

6 WAYS to Help Students Become Strong Leaders in the 21st Century – Michele Borba, page 12

# WISCONSIN SchoolNews

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



Sarahí Monterrey  
Waukesha North High School

# TEACHERS of the Year

Wisconsin's 2018-19 Teachers of the Year share their perspective and advice.



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## Milwaukee Voucher Program Expands

According to reporting by the *Milwaukee Journal Sentinel*, “Wisconsin taxpayers will spend \$302 million this year on vouchers to send children to private schools, up \$33 million over last year, most of that increase driven by a surge in enrollment among students living outside Milwaukee and Racine. Overall, 39,381 students received vouchers to attend one of 279 private schools this year in the state’s three parental choice programs: Milwaukee, Racine

and Wisconsin.”

In the statewide program, 213 schools are now participating, up from 154 last year, with 7,140 students receiving vouchers, a 57 percent increase from last year. The costs of the statewide program are paid for by local school districts, which have the option to cut their own services or raise taxes to pay for the vouchers. Voucher schools receive \$7,754 per student in kindergarten through eighth grade and \$8,400 for high schoolers. □

### STAT OF THE MONTH

# 19,264

**Number of homeless students** in Wisconsin in 2016-17 (the most recent year that data is available). The number has nearly doubled since the 2008-09 school year. *Source: Wisconsin Department of Public Instruction*

## Two Wisconsin Educators Recognized by Project Lead The Way

Project Lead The Way (PLTW) recognized more than 40 exemplary teachers and educational leaders recently for “their outstanding efforts to empower and inspire students.”

Devin McKinnon, a teacher at New Berlin Eisenhower Middle/High School, was named a PLTW Outstanding Teacher and Eryca Card, PLTW coordinator for the Elkhorn Area Middle School, was named an Outstanding Educational Leader — one of six across the country to win that award.

“PLTW Outstanding Teachers and PLTW Outstanding Educational Leaders are selected through a competitive nomination and selection process for their focus on empowering students to thrive in this evolving world. They have demonstrated a strong record of the following:



- Delivering an inspiring and empowering student experience in the classroom. This includes success implementing high-quality PLTW programs and inspiring students to apply learning beyond the classroom.
- Expanding access to career learning for students in the school and community.
- Leading within the classroom, school, or district, using innovative methods to engage students in activity, project, problem-based learning, and active pursuit of professional and personal development.” □

edutopia



LEARNING ENVIRONMENTS

### A 'University' Model for High School

In small-town Wisconsin, four schools cluster on one campus, fostering a culture of experimentation and self-directed learning for both students and teachers.

By Nora Fleming

October 22, 2018

Long hallways labeled A, B, C, D, E run the length of Kettle Moraine High School Campus, crisscrossed by equally long hallways labeled 1, 2, 3, 4, 5. The recently adopted grid system—classrooms have names like E327 or A283—keeps students, staff, and visitors from getting lost in a building that houses four high schools under one roof.

Walking through the halls, it's hard to know who attends which school. All four—one traditional public and three public charters—share teachers, sports teams, events like prom, and, notably, pedagogical practices aimed at giving

## Kettle Moraine High School Featured on Edutopia

In October, Edutopia, the website of the George Lucas Educational Foundation, added a feature story on the Kettle Moraine High School and its university-inspired model. In addition to the central or “legacy” high school, the Kettle Moraine High School building includes three charter schools — one for the performing arts, one focused on global leadership and another focused on health sciences.

According to the story, the high school model is a direct result of a 2005 directive by the Kettle Moraine School Board asking district leaders to “transform the schools to ‘better and more efficiently meet the needs of all students.’” After passage of that motion, school leaders used community feedback and focused on providing students with “choice in how and what they study, career-aligned experiences outside of school, and access to technology and modern facilities.” □



## Student Engagement Drives Achievement

First, I want to recognize the public's support for public education. The importance of education in Wisconsin was evident this fall with K-12 funding and policies getting serious attention in the governor's race and by the widespread support for school district referenda. I look forward to working with Governor-elect Tony Evers and the Republican-led state Legislature in the upcoming legislative session to find common ground in advancing public education, reforming school funding and improving student achievement and equity.

As we look towards the new year, we wanted to take this opportunity to reflect on what has been going well in public education and where we can improve. We are incredibly fortunate to have amazing teachers with a deep commitment to public education and our students. We knew we could benefit from their advice and insight so we invited Wisconsin's 2018-19 Teachers of the Year to submit short essays on what they think school leaders should know. Those essays are featured in this issue of *Wisconsin School News*. What do they want you to know? Student engagement drives achievement.

Our teachers of the year wrote about their individual practices crossing the spectrum of culturally responsive teaching, engaging in hands-on learning, allowing cre-

ativity and failure, ensuring families have a voice, and intentionally building relationships with each and every student. In their own way, all of them talked about the need to engage students and their families in meaningful and respectful ways.

These teachers have a vision for student achievement. They know they are making a difference, that what they do matters. Does your board have the same commitment to your public schools as these award-winning teachers have to their students? What you do matters as well. Based on research, we know that school boards play an integral role in ensuring a successful school system.

The Key Work of School Boards outlines the board's role in district governance. It's the board's responsibility to set the vision for the district, translate it into action with a strategic plan and ensure that it becomes reality. This work is at the heart of board governance and propels continuous improvement in the board's efforts to ensure that achievement goals are met, district policies meet local needs, the board-superintendent team is productive, the budget is aligned to the district's goals, and the community is engaged.

Within that vision and corresponding strategic plan, student achievement results drive the decision-making. As these top teachers make so clear, the catalyst behind

student achievement is student engagement. Your job as board members is to ensure that your teachers and staff have the resources, motivation and support to engage each and every student in new and creative ways.

With that in mind, we look forward to seeing you at the 2019 WASB-WASDA-WASBO State Education Convention in January. You'll be exposed to numerous ideas, including how to: network and collaborate with businesses to enhance student learning experiences; recruit, retain and empower high-quality teachers who can personalize learning experiences; engage effectively with families; and ensure that your governance practices use equity as a lens.

We have an exciting line up of inspiring keynote speakers, including Dr. Michele Borba, who is sponsored by the Wisconsin Character Education Partnership and will be our Thursday general session keynote speaker. Dr. Borba is an educational psychologist internationally known for her work on strengthening children's empathy and resilience and creating safe, compassionate school cultures. I encourage you to read the submission from Dr. Borba based on her most recent book, "Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World," on pages 12-15.

I look forward to seeing you at the convention!

As we look towards the new year, we wanted to take this opportunity to reflect on what has been going well in public education and where we can improve.



*Benjamin R. Grignon*

# ‘Mahwāew Ketāwem!’

The *Wisconsin School News* invited Wisconsin’s 2018-19 Teachers of the Year to share their perspective and advice.

Let’s begin with a story. A long time ago, there was a pack of wolves. Every day, of every season, of every year, they traveled the same path through the forest. One day, in a big field the wolves always crossed, a family of humans settled next to the lake. They built a cabin and started farming. The wolves barely noticed them until one day, one wolf got curious. He paused along his path and looked over at the children playing next to the cabin. Day by day, he was more intrigued until he stopped following the path altogether. The other wolves looked back, but they kept going. The lone wolf came closer and closer to that family. The family would try to entice that wolf by throwing food toward him. Gradually, the wolf started eating the food they would toss to him. He let the people get closer to him. He let them pet him. They called him dog. He sat on their porch and no longer wanted to follow the path. He became weaker over time. His fur became matted. He was dirty. The humans started to resent him and kicked at him when he came too close. One day, he was walking around the yard when he saw those wolves running by, following their path. He could barely remember them anymore. The alpha stopped and looked at him. The wolf saw that the alpha was strong; his fur glistened in the sun. The alpha said to the wolf, “*Mahwāew ketāwem! Mahwāew apāenen-nīw-ciw-awew!*” (You are a wolf! You will always be a wolf!). What do you think that wolf did?

My name is Wāqnahwew (Flashes Lightning), Benjamin Richard



Benjamin R. Grignon

Grignon, and I am a traditional arts teacher, which I believe is unique in the state of Wisconsin. If I added Menominee (Traditional Menominee Arts teacher), it would be unique in the world. I draw from our Menominee traditions in my classroom. We utilize the language every day. We show appreciation to the relatives, the ancestors that passed on our craft through the generations. We take time to draw upon our ancestral knowledge when we start projects. We make sure that everyone in class is able to teach the craft they are learning, so that the traditions will continue to be passed on. We create community in each class and refer to the seven grandfather teachings of respect, generosity, love, truth, bravery, humility and honesty to guide our interactions with each other and the traditional arts that we love to do. These ways have been understood by our people for generations and are respected in our school district.

The very fact that a classroom like mine exists comes from the value that my community saw in utilizing our traditional arts for education. Our classroom would be unable to grow without our administration backing the creation of new traditional arts classes and encouraging us to help other classes integrate Menominee cosmology into their curriculum. We utilize traditional foods, such as wild rice, in our family and consumer education classes. I am now co-teaching a class with our technology education teacher, utilizing his shop knowledge to bridge modern technology and our traditional Menominee arts. Our social studies teachers are helping our students connect with their ancestral lineage through work on family trees. Our math teachers are working on implementing Wigwametry, the geometry of the wigwam — our traditional dwellings. Our English teachers are working on incorporating Menominee stories

into their classes during the winter months. We have a school board that sees the value in culturally responsive teaching practices. Together, we are creating a learning environment that is beginning to look like the education that our ancestors received. We have pride in our culture. We have decided to become wolves again. What will you do and how can we help?

*Wāewāēnen!*

— **Benjamin R. Grignon**

*Traditional Menominee Crafts Teacher,  
Menominee Indian High School,  
Co-High School Teacher of the Year*

### Experiences engage students!

**There is nothing like the feeling** of a kindergarten classroom in May. Everything is running like a well-oiled machine. The kids are teaching and guiding one another in their small groups. They are self-assessing their work and making improvements accordingly. They are now capable of

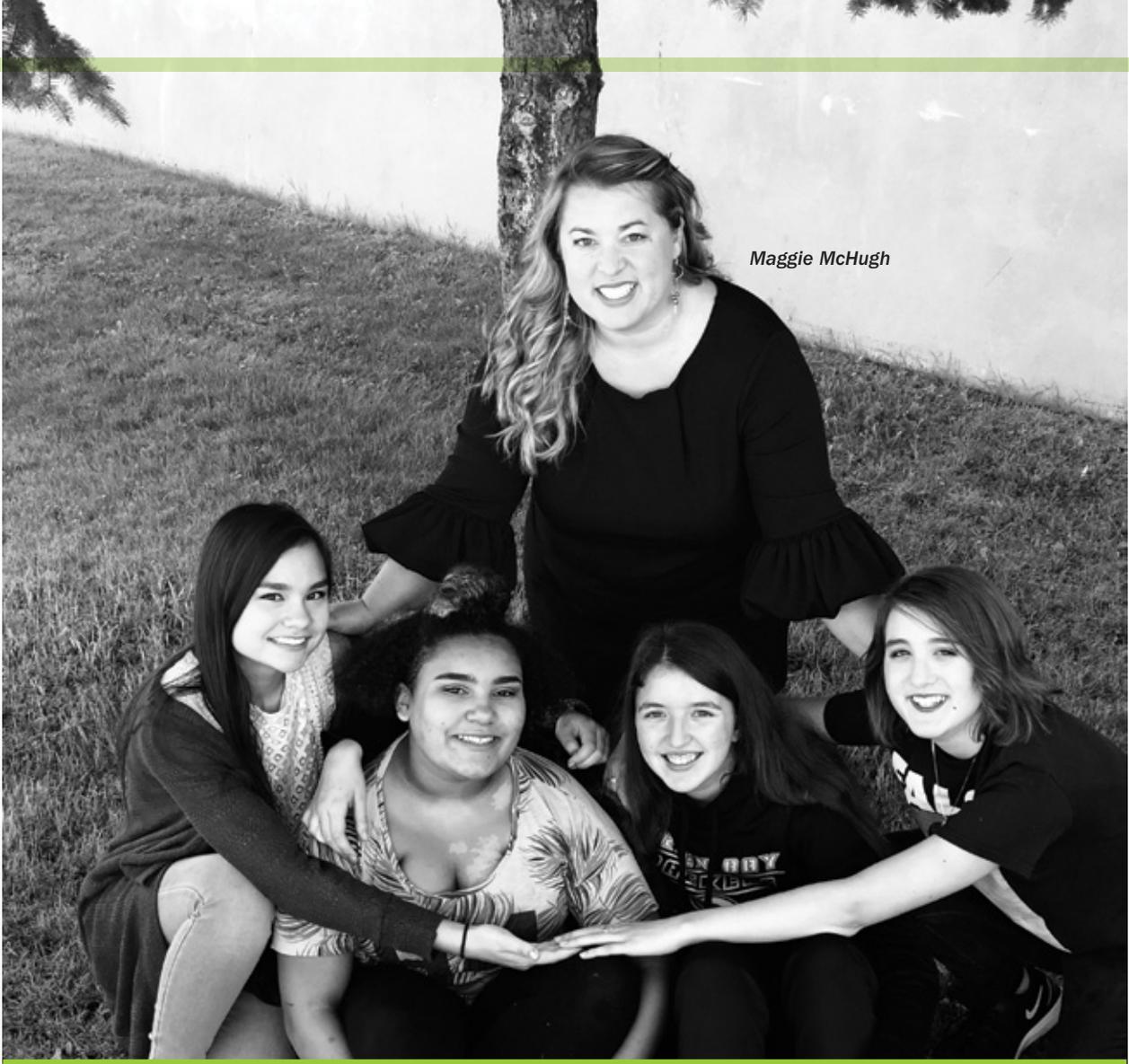
having more complex conversations about what they are learning and why it is important for their lives and their futures. All of these are characteristics of distinguished levels of teaching and learning.

As one of our final writer's workshop pieces, I ask the children to brainstorm and write about one of their favorite memories from our kindergarten year. I love hearing their excitement as they recall our Pee Wee Homecoming Parade, in which they gained a deeper understanding of our community and discovered school pride as some of our district's youngest Thunderbirds. Many of the kids reminisce about our field trips to Mirror Lake State Park and a local organic family farm where we investigated the survival needs of both plants and animals. Our school's Read Across America event, in conjunction with Dr. Seuss' birthday, has also been highlighted, as the children received Dr. Seuss hats and spent time reading collectively as a school — instilling a

lifelong love for reading. The kids never seem to mention a riveting guided reading lesson I delivered or a dynamic math mini-lesson I presented. Rather, it is the *experiences*.

Now, I'm not saying those guided reading lessons and math mini-lessons aren't critical parts of our curriculum. They most certainly are. However, if experiences are proving to be some of the most impactful memories to our students, we must take note. As elementary teachers, it is our responsibility to cover standards in multiple content areas, including language arts, mathematics, science, social studies, 21st century skills and technology, and social objectives. We depend upon the support of our administration and school board to not only provide us with high-quality curricular materials but also to empower us to take the liberty to develop, create and offer these much-needed experiences for our children that align to the standards while strengthening our curriculum.





*Maggie McHugh*

One aspect of teaching and learning in elementary classrooms that has intrigued and energized me in recent years is the increased focus on STEAM lessons — science and technology interpreted through engineering and the arts, all based in mathematical elements. As with any new initiative, finding time to incorporate these new practices within the school day can be challenging. My excitement and new-found passion led me to incorporate inquiry-based STEAM components into my existing math and reading workshop routines.

Students design and construct houses for the three little pigs, which will withstand huffing and puffing from the wolf (hair dryer); create Lego cars to go the farthest distance down ramps; and even complete

introductory coding challenges on iPads. Taking part in these STEAM activities has resulted in students who take risks, collaborate with others, think critically, learn how to problem solve, and work through the creative process. In their book, “Purposeful Play,” Kristine Mraz, Alison Porcelli and Cheryl Tyler point out that the risk/reward and failure/re-design components involved in these types of learning activities promote a growth mindset for students. Children who learn and practice these skills become the innovators and leaders of the 21st century! These STEAM challenges have also proven to be experiences that the children have regarded as favorite school memories.

So, teachers, let’s get creative, let’s

engage more students, let’s collaborate with our teaching teams, let’s reach out to our administration, school boards and communities for support, and let’s provide even more dynamic experiences for our students, because those are the memories and stories they’ll be sharing with their children someday.

— **Liz Gulden**

*Kindergarten Teacher, Willson Elementary School, Baraboo,*

*Elementary School Teacher of the Year*

### **Are you ready to fail?**

**I recall the first time** someone expressed that their expectation of me was to fail.

My principal, who at the time was interviewing me for my current

job, said, “If you don’t fail, you aren’t being creative and innovative in your job. Are you ready to fail?”

In my perfectionist world, failure was never an option. Yet, here I had been presented with this new understanding of failure: innovate, risk, fail, learn and try again. Hesitantly, eagerly, I nodded yes.

As educators, we feel comfortable in the classroom and probably have always had an affinity for school. The classroom is a second home. However, for many students, school is one risk after another. Stepping into a classroom with a new teacher is risky. Writing a reflection about a book is risky. Giving a presentation, creating a project, joining a club, even raising a hand ... these are all academic risks students take on a daily basis.

As educators, and as humans, we often prefer to live in the box. Traditionally, this has looked like a quiet classroom, students in rows busily completing their daily homework. However, as we grow in our practice, we strive to create engaging lessons that follow the curriculum guides, providing students with choices that best suit their needs. We recognize that quiet does not always equal learning, that rows do not provide collaboration, and that daily

homework does not lead to creativity and innovation.

But is that enough? When is the last time we took a real risk in our educational practice? When have we completely overhauled a lesson, unit or an entire year’s curriculum to try something drastically different? When have we questioned the “this worked well last year” thought process to critically look at this year’s students as unique individuals?

When we make risk-taking a natural part of teaching and learning, we open up opportunities for students to be creative. Risks no longer seem so daunting or threatening if we establish a culture that values innovation and pushes students to not just think outside of the box, but to explore, create and completely shatter “the box.” This is the learning edge, where risks are valued as learning opportunities, personalized to each student. Our role as educators should be guiding our students to their learning edge.

For the past six years, I have worked diligently toward failure in the most innovative, boundary-pushing meaning of the word. I have failed. I have reflected on failed lessons, failed projects, failed classroom structures and failed ideas that

seemed so promising. Yet each failure has led to greater overall innovation.

When my mathematics project included creating accessible playground items yet my intricate student designs could not come to fruition via cardboard, duct tape, pipe cleaners and string, I wrote and received a grant for a 3D printer. The ability to model and print designs became a reality. When students in my classroom were not chosen for the High Performance Learning program due to average test scores yet their academic perseverance and grit proved they should be challenged, my colleagues and I created a new program called High Performance Projects where any student, regardless of their standardized test score, could achieve rigorous academic accomplishments through hard work and receive the designation of a High Performance Project.

How can educators move outside the box in this rapidly transitioning education era if we are not encouraged to fail and be supported in our failure? Who is championing the creative risk-taking that pushes us and our students to the learning edge?

— **Maggie McHugh**

6th Grade Teacher and Adviser,  
La Crosse Design Institute,  
Middle School Teacher of the Year



Maggie McHugh



Sarahí Monterrey

### ..... Giving Voice to the Voiceless

**How can we give a voice** to the voiceless in our schools? Last year, my colleague and I created a bilingual parent group to strengthen the school's relationship with our Spanish-speaking families. During our monthly meetings, parents indicated that the language barrier prevented them from having a voice and feeling connected to our school. Hearing this made me think, "How can we give a voice to the voiceless in our schools?" As a direct response, we brought together families on a beautiful summer day in August to record a video. Parents shared the importance of education in their families and expressed what they wish teachers knew about them. The video has had such a strong impact that it is being utilized throughout the state.

As we continue to develop relationships with families in our bilingual parent group, we listen to their concerns and take action. This is one group that feels they do not have a voice. What about the others? It is

imperative that everyone who enters our schools feels accepted, valued and respected. How are our families with LGBTQ students, students with special needs, and students of color as well as our families with a low socioeconomic status or a language barrier really feeling about their connection to the school community? The key is to create a welcoming environment in our schools and build relationships with all our stakeholders. By listening to groups that feel marginalized, observing what needs they might have and finding solutions, we have witnessed the powerful impact it has on our families.

Even small action steps can make a big difference. When working with high school seniors, I observed that many families found it challenging to complete the Free Application for Federal Student Aid (FAFSA). They often had questions they did not know how to get answered. As a result, I created a "Fill Out Your FAFSA Night" and invited seniors and their parents to fill out the FAFSA form in a school computer

lab with financial aid advisors present to answer questions. This one event had a meaningful impact on students' lives and parents were grateful.

We have a responsibility to get to know our school community and identify barriers that exist for students and families. Whether it is creating school clubs that focus on inclusion, implementing programs like Advancement Via Individual Determination (AVID), which focuses on reaching students that we know have great potential but would benefit from additional support, mentoring programs, or any other programming, it is critical to try to reach ALL students and families. The support of school board members and administrators in implementing these types of programs is key to their success. Who would you consider to be voiceless at your school? How can you be a voice for them?

— Sarahí Monterrey

*English Language Teacher,  
Waukesha North High School,  
Co-High School Teacher of the Year*

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## All Students, All the Time

I have been fortunate over the years to work with some very supportive principals, superintendents and school boards. These principals have seen firsthand how important it is to work with the social-emotional side of our students. They know that the work I do as a school counselor directly affects student behavior, discipline and school climate. The superintendents have understood the power behind a school counselor's job and have appreciated the work that we do. The school boards have made schoolwide decisions that are holistically beneficial to our entire district.

All students, all the time. Every one of our students is an individual with personal needs. Some of our students come from strong homes with supportive parents while others come from chaos and trauma. No matter what background and outside influences these kids come from, they all deserve the best we can give them.

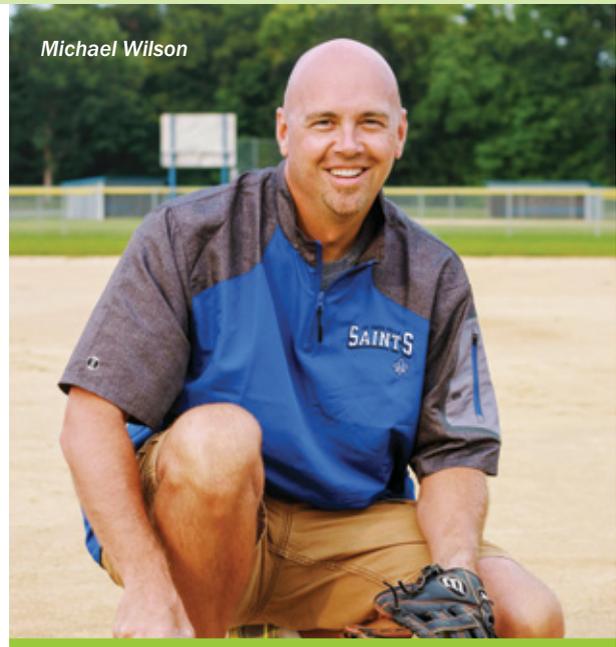
During the first month of school, I make a great effort to meet every ninth-grade student. It is important that I get to know all of my students personally. I want to know their names, family make-up, hobbies,

strengths, challenges and fears. I want them to know who I am and what my role is in our high school. Freshmen interviews set the stage for what teaching is all about. All students, all the time.

Our school board and administration decided several years ago to bring the Building Assets Reducing Risks (BARR) model into our school. BARR uses evidence-based strategies that build intentional relationships, utilize real-time data and enable schools to achieve concrete academic, social and emotional outcomes for all students. I am proud to be our school's BARR coordinator.

To me, the words "intentional relationships" stand out. Our administration and school board saw the value in these words. Our teachers have seen

Michael Wilson



the positive evidence in the creation of intentional relationships and our students have felt the support. The 2017 Youth Risk Behavior Survey reported that 87.5 percent of St. Croix Falls freshmen (as compared to the 64.2 percent state average) believe there is at least one teacher or adult in the school who they could talk to if they have a problem. This number is up from 60.3 percent in 2015, a remarkable 27.2 percent increase. The biggest difference in our school between those two years is that we have fully embraced a whole-child awareness with the BARR program and are a trauma-sensitive school. All students, all the time.

School boards, superintendents and principals all benefit from a caring, nurturing school environment. Public education is heading in the right direction. What parents believe school to be like from their memories is just not the case anymore. Students are treated as individuals with individual needs. I am grateful for the support I have received from my administration throughout the years. As a school counselor, I can do my best for our students with administrative care and understanding. All our students deserve this, all of the time.

— Michael Wilson

School Counselor, St. Croix Falls High School, Special Services Teacher of the Year

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# 6 WAYS to Help Students Become Strong Leaders in the 21st Century

By Michele Borba, Ed.D.

The next wave of leaders must be able to engage at the ultimate level — modeling collaboration to drive innovation. While the pathways to leadership have never been brighter and studies show we’re producing the smartest generation on record, is the next generation primed to become leaders in the global new world? Are we cultivating the skill sets our children need in order to succeed in their careers? And what are the skills and experiences that will help produce a generation of students who want to better the world? Those are the questions

I’ve asked in my work. I discovered that the “secret sauce” is the often overlooked and misconstrued trait of empathy.

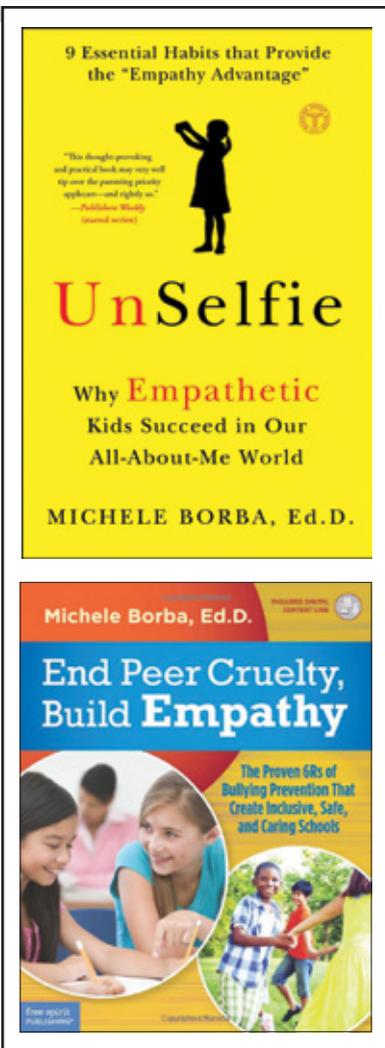
Empathy is a positive predictor of children’s critical thinking skills and prepares kids for the global world. Empathy gives kids a boost in the job market. It’s why Forbes urges companies to adopt empathy and perspective-taking principles, the *Harvard Business Review* named empathy as one of the “essential ingredients for leadership success and excellent performance,” and the Association of American Medical Colleges identified it as an “essential

learning objective.”

Empathy is core to everything that makes a school caring, a teacher responsive and a society civilized. Above all, it makes our students better people. An increase in empathy is crucial today, as we are in the midst of an educational crisis. American teens are now 40 percent lower in empathy than they were three decades ago (*Konrath, 2012*). While



**Empathy** is a positive predictor of children’s critical thinking skills and prepares kids for the global world.




## Borba to Give Keynote at Convention

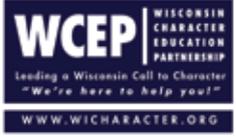
**Dr. Michele Borba will give the keynote address during the general session on Thursday, Jan. 24 at the 2019 State Education Convention.**

**Dr. Borba is an internationally recognized** educational psychologist and parenting, bullying and character expert whose aim is to strengthen children's empathy and resilience, and create safe, compassionate school cultures.

In our hyper-connected, social-media-saturated society, many of us (especially young people) are so obsessed with snapping “selfies” and living a virtual life online that we’re forgetting how to care for the people right in front of us IRL (that’s “in real life”). That resulting Selfie Syndrome is leading to an Empathy Crisis in youth — teens today are 40 percent less empathetic than just a generation ago and narcissism has increased 58 percent. But there is a solution: studies show that the antidote to Selfie Syndrome is empathy. And the good news is that empathy can be cultivated in children, starting even before they can talk.

Dr. Borba is the award-winning author of 22 books translated into 14 languages and a regular contributor on numerous television shows. Dr. Borba has had a wide range of teaching experience, including work in regular education and private practice with children with learning, physical, behavioral and emotional disabilities. She received a Doctorate in Educational Psychology and Counseling from the University of San Francisco, an M.A. in Learning Disabilities and a B.A. from the University of Santa Clara, and earned a Life Teaching Credential from San Jose State University. She lives in California with her husband and has three grown sons. □

*For more information, visit [WASB.org/convention](http://WASB.org/convention).*



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we are producing a smart and self-assured generation, today’s students are also the most self-centered, competitive, individualistic, saddest and stressed on record. Those aren’t the hallmarks of students who want to better the world.

Every student has the potential to become a changemaker if we provide the right experiences. Despite the overprotective culture and helicopter parenting styles, we can equip students with the skills that prepare them to make a difference — in large ways and small — because deep in their hearts they know it’s the right thing to do. We can educate a generation of caring kids to become altruistic leaders who will build a more empathetic world. After all, they are our best hope for a humane world; and it all starts with empathy.

In my latest book, “Unselfie: Why

Empathetic Kids Succeed in Our All-About-Me World,” (Touchstone, 2016) I suggest six ways that educators can raise a generation of strong leaders who want to make a difference in the world.

**1 DON'T let students get caught up in a fame-driven world. DO expose kids to empathetic leaders — not celebrities.** Today’s kids admire celebrities and fame, and those values can jeopardize their empathetic potential. After all, most celebrities are all about flaunting their status, their fame and their brand. That “me” not “we” emphasis can increase children’s self-centeredness and decrease their concern for others. For our kids to become changemakers, they need examples of selfless, compassionate leaders to emulate.

**2 DON'T rob students' leadership potential by rescuing. DO help each student find their voice so they can lead.** Many of today’s kids are reared by well intentioned parents who solve, do and rescue, making it tough for their children to learn crucial changemaking skills like coping, decision making, problem solving and empathizing. Educators need to step back and let kids find their own voices. Schools may be the one place that many kids have the opportunity to stretch their horizons and see themselves as leaders, thus planting the seeds of leadership. Kids say their fear of public speaking (followed by shyness and embarrassment) is their biggest obstacle to assuming leadership roles.<sup>1</sup> Find ways to build their confidence in speaking up so that they are less likely to be intimidated.



### 3 **DON'T** shield students from adversity. **DO** prepare students for

**dissension.** Changemakers need to practice standing up for their views, so as not to waver if others try to dissuade them.

Shielding our children also reduces their opportunities to practice handling stress and adversity — and leaders will face adversity. Lacking confidence and coping skills can make children turn down their empathic feelings instead of comforting one another. It's why we must urge parents to step back so our students can begin marching forward to make their mark. The world is a bumpy place and trying to sanitize our kids from every bump and bruise may not only reduce their empathy and ability to understand different perspectives but also their leadership potential. Our role is to help students become clearer thinkers, expose them to controversial views and teach them how to dig deeper to separate dishonesty from truth.

### 4 **DON'T** dictate your students' interests. **DO** find students' passions. Every student can



make a difference, it's a matter of finding out what he or she cares about. Help students focus on what concerns them (from polar bears and cleanliness to fossil fuel and graffiti) and then expand their knowledge about that issue. Help them become aware of worldwide concerns in

order to increase global consciousness and recognize that problems are everywhere. Educators can encourage students to read news articles, check out library books and surf the Internet while increasing their interest in, and understanding of, that issue. When an issue such as bullying, racism, poverty or human trafficking captivates a student, help them develop an action plan to help solve that issue. Then encourage them to develop a plan to connect with like-minded students, voice their concerns and lead a group — whatever the size — to make a difference in their world through empathetic leadership. Watch what sparks students' passion. Follow it.

### 5 **DON'T** keep students in their comfort zone. **DO** expand their empathy boundaries.

We empathize with people more “like us.” That's why we must expand our students' comfort zones to include “different” experiences — working at a soup kitchen, with the elderly or with homeless children — so that they can empathize with those “not like them.” Such encounters can be especially powerful for self-absorbed kids who need a nudge

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to see a world beyond “me.” Find ways to help students be comfortable with all people so that they are prepared for a diverse workplace. Such heart-stretching experiences not only enrich students’ lives but also expand their empathy to become compassionate leaders who make a difference.

**6 DON'T let students believe in false leader stereotypes. DO knock down leadership assumptions.** Students must recognize that any gender, race and personality can be a leader. Educators must help them break through stereotypes that leaders are big, powerful extroverts. Tell stories about leaders who break the mold — Rosa

Parks and Gandhi considered themselves shy but changed the world. Share stories about news of ordinary kids of all different ages, races and genders who are doing extraordinary things. Help each student identify their own style. Emphasize that they don't have to be strong and pushy to be a leader. The key is to always help kids lead from their own unique strengths and talents — and let them know that sometimes it's also fine to be a follower. Encourage students to spot their own stereotypes. Empathy is the best way to close the leadership gap, use it to break down barriers and prepare our students for the real world.

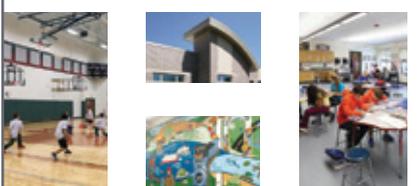
Almost 70 percent of children today say that they want to be the kind of leader who helps others. Half say that they want to change the world. At the top of their lists of most-admired leaders are ones committed to fighting against social injustices, helping others and

standing up for beliefs.<sup>2</sup> Our students are the next generation, so let's prepare them to lead well. It all starts with empathy. ■

*Dr. Michele Borba is an internationally recognized educational psychologist and bullying prevention and empathy expert who has spoken to over one million participants worldwide. She has authored 24 books, including “UnSelfie: Why Empathetic Kids Succeed in Our All-About Me World” and “End Peer Cruelty, Build Empathy.” Visit [micheleborba.com](http://micheleborba.com) or search @micheleborba on Twitter.*

**End Notes...**

1. Fear of speaking in front of a group of peer pressure: Girl Scout Research Institute, *Change It Up! What Girls Say About Redefining Leadership*. New York: Girls Scouts of the USA, 2008, p. 31. National online survey of 2,475 girls and 1,514 boys between the ages of 8 and 17 years of age, fielded from June 22, 2007 to June 29, 2007.
2. Girl Scout Research Institute, *Change It Up! What Girls Say About Redefining Leadership*. New York: Girls Scouts of the USA, 2008, p. 20.



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# Can You Envision It?

*Reap the Benefits of Technology in Your Next Building Project!*

Educational leaders can benefit greatly from the myriad of technological tools that are now available to design, planning and construction professionals. These innovations are redefining processes, deliverables and communication. So, whether you're renovating, repurposing or starting a new construction project, consider these technologies and how they might best serve you.

## Experience It As You Design It

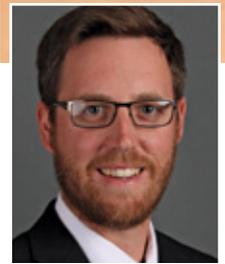
Have you ever completed a project and didn't like the way aspects of it looked? Virtual reality allows you to "experience" the space by stepping into your design and experiencing

how variables like materials, lighting and volume of space will interact. You can place an assortment of objects into the space to get a sense of what reality will be like. For example, you'll be able to get a sense of the line of sight from the front office or envision how various seating arrangements for differing numbers of students would work with the needed equipment in a classroom. However, that's not all that's available.

With augmented reality (AR), or what some call mixed reality, you can overlay a digital model with real-world information. AR combines the vision for the project with the current reality, providing a highly accurate view of what the future could be. You



Robert Koehler



Matt McGregor

can visualize various elements, such as where a wall is supposed to be installed, as you traverse the construction site. Throughout the planning and design process, clients and their architectural team can see their designs come to life — albeit virtually — and quickly decide to make modifications or sizable overhauls to the plans. This reduces frustrations and rework while helping create more functional buildings.



Rapidly growing in popularity, **virtual reality technology** can place an owner inside their facility during design. This capability allows them to experience their building and make adjustments before construction even begins.

### ■ What's the Status?

However, the benefits of technology don't end with design. Digital plans and 3D content can be accessed on the construction site with tablets and smartphones to provide real-time information to make decisions. The advantages during construction include:

- Ensuring the most current plans are being utilized;
- Instantly sharing updates, including construction bulletins, photos, addendums and scope changes;
- Regular access to 3D views in construction documents to communicate design intent, which



The use of **mobile devices**, such as smart phones and tablets, on job sites enables construction professionals to access plans and content in real time instead of waiting until they are back in the office.

increases communication effectiveness and ensures proper delivery for clients, subcontractors and suppliers;

- Digitally measuring items or sharing comments on specific recommendations directly on the plans; and
- Performing punch lists with items tagged for action directly on the plans.

This technology also allows us to see advances in scheduling and inventory. Construction and project items can be equipped with QR or barcodes that relate to an object ID in the building information modeling (BIM) program. Items are scanned as they are added during construction, which automatically updates the BIM model to reflect development. Additionally, the noted use of various supplies can trigger additional purchases or the next stage of work for more efficient scheduling. Enhanced software now allows the end user to also benefit from BIM by tracking items such as warranties, maintenance items, invoices, system utilization, security and room assignments. This data is beneficial to staff, so they can be informed on the school district's largest assets and significant expense points. The instant accessibility via

mobile devices allows the maintenance department to make more timely and informed decisions.

### ■ On the Job Site?

We're also seeing technology in the actual construction process. Applications of 3D printing in the construction industry are growing rapidly. These systems can offer small-scale models for review or presentation — or parts of objects for project installation. There are even attempts at 3D printing entire buildings through a concrete extrusion process. Prefabrication via 3D printing allows for more precise installation of elements and for them to be formed in large, integrated and coordinated portions. These 3D elements can be precisely placed using “total stations” (highly accurate GPS or laser positioning). The benefits include enhanced accuracy, less manpower, reduced waste and increased safety.

Additional use of technology on the job site may include automated brick systems. As the aging mason population retires, we anticipate seeing these systems becoming more mainstream in a field that already sees a shortage of available workers. Some systems can lay 3,000 bricks a day, contrasted with a construction worker's average of 500. With most

**Drones** can be found more and more frequently on construction sites. The benefits they offer include the ability to inspect hard-to-reach areas of a building and conduct efficient safety audits.



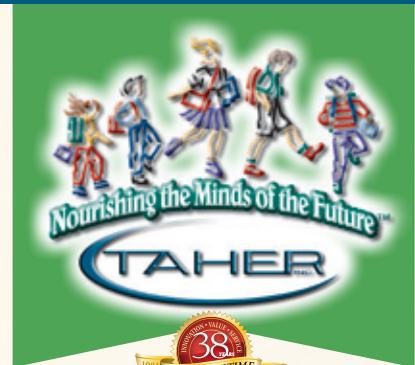
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Throughout the planning and design process, clients and their architectural team can see their designs come to life — albeit virtually — and quickly decide to make modifications or sizable overhauls to the plans.

systems, the conveyor belt, mortar pump and robotic arm are controlled by a person who feeds bricks into a machine. A second worker then smooths over any surplus joint mortar.

Drones, quadcopters and other unmanned aerial systems are increasingly being utilized in a variety of ways in the construction industry to produce timely information and very useful “drone’s-eye views.” Utilization includes surveying progress, reviewing site logistics and staging, and even conducting safety audits. Moreover, it is now possible to rapidly inspect remote or difficult to reach areas, such as rooftop equipment or conduct digital surveying utilizing special attachments like

scanners, sensors and lasers. Drones are being utilized to increase the safety of employees and protect the job site from theft or vandalism. With the ability to be quickly mobilized to examine the perimeter of the job site, identify the placement of equipment and vehicles, and check on individuals — the additional data provides better surveillance and more informed decisions.

### ■ Reap the Benefits

Awareness of how technology is being utilized in the design and construction industry is a good step as you contemplate your next project. Look for how you would benefit from its application and be equipped to discuss options with

your project team. Get the most out of emerging technologies and reap the benefits they provide for a smoother, better project. ■

*Robert Koehler, AIA is a project architect at Hoffman Planning, Design & Construction, Inc. and a member of NCARB (The National Council of Architectural Registration Boards). A 10-year veteran of the design and construction industry, Robert holds a Master of Architecture degree from the University of Wisconsin-Milwaukee. He can be reached at rkoehler@hoffman.net.*

*Matt McGregor is a project manager with Hoffman Planning, Design & Construction, Inc. A graduate of the University of Wisconsin-Stout with a Bachelor of Science in Construction, Matt has 10 years of experience in the construction profession, which includes time spent in the field as a project superintendent. Matt can be reached at mamcgregor@hoffman.net.*

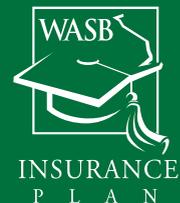


## WASB Insurance Plan

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# Combating the Driver Shortage

A

driver shortage has been plaguing the school bus transportation industry for years and the problem is becoming increasingly worse. On behalf of the Wisconsin

School Bus Association

(WSBA), which represents school bus contracting companies as well as school districts that own their buses, we'd like to offer some suggestions for school districts to consider as we partner in addressing this issue.

The entire transportation industry has seen a drastic decrease in the driver pool in recent years. While staffing for the standard morning and afternoon transportation routes are manageable at this time, we are finding it increasingly problematic to cover all of the athletic events, field trips and other extracurricular activities that take place during and after school.

With the increase in the number of sports offered, the number of teams (freshman, JV and varsity) involved in each sport, and the number of extracurricular and field trip activities, school districts sometimes need as many as an additional 5-10 drivers and buses at one time to cover all of the chartered trips. In particular, the busiest days are typi-

cally Tuesdays and Thursdays in September, October, April and May. Some companies have all mechanics and managers licensed to drive when needed in addition to the normal substitute drivers at each location.



What happens on the day the extra charter trips cannot be covered? To minimize this potential and help ensure a driver is available for all events, we are asking every district to consider ways to strategically alleviate burdensome schedules. Some suggestions include:

- **Schedule** athletic events evenly throughout the week and on Saturdays.

- **Stagger** departure times so some athletic teams leave after the afternoon routes are done, perhaps at 4:15 or 4:30 pm.
- **Limit** the number of buses that are out for charters during afternoon routes.
- **Schedule** most elementary field trips to return by 2:30 p.m.
- **Decrease** the frequency of scheduling all athletic teams from one school at away games on the same night, with no home games scheduled.
- **Schedule** games (such as JV and varsity) on a tighter schedule, instead of having an hour or an hour and a half between games.
- **Encourage** coaches, referees, teachers, support staff, parents and/or retirees to become bus drivers.

School bus companies and transportation managers want to meet your needs and ensure the safe transportation of students. We hope these ideas will start the conversation among school bus transportation officials, managers and stakeholders. ■

*Cherie Hime is the executive director of the Wisconsin School Bus Association.*



## School District Teams Up with Lands' End to Recruit Drivers

The School District of Reedsburg is trying a new approach to recruiting bus drivers — teaming up with Lands' End to create a full-time job opportunity.

According to reporting by NBC15 News, like many school districts, Reedsburg has seen a drop in new applicants for their bus driving positions and has denied field trips due to a lack of bus drivers. Mechelle Thompson, human resources director for the district, says they have tried different ways to get people to apply — including word of mouth, flyers and an open house — without a lot of success, but she was persistent on trying new things.

“It just came to me that if we needed help, that we would need to pull from the community,” Thompson said. “And I thought Lands' End would be the perfect people to contact.” She reached out to the retail giant that has a distribution and call center location in Reedsburg. Lands' End was immediately on board. “Anyone can go out and get two part-time positions,” Thompson

said. “But the two employers are working closely together to make sure that everything meshes well for the employee.”

Eligible employees can drive a bus route in the morning, park the bus in the parking lot at Lands' End to work the day there, then return to the school district to complete an afternoon bus route. Combined, the two part-time jobs create a nearly 40-hour work week and a consistent work schedule. The entities will coordinate if an extra bus driver is needed or an early release comes up. Interested people must apply through separate applications with the school district and Lands' End.

The district has not yet successfully recruited new bus drivers through this arrangement, but they remain optimistic. “The most significant outcome (so far) has been the public relations relative to the partnership,” said District Administrator Thomas Benson. “People in our community have recognized it as a clear sign of our genuine interest in partnering with local business.” ■



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# New Governor, New Budget Challenges

*A look at what's ahead for K-12 public education*



On Nov. 6, State Superintendent of Public Instruction Tony Evers was elected Wisconsin's next governor in a race that was every bit as close as polls had predicted. A Democrat, Evers' narrow 31,000-vote margin was aided by record voter turnout for a mid-term election, with 59 percent of the state's eligible voters casting ballots. Evers will take his oath of office on Inauguration Day (Jan. 7, 2019).

While the governor's office changed hands, little changed in the state Legislature, where Republicans gained a seat in the Senate to increase their majority to 19-14 and Sen. Scott Fitzgerald (R-Juneau) returns as Senate Majority Leader. Although Assembly Republicans lost a seat, they will continue to hold an overwhelming 63-36 margin and Rep. Robin Vos (R-Rochester) remains the Assembly Speaker.

Sen. Alberta Darling (R-River Hills) and Rep. John Nygren (R-Marinette) will return as the co-chairs of the powerful, budget-writing Joint Finance Committee for the fourth session in a row and will once again have a big say in shaping the state's next biennial budget.

Meanwhile, Evers' move from the state superintendent's office he has held since 2009 to another statewide constitutional office will create a vacancy. Vacancies in the elective state

office of state superintendent are filled by appointment by the governor under state statutes. The person appointed serves until a special election chooses a replacement, or, if no special election takes place, until the term ends and a standard election occurs.

Rather than allow Gov. Walker to fill the vacancy, Evers will remain as state superintendent until his inauguration so he can name his successor. He will have two options: he can appoint someone to serve the remainder of the term, which expires in 2021; or he can call a special election, which could occur as early as this spring. As of this writing, Evers has not indicated which option he will pursue or who he might appoint as his successor.

## ■ What might an Evers governorship mean for K-12 public education?

As a candidate, Evers pledged to increase direct state aid to public schools by \$1.4 billion and significantly boost state funding for special education and school-based mental health services, proposals he outlined in the Department of Public Instruction's biennial budget request.

Among other things, Evers' school funding plan calls for: per-pupil revenue limit adjustments tied roughly to inflation (\$200 in the first year and \$204 in the second year); greater

increases in the low-revenue ceiling (\$300 per pupil) than allowed under current law (\$100 per pupil); guaranteeing a minimum amount of state general aid (\$3,000 per pupil) for all districts; incorporating a poverty weighting factor (20 percent) for low-income students into the general aid formula; and maintaining per-pupil categorical aid at \$654 per pupil.

However, Evers will have to work with a legislature in which both houses are solidly controlled by Republicans and legislative leaders strongly suggest they will not back Evers' ambitious school funding agenda.

That could pave the way for recommendations from the Blue Ribbon Commission on School Funding to form the basis for whatever counter-proposal Republican lawmakers might offer. The commission has not met since June although work has continued behind the scenes.

The timing may be right for a boost in state aid to K-12 public schools and perhaps a relaxation of revenue limits. Polls suggest Wisconsinites broadly support more funding for education over more property tax relief and voters approved 77 of the 82 local school referendum questions on the Nov. 6 ballot.

There may also be school funding ideas on which Evers and the GOP-controlled Legislature can find

As a candidate, Evers pledged to increase direct state aid to public schools by \$1.4 billion and significantly boost state funding for special education and school-based mental health services...

## SAVE THE DATE

WASB 2019 Day at the Capitol  
March 13, 2019



common ground. Evers notes that legislative Republicans have, in the past, adopted several of his recommendations, including expanding sparsity aid, increasing summer school funding and upping transportation aid reimbursements.

Some of Evers' other education-related campaign pledges, however, such as those to freeze voucher enrollment and to restore bargaining rights for teachers and other public employees, will face strong opposition from Republican lawmakers who have pledged "not to go backwards."

Freezing taxpayer-funded voucher enrollment in private schools, which dramatically expanded during Gov. Walker's tenure — nearly doubling

to about 40,000 students as new voucher programs were created in Racine and statewide along with a special education voucher program — would require a change in state law that would have to clear the Republican-controlled Legislature.

Similarly, any move to restore collective bargaining rights for teachers, which are currently limited to bargaining over "total base wages," would require legislative changes that would have to be signed off on by majority Republicans.

The first major test of Gov. Evers' ability to work out differences with legislative Republicans will be the 2019-21 state budget. The upcoming budget will present new challenges. Competition among spending priori-

ties will be stiffer as Evers looks to provide more K-12 funding, find a sustainable long-term fix for funding state and local roads, invest more in technical colleges and the UW system, and fund early childhood programs and quality childcare, among other goals.

Another challenge in the upcoming budget is that the state will begin making significant payments to Foxconn, estimated to total \$469 million in the 2019-21 biennium alone. By contrast, additional spending for state school aid in the 2017-19 biennium totaled about \$620 million. ■

Attend the WASB Legislative Update at the State Education Convention on Friday, Jan. 25 at 8 a.m. for updated information.

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# Congratulations to Our School Leaders

*Recognizing the school board members who reached Level 5 of the WASB Member Recognition Program*

Each year, through the Member Recognition Program, the WASB honors school board members who participated in activities through the WASB or the National School Boards Association (NSBA) that strengthened their skills as local educational leaders. Members receive points for attending conventions, workshops, seminars

and webinars or serving on special committees.

Below are the board members who achieved Level 5 of the Member Recognition Program in 2017-18. This is the top level that a school board member can achieve and requires a tremendous commitment on behalf of the school board member. *Congratulations!*

Kay Eggert, Appleton Area  
 Larry Schaefer, DC Everest Area  
 Thomas Bush, Deerfield Community  
 Brian Gumtz, Marathon City

Steven Zach, Oregon  
 Steve Coble, Peshtigo  
 Brian Kammers, Pewaukee  
 Barb McKeefry, Pulaski Community

Terry McCloskey, Three Lakes  
 Linda Flottum, Turtle Lake  
 Debbie Ince-Peterson, Unity  
 Pamela Woodard, Whitefish Bay



*Brian Gumtz, Brian Kammer and Larry Schaefer are pictured receiving their awards from WASB Executive Director John Ashley at their respective 2018 WASB Regional Meetings.*

## UPCOMING WEBINARS

The WASB hosts a series of webinars throughout the year. Here is a look at the upcoming webinars from the WASB.

### ■ FMLA – STATE & FEDERAL REQUIREMENTS

**Dec. 5, 12 – 1 pm** | *Presenter: Barry Forbes, Associate Executive Director and Staff Counsel*

This webinar will review requirements under the Wisconsin and federal Family and Medical Leave Acts, including eligibility for leave for birth or adoption, serious health conditions of employees, parents, spouses and children, and the various leaves available to military service members and their families. Employer notice and documentation requirements will be covered along with employer and employee rights and obligations during and after FMLA leaves.

### ■ INDIVIDUAL CONTRACTS & THE NONRENEWAL PROCESS

**March 6, 2019, 12 – 1 pm** | *Presenter: Bob Butler, Associate Executive Director and Staff Counsel*

The elimination of collective bargaining by Act 10 elevates the importance of individual teacher contracts, which may become similar in content to administrator contracts. This presentation will focus on the process of drafting new contractual provisions to transition from traditional contracts to contracts that meet districts' needs in the post-collective bargaining world.

This presentation also will review the basics of

nonrenewal of teacher contracts under section 118.22 of the Wisconsin statutes and include guidance on the application of constitutional protections and discrimination laws as well as alternatives to nonrenewal.

### ■ TITLE IX: SCHOOL DISTRICTS' OBLIGATIONS

**April 10, 2019, 12 – 1 pm** | *Presenter: Bob Butler, Associate Executive Director and Staff Counsel*

The federal Office for Civil Rights has been diligent in warning school leaders about the full scope of each district's Title IX obligations. In this webinar, we'll identify how Title IX's focus on sex discrimination and gender equity apply in key areas such as career and technical education, sex-based harassment, school discipline, employment and athletics. Title IX self-audits and other recommended practices will also be discussed as well as the designation, responsibilities and training of a formal Title IX coordinator.

**Please note:** These and all previous webinars are recorded and available on demand. WASB members can purchase any webinar and watch when their schedule allows. Upcoming live and pre-recorded webinars are listed on the WASB Webinars page at WASB.org. In addition, links to past webinars are available in the Policy Resource Guide.



## Nerad Joins WASB Organizational Services

The WASB is excited to announce that Dan Nerad has joined the staff as an Organizational Services consultant.

Dan has served as superintendent in Green Bay and Madison, Wisconsin, and in Birmingham, Michigan. His service as superintendent has spanned a 17-year period of time and he has been a public school educator for 43 years, including serving as

an assistant for curriculum and instruction and an executive director of curriculum. Dan was Wisconsin's 2006 Superintendent of the Year. He holds bachelor's and master's degrees from UW-Madison, an Educational Specialist Certificate from UW-Milwaukee, and a doctoral degree from Cardinal Stritch University.

Dan specializes in addressing governance issues, issues related to excellence and equity, strategic planning, and evaluation of the superintendent and board. □



### Leading for Excellence and Equity

**REGISTRATION IS OPEN** for the 98th Wisconsin State Education Convention, Jan. 23-25, 2019, at the Wisconsin Center in Milwaukee.

**NEW THIS YEAR:** a select set of breakout sessions and one keynote speaker will be recorded for members who want to expand their learning in Milwaukee or who cannot be physically present. More information is available online. Use the convention registration to sign up.



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## WASB Welcomes New and Returning Directors

At the Fall Regional Meetings, three current directors won election to additional three-year terms and three new directors were elected. They join the other nine directors on the 15-member WASB Board of Directors.

Bill Yingst of the Durand-Arkansaw School Board in Region 4, Mike Humke of the Dodgeville School Board in Region 9 and Rosanne Hahn of the Burlington School Board in Region 13 won re-election.

In Region 1, Linda Flottum of the Turtle Lake School Board was elected to replace Stu Olson of the Shell Lake School Board, who has reached his term limit. Linda has been on the school board for nearly 25 years and has served on the CESA 11 Board of Control. She is an office administrator.

In Region 10, Bill Wipperfurth of the Lodi School Board is replacing Andy Zellmer of the Montello School Board, who opted not to run again.



Flottum

Wipperfurth

Spies

Bill has served on the school board for more than 20 years and has served on the CESA 5 Board of Control. He is a farmer and veteran.

Linda and Bill will officially become members of the WASB Board of Directors immediately following the 2019 WASB Delegate Assembly in January.

In Region 15, Lester Spies of the Germantown School Board took office immediately upon election to serve the

balance of the unexpired term in that region through the 2020 Delegate Assembly. The Region 15 position was vacated by Ron Frea, who resigned his seat on the Pewaukee School Board this past summer. Lester, a pastor, has served on the Germantown board since 2005 and on the CESA 1 Board of Control since 2006.

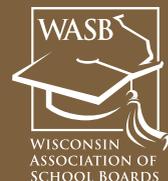
The WASB extends sincere appreciation to Stu, Andy and Ron for their dedicated service. ■



## Legislative Update

Stay up-to-date on the latest state and national legislative news by following the WASB Legislative Update website. The mobile-friendly site is regularly updated by WASB staff and includes a “Follow” tool that allows you to receive email updates when a new item is posted.

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## Listen, Share ... Be Informed!

**P**ublic education in Wisconsin is a statewide obligation carried out by locally elected school boards working together with community members, families, students, school administrators and staff.

The 98th Wisconsin State Education Convention — Leading for Excellence and Equity — is a prime opportunity to network, share and learn together. In whatever role you are in, I invite you to participate in the experience to trust, understand and support efforts to improve education and the quality of our entire local communities — throughout the state of Wisconsin and the United States as a whole. Being present shows your commitment to your position and your willingness to continue to grow and work with others

to improve student achievement.

Imagine if representatives from all 421 school districts in Wisconsin made the commitment to be present for professional development together — to listen, share, be informed and be involved! Leading for Excellence and Equity is that time! As all district staff are required to participate in continuing education to better themselves as professionals, board members and administrators should be held to that same standard of excellence. We need to learn and work together to get the tools we need to effectively lead our districts.

The convention website has all the information you need. We are working to make this convention the best one ever. I look forward to joining together to advance our

work — with and through collaboration — to inspire, lead, advocate and enhance learning opportunities so that every Wisconsin child is a college- and career-ready graduate, and that our educators are inspired and empowered to teach EVERY student.

Thank you for all you do on behalf of our students, schools, educators and communities. Together, we can be prepared to meet the challenges that we have and be motivated and energized to keep our local schools and Wisconsin education moving forward.

Your partner in education — Mary Jo Rozmenoski, WASB 2018 President, Black River Falls School Board. ■

## How to Get the Most Out of Your Convention Experience

### ► PRE-CONVENTION

- **Approach the convention as a team.** Meet with your colleagues who are going and plan your agenda. Determine which sessions and exhibitors your district would benefit learning from the most and decide who from your district will be going where.
- **Use the convention mobile app** to select your targeted sessions and exhibitors and make your own schedule. (To make your own schedule, you'll need to go through the steps to create a login ID for the convention schedule. This is separate from the WASB website login.)
- **Review the WASB Delegate Assembly materials** and ensure that your delegate has clear direction from your board on how to vote.

### ► DURING THE CONVENTION

- **If you arrive early on Tuesday,** pick up your registration materials on the third floor of the convention center to skip the line on Wednesday morning. Registration will be open Tuesday afternoon until 6 p.m. One person can pick up all the badges for your district.
- **If you're a delegate,** take advantage of the pre-Delegate meeting on Tuesday evening.
- **If you're a first-time delegate** or first-time convention attendee, take advantage of the orientation on Wednesday morning of the convention.
- **Use meal times to catch up** with your colleagues.
- **Use networking opportunities** such as the Networking Reception and the 10 for 10 Networking Dinners (new in 2019) to

meet board members and administrators from other districts.

- **Stop by the Lifetouch photo booth** to get a complimentary professional photo for your district.
- **Stop by the convention bookstore** to peruse dozens of books on education administration and leadership.

### ► POST-CONVENTION

- **Take advantage of the Virtual Attendee Access** (new in 2019) to access recordings of select breakout sessions and keynote speakers to expand your learning. You can register for access with or without a standard convention registration.
- **Schedule time on the agenda** for follow-up reports from board members and administrators about what they learned at the convention.



## School Resource Officers

The spate of school violence across the country in recent years has increased school boards' focus on measures to make schools safe and secure. Most recently in Wisconsin, this has included the creation of an Office of School Safety within the state Department of Justice, the requirement that districts adopt school safety plans and training programs, and the award of grant monies to districts for identified safety projects. The grant funding not only focuses on strategies to make buildings more secure, but also provides much needed funding for personnel, in particular, mental health professionals, in an attempt to ward off school violence.

For a number of years, school districts have been using School Resource Officers ("SROs") in an effort to enhance school safety and crime prevention while fostering positive community policing relationships with students and staff. In this dual role, SROs serve as law-enforcement officers specifically selected, trained and assigned to serve the education environment. As such, a district's use of an SRO must balance the district's mission of providing education with law enforcement's mission of preventing crime.

The balance can be struck through the use of a written agreement, typically a memorandum of understanding ("MOU"), between a district and the municipality which employs the SRO. This *Legal Comment* will address terms typically contained in an MOU outlining the parameters of the SROs' engagement with a district, identify relevant issues that arise with the use of SROs, and provide guidance to districts in blending the school environment with a law enforcement presence.

### ■ The Employment Relationship

It is critical that MOUs outline the specific duties of an SRO. Districts cannot employ their own law enforcement officers and, while assigned to a district, an SRO

remains a "law enforcement officer"<sup>1</sup> employed by the municipality. In that capacity, SROs retain their law enforcement authority while working in schools. Thus, the MOU should include terms that provide the municipality with control over the hiring, supervision, salary, hours of work and termination of the SRO. At the same time, however, the district should retain the right to reject the selection of any officer chosen for placement in the district, the ability to request immediate removal or reassignment of the SRO from the district, and the preferred hours of SRO duty.

In addition, an MOU should set forth the duties of the SRO. For example, an MOU should identify the building and areas where the SRO will patrol and bear the primary responsibility for providing services and coordinating any necessary response from other officers. MOUs also define some or all of the following duties: assisting school officials in developing a safety plan; presenting educational programs, such as drug awareness, bullying and internet safety; taking law enforcement action when necessary; monitoring gang activity; and removing a student, teacher or member of the public from school.

### ■ Involving the SRO in School Investigations

MOUs also typically address the role of SROs in district investigations of student misconduct and criminal activity and recognize the necessity of formal law enforcement intervention when potential criminal activity is involved while expressing a clear preference for district staff to respond to incidents that are better treated solely as a student discipline issue. For example, many routine student discipline matters, such as disrupting class, might technically qualify as a public order offense (such as disruption of the peace) where law enforcement technically could intervene. However, districts generally do not favor law

enforcement intervention into routine student disciplinary matters. Student misconduct such as alleged violations of academic rules or disrespectful conduct toward staff are likely better left for the response of district staff pursuant to the student disciplinary code, while allegations of drug use, violence or sexual/physical abuse warrant an SRO's involvement.

An MOU should address whether an SRO investigation into alleged violations of law can take place on school property. With certain exceptions, the investigation and questioning of students during school hours or at school events should be limited to situations where the investigation is related to the district or where the alleged legal violation took place on district property. Investigations and the questioning of students at school not related to a district issue is appropriate where a delay will result in danger to any person, flight from the jurisdiction by the person suspected of a crime, or destruction of evidence. If an investigation takes place on school property, the MOU should address whether school personnel will be present during the investigation.

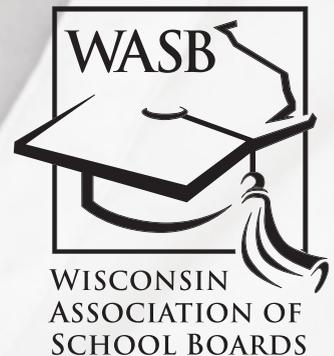
At times, districts investigating alleged student misconduct may want to involve the SRO in the investigation. If an SRO is brought into the investigation, districts should understand that the presence of the SRO may result in students being afforded heightened constitutional protections in the situations outlined below.

**Interrogation.** When an SRO is involved in questioning students at school, two common issues arise: parental notification and *Miranda* warnings. Generally, there is no legal requirement for a district to contact parents before a school official or an SRO questions a student, regardless of whether the investigation involves a violation of school policy or criminal

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conduct.<sup>2</sup> School boards, however, may adopt policies regarding police interviews of students at school to minimize disruption in the school and in the student's school day. Absent a policy, districts may retain discretion in determining whether to notify parents before questioning occurs.<sup>3</sup> For example, a district may allow an SRO to question an older student without parental notice, but may require a parent's presence if a younger student is involved.

In questioning students, districts should be aware of students' constitutional *Miranda* rights, which require a warning anytime an individual (1) is questioned by law enforcement and (2) is in custody.<sup>4</sup> District employees are not obligated to give *Miranda* warnings to students unless they are interviewing students at the direction of a law enforcement officer. Students are entitled to invoke the protections of the Fifth Amendment against self-incrimination, however, silence may be used to draw adverse inferences against the student in certain situations.<sup>5</sup>

In light of *Miranda*, school boards should carefully craft their policies and an MOU to address whether an SRO is needed in the interrogation process and the extent of an SRO's involvement. Further, districts should be alert to a student's perceptions regarding custody and the possibility of criminal charges since both factors may drive the need for *Miranda* warnings. In some circumstances, if the SRO reminds a student at the beginning of the interview that the student is not in custody and is free to terminate the questioning at any time to return to the classroom, it may be enough to make the interrogation non-custodial. Finally, if the interrogation is custodial, the SRO must electronically record an interrogation when it is feasible.<sup>6</sup>

**Search and Seizures.** The duty to investigate allegations of student misconduct often includes the need to search property at school or at school-sponsored activities. In certain circumstances, districts have

the right to conduct warrantless searches as long as the search is reasonable at its inception (*i.e.*, reasonable grounds for suspecting that the search will turn up evidence that the student is violating the law or rules of the school), and the search actually conducted is reasonably related in scope to the circumstances justifying the interference in the first instance ("*T.L.O.* search").<sup>7</sup> In addition, Wisconsin law provides authority for an official, employee or agent of a district to conduct locker searches as determined necessary or appropriate without first obtaining the consent of or notifying the pupil and without a search warrant if the school board has adopted a written policy specifying that the district retains ownership and possessory control of all pupil lockers and has distributed the policy to pupils in the district.<sup>8</sup> Likewise, districts may search student vehicles parked on school property if the search meets the *T.L.O.* search reasonableness standard or the student has given consent.<sup>9</sup> Many school boards have adopted policies that require students to provide consent to vehicle searches as a condition to parking their vehicles on school property and require students to sign forms to that effect prior to the student being issued a parking permit. Districts should not search a vehicle parked off school grounds without a student's consent. Finally, districts may require a student to submit to a breath test if there is reasonable suspicion that the student is under the influence of alcohol on school premises or while participating in a school-sponsored activity, the screening device is approved by the Wisconsin Department of Transportation, and the school board has adopted a policy regarding discipline or treatment for alcohol use.<sup>10</sup>

An SRO's authority to conduct the above warrantless searches generally follows the district's authority. Wisconsin law gives an SRO, who is designated as an agent of the school board, the same authority as the dis-

trict to conduct warrantless locker searches and administer breath tests. Thus, it is critical that an MOU specifically identify an SRO as an agent of the district with respect to conducting searches at the district's request under district policy. For example, an SRO may conduct a *T.L.O.* search if the SRO is acting in conjunction with, and at the direction of, the district and in furtherance of the school board's objective to maintain a safe and proper educational environment.<sup>11</sup> The Wisconsin Attorney General advises, however, that an SRO's authority to conduct a *T.L.O.* search should be exercised carefully and reserved for investigations of dangerous criminal activity versus violations of school board policies.<sup>12</sup>

**Arrest.** As a general proposition, SROs may only arrest individuals with a proper warrant and may effectuate such arrests in schools. MOUs can express a preference that SRO arrests pursuant to a warrant take place off of school grounds or outside of school hours whenever possible and if not possible, at least be coordinated with district personnel. An SRO may conduct a warrantless arrest on school grounds if the SRO has reasonable grounds to believe that a person has committed or is committing a crime<sup>13</sup> or if there is an imminent danger to life or health.<sup>14</sup>

**Surveillance.** Districts are increasingly relying on surveillance cameras to assist them in their school safety efforts. As a general rule, districts and SROs may utilize video surveillance in any area where a student does not have a reasonable expectation of privacy. These areas may include hallways, classrooms, the cafeteria, the library, the gym and the parking lot. Because districts and SROs have the right to be physically present and to monitor those areas, they may rely on video surveillance to do the same. However, students do not forfeit all rights to privacy. Districts must be cautious of camera placement. Surveillance in areas like bathrooms and locker rooms where students or others

could be observed in a partially nude state should be prohibited as this may be considered a criminal invasion of privacy or a violation of a student's Fourth Amendment rights.<sup>15</sup> If districts decide to use video surveillance, the district should notify staff, parents and students of the presence of surveillance cameras. In addition, districts should be prepared to deal with requests for footage. Districts should be particularly cautious when considering the use of audio surveillance.<sup>16</sup>

**Access to Records.** Wisconsin pupil records law provides that all pupil records maintained by a public school shall be confidential except as provided in that statute, and school boards must adopt regulations to maintain the confidentiality of such records.<sup>17</sup> School boards may adopt policies to promote the disclosure of pupil records and information permitted by law for purposes of school safety. "Pupil records" are all records relating to individual pupils maintained by a school except notes or records maintained for personal use (and not available to others) by teachers or other DPI-licensed individuals, records necessary for and available only to persons involved in the psychological treatment of students, and law enforcement unit records.<sup>18</sup>

Wisconsin pupil records law provides that an SRO individually designated by the school board and assigned to the district shall have access to pupil records in the same manner as other DPI-licensed educators employed by the district. This includes certain records obtained from other law enforcement agencies as set forth in the Wisconsin statutes.<sup>19</sup> Likewise, federal law allows disclosure of education records to SROs as school officials if the school board determines the SRO has a "legitimate educational interest."<sup>20</sup> Thus, the MOU should designate the SRO as a school official with a legitimate educational interest in accessing education records under the Federal Educational Rights and Privacy Act<sup>21</sup>

and Wisconsin pupil records law.<sup>22</sup>

In addition to general access provided by statute to SROs, both state and federal law contain some exceptions to confidentiality for the exchange of records between districts and law enforcement. For example, state law provides that, under certain conditions, districts may provide attendance records to law enforcement<sup>23</sup> and may provide records or information about a pupil if necessary to protect the health or safety of any individual.<sup>24</sup> Further, under state law, districts must provide pertinent pupil records to an investigating law enforcement agency if the records concern the juvenile justice system and the system's ability to effectively serve the pupil, relate to an ongoing investigation or pending delinquency petition, and will not be disclosed to another person except as authorized by law.<sup>25</sup> Federal law also allows disclosure of records in response to a health or safety emergency involving students or other individuals.<sup>26</sup>

## Conclusion

With increased incidents of school shootings, drug use and gang activity in schools, SROs will be a continued presence in schools. Because of their multi-faceted role as law enforcement officers, counselors and liaisons between the district and the community, SROs need training beyond that provided in the police academy. It is important for school boards to understand the legal boundaries of law enforcement and to address those boundaries in an MOU governing the SROs' activities and to adopt comprehensive policies and practices regarding investigations of student misconduct including interrogations, searches and seizures, surveillance and pupil records. While the law establishes the limits of action, districts and SROs must exercise judgment and discretion to ensure secure environments where students can feel safe and can devote their attention to learning. ■

## End Notes

For additional information on related topics, see Wisconsin School News, "Balancing the Need to Educate and Protect" (August 2013); "Searching Student Vehicles at School" (October 2010); "Restricting Police Interviews of Students in School" (June 1994), and WASB Legal Notes, "Working with Law Enforcement in Matters Involving Student Misconduct" (Spring 2006).

1. Wis. Stat. s. 165.85(2)(c).
2. Brad Schimel, *Safe Schools Legal Resource Manual* 28 5th Ed. Oct. 2016, available at [doj.state.wi.us/sites/default/files/school-safety/safe-schools-manual-2016.pdf](http://doj.state.wi.us/sites/default/files/school-safety/safe-schools-manual-2016.pdf). This manual provided a significant source of information for this *Legal Comment*.
3. 81 Wis. Op. Att'y Gen. 126, 132-33 (1994) (OAG 5-94).
4. *Miranda v. Arizona*, 384 U.S. 436 (1966).
5. *Butler v. Oak Creek-Franklin Sch. Dist.*, 172 F. Supp. 2d 1102 (E.D. Wis. 2001).
6. *State v. Jerrell C.J.*, 2005 WI 105, 283 Wis. 2d 145, 699 N.W.2d 110.
7. *New Jersey v. T.L.O.*, 469 U.S. 325 (1985).
8. Wis. Stat. s. 118.325.
9. *State v. Schloegel*, 2009 WI App 85, ¶ 29, 319 Wis. 2d 741, 769 N.W.2d 130.
10. Wis. Stat. s. 118.45.
11. *In re Angelia D.B.*, 211 Wis. 2d 140, 160, 564 N.W.2d 682 (1997).
12. Brad Schimel, *supra* note 2, at 24-25.
13. Wis. Stat. s. 968.07(1)(d).
14. *State v. York*, 159 Wis. 2d 215, 464 N.W.2d 36 (Ct. App. 1990).
15. Wis. Stats. s. 942.08.
16. See *Wisconsin School News*, "Wiretapping Laws and Audio Surveillance" (April 2018).
17. Wis. Stat. s. 118.125.
18. Wis. Stat. s. 118.125(1)(d).
19. Wis. Stat. s. 118.125(2)(d).
20. 34 C.F.R. s. 99.31(a)(1)(i)(A).
21. 20 U.S.C. s. 1232g.
22. Wis. Stat. s. 118.125(2)(d).
23. Wis. Stat. s. 118.125(2)(cg).
24. Wis. Stat. s. 118.125(2)(p).
25. Wis. Stat. s. 118.125(2)(n).
26. 34 C.F.R. s. 99.36.

This *Legal Comment* was written by Michael J. Julka, Steven C. Zach, M. Tess O'Brien-Heinzen, and Brian P. Goodman of Boardman & Clark LLP, WASB Legal Counsel.

# Reimagine Your Learning Spaces

## SERVICE ASSOCIATE Q & A

**Q.** *What does it mean to be sustainable?*

**A.** I look at sustainability as the long-term viability of a design, an outlook that is especially important as public schools are funded by taxpayers. It's our responsibility to create designs that maximize dollars to the fullest extent possible and create facilities that will endure. When we design through this lens, the need to prioritize life-cycle and operational costs over short-term benefits becomes clear. The beautiful thing about this is that most sustainable design practices are the right things to do for student success. Natural lighting reduces energy loads while improving student engagement. Materials that give off gas chemicals are avoided to not only protect our atmosphere, but also children's developing minds. Energy conservation reduces greenhouse gases and frees up resources for academic programming. Renewable energy conserves our natural resources and is supporting the industries that will employ the next generation.

**Q.** *What kinds of features are conducive to collaborative learning?*

**A.** Collaborative learning is a theme in our work as educators keep pace with the skills most in demand for today's growing industries. At the same time, educators have to provide differentiated learning customized to the specific needs of each student. We've found that a key to success is creating flexible spaces. Students need environments that allow focused individual work, but also support project-based learning opportunities, multi-media presentations, large group instruction and small group learning. Many districts are finding that this necessitates replacing the traditional classroom with interconnected spaces.

To do this successfully, transparency between spaces is key. Strategic use of glass and safety glazing can go a long way toward ensuring that students remain visible, on-task and safe. The good news is that our kids thrive in these new, dynamic spaces and when given the opportunity to direct their own learning, they respond in amazing ways.

**Q.** *What will be the next trend in school construction projects?*

**A.** While I can't predict the future, I'm pretty confident that education will never go back to the way it was. Technology will continue to mold our world in ways we can't imagine, and many of the design models we're using now will one day be archaic. We're thinking about our buildings differently. Look for school construction methods that allow buildings to become more adaptable. Let go of the indestructible concrete block walls and embrace light gauge construction techniques that can be more easily modified and reconfigured. Challenge your district to think about how it is preparing students for a different kind of world. A few potential trends to watch:

- **Skills-based learning.** Place less emphasis on what grade a student is in and focus more on the specific skills and competencies a student has learned. This could lead to multi-aged learning environments.
- **Soft-skills education.** As the capabilities of our technologies continue to evolve, more importance will be placed on the "robot-proof" skills that machines haven't mastered. For now, that may include skills like empathy, communication, consensus building and leadership.



**Bob Morris, RA** is a senior design architect for Eppstein Uhen Architects



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- **Life-long learning.** As education becomes more specialized, we will continue to see a rise in the need for education throughout our lives. We're already seeing our schools used for non-traditional learning and that has the potential to grow exponentially.

**Q.** *What is the most important piece of advice you can give to a district preparing for a major renovation or construction project?*

**A.** This may sound a bit strange coming from a school architect, but don't make the mistake of thinking that a new building will fundamentally change the way you educate. Architecture has a huge role in enabling you to do what you do more effectively, but the building will always be a supporting actor and not the lead. Our most transformative building designs happen in districts already reimagining their educational processes before the design is ever conceived. ■

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### Legal Services

#### Buelow Vetter Bulkema Olson & Vliet LLC

262-364-0300  
cbuelow@buelowvetter.com  
buelowvetter.com

We have decades of experience in representing school boards across Wisconsin. We advise school boards and administrators on a variety of issues from labor and employment to student discipline and expulsion.

#### Strang, Patteson, Renning, Lewis & Lacy, s.c.

844-626-0901  
kstrang@strangpatteson.com  
strangpatteson.com

We provide legal counsel on a full range of issues that school and higher education institution clients confront on a regular basis.

#### von Briesen & Roper, s.c.

414-287-1122  
aphillips@vonbriesen.com  
vonbriesen.com

We're dedicated to ingenuity and creativity in helping schools solve their most complex legal and organizational problems. Challenge us to help you challenge the status quo.

### School/Community Research

#### School Perceptions, LLC

262-299-0329  
info@schoolperceptions.com  
schoolperceptions.com

An independent research firm specializing in conducting surveys for public and private schools, educational service agencies, communities and other state-level organizations.

### Transportation

#### Dairyland Buses, Inc.

262-544-8181  
mjordan@ridesta.com  
ridesta.com

School bus contracting provider, managed contracts, training, maintenance.



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