staff

SESSION *Special Education Staff Shortage: What Should Districts Do?*

Presenters CESA 7: Nissan Bar-Lev, special education director; Department of Public Instruction: Sheryl Thormann, special education consultant

Faced with an acute shortage of licensed special education staff, school districts across Wisconsin — and throughout the United States — are struggling to meet student needs and their own legal obligations to do so.

Nissan Bar-Lev, special education director for CESA 7, and Sheryl Thormann, special education consultant for the Wisconsin Department of Public Instruction (DPI), discussed the staffing shortage and offered several options for districts that aren't able to find enough licensed staff. The presenters focused on the position of speech and language pathologist because the shortage in that area is so acute. Bar-Lev said there are 10,000 positions open nationwide.

If districts are unable to provide speech services to students according to the terms of their individualized education plans (IEPs), parents can file complaints with the DPI and districts can face sanctions, Thormann explained.

"We want to provide services to kids but when there are shortages, we have issues," she said.

Districts are more likely to prevent parents from filing complaints if they address the situation in a proactive manner, Thormann continued. If the district does not have access to a

licensed pathologist, she suggested writing a letter to parents explaining the situation and assuring them that the district is doing all that it can to find someone to fill the position.

Districts should also document what is happening with the student in question to determine whether the lack of service is making the student regress in language skills. Districts should also keep track of the amount of speech service the student is missing in order to make up the lost time with some sort of compensatory service later.

The IEP team for an individual student, which includes the parents, should also be reconvened so members can discuss alternatives for providing speech services.

Bar-Lev said the shortage of pathologists first became evident in 2013. A statewide task force convened to work on the issue and came up with suggestions for districts.

The DPI maintains a website where districts can post vacancies and look for candidates. Districts can offer incentives or hire outside companies to provide services.

Classroom teachers may also be able to help students with speech issues such as vocabulary development and pragmatic language skills, Bar-Lev said.

Special education paraprofessionals can help students practice skills using



RESOURCES:

Guidance to School Districts Facing Shortage of Speech & Language Pathologists (WCASS Special Projects Committee) — gg.gg/3yo9n

The Use of Telespeech as a Service Delivery Method for Speech and Language Services (DPI Information Update Bulletin 12.02) — gg.gg/3yo9p

Describing Special Education, Related Services, Supplementary Aids and Services, and Program Modifications and Supports (DPI Information Update Bulletin 10.07) — gg.gg/3yo9q

instructions given by a licensed pathologist. Paraprofessionals can help in other ways such as behavior management, clerical support, and maintaining and programming equipment. This would free up a pathologist to spend more one-on-one time with students.

Another option is to use online speech services. A licensed pathologist works with students during video conferences and students practice their skills using online games and activities.

"Kids love technology. What kid wouldn't want to participate in a program like that?" Bar-Lev said.

However, not all students have the ability to benefit from an online service since they must be able to hear, follow directions and sit in front of a computer for a set period of time. Using an online service has to be written into a student's IEP, he added. ■

Engaging Father Figures

Hortonville program enlists the help and support of positive male role models

SESSION *Engaging Fathers/Father Figures In Our Schools* | **Presenters** Hortonville Area School District: Travis Lawrence, principal; Jeff Diehl, volunteer; Ed Jarosz, volunteer; Sally Bowers, associate principal

It is estimated that 20 million children in the U.S. are fatherless. Children with absent fathers are four times more likely to live in poverty, more likely to use drugs, and are less likely to graduate from high school.

Travis Lawrence, principal of Greenville Middle School in the Hortonville Area School District, saw the effects that fatherlessness can have on students and wanted to do something about it. The school adopted the WATCH D.O.G.S. framework to help get fathers in the school. WATCH D.O.G.S (Dads of Great Students) is a national program designed to help schools get positive male role models into schools and positively impact students.

“Why do we need fathers in schools?” Lawrence asked. “We have two goals — providing positive male role models and helping us provide safety and security. They give us an extra set of ears and eyes in our school hallways.”

To be clear, Lawrence said he and the program acknowledge the importance of female role models and the program doesn’t diminish their role and presence in schools. Instead, the program is about reaching out to positive male role

models who may not otherwise step forward and volunteer.

Greenville Middle School kicked the program off with a pizza night where the school invited students and their dads into the school. From that event, several dozen dads signed up. Today, the middle school has about 50 dads who volunteer.

Volunteers have to undergo a background check and must wear a WATCH D.O.G.S. t-shirt when in school. Scheduling is flexible. Some volunteers may only be in the school a couple hours, others volunteer for an entire school day.

The volunteers’ schedule is set by the school. In a typical school day, volunteers help greet students at the door. When the school day starts, they go to their child’s classroom and check-in. Then they go to a classroom to help out. Volunteers help with lunch and recess. They also help students one-on-one when they can.

“One of the coolest things is when you’re helping a student with math or whatever and all of a sudden they say, ‘Now I get it’ and you know that you’ve made a positive impact on a kid,” said Ed Jarosz, one of the Hortonville volunteers.

Another benefit of the program is



“We have two goals: providing positive male role models and helping us provide safety and security.”

that by inviting community members into the school, you create advocates for the district.

“They’re out in the community spreading the good word about our district,” Lawrence said. “What can be better than that?”

Volunteers, like Jeff Diehl, said that he has had nothing but a positive experience volunteering in his son’s school.

“I can tell you from personal experience, we get a lot more out of it than we put into it,” he said. ■

More than Just Numbers

Business Manager of the Year **Erik Kass** says connecting with students and staff is crucial work for school business managers

As he accepted the award for top business manager of the year, Erik Kass, assistant superintendent for finance, operations and human resources at the Elmbrook School District, reminded his colleagues that a big part of doing the job well meant leaving the office.

"I'd urge you to get out in the schools," Kass said. "It's so easy to get bogged down in the numbers. It's so easy to get bogged down in the board documents."

Taking the time to mingle with students and staff and observe the day-to-day activities will make people "appreciate the work that you do a lot more," he said.

"They're going to ask you for things, I'm not going to lie," Kass continued. "But that's where the real magic of education happens."

Kass was honored as the 2016 Wisconsin School Business Manager of the Year at the Wisconsin Association of School Business Officials' luncheon. Kass, who has been at Elmbrook since August 2013, was nominated for his leadership, his role in the community, and his involvement in the field among other factors. He was described as "incredibly innovative in his approach to problem solving."

Kass thanked his family, office staff and teachers at Elmbrook as



well as his colleagues and the superintendents with whom he has worked.

"It is such a humbling experience to be considered for this award," he said.

He talked about his involvement with WASBO and urged his colleagues to also get involved and "find a way to give back."

"Each of us has a passion to give back," Kass said. ■

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The Courage to Transform

Superintendent of the Year **Pat Deklotz** says school transformation is about vision and strong relationships

Pat Deklotz, superintendent of the Kettle Moraine School District and the 2016 WASDA Superintendent of the Year, grew up poor on a farm in southwestern Minnesota. As a child, she was often sick and missed school. In high school, she hung out with the wrong crowd and the guidance counselor refused to help her sign up for the ACT, telling her that “kids like you don’t go to college.”

After only a year in college, she dropped out to work full time and support her family. At age 40, she went back to school and earned her teaching license. She loved the work but was dismayed at the school culture.

“Never in my life had I experienced such an uncollaborative workforce,” Deklotz said. “I knew we could do better.”

Deklotz wanted to make a difference and she continued her education with the goal of becoming a school administrator. She was working full time and going to school. It wasn’t easy but her family was supportive.

“My family was there throughout all of this and they taught me an important lesson,” Deklotz said. “They taught me that relationships matter; that people matter. They’re there for me always in spite and because of everything.”

With the support of her family, Deklotz completed her doctorate and was selected as the superintendent at the Kettle Moraine School District. When she stepped into the superintendent role, the district was performing at a high level — all six of the district’s schools were Blue Ribbon schools. At first she was concerned that the district wouldn’t have the impetus to change and get better.

“Luckily, I had a board that understood our public education model was not sustainable,” Deklotz said.

The district focused on its vision and continuous improvement and soon understood that in the modern world, education can take many different forms and can happen anywhere.

“Our board has come to learn



“We must have the courage to work together and take the politics out of education.”

that transformation is about personalized learning,” Deklotz said. “Our board understands this isn’t just for some students but for all students.”

As public education continues to evolve, Deklotz urged districts to work together.

“We must have the courage to work together and take the politics out of education,” she said. “We must embrace the problems that our rural and urban schools face and we must embrace the belief that all schools and all students can be successful.” ■

Accomplishments | RECOGNITION

The annual State Education Convention provides an opportunity to recognize some of the educators, administrators, and school board members that make public education great in Wisconsin. **Join us in honoring this year's award winners.**

■ 20-Year Service Award

Therese Travia, school board member for the South Milwaukee School District was congratulated by WASB Executive Director John Ashley for serving 20 years on the school board.

Other 20-year service award winners are: William Baumgart, Waukesha; Kenneth Behnke, Verona Area; Ronald Buchanan, Watertown; Norbert Dornfeldt, Mayville; Mark Elliott, Webster; Gary Feltz, Slinger; Arlyn Halvorson, McFarland; Dennis Hartmann, Prentice; Lois Havenor, Eleva-Strum; Leah Johnson, Whitehall; Tom Konen, Hilbert; Linda Kutka, Cudahy; Ellen Lindgren, Middleton-Cross Plains Area; Beverly Beal-Loeck, Beaver Dam; Joseph Spiegelhoff, Lake Geneva-Genoa City; Jaye Tritz, Genoa City J2; Donald Walter, Norway J2; John Westphal, Mayville; JoAnn Wiederholt, Fennimore Community; John Winkelmann, Beloit; and Pamela Woodard, Whitefish Bay.



■ 30-Year Service Award

Elizabeth Hayes, a school board member for the Fond du Lac School District, was honored for serving 30 years on the school board.

Other 30-year service award recipients are: William Campbell, Burlington Area; Lonnie Carlson, Prentice; Francis Kleckner, Northern Ozaukee; Robert McClyman, Wisconsin Dells; Steve Obershaw, Platteville; Gene Phillips, Cameron; and Mary Whitman, Minocqua J1.

■ 40-Year Service Award

Marilyn Franklin, a school board member for Nicolet Union High School, was recognized for serving 40 years on the school board. Gerald Schmitz, a school board member for the Hamilton School District, was also honored for serving 40 years.





■ Teachers of the Year

Suzanne Devine, a teacher at Northstar Middle School in the Eau Claire Area School District, was honored by State Superintendent Tony Evers and Sen. Herb Kohl.

Other teachers of the year include: Mai Shoua Xiong, Academy of Accelerated Learning, Milwaukee Public Schools; Roger King, Holmen High School, Holmen School District; and Amy Reed, Kimberly High School, Kimberly Area School District.



■ Principals of the Year

The principals of the year are (from left): Paul Brost, Monona Grove High School, Monona Grove School District; Sara Eichten, Somerset Middle School, Somerset School District; Sandra Mountain, Random Lake Elementary School, Random Lake School District; and Mark Peperkorn, Pilgrim Park Middle School, Elmbrook School District. The principals of the year were honored by State Superintendent Tony Evers and Joe Schroeder, associate executive director of the Association of Wisconsin School Administrators.



■ Global Educator of the Year

Lou Kindschi (center), a teacher at Oregon High School, was honored for being named Global Educator of the Year by Dave Warren, former Rotary District Governor, and State Superintendent Tony Evers.



■ Special Services Director of the Year

Matthew Collins of CESA 9, was recognized by Gary Myrah, executive director of the Wisconsin Council of Administrator of Special Services, as Special Services Director of the Year.



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Student Awards

Congratulations to our award-winning student artists and a special thanks to our student video team

Each year, student artists from across Wisconsin are invited to participate in an annual art contest held in partnership between the WASB and the Wisconsin Art Education Association. All submitted pieces were proudly displayed at the 2016 State Education Convention. Below is the list of winners.

- 1st** — **Libby Feuker**, Elmwood School District
- 2nd** — **Catherine Anthony**, South Milwaukee School District
- 3rd** — **Katie Nelson**, Merrill Community Schools
- 4th** — **Emma Johnson**, Sturgeon Bay School District
- 5th** — **Celia Woessner**, Lodi School District
- 6th** — **Kaitlyn Alexander**, Union Grove UHS
- 7th** — **Haley Beckjorden**, Tomah School District
- 8th** — **Valerie Krauchenko**, Rhinelander School District
- 9th** — **Natalia Anatasovski**, Union Grove UHS
- 10th** — **Maddie Mattson**, Beecher-Dunbar-Pembine School District

Student Video Team

The WASB invited school districts to submit an application for students to record highlights and produce a video of the State Education Convention. A group of students from Union Grove High School was selected to capture convention events.

Watch the WASB website (wasb.org) for a link to the video. ■

Libby Feuker of the Elmwood School District receives her 1st place student art award.



Students from the **Union Grove High School** video team captured the events, speakers, and other highlights at the 95th State Education Convention.

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Discrimination Standards Involving Arrests and Convictions of School District Employees

The use of background checks when hiring school district employees sometimes leads to the discovery of an applicant's arrest or conviction record, which, depending on the circumstances, may or may not be used to deny the applicant employment. The Wisconsin Fair Employment Act protects job applicants from discrimination based upon such records.¹ These statutes also apply when a current employee is arrested for, charged with, or convicted of an offense. However, in the case of a current employee, the circumstances are complicated by the fact that an employee's arrest or conviction can impact the employee's attendance, have negative effects on workplace morale, and/or create negative publicity. Furthermore, districts are required by statute to report to the Department of Public Instruction the names of certain employees charged with specific crimes and the names of a broader class of employees convicted of specific crimes.² Because of the on-going employment relationship, the application and consideration of statutes involves different considerations than in the hiring process.

In order to properly handle the situation presented when a current employee is arrested for, charged with, or convicted of an offense, it is essential to understand the scope of the arrest and conviction record discrimination statutes. This *Legal Comment* will explore the process

involved in handling those situations and the means by which a district can comply with the discrimination statutes and yet give appropriate consideration to employment-related options and decisions.

■ Arrest Record

The statute defines an "arrest record" to include not only an "arrest" by law enforcement personnel, but also any "information indicating that an individual has been questioned, apprehended, taken into custody or detention, held for investigation, arrested, charged with, indicted or tried for any felony, misdemeanor or other offense pursuant to any law enforcement or military authority."³

Subject to the exceptions discussed below, a district is prohibited from terminating or disciplining an employee because that employee has an "arrest record." Thus, a district that learns that an employee is being investigated or questioned for actions that would have a negative public impact if such knowledge was publicly known (for example, that an employee has engaged in conduct involving the use, possession, or distribution of drugs, the physical assault or battery of another, or the operation of a motor vehicle while intoxicated) cannot use that information as the sole basis to discipline or terminate the employee.

However, there are three different ways in which districts can discipline or terminate an employee with an

"arrest record." The first is when an employee is "arrested" and is unable to report to work or perform work duties. In one case, the Labor and Industry Review Commission (LIRC), the state agency charged with enforcing the discrimination statutes, was presented with the situation in which an employee was, during the pendency of court proceedings, ordered not to have contact with two co-employees.⁴ Since the employee's job required him to work with these two co-employees, the employer terminated his employment. The LIRC held that the employer did not discriminate against the employee on the basis of arrest record. The same holds true when an employer disciplines or terminates an employee under attendance policies because the employee is in jail and cannot report to work.

The second exception arises when an employee is "subject to a pending criminal charge," but has not yet been convicted of the charge. It is not employment discrimination because of "arrest record" to suspend the employee who is subject to a pending criminal charge "if the circumstances of the charge substantially relate to the circumstances of the particular job," which is discussed below. It is important to recognize that this provision allows a district to only suspend an employee and does not permit the employee's termination. The discrimination statute does not define what constitutes a "criminal charge;"

It is not employment discrimination because of conviction record for a district to terminate from employment an individual who has been convicted of a felony and who has not been pardoned for that felony.

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however, a crime is defined elsewhere in the statutes as conduct prohibited by state law and punishable by fine and/or imprisonment. Conduct punishable only by forfeiture is not a crime.⁵ Whether an employee must be paid during this suspension depends on the district's contracts and policies, and due process considerations; however, the statute does not prohibit suspension without pay.⁶

Finally, if the district conducts its own investigation and concludes on the basis of that investigation that the employee's conduct warrants discipline or termination, the district's implementation of discipline or termination does not constitute arrest record discrimination. This is known as the *Onalaska* defense and requires that knowledge of the employee's arrest not be the sole or primary basis upon which the district forms its belief that the employee engaged in the conduct underlying the arrest.⁷

Under the *Onalaska* defense, a district's investigation is not required to be optimal or exhaustive. A district can also rely upon an alleged victim's verification of details set forth in the criminal complaint. It can also include an interview of the employee and securing admissions from the employee as to the conduct at issue. However, if a district interviews an employee subject to an "arrest record," the district should consider its obligation to give the employee a Garrity warning, which directs an employee to answer questions posed to the employee as a condition of employment, provided that such answers will not be admissible in any criminal proceeding.⁸

The *Onalaska* defense was at issue in a case in which a public school janitor was arrested in Wisconsin and Arkansas for drug-related crimes.⁹ His wife advised the district that his absences from work were not because of illness as the employee had claimed. The district also received a copy of an arrest report containing information, provided by a law enforcement officer, that the janitor made certain admis-

sions in jail. The district interviewed the janitor who admitted his drug usage. The district terminated the janitor the following day for his involvement with and use of illegal drugs, and his dishonesty in communicating with the district regarding his absences. The LIRC concluded that these facts, and all the other evidence in the record, persuasively established that the district acted not because of the janitor's arrest, but rather because of the district's belief, based on its own independent investigation, that the janitor engaged in the conduct which was contrary to district policy. There was, thus, no unlawful discrimination because of "arrest record."

■ Conviction Record

If a district learns that an employee has been convicted of an offense, the "conviction record" provisions of the discrimination statutes require different considerations. A "conviction record" is defined to include, but is not limited to, "information indicating that an individual has been convicted of any felony, misdemeanor or other offense, has been adjudicated delinquent, has been less than honorably discharged, or has been placed on probation, fined, imprisoned, placed on extended supervision or paroled pursuant to any law enforcement or military authority."¹⁰ Like the "arrest record" definition, this definition is very broad and extends well beyond a criminal conviction.

The prohibition against discriminating on the basis of conviction record applies not only to felonies, but also to "misdemeanors or other offenses." This is significant because, as with the arrest record provisions, there are several ways which districts can avoid discriminating on the basis of conviction record. Most significantly, it is not employment discrimination because of conviction record for a district to terminate from employment an individual who has been convicted of a felony and who has not been pardoned for that felony.¹¹ This exception, however, does not apply to convictions for

misdemeanors or other offenses. A felony is defined as a crime punishable by imprisonment in the Wisconsin state prisons; every other crime is categorized as a misdemeanor.¹² That misdemeanors are not included in this exception is significant, because they include offenses which can have a negative public impact such as disorderly conduct, theft of money less the \$2,500, and a fourth offense for operating a motor vehicle while intoxicated.

Another way a district can avoid running afoul of the conviction record statute is if it has asked an employee on the job application whether the employee has been convicted of an offense and the district subsequently learns that the employee was not truthful in that response. The LIRC has repeatedly held that termination of an employee based on a good faith belief that the employee lied about a conviction record on a job application does not constitute a violation of the discrimination statutes.¹³ Because this exception provides a clear and established way to avoid the prohibitions of the statute, districts should review their job application forms to make sure that applicants are asked about pending criminal charges or convictions, defined to include forfeitures, misdemeanors or felonies, with a provision that such charges or convictions may be considered if they substantially relate to the particular position.

Finally, if a district employee has been convicted of a misdemeanor or other criminal offense, a district can utilize that conviction as a basis for discipline or termination if that offense substantially relates to the "circumstances of the particular job." This is the same analysis that is used to permit suspensions if an employee is charged with a crime.

■ Substantial Relationship Test

As a general rule, the circumstances of an offense are gleaned from a review of the elements of the crime. In assessing whether an offense for

which an employee has a pending charge or conviction substantially relates to the circumstances of the job, the LIRC and courts look to whether the tendencies and inclinations to behave a certain way as evidenced by the conduct giving rise to the pending charge or conviction are likely to reappear later in the employment context. An important consideration in this regard is whether the elements of the job could foster further criminal activity, e.g., the opportunity for criminal behavior, the reaction to responsibility, or the character traits of the person. The elements or contexts of the criminal offense and the job need not be identical, and a common sense approach is to be taken when determining whether the substantial relationship test has been satisfied.

The following are examples of the LIRC's application of the substantial relationship test in education settings.

- A district's maintenance employee was convicted of injury by conduct regardless of life which resulted from his throwing a pan of hot grease at his girlfriend and severely burning the girlfriend's 20-month old daughter, who was standing between them. The LIRC concluded this was not substantially related to the employee's public school job. The LIRC reasoned that while it is conceivable that an individual with a tendency to act recklessly and without regard to the consequences of his actions could engage in harmful behavior in virtually any job, there was nothing about a janitorial position that posed a greater than usual opportunity for criminal behavior.¹⁴
- A battery conviction was found not to be substantially related to the job of janitor in a University of Wisconsin athletic facility. While a battery conviction may be substantially related to a job

which entails working in a position of trust with vulnerable people, the janitor's job was primarily to clean bathrooms and floors. The LIRC concluded the mere fact that the janitor would have occasional contact with students is not, standing alone, considered to be a circumstance that would foster criminal activity and support a finding of a substantial relationship.¹⁵

- A high school debate coach's convictions for possession of marijuana and drug paraphernalia were substantially related to the circumstances of her job, which included the duty to supervise and monitor students to ensure a drug-free environment. The LIRC acknowledged that the drug convictions were fundamentally inconsistent with this duty.¹⁶
- In cases involving theft convictions, it is not the specific type of item stolen that matters, but rather the character traits revealed by having committed a crime of theft. The relevant consideration is the fact that an individual has demonstrated untrustworthiness and a willingness to misappropriate an item belonging to someone else. Unsupervised access to private offices and lounges containing expensive equipment and personal items could pose a significant opportunity for criminal behavior for someone already inclined to theft.¹⁷

The application of the "substantial relationship" test is fact-specific and requires districts to assess each situation separately and uniquely.

Conclusion

The arrest and/or conviction of a district employee may create pressure in some cases for a district to immediately remove that employee from the workforce. Because the statute prohibits discrimination

based upon an employee's arrest and/or conviction record, districts should proceed carefully when disciplining or terminating an employee who is the subject of such record to make sure that such actions fall within the permitted exceptions to the general prohibition against use of that record. ■

Endnotes

For additional information on related topics, see WASB School News, "Revocation of Teacher Licenses for Misconduct" (February 2013); "We Know What You Did Last Summer" (May 2012); "Arrest or Conviction Records: FEA Places Limits on Employer Discretion" (October 1985).

1. Wis. Stat. s. 111.31, et seq.
2. Wis. Stat. s. 115.31.
3. Wis. Stat. s. 111.32.
4. *Schmid-Long v. Hartzell Mfg.* (LIRC, 03/26/99).
5. Wis. Stat. s. 939.12.
6. WASB School News, "Suspension Without Pay — An Option When Investigating Employee Misconduct" (June 1999).
7. *City of Onalaska v. LIRC*, 120 Wis.2d 363 (Ct. App. 1984).
8. WASB School News, "An Employee's Duty to Cooperate In Internal Investigations" (June 2008)
9. *Bettors v. Kimberly Area Schools* (LIRC, 07/30/04).
10. Wis. Stat. s. 111.32(3).
11. Wis. Stat. s. 11.335(d2).
12. Wis. Stat. s. 939.60.
13. For example, *Rase v. Interim Health Care* (LIRC, 07/16/13).
14. LIRC, 07/23/99.
15. *Moran v. University of Wisconsin-Madison* (LIRC, 9/16/13).
16. *Manning v. Cedarburg High School* (LIRC, 10/31/13).
17. *Moran v. University of Wisconsin-Madison* (LIRC, 9/16/13).

This Legal Comment was written by Michael J. Julka, and Steven C. Zach of Boardman & Clark LLP, WASB Legal Counsel.

Private School Voucher Funding

Budget Act changes have effectively shifted the cost of voucher expansion to school boards



Editor's note: As of this writing, neither the State Assembly nor the State Senate has adjourned and it would be premature to give a final wrap-up of the legislative session. We will devote our April 2016 Legislative Update to an end-of-session review.

As the two houses prepared to adjourn, funding of private school vouchers became a hot legislative topic again.

Last July, lawmakers approved allowing additional revenue limit authority to compensate for the loss of state aid school districts face when their resident students enter the statewide voucher program. In February, however, key lawmakers proposed a \$22 million reduction in that revenue limit authority, prompting an outcry from the 142 school districts directly impacted.

At the time of writing this article, the proposed cut to revenue limit authority has been reduced to \$5.3 million, but the issue is not yet fully resolved. Regardless, because expansion of the statewide voucher program and increases in voucher payments appear virtually inevitable and will impact many more districts

in coming years, voucher funding has important implications for public school funding moving forward.

The current brouhaha arose because, when the Legislature expanded the statewide voucher program (in the 2015-17 state budget — Act 55) it also changed the way the statewide and Racine voucher programs are funded — in effect, shifting the cost of these vouchers from the state to local property taxpayers. (The Milwaukee voucher program is funded separately.)

Prior to Act 55, the statewide and Racine voucher programs were fully funded from state tax dollars. Each additional voucher meant the state had to spend additional state funds.

However, facing both increasing costs to the state as the number of vouchers expanded and a shortage of state revenue, lawmakers opted to

fund voucher expansion by reducing state aid to the public school district in which each new voucher pupil resides by an amount equal to the voucher payment for that pupil.

(In 2015-16, the voucher payment is \$7,214 for a pupil in grades K-8 and \$7,860 for a pupil in grades 9-12. Next year, those amounts increase to \$7,323 and \$7,969, respectively.)

Absent revenue to replace this lost aid, those public school districts that have state aid redirected to voucher schools would have to reduce their budgets, likely by cutting programs and staff for the students who remain in their districts.

To protect those school districts, especially in the first year a pupil participates in the statewide or Racine voucher program, Act 55 allowed each new voucher pupil to be fully counted by their district of residence for both revenue limit and general aid purposes, beginning with pupils who enter these voucher programs in 2015-16. (Under the aid formula, however, districts do not receive aid for these pupils until the following year.)

This arrangement allowed (but did not require) the 142 dis-

-\$4

Change in the statewide average school revenue limit per pupil from 2010-11 to 2015-16.

Absent revenue to replace lost aid, public school districts in which state aid gets redirected to voucher schools would have to reduce their budgets — likely by cutting programs and staff.

\$1,418

Change in the voucher payment amount
(for a pupil in grades 9–12)
from 2010-11 to 2015-16.

tricts with resident pupils newly participating in the statewide or Racine voucher program to raise property taxes in an amount equal to their per-pupil revenue limit for each such pupil. This meant property taxes increased in districts where boards used this permissive authority even though lawmakers had “frozen” revenue limits (by not allowing a per-pupil adjustment in either year of the biennium for the first time since revenue limits were imposed in 1993-94).

This property tax increase vexed many lawmakers intent on holding down property taxes. Further, because the per-pupil revenue limit amount (roughly \$10,000 on average) was higher than the voucher payment (either \$7,214 or \$7,860), some lawmakers, especially those who advocated curtailing revenue limit authority, claimed school districts were “skimming” additional funds and attributing this to voucher expansion.

Apart from the political conflict the “voucher funding shift” has created, this funding shift raises some important concerns.

Because lawmakers are not obligated to raise state aid to public schools (and chose not to do so in 2015-16) they have shielded the state from having to pay the cost of voucher expansion. Instead, they have effectively shifted the cost of voucher expansion to school boards who now must decide whether to levy additional property taxes to replace the aid transferred to voucher schools.

School boards that choose to raise taxes will bear the burden of those decisions. This enables law-

makers to avoid responsibility or shift the blame onto school boards.

This also means that property taxes, not equalized aid, will likely supply a larger share of school funding as statewide vouchers expand. And adding more pupils to the aid formula will make districts in which voucher students reside look less property wealthy (less equalized value per pupil) and will redirect aid to these districts.

■ Where Are We Headed?

How can the stated intention of the governor and majority legislators to hold down property taxes co-exist with their shifting of voucher costs to local property taxes?

There are only three ways to fund voucher expansion: (1) have the state fully fund it; (2) fund it from property taxes; or (3) fund it by taking state aid away from public schools. Having rejected option one, lawmakers are using a combination of options two and three. The latest debate suggests lawmakers are willing to substantially limit school boards’ ability to recoup lost aid transferred to voucher schools.

Under the amendments initially proposed by Assembly leaders, it would take the typical district at least four years to recover — through its reduced revenue limit authority — all the state aid it lost to the voucher payment in the first year the resident pupil participates in the voucher program.

Taking this into account, one wonders how long will it be before lawmakers take away school boards’ ability to recoup the lost aid or the voucher payment amount catches up to the per-pupil revenue limit

authority of the typical school district.

From 2010-11 to 2016-17, school district revenue limits will have been cut by 5.5 percent (an average statewide reduction of \$554 per pupil), then allowed to increase by \$50 per pupil and then \$75 per pupil (twice), and now frozen (twice). As calculated by the DPI, the statewide average revenue limit has actually dropped from \$10,316 in 2010-11 to \$10,312 in 2015-16.

Comparatively, from 2010-11 to 2016-17, voucher payments will have increased from \$6,442 (at all grade levels) to \$7,323 (for grades K-8) and \$7,969 (for grades 9-12). Voucher schools receive their aid based on present year enrollments while public school aid is paid based on prior-year costs and enrollment so it always lags a year behind. Given the trajectories of these two amounts, the gap is narrowing.

It is clear that the end goal for pro-voucher activists is a statewide program with no enrollment caps, no income restrictions and voucher payment amounts at the same level as the public school per-pupil revenue limit.

Far less clear is the state’s ability to fund two separate school systems — one public, one private — given that the state has struggled to provide necessary resources to public schools.

But this fight will continue. School boards need to educate their communities about the direct impact of funding private school vouchers and the implications for their local school district budgets and local property taxes. ■

Educating Hearts and Minds

*2015 WASB President **Wanda Owens** calls for school leaders to remain focused on leading for students*

Wanda Owens emphasized the importance of educating the whole child, reminisced on how far education has come since her days in a one-room school, and looked back at the WASB's progress over the course of the past year.

During her year as WASB President, Owens advocated for programs and initiatives that help develop students' hearts as well as minds. Owens has been a long-time supporter of fine arts and music programs in public education.

"These programs help us to educate not only the minds of our students, but also their hearts," Owens said. "Despite the public's focus on testing, curriculum and technology, we must never forget that we are teaching students, not subjects."

Owens laid out the important role the school board plays in developing a positive school culture by establishing and following a strong vision.

"A key to our students' success is a well-trained school board that, together with its superintendent, is focused squarely on academic achievement," Owens said.

In her days as a student, Owens attended one-room schoolhouses in southern Wisconsin. Her seventh- and eighth-grade years were spent in a school in rural Barneveld where she was the only student in her grade.

"The school building had no running water, no indoor plumbing and one oil burner for heat," Owens said. "Art and music came to us by radio — when it worked, there was



no band, no physical education, and, for me, no real learning."

Public education has come a long ways since those days and, Owens said, the WASB looks to continue public education's progress forward. In the past year, the WASB has focused on improving school board member training in expanded workshops around the state. Owens also noted the WASB's advocacy efforts

as staff helped lead the budget fight to restore school funding cuts proposed by the governor and to increase state aid.

"As school leaders, we need to stay united in advocating for public education and ensuring that our children receive the investment they deserve," Owens said. "There is no greater goal for society than educating the hearts and minds of our youth." ■

Olson Elected to Lead WASB in 2016

Stu Olson, WASB Region 1 director, was elected by the WASB Board of Directors as the 2016 WASB President. Olson is president of the Shell Lake School Board.

Region 2 director Capt. Terry McCloskey, USN Retired, a Three Lakes school board member, was elected 1st Vice President. Mary Jo Rozmenoski, Region 6 director, a Black River Falls school board member, was elected 2nd Vice President.

2016 WASB Board of Directors



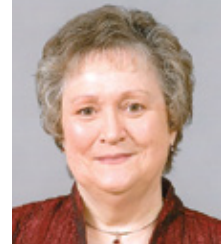
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President
Shell Lake, Region 1



Capt. Terry McCloskey
1st Vice President
USN Retired
Three Lakes, Region 2



Mary Jo Rozmenoski
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Black River Falls, Region 6



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To learn more, please contact Karen Flynn or John Dirkse, Aegis Corporation,
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Convention Highlights

Thanks to the hundreds of school leaders from around the state who attended the 95th State Education Convention in Milwaukee.



The **Sustainable Schools Pavilion**, located in the Exhibit Hall, featured interactive exhibits, exclusive sessions and information on how to make your schools Green & Healthy schools. *Sponsored by: Ameresco, Compass Group, DATCP Farm to School Program, Green & Healthy Schools Wisconsin, H&H Energy Management, LHB, Corp., Performance Services, Spa Massage on the Go, and WEA Trust.*

A school board member takes in a session at the State Education Convention.



Three Lakes High School shared information about its Fab Lab as part of the School Fair where teachers and students talk about innovative programs in their schools.



WASB Executive Director **John Ashley** (right) welcomes school board members to the Pre-Convention Workshops.

The **Edgar High School Jazz Ensemble** warms up before its performance at the first general session. A highlight of the convention is showcasing talented students from across the state.



The **Sun Prairie School Board** was one of a handful of complete boards that attended the State Education Convention.



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2016 WASB SPRING ACADEMY WORKSHOPS

KNOWLEDGE FOR NEW AND EXPERIENCED BOARD MEMBERS

**MAY 10 - CESA 4 - WEST SALEM
MAY 11 - CESA 2 - WHITEWATER
MAY 17 - CESA 9 - TOMAHAWK
MAY 18 - CESA 11 - TURTLE LAKE
MAY 24 - CESA 1 - PEWAUKEE
MAY 25 - CESA 6 - OSHKOSH**

Agenda:

- 6 pm - Dinner
- 6:30-7:45 pm - Key Work of School Boards: An Overview
- 7:45-9 pm - Legal Roles and Responsibilities of School Boards

THE SPRING ACADEMY WORKSHOPS WILL PROVIDE:

- Six locations across the state for ease of access by WASB members
- Dinner and programming by WASB staff
- Opportunity to meet with other new and experienced school board members



**VISIT WASB.ORG FOR COMPLETE
INFORMATION AND TO REGISTER**

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