

AGENDA

**SCHOOL DISTRICT OF NEW GLARUS
REGULAR SCHOOL BOARD MEETING**

MONDAY, NOVEMBER 9, 2020

**HIGH SCHOOL LIBRARY/MEDIA CENTER, ROOM 183 JOIN ZOOM MEETING USING
LINK**

**HTTPS://US02WEB.ZOOM.US/J/86871412477?PWD=RGLRS2UXWEDLBLA4QLHP
SG5TQ3GRUT09 OR BY PHONE USING 1-646-568-7788 MEETING ID 868 7141**

2477 & PASSWORD 448439

1701 2ND STREET

NEW GLARUS, WISCONSIN 53574

7:15 PM

- I. **CALL TO ORDER**
 - A. Agenda Published
 - B. Roll Call
 - C. Approval of Agenda and Revisions
- II. **INTRODUCTIONS-PRESENTATIONS**
- III. **PUBLIC COMMENT PERIOD**
- IV. **APPROVAL OF CONSENT AGENDA**
 - A. Item(s) To Be Removed From Consent Agenda
 - 1. Board Minutes

SCHOOL DISTRICT OF NEW GLARUS DISCUSSION AND REGULAR SCHOOL BOARD MEETING

Monday, October 26, 2020

CALL TO ORDER

The meeting was called to order at 7:15 p.m. by Board President, Kari Morrison. The agenda was posted at the New Glarus Elementary School, New Glarus Middle School, New Glarus High School, Bank of New Glarus, New Glarus Post Office, and the District Website. The meeting was held virtually via Zoom and at the New Glarus High School Library due to the Covid-19 pandemic.

ROLL CALL

Present: Kari Morrison, Bill Oemichen, Travis Zimmerman, Larry Stuessy, Debra Fairbanks, Jessica Geib, and Corrine Hendrickson.

APPROVAL OF AGENDA AND REVISIONS

Motion by Jessica Geib to approve the agenda as presented. Second by Bill Oemichen. Motion carried 7-0 following a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

INTRODUCTIONS-PRESENTATIONS:

~None

PUBLIC COMMENT PERIOD

Travis Sysko, parent and Boys HS Basketball Coach, spoke in favor of the Board approving the “Athletics Reopening” plan.

Matt Streiff, parent, spoke in favor of the Board approving the “Athletics Reopening “plan.

APPROVAL CONSENT AGENDA

ITEM(S) TO BE REMOVED FROM CONSENT AGENDA

1. BOARD MINUTES & CLOSED SESSION MINUTES
2. APPROVAL OF BILLS
3. TREASURER’S REPORT
4. STAFFING REPORT
5. DONATIONS

Motion by Bill Oemichen to approve the Consent Agenda. Second by Debra Fairbanks. Motion carried 7-0 with a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

COMMITTEE UPDATES

POLICY, COMMUNICATION & ADVOCACY; Did not meet.

HANDBOOK AND PERSONNEL; Met. Reviewed the Work from Home Requirement for staff, Mental Health/SEL Restructuring, and Curriculum Restructuring plans.

BUDGET;

CURRICULUM, SPORTS & CO-CURRICULAR; Did not meet.

FACILITIES, TRANSPORTATION, AND TECHNOLOGY; Did not meet.

DISCUSSION AND POSSIBLE ACTION ITEMS

A. ATHLETIC REOPENING PLAN

Dr. Thayer and Brittany Spencer-Grant, Athletic Director, reviewed the Athletic Reopening Handbook with the Board.

Motion by Bill Oemichen to approve the plan with the addition that masks be required during attendance at an athletic event. Second by Travis Zimmerman. Motion carried 7-0 with a roll call vote. .

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

B. COVID-19 UPDATE

Dr. Thayer provided the Board with an update on Covid-19 in the District.

C. 2020-2021 TAX LEVY

Dr. Thayer and Tammy Marty, Business Manager reviewed the proposed 2020-2021 Tax Levy information with the Board.

Motion by Travis Zimmerman to approve the Tax Levy at \$11.63 for 2020-2021 as presented. Second by Debra Fairbanks. Motion carried 7-0 with a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

D. 2020-2021 BUDGET

Dr. Thayer and Tammy Marty, Business Manager reviewed the proposed 2020-2021 Budget information with the Board.

Motion by Travis Zimmerman to approve the 2020-2021 Budget as presented. Second by Bill Oemichen. Motion carried 7-0 with a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

E. STATE CHAMPIONSHIP SIGN

Dr. Thayer reviewed the State Championship Sign proposal with the Board.

Motion by Bill Oemichen, Facilities, Transportation, and Technology Committee Chair to approve the State Championship Sign proposal as presented. Motion carried 7-0 with a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

F. STAFF, STUDENT AND PARENT SURVEY RESULTS

Dr. Thayer and the building principals presented results from the recent staff, student, and parent surveys to the Board.

G. RESIGNATION

1. Kevin Parman – HS Football Assistant Coach

The Board reviewed the resignation letter from Kevin Parman – HS Football Assistant Coach.

Motion by Bill Oemichen to accept the resignation of Kevin Parman – HS Football Assistant Coach as presented. Second by Travis Zimmerman. Motion carried 7-0 with a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

H. NEW HIRES

~None

FUTURE SCHOOL BOARD AND COMMITTEE MEETINGS

- November 9, 2020 – Discussion & Regular Board Meeting – 7:15 p.m.
- November 19, 2020 – Special Board Meeting – 7:15 p.m.
- December 14, 2020 – Discussion & Regular Board Meeting – 7:15 p.m.

CLOSED SESSION: The Board of Education will entertain a motion to convene in closed session pursuant to s. 19.85 (1) (C) (D) and/or (F), Wis. Stats., as appropriate, to review crime prevention information and documents. The Board may take action in closed session, if necessary and appropriate. Thereafter, the Board will entertain a motion to reconvene into open session. After reconvening into open session, the Board may take further action that is necessary and appropriate, the Board will then entertain a motion to adjourn.

Motion by Bill Oemichen to move to closed session at 8:25 p.m. Second by Jessica Geib. Motion carried 7-0 with a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

Motion by Bill Oemichen to return to open session at 8:35 p.m. Second by Jessica Geib. Motion carried 7-0 with a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

ADJOURN

Motion by Debra Fairbanks to accept the Wisconsin School Violence Drill Evaluation Reports for the elementary, middle, and high school buildings as presented in closed session. Second by Larry Stuessy. Motion carried 7-0 with a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

Motion by Bill Oemichen, second by Corrine Hendrickson to adjourn the meeting at 8:36 p.m. Motion carried 7-0 with a roll call vote.

Kari Morrison, Aye, Bill Oemichen, Aye, Travis Zimmerman, Aye, Larry Stuessy, Aye, Debra Fairbanks, Aye, Jessica Geib, Aye, Corrine Hendrickson, Aye.

Respectfully submitted by Larry Stuessy/Kris Anderson

CHECK NUMBER	VENDOR	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	INVOICE/CHECK AMOUNT
60106	ALL FLAGS, LLC	11/04/2020	280393	FLAGS	69.85
				Totals for 60106	69.85
60107	AMPLIFY	11/04/2020	030786	CKLA - 2nd Edition G3 U9 Readers	117.72
				Totals for 60107	117.72
60108	AT&T	11/04/2020	4751297502	SEPT SERV	701.40
				Totals for 60108	701.40
60109	BURKE, KATY	11/04/2020	REFUND	LUNCH REFUND	120.60
				Totals for 60109	120.60
60110	CARING FOR KIDS	11/04/2020	10/12/20	REIM C4K BACKPACK PROGRAM	3,400.00
				Totals for 60110	3,400.00
60111	COMMON THREADS FAMILY RESOURCE CENT	11/04/2020	66910	2ND QTR TUITION	10,725.00
		11/04/2020	66907	2ND QTR TUITION	16,500.00
				Totals for 60111	27,225.00
60112	DEPELER WOOD SHOP	11/04/2020	24883	WOOD SHOP SUPPLIES	766.50
				Totals for 60112	766.50
60113	DVORAK LANDSCAPE SUPPLY LLC	11/04/2020	55222	SALT	943.83
				Totals for 60113	943.83
60114	MARTY, LAURA	11/04/2020	REFUND	LUNCH REFUND	137.85
				Totals for 60114	137.85
60115	MID-AMERICAN RESEARCH CHEMICAL CORP	11/04/2020	0715707	CUSTODIAL SUPPLIES	1,874.23
				Totals for 60115	1,874.23
60116	MONONA GROVE SCHOOL DISTRICT	11/04/2020	1071	DANE COUNTY CONSORTIUM FEES	1,850.00
				Totals for 60116	1,850.00
60117	NEOLA, INC	11/04/2020	87929	UPDATE SERVICE	1,345.75
				Totals for 60117	1,345.75
60118	PROFESSIONAL PEST CONTROL, INC	11/04/2020	487715	HS/MS MONTHLY SERV	89.00
		11/04/2020	487716	GS MONTHLY SERV	52.00
				Totals for 60118	141.00
60119	QUARLES & BRADY	11/04/2020	690417.000	STB	2,650.00
				Totals for 60119	2,650.00
60120	REGEZ SUPPLY CO. INC	11/04/2020	221507	CUSTODIAL SUPPLIES	609.00
				Totals for 60120	609.00
60121	RHYME BUSINESS PRODUCTS - LEASE	11/04/2020	28055870	LEASE SERV	1,344.15
				Totals for 60121	1,344.15
60122	STRANG, PATTESON, RENNING, LEWIS, &	11/04/2020	112184	SEPT SERVICES	682.00
		11/04/2020	112185	SEPT SERVICES	577.50
		11/04/2020	112186	SEPT SERVICES	984.00
				Totals for 60122	2,243.50
60123	TDS TELECOM	11/04/2020	OCT 2020	OCT SERV	1,486.48

CHECK NUMBER	VENDOR	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	INVOICE/CHECK AMOUNT
Totals for 60123					1,486.48
60124	TIERNEY BROTHERS INC.	11/04/2020	832731	See quote #191342 - Annual GoGuardian licensing	5,700.00
Totals for 60124					5,700.00
60125	UW PLATTEVILLE	11/04/2020	FALL 2020	TUITION	1,208.93
Totals for 60125					1,208.93
60126	WE ENERGIES	11/04/2020	GS OCT 202	OCT SERVICES	753.15
		11/04/2020	HS/MS OCT	OCT SERVICES	806.39
Totals for 60126					1,559.54
60127	VIKING HARDWARE - TRUE VALUE	11/04/2020	50621	bus supplies	9.87
		11/04/2020	50638	salt	69.48
		11/04/2020	50750	bus supplies	8.58
Totals for 60127					87.93
Totals for checks					55,583.26

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	0.00	3,400.00	24,699.81	28,099.81
27	SPECIAL EDUCATION FUND	0.00	0.00	27,225.00	27,225.00
50	FOOD SERVICE FUND	0.00	258.45	0.00	258.45
***	Fund Summary Totals ***	0.00	3,658.45	51,924.81	55,583.26

***** End of report *****

3. Treasurer's Report
4. Staffing Report

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**STAFFING REPORT
NOVEMBER 9, 2020**

HIRES / CHANGES	Employee Leaving Position	New Employee in Position	hours per day / % of empl	Term of Employment	Position
	Diane Elmer resignation	Cassandra Maloney	8 hours/day	Year Round	Secretary - Transportation/Building

OPEN POSITIONS	Position	Term of Employment	hours per day / % of empl	Reason for opening	
Support Staff	Bus Driver	2020-21 school year	2 hours/day	Paul Vetterli resignation	
Support Staff	Special Education Assistant	2020-21 school year	7.25 hrs/day (Tues - Friday) 29 hrs/week	Jody Gerner Resignation	reorganized position from 8 hrs/day, 40 hrs/week
Support Staff	Special Education Assistant	2020-21 school year	7.25 hrs/day	Weinbrenner transf Spec Ed Teacher	on hold
Support Staff	Custodian	Year Round	8 hours/day	Dale Freidig resignation	on hold
Coach	HS Girls Baseball Asst Coach	2020-21 Season	varies	Additional need per policy	
Coach	HS Football Asst Coach	2020-21 Season	varies	Mark Parman coaching resignation	
Coach	MS Track Coach	2020 Spring Season	varies	Tammy Newberry coaching resignation	
Coach	MS Track Coach	2020 Spring Season	varies	Mark Woelfel coaching resignation	

- 5. Donations
- B. Discuss Item(s) Removed From Consent Agenda
- V. **COMMITTEE UPDATES**
 - A. Policy, Communication & Advocacy
 - B. Handbook and Personnel
 - C. Budget
 - D. Curriculum, Sports & Co-Curricular
 - E. Facilities, Transportation & Technology
- VI. **DISCUSSION AND POSSIBLE ACTION ITEMS**
 - A. Academic and Career Planning (ACP) Annual Update
 - B. Student Services, Curriculum Restructuring, and Job Descriptions

NEW GLARUS SCHOOL DISTRICT JOB DESCRIPTION

TITLE: SCHOOL COUNSELOR
SUPERVISOR: DIRECTOR OF STUDENT SERVICES

I. Accountability Objectives:

The school counselor will provide equitable access to a comprehensive school counseling program for all students, focused on academic, personal/social, and career development. Services will be provided through the four counseling program components: guidance curriculum, individual planning, responsive services, and system support. The counselor will prepare all students and families for post-secondary opportunities..

II. Position Relationships:

Reports to: Director of Student Services
Collaborates with: Administration, Classroom and Resource Teachers, Support Staff, Parents and Families.

III. Position Qualifications:

Required experience and/or training per the Wisconsin Department of Public Instruction
Wisconsin Teaching Certification

IV. Position Responsibilities:

- Implement board policies.
- Communicate student progress with students, families, and building administration.
- Engage with building teams, district teams, and other work groups as identified by administration.
- Engage in professional growth through in-services, conferences, and/or other opportunities.
- Provide responsive services to meet students' immediate needs and/or concerns.
- Provide individual planning that guides students through ongoing activities to plan, monitor, and manage educational, personal, and career development.
- Support school district action steps through the use of relevant data, i.e. Response to Intervention (RtI), Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL), Culturally Relevant Teaching, post-secondary readiness, etc.
- Other duties as assigned.

New Glarus School District
1701 2nd Street, New Glarus, Wisconsin 53574
(608) 527-2410
Dated: August 5, 2019

NEW GLARUS SCHOOL DISTRICT

--DRAFT--

POSITION TITLE: Teaching and Learning Coordinator

DATE: 11/9/2020

I. QUALIFICATIONS:

1. A Master's Degree with specialization in education, administration, or related fields. Additional graduate study beyond the degree is highly desirable.
2. Minimum of three years of teaching experience.
3. Certification as required by the State of Wisconsin.
4. Knowledge of the laws, regulations, and interpretations regarding education
5. Ability to establish and maintain effective working relationships with administrators, staff, parents, and community members.
6. Experience in conflict resolution.
7. Experience in implementing the principles and current trends in education, curriculum, staff development, essential elements of instruction and clinical supervision.
8. Personal qualities associated with good human and interpersonal relations.
9. Possess qualities in shared decision making.
10. Ability to lead staff toward instructional improvement and conduct staff development sessions.
11. Ability to establish a team concept.
12. Ability to communicate effectively orally and in writing.

II. REPORTS TO: District Administrator

III. GENERAL FUNCTIONS / RESPONSIBILITIES:

The Teaching and Learning Coordinator shall be responsible for the coordination of planning, development, implementation, and evaluation of curriculum, assessment, and professional development programming.

IV. ESSENTIAL FUNCTIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are generally representative of the knowledge, skill, and/or ability required. Reasonable accommodations will be made to enable a qualified person with a disability to perform the essential job functions.

1. Develop and manage the district curriculum and instructional programming.
2. Recommend policies and initiatives to the Board and Administration to comply with state and federal legislation, administrative requirements, and local budget restraints.
3. Initiate and maintain ongoing research in student achievement.
4. Coordinate and approve all curriculum writing with the cooperation of appropriate District administrative personnel.
5. Develop and coordinate the ESEA (i.e. Title I, II, III, and IV) federal grant program/application process in coordination with the Director of Student Services.
6. Oversee the Carl Perkins grant in coordination with the CTE Department.
7. Construct, gain approval, and administer budgets for District testing and assessment, ESEA federal grants, summer school, and textbook and software acquisitions.
8. Plan, organize and direct District staff professional development and in-service training programs.
9. Manage the process for courses of study, curriculum guides, etc. for all grade levels in the District.
10. Oversee the district-wide assessment and testing program.
11. Advise the Administration on the current status of learning and instruction activities. Prepare reports and presentations for Board and other disseminations.
12. Serve as a positive adult role model during interactions with students.

ADDITIONAL DUTIES:

- Additional duties as deemed appropriate at the sole discretion of the District Administrator
- Maintain a current knowledge base through business networks, educational workshops and professional publications

V. PERSONAL ATTRIBUTES:

1. **Personal Attributes** – Must be highly organized and be able to work with nominal direct supervision. Must enjoy detail oriented work requiring a high level of accuracy. Must have good written and verbal communication skills. Must be a logical thinker who is able to prioritize and deal constructively with change. Must be well organized and demonstrate initiative. Must demonstrate the ability to establish and maintain exemplary relationships by using appropriate interpersonal skills. Must understand the need for teamwork, timeliness and accuracy. Must be able to maintain self-control under stressful situations and deadlines without exhibiting negative behaviors. Must be able to maintain confidentiality of sensitive information, and interact with others to accomplish tasks without arousing hostility. Must have knowledge of good grammar, spelling, punctuation and basic math abilities. Must be flexible and able to respond to changing priorities and many interruptions.
2. **Physical Abilities** – The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be made to enable qualified individuals with disabilities to successfully perform the essential functions.
3. **Communication Skills** - Ability to communicate well with a wide variety of people, sometimes in difficult situations. Ability to read and interpret documents such as rules, instructions, and procedure manuals.

VI. OTHER DUTIES AS ASSIGNED:

1. The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position may perform additional duties and additional duties may be assigned.
2. Perform additional duties as assigned by the District Administrator.

NEW GLARUS SCHOOL DISTRICT

-DRAFT-

POSITION TITLE: Director of Student Services

DATE: 11/9/2020

I. QUALIFICATIONS:

1. A Master's Degree with specialization in education, administration, or related fields. Additional graduate study beyond the degree is highly desirable.
2. Minimum of three years of teaching experience.
3. Certification as required by the State of Wisconsin.
4. Knowledge of the laws, regulations, and interpretations regarding education and student and staff due process.
5. Ability to establish and maintain effective working relationships with other administrators, employees, citizens, and community members.
6. Experience in conflict resolution.
7. Experience in implementing the principles and current trends in education, curriculum, staff development, essential elements of instruction and clinical supervision.
8. Personal qualities associated with good human and interpersonal relations.
9. Possess qualities in shared decision making.
10. Ability to lead staff toward instructional improvement and conduct staff development sessions.
11. Ability to establish a team concept.
12. Ability to communicate effectively orally and in writing.

II. REPORTS TO: District Administrator

III. GENERAL FUNCTIONS / RESPONSIBILITIES:

The Director of Student Services shall have district-wide responsibility for development, direction, coordination, and evaluation of all services and activities usually included under the umbrella of student services including CWD (Children With Disabilities) and non-CWD referral and case management, the IEP (Individual Educational Program) process, CWD compliance procedures, ELL programming and compliance, Section 504 referral and case management, Section 504 compliance procedures, psychologist services, counseling services, mental health services, school nursing services and such other programs and services as may be deemed beneficial to the district. The Director of Student Services shall work closely with building principal in supervision and evaluation of staff, leadership and coordination of existing student services programs, and development of new programs. The Director of Student Services shall be responsible to the District Administrator in implementing Board policies.

IV. ESSENTIAL FUNCTIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are generally representative of the knowledge, skill, and/or ability required. Reasonable accommodations will be made to enable a qualified person with a disability to perform the essential job functions.

The Director of Student Services will:

- a. Function as the Board designee in all special education, Section 504, ELL, counseling/psychologist, and mental health matters, including the filing of all monitoring and compliance reports.
- b. Supervise and evaluate special education, ELL, Section 504, counseling/psychologist, mental health, and school nursing staff
- c. Develop special education, ELL, Section 504, counseling/psychologist, mental health, and school nursing budget recommendations based on evaluations of program, staff, facilities, and curriculum needs. Monitor expenditures of established program budgets.
- d. Coordinate Individual Education Program procedures in processing students eligible for CWD services including implementation of continuous evaluation of student progress.

- e. Implement orientation, curriculum planning, in-service, and staff development related to special education, ELL, Section 504, school counseling/psychology, and mental health.
- f. Provide for systematic, periodic survey and study of the efficiency and effectiveness of the special education, ELL, Section 504, school counseling/psychology, mental health, and school nursing organization, staff, curriculum, programs, and procedures.
- g. Maintain complete confidential files on all students referred for and/or receiving special services and implement Board policy regarding information control and student records access.
- h. Assume coordination responsibility for special projects and activities of benefits to the student services program and to the community; Child Find, parent outreach and support, Special Education Advisory Committee, etc.
- i. Act as a referral source and a liaison with community agencies for student services concerns
- j. Supervise preparation of all student services handbooks, publications, and forms.
- k. Oversee assistive technology as it relates to special education.
- l. Oversee CESA #2 and other out of district contracts related to student services.
- m. Collaborate with the building principals in preparation of the Student Services budget.
- n. Perform all other duties as assigned by the District Administrator.
- o. Be responsible for committees as assigned by the District Administrator.

V. PERSONAL ATTRIBUTES:

1. **Personal Attributes –**

Must be highly organized and be able to work with nominal direct supervision. Must enjoy detail oriented work requiring a high level of accuracy. Must have good written and verbal communication skills. Must be a logical thinker who is able to prioritize and deal constructively with change. Must be well organized and demonstrate initiative. Must demonstrate the ability to establish and maintain exemplary relationships by using appropriate interpersonal skills. Must understand the need for teamwork, timeliness and accuracy. Must be able to maintain self-control under stressful situations and deadlines without exhibiting negative behaviors. Must be able to maintain confidentiality of sensitive information, and interact with others to accomplish tasks without arousing hostility. Must have knowledge of good grammar, spelling, punctuation and basic math abilities. Must be flexible and able to respond to changing priorities and many interruptions.

2. **Physical Abilities –**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be made to enable qualified individuals with disabilities to successfully perform the essential functions.

3. **Communication Skills –**

Ability to communicate well with a wide variety of people, sometimes in difficult situations. Ability to read and interpret documents such as rules, instructions, and procedure manuals.

VI. OTHER DUTIES AS ASSIGNED:

- 1. The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position may perform additional duties and additional duties may be assigned.
- 2. Perform additional duties as assigned by the District Administrator.

- C. Covid-19 Updates
- D. Athletic Updates

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Capitol Conference Athletics Safety Procedures Winter 2020 - 2021



Capitol Conference Safety Procedures	
Health Screening Procedures	<ul style="list-style-type: none"> → All attendees (athletes, coaches, officials, event workers, and spectators) must check their temperature at home before attending an event (practices or games). If a student-athlete or a coaching staff member has a temperature of 100.4 degrees or above, they must not attend practices or games. → All attendees must not attend practices or games if they have had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19 → All attendees must not attend practices or games if they are experiencing any other COVID-19 related symptoms: <ul style="list-style-type: none"> ◆ Cough ◆ Shortness of breath or difficulty breathing ◆ Fatigue ◆ Muscle or body aches ◆ Headache ◆ New loss of taste or smell ◆ Sore throat ◆ Congestion or runny nose ◆ Nausea or vomiting ◆ Diarrhea
Screening Verification	<ul style="list-style-type: none"> → All athletes are required to complete a COVID-19 verification form and submit to their athletic director on the day of a contest. <ul style="list-style-type: none"> ◆ May use WIAA tracing sheet and verification form or other documentation to verify this.
Face Coverings	<ul style="list-style-type: none"> → Face coverings are mandatory for all athletes, officials, workers and spectators (even when the Statewide Mask Mandate is complete). <ul style="list-style-type: none"> ◆ This includes all divisional and non-conference crossover games.
Officials	<ul style="list-style-type: none"> → Officials will be granted admission up to 30 minutes prior to the scheduled start of competition. <ul style="list-style-type: none"> ◆ A locker room will be made available to the officials. ◆ Officials will follow the screening procedures above.
Event Workers	<ul style="list-style-type: none"> → Event workers will be limited. → A visiting bookkeeper will not be allowed to sit at the scorer's table.
Locker Rooms	<ul style="list-style-type: none"> → A locker room will be made available to the visiting team. → Coaches are asked to provide supervision and enforce social distancing for any team members present in the locker room.
Spectators	<ul style="list-style-type: none"> → Maximum number of spectators per athlete is 4 within the same household <ul style="list-style-type: none"> ◆ Some schools have stricter numbers than this - be aware. → All spectators need to wear facial coverings from the time they enter the

	facility until the time they exit.
Concessions	<ul style="list-style-type: none"> → Schools may sell concessions if they choose. ◆ Spectators will be asked to eat/drink outside of the competition venue.
Admission	<ul style="list-style-type: none"> → No Conference-wide monetary admission requirement. → Approved spectators will be given a ticket (with school name) to show upon entry at a facility. ◆ This is true for both home and away contests. ◆ Schools have the option to charge admission and are asked to make visiting schools aware when doing so.
Competition Timelines	<ul style="list-style-type: none"> → JV and JV2 games will begin at 6:00 pm. ◆ Spectators will be allowed into the facility beginning at 5:50 pm. ◆ All people will be cleared out of the gym after each competition is complete. → Varsity games will begin no earlier than 7:30 pm. ◆ Spectators will be allowed into the facility beginning at 7:20 pm, or after all JV/JV2 spectators have cleared out. ◆ All people will be cleared out of the gym after each competition is complete.
Equipment	<ul style="list-style-type: none"> → All teams should bring their own equipment for use during warm-ups. The only shared equipment will be that used during the actual competition. → The game ball will be rotated/sanitized 3 times throughout the game. ◆ First timeout under 9 minutes in the first half ◆ Halftime ◆ First timeout under 9 minutes in the second half



**Capitol Conference Athletics Safety Procedures
Winter 2020 - 2021**



School	School Specific Plan/Protocols
Belleville	Will follow the host school's protocols (Dane County School)
Cambridge	https://docs.google.com/document/d/1TyTFi6L9NOc_gOMsj6OSPpoKlzl_fGMOOn9ldNINU9hw/edit?ts=5f997065
Columbus	
Lake Mills	
Lakeside Lutheran	
Lodi	
Marshall	Will follow the host school's protocols (Dane County School)
New Glarus	https://drive.google.com/file/d/1Kvj2DUp7BB9AFuJr3MmcLijlRREgGJWi/view?usp=sharing
Poynette	
Waterloo	
Watertown Luther Prep	
Wisconsin Heights	Will follow the host school's protocols (Dane County School)

Wisconsin Interscholastic Athletic Association

Email: Dorothy Sankey dsankey@wiaawi.org

APPLICATION FOR FOOTBALL COOPERATIVE TEAM RENEWAL (FOR CO-OPS EXPIRING IN 2020 AND 2021)

Deadline - December 1, 2020

The next opportunity for renewal will be 12/1/22 for the 2024 & 2025 seasons.

We are applying to renew our FOOTBALL cooperative agreement for the seasons of 2021, 2022 & 2023.

(check one) 11 Player 8 Player

Contact School (WIAA contact, where materials are sent, etc.)

New Glarus

LIST ALL SCHOOLS INVOLVED IN CO-OP

New Glarus

Monticello

With the signatures below, we agree to continue this co-op agreement for the school years indicated based on the stipulations of the initial co-op agreement drafted between all involved schools. All schools involved in this agreement have been contacted and agree to continue the agreement. We guarantee a no-cut policy, where any interested students will have an opportunity to participate in the requested co-op.

We further confirm that all school districts will provide the same level of institutional oversight to this program as to other sports sponsored by their district. In addition, we acknowledge that any monetary funds provided to us by outside sources will be handled according to district policies. Parent support groups, etc., shall not be involved in paying program expenses directly.

List Contact School

Signature of Board of Education or
Governing Body President of Contact School

Signature of District Administrator
of Contact School

New Glarus

Name of Conference

Signature of Authorized Person
Indicating Conference Approval

Conference Position

Southwest

Sara Godfrey

SWC Commissioner

YES NO Please check if your school will be applying for FOOTBALL ONLY Conference Realignment.

NOTE: If at any time your co-op is discontinued or not renewed, BOTH (ALL) SCHOOLS MUST RE-APPLY FOR TOURNAMENT ELIGIBILITY for the following season by the appropriate deadline.

<https://www.wiaawi.org/Portals/0/PDF/Forms/Tournament%20Series%20Football%20Only%20Application.pdf>

Date submitted to WIAA

You may check the Board of Control action status March 9, 2021

Login to wiaawi.org – schools/sch directory/schools/manage sch/school name/sports teams/season (year)/click co-op app

OFFICIAL ACTION OF WIAA BOARD OF CONTROL

The above request for cooperative team sponsorship is hereby granted, and must continue, for the school years indicated above. Application must be made again in the event any or all schools are interested in continuing agreement beyond the school year(s) indicated.

Wisconsin State Education Convention

Registration

The registration fee is \$240 per person.

Registration opens Nov. 1.

Group Rebates

This year discounted group rates are being offered:

- 1-4 registrations: \$240 per person
- 5-8 registrations: \$240 per person with 10% rebate of total registration costs per organization
- 9+ registrations: \$240 per person with 15% rebate of total registration costs per organization.

Cancellation

Cancellations will be accepted until Friday, Jan. 8. After that date, no refunds will be issued. All convention general and breakout sessions will be recorded and available throughout 2021.

Link to Convention 21 Information

<https://wasb.org/meeting-and-events/convention/>



Convention 2021

WISCONSIN STATE EDUCATION CONVENTION
January 20-22, 2021



Delegate Assembly Pre-Delegate Assembly Discussion TUESDAY, JANUARY 19

7 - 8 pm

This discussion session, held in an online meeting, will give delegates an opportunity to seek any needed clarifications of the resolutions forwarded to the Delegate Assembly by the WASB Policy and Resolutions Committee. **This will be an informational session only.** Members are encouraged to ask questions, but no action will be taken and no debate will be allowed.

This session also serves as the opportunity for delegates to propose emergency resolutions to the Policy and Resolutions Committee. It will include a review of parliamentary procedure for delegate assemblies as well as a review of the online voting procedures.

Delegate Assembly WEDNESDAY, JANUARY 20

1:30 pm

Delegates will vote on the policies that will guide the association's legislative agenda on Wednesday, Jan. 20 at 1:30 pm in an online meeting.



Each school board should be certain that its delegate (and alternate) understands the board's positions on the resolutions and is prepared to vote accordingly. Decisions reached by the Delegate Assembly help set the statewide education agenda.

The Delegate Assembly will be recorded and broadcast live via YouTube or another platform for non-delegates to watch. Please ensure that the WASB has the name of your delegate. Convention registration is not required to participate in the Delegate Assembly.

The 2021 Resolutions will be posted after they have been approved by the WASB Policy and Resolutions Committee.

Delegates:

Watch for emails with the online meeting links and instructions for the Pre-Delegate Assembly Discussion and the Delegate Assembly. Only one member per board will be admitted into the Delegate Assembly.

You will need:

- Access to a computer with a stable internet connection
- Access to a computer with a microphone and camera if he/she wants to speak on a resolution during the Delegate Assembly
- A firewall that allows access to Zoom (It is not required, but we encourage delegates to download the Zoom app ahead of time to ensure that it works for them on their device. Navigate to zoom.us and follow the instructions.)

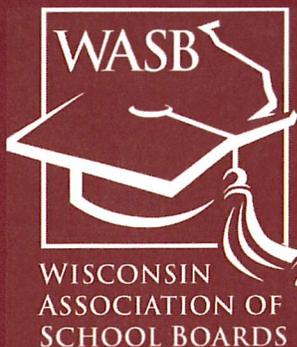
Convention registration is not required to be the district's delegate.

Delegates not registered for convention will only have access to the Pre-Delegate meeting and Delegate Assembly. Full convention registration is required to gain access to any of the breakout or general sessions.



GUIDE FOR CANDIDATES

2021 Spring Election Edition
Updated November 2020



Supporting, Promoting and Advancing Public Education

The WASB *Guide for Candidates* is designed to provide general information and commentary as a service to WASB members based on current law and agency guidance as it existed at the time of publication. It should not be relied upon as legal advice. If legal advice is needed, the services of the school district's designated legal counsel should be obtained.

© 2020 Published by:

WISCONSIN ASSOCIATION OF
SCHOOL BOARDS, INC.

122 W. Washington Avenue, Suite 400

Madison, WI 53703

Phone: 608-257-2622 or 877-705-4422 (toll-free)

wasb.org

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SCHOOL BOARD MEMBER ELECTION DATES

Deadline for School District Clerks to Publish the Notice of Election —
Fourth Tuesday in November (November 24, 2020)

**Candidates May File Declarations of Candidacy No Later than
January 5, 2021 —**

The deadline for declaring candidacy is 5:00 p.m. on the first Tuesday in January.

In order to be eligible to appear on the official ballot at the Spring Election, a candidate needs to file a declaration of candidacy and a campaign finance registration statement with the filing office identified in the district's Notice of Election by no later than this deadline. In some school districts, nomination papers with a sufficient number of signatures must also be filed in order to qualify for the ballot. Nomination papers may not be filed prior to December 1, 2020.

The appropriate forms can be obtained from the websites of the Wisconsin Elections Commission and the Wisconsin Ethics Commission, or from the school district's main administrative office.

Spring Primary (if a primary election is needed) —
Third Tuesday in February (February 16, 2021)

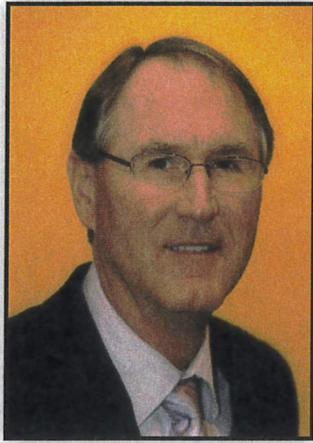
Spring Election —
First Tuesday in April (April 6, 2021)

WASB New School Board Member Gatherings —
Held regionally around the state, usually in mid to late April. Please refer to the schedule on the WASB website (wasb.org) once it is available.

**Persons Elected (or Re-Elected) to the School Board at the Spring Election
Must Take and File the Official Oath of Office —**
On or before the Fourth Monday in April (no later than April 26, 2021)

School Board Members Take Office —
Fourth Monday in April (April 26, 2021)

This pamphlet provides general information and is not intended as legal advice. The dates shown on this page reflect the law as of the date of publication. Please check the WASB School District Election Schedule and monitor the WASB website and other WASB communications for any changes, updates, or corrections to the information presented herein.



A MESSAGE FROM THE WASB PRESIDENT

Congratulations! You have made the deliberate decision to run for your local school board. Whatever the outcome of your election, your community is grateful that you made the decision to get involved to make your local school district even better.

Wisconsin has 421 school districts, each one consisting of locally elected school board members. Their job is to make the intimate decisions that will provide their students with the best education possible. There are many State and Federal laws that must be observed, and many of them need community decision makers to fine-tune the requirements to fulfill the spirit of the law, as well as the letter. Working with superintendents, administrators and teachers, school board members go about building effective educational systems.

As a community member, you have always had the opportunity to voice your thoughts, concerns, goals and desires to enhance your school district. As an elected board member, you have the added responsibility to be involved in the full decision-making process. Working with the other members of your board, you will have the responsibility of providing annual budgets, evaluating the Superintendent, and setting policy for administration and staff to follow.

As a member of the Wisconsin Association of School Boards, your district has the opportunity to utilize many of the tools developed by the WASB to follow good governance guidelines including webinars, conferences and the annual Education Convention held every January.

Good luck in your election, and thank you for wanting to make your local district a great one.

A handwritten signature in black ink, appearing to read "Bill Yingst, Sr." The signature is fluid and cursive, with a long horizontal line extending from the first name.

Bill Yingst, Sr., WASB President
Durand-Arkansas

ADVOCATES FOR CHILDREN

School boards and school board members are uniquely positioned to be advocates for boys and girls.

A member of a school board is entrusted with one of the most important responsibilities that can be assigned to any citizen—that of helping to direct the education of the youth of his or her community.

In no other country is there local responsibility for and authority in education comparable to the American school board. This local responsibility and authority — local control—varies in degree from state to state, but it assures that public schools are flexible and responsive to community needs.

Wisconsin school board members are the elected representatives of their districts and set policy for the education of the district's children.

In Wisconsin, more than 2,799 school board members are making decisions which affect more than 800,000 children enrolled in the public schools of the 421 districts in the state. These board members, as individuals, generally have no more power or authority than any other citizen in the district. It is when the individuals are meeting as a board that they can make decisions affecting the district.

Board members in Wisconsin must go through an established procedure to gain election to the school board. Your district administrator or district clerk will tell you the specific requirements for your district. General requirements are included in this brochure.



John H. Ashley, Executive Director
Wisconsin Association of School Boards

QUALITIES OF A SCHOOL BOARD MEMBER

There are many qualifications and qualities that experienced school board members have indicated are important to school board membership. These include:

- A commitment to the belief that all children of the school district are entitled to have available to them a beneficial educational program.
- An open mind and readiness to learn.
- A willingness to attend seminars and workshops which can help them make intelligent decisions in school affairs.

[The first WASB event for newly elected school board members are the New School Board Member Gatherings held in late April in 15 regions throughout the state to briefly review school board member responsibilities and introduce the new members to the services and information provided by the WASB.]

- A vision and an ability to understand changes in our society.
- The ability to act with other school board members to advance the best interests of the school district.
- The capability to articulate the philosophy and goals of the school and to listen carefully to the criticisms offered by people with differing views.
- A willingness to invest the hours that will be necessary to faithfully discharge their duties.
- Freedom from conflict with any other interest.

WHAT DOES THE SCHOOL BOARD DO?

School boards lead and govern the schools and educational programs of our local public school districts. That leadership role is performed as part of a team that includes the district administrator (also sometimes called the superintendent). The leadership team, in turn, operates within a unique framework of authority, duties, and powers that is established by a variety of state and federal laws and that is supplemented by local policy decisions.

There are actually several different types of public school districts in Wisconsin, including K-12 common school districts, K-8 common school districts, union high school districts, unified school districts, and the Milwaukee Public Schools. While the different types of school districts and their boards share many general characteristics, there are also some differences in the specific powers and responsibilities that are assigned to them. All school districts and school boards are alike, however, in that student learning and student achievement constitute the centerpiece of their mission.

The National School Boards Association (NSBA) has identified five core functions of school boards that, when pursued with rigor and intent, demonstrate effective local leadership and correlate with high levels of student achievement. The NSBA calls this governance model the “Key Work of School Boards,” and the WASB has adopted the model for use in connection with WASB’s board development programs and resources.

The Key Work of School Boards: A Framework for Effective School Governance

The NSBA's Key Work model focuses on five areas that provide a comprehensive overview of a school board's critical governance responsibilities.

VISION:

Effective school boards establish a clear vision and set high expectations for teaching and learning in a manner that supports strong student outcomes. The leadership team's vision supports and guides the development of a strategic plan and district goals. Effective boards formulate budgets and allocate resources in a manner that is aligned with the district's vision, strategic priorities, and goals.

ACCOUNTABILITY:

Accountability means measuring and judging how well the district is putting the vision into practice and making progress on key goals. Accountability starts with (1) the adoption of goals and academic and other standards, and (2) the assignment of responsibility and authority.

Data and other assessments are used as a tool. Success is acknowledged and rewarded while any lack of success drives change and improvement efforts. School boards and individual board members also must be accountable, including by modeling desired behaviors and by establishing standards for and evaluating the board's own internal operations and performance.

POLICY:

By establishing policies, a school board exercises its collective authority in order to serve students and achieve goals. Policies translate the board's vision into action and should be closely linked to (and sometimes directly establish) accountability structures and processes.

While many policies are written statements that establish and provide direction for staff, students, programs, and operations, the school district budget can be viewed as one type of policy decision. The scope and substance of a board's policies also reflect and contribute to the ongoing evolution of the board-administrator relationship, including by embodying an understanding of the respective roles of the members of the leadership team.

THE BOARD-ADMINISTRATOR RELATIONSHIP:

Research has shown that the board-administrator relationship is critical to the success of a school district. Both the school board and the superintendent have essential leadership roles that are interconnected but different. In simplistic terms, and keeping in mind that close collaboration is needed, the school board has the final authority to determine *what* needs to happen, and the district administrator and staff are given a degree of leeway to determine *how* to make it happen.

In order for the members of the leadership team to have a productive relationship that promotes public confidence in the school district, each individual member of the team must understand the unique roles and responsibilities of their position. Shared goals and clear policies can help to define roles and build a strong, collaborative relationship.

In nearly all districts, issues will arise that will cause the leadership team to discuss and recalibrate their mutual understandings of their respective roles. However, effective leadership teams are consistently professional, fair and objective, honest and open, team-oriented, prepared, and respectful.

COMMUNITY LEADERSHIP AND ADVOCACY:

Community leadership is demonstrated when a school board and its members act as ambassadors and advocates for district interests. Effective school boards engage the community in an ongoing conversation that is composed of a variety of communication channels and opportunities for participation and interaction. A school district's public advocacy and community engagement initiatives can provide both formal and informal opportunities to identify and discuss information, ideas, needs, and challenges with a variety of stakeholders.

School boards also have to forge relationships and work closely with legislators on legislative proposals that affect education, school funding, and a variety of other issues. School board members have a prominent role to play in telling their school district's story and in listening to stakeholders. Such communication can help to build support for the district and its students.

More detailed information on the leadership role of school boards and individual board members, as well as information on their powers, duties, and authority is available from the WASB.

QUESTIONS AND ANSWERS

Q. What are the legal qualifications for being a school board member?

A board member must be an eligible elector of the school district. According to the Wisconsin Elections Commission, in order to qualify for placement on the ballot as a candidate in a school board election, a person must be:

- (a) A citizen of the United States;
- (b) 18 years of age or older; and
- (c) A resident of the school district for at least 28 consecutive days at the time of filing a declaration of candidacy.

In some school districts, school board members are elected to numbered seats or according to a plan of apportionment of board seats among the cities, towns and villages in the district. Where a plan of apportionment is in place, the person elected to an apportioned seat must reside in the designated geographic area at the time he or she takes the oath of office. In all school board elections other than in Milwaukee, each board member is ultimately elected by the votes of the electors of the entire school district.

There are three different potential conflict of interest situations that a candidate should consider before filing his or her declaration of candidacy:

Private interest in public contracts: School board members are prohibited by a felony criminal statute from having private, pecuniary interests, either direct or indirect, in school district contracts of more than \$15,000 in any year. Some limited exceptions to this prohibition are enumerated in the statutes. Significantly, abstaining from participation in particular board discussions and votes does not always resolve this type of conflict. (see s. 946.13)

Code of Ethics: The Code of Ethics for Local Government Officials prohibits local public officials (including school board members) from engaging in specified conduct that might otherwise involve a conflict of interest, the improper use of a public position for personal gain, or other divided loyalties. For example, a local public official may neither (1) use his or her office to obtain financial gain or anything of substantial value for private benefit for himself or herself, or his or her immediate family, or for an organization with which he or she is associated; nor (2) take any official action substantially affecting a matter in which the official, a member of his or her immediate family, or an organization with which the official is associated has a substantial financial interest. (see s. 19.59)

It should be noted that the Wisconsin Ethics Commission and its predecessors (the former Government Accountability Board and former State Ethics Board) have consistently interpreted the phrase “anything of substantial value” to mean anything of more than nominal, token, or inconsequential value in light of the totality of the circumstances. Although the Ethics Commission has not identified a specific figure, previous opinions suggest that anything worth more than several dollars may be suspect. Further, the Code of Ethics does not define “substantial financial interest” and fails to contain a safe harbor like the \$15,000 annual threshold found in s. 946.13. Thus, unlike s. 946.13, it is likely that financial interests in matters involving far less than \$15,000 will trigger the application of the Code. Finally, whereas s. 946.13 restricts an individual’s conduct in both the person’s private and public capacities, the Code of Ethics is primarily concerned with actions that a local public official takes in his or her public (i.e., official) capacity.

Incompatibility of Office: The common law doctrine of incompatibility of office is generally understood to prohibit a school board member from being simultaneously employed by the same school district where he or she is on the school board, and it may restrict school board members from serving the district in other capacities as well.

Before seeking a school board seat, a potential school board candidate who already holds some other public office should also determine if there may be a legal incompatibility between the currently-held office and the office of school board member.

Q. What are the election procedures for the office of school board member?

In Wisconsin school districts, school board members are elected in April in connection with the spring election of various municipal and judicial officers. A regular term of office for a school board member is three years.

In common, union high and unified school districts, candidates must file a campaign finance registration statement, a declaration of candidacy, and, if required, nomination papers, with the school district clerk on or before 5 p.m. on the first Tuesday in January (or on the next day if Tuesday is a holiday). Note that nomination papers may not be circulated or filed before December 1. This deadline may be extended by 72 hours where an incumbent, without prior written notification of noncandidacy, fails to file for the election. Notwithstanding the final January deadline for filing a campaign finance registration statement, a candidate must comply with the registration requirement no later than the time that he or she becomes a candidate, which can be earlier than the January ballot-access deadline. The district staff in the office of the district administrator (superintendent) should be able to identify whether candidates in the district are required to solicit and file nomination signatures, as well as how many signatures are required.

The candidate(s) who are elected to the school board at the spring election must take and file the official, written oath of office *on or before* the 4th Monday in April. The oath of office does *not* have to administered at or in connection with a school board meeting. Failure to take and file the oath gives rise to a vacancy. The term of office begins on the 4th Monday in April.

Q. What are some of the basic campaign finance requirements for a school board candidate?

As mentioned above, the campaign finance laws found in Chapter 11 of the Wisconsin statutes include the requirement that every candidate must file a campaign finance registration statement with the school district clerk in a common, union high, or unified school district. All candidates register as a “candidate committee.”

While every school board candidate (defined to include every actively serving school board member) must be registered, a candidate may claim an exemption from filing periodic financial reports. If a candidate declares on his or her current registration statement that he or she does not anticipate accepting contributions, making disbursements, or incurring obligations in excess of \$2,000 in the applicable calendar year, and if he or she does not actually exceed that dollar threshold, then the candidate is exempt from filing periodic financial reports. Exemptions must be renewed annually. The ability of a candidate running for office in the next election to claim the exemption prior to that election is currently uncertain. See s. 11.0104 or visit the Wisconsin Ethics Commission website for more information (<https://ethics.wi.gov>).

Notwithstanding the \$2,000 aggregate threshold for claiming or renewing the reporting exemption, all candidates (including those who have claimed the reporting exemption) must adhere to the general limits that apply to contributions from specific sources, as further specified in Chapter 11. In addition, it is very important for candidate committees to understand that claiming the exemption from filing reports does not relieve the candidate and his or her candidate committee from other obligations imposed by the campaign finance laws. For example, even committees that are exempt from filing campaign finance reports must (1) track and keep adequate records of all receipts and disbursements, and (2) include appropriate “paid for by” attribution statements on applicable campaign materials.

Requirements for designating a candidate committee treasurer and a depository (checking account) for campaign funds are also set out in Chapter 11.

Q. Do school board members get paid for their service?

In common and union high school districts, the annual meeting of district electors may vote annual salaries for board members or an amount for each school board meeting that the board member actually attends.

In unified school districts, each school board member may be paid an annual salary or an amount fixed by the school board for each school board meeting the member actually attends. In the Milwaukee Public Schools, the members of the board of school directors are paid an annual salary in an amount set by the board.

A school board member may refuse his or her salary. See s. 120.07 for more information.

Q. Are school board members protected from civil suits?

The laws of Wisconsin provide some protection for school board members and other public officials who become involved in a legal action in their official capacity. The protection comes in the form of limited immunity from certain suits, and also in the form of a right to be indemnified by the school district in certain other civil suits. School districts generally maintain liability insurance policies that help the district meet its obligations to indemnify its officers.

However, school board members are not entirely immune from or indemnified for all possible personal liability. For example, there can be personal liability when a court or jury determines that a board member's conduct caused harm to another person and was also outside the scope of his or her duties as a board member, as might be the case with certain intentional and/or criminal acts. As another example, personal liability may arise from a board member's violation of the Wisconsin Open Meetings Law and from other failures to perform legally mandated duties. Some violations of the law by public officials constitute criminal offenses.

Q. How are vacancies on school boards filled?

Vacancies in school board offices in common, union high and unified school districts are generally filled by appointment by the remaining members within 60 days of the actual vacancy. Such appointees hold office until a successor is elected and takes office. Although the exact process to be followed varies by the timing of the vacancy, it is often the case that a partial (or "unexpired") term of either one or two years that is connected to a vacancy will appear on the ballot at the spring election in order to replace the board's appointee with a duly-elected board member. A vacancy on the board of school directors in the Milwaukee Public Schools is filled by a special election.

Policies of the Board of Education

Series 0000 Bylaws: PO0175.2 Board Self-Evaluation

BOARD EVALUATION INSTRUMENT

Part I. Assessing Individual Board of Education Member Performance

Before completing Part II, Board of Education Evaluation Questionnaire, please complete the following personal assessment of your Boardsmanship. This form will not be shared with others but will be for your review only. The following rating scale should be used for each statement, and a check should be placed to the appropriate box:

- 4. Always
- 3. Frequently
- 2. Sometimes
- 1. Never

	1	2	3	4
1. I familiarize myself with school policies and laws which are important for meetings.				
2. I attend all Board of Education meetings.				
3. I read the agenda and supporting material prior to the Board meeting.				
4. I reserve all decisions on matters until the Board is in session.				
5. I keep personal matters personal and discuss concerns that are unrelated to the Board of the District at appropriate times and places.				
6. I use the chain of command and direct questions to the Superintendent when contacted by a District resident.				
7. I attend WASB workshops and meetings.				
8. I read school publications sent to my home.				
9. I visit schools within the District.				
10. I am informed about community feelings toward the schools.				
11. I take every opportunity to tell people about their schools.				
12. I respect the Superintendent's office and refrain from unwarranted interferences with the Superintendent's affairs.				
13. I believe in long-range planning and recognize that changing trends change school needs.				
14. I believe the District should place great emphasis on professional growth.				
15. I have high expectations for student achievement.				
16. I know that I have no authority as a Board member except when the Board is legally in session, and that Board officers have specific duties that are occasionally performed outside of Board sessions.				

17. I rely on the Superintendent to provide the Board with accurate information on the school systems.				
18. I take part in Board in-service and orientation programs.				
19. Even though I may disagree, I support publicly positions taken by the whole Board.				
20. I work toward mutual trust between Board members and administration and keep criticism of either to private sessions.				
21. I recognize that governance and policy duties belong to the Board and administrative duties belong to the District's administrators.				
22. I support budgetary provision and encourage the professional growth of the Superintendent.				
23. I support strong professional growth programs for all school personnel.				
24. I attend PTO meetings, concerts, plays, athletic contests, and other school events.				
25. I am familiar with the budgeting process of the District.				
26. I am familiar with the curriculum and graduation requirements of the District.				

Part II. Assessing the Board of Education’s Performance

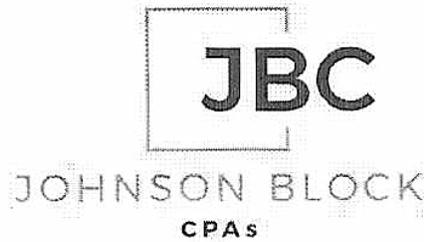
The following list of 20 items pertaining to the operation of the Board of Education is the basis for an annual self-evaluation of the Board.

Each Board member should complete the rating scale for each item as follows:

- 4. Always
- 3. Frequently
- 2. Sometimes
- 1. Never

A. Board Relationship with the Superintendent	1	2	3	4
1. The Board keeps the Superintendent informed on issues, needs, and complaints in a manner allowing him/her the opportunity to solve related problems in a professional matter.				
2. The Board clearly interprets its position on controversial matters pertaining to the school District, thereby enabling the Superintendent to properly carry out the wishes of the Board.				
3. The Board supports the Superintendent’s administrative regulations and decisions to the public and staff members and relays any disagreement in private or in executive session.				
4. The Board disregards personalities and considers the recommendations of the Superintendent in an unbiased and objective manner.				
B. Board Relationship with the Community				
1. The Board recognizes that their fellow citizens have entrusted them with the educational development of the children and youth of this community.				
2. The Board recognizes that the community expects their first and greatest concern to be in the best interest of all students in the District without distinction as to who they are or what their background may be.				
3. The Board enacts policies supporting the efforts of the administration in helping all the people of this community to have all the facts all the time about their schools including the status of the student performance in the District.				

C. Board Relationship Between Members During Meeting				
1. Individual members of the Board treat other members of the Board and professional staff with respect during Board meetings.				
2. Differences of opinion influencing Board member votes are based on the issues at hand and not on personalities.				
3. Each member of the Board conducts himself/herself in such a manner as to emphasize that individual Board members have authority only when convened in a legally conducted Board meeting with at least a quorum present.				
D. Board Relationship with Staff and Personnel				
1. The Board delegates hiring of the staff to the Superintendent and holds him/her accountable to the Board parameters defined in the policies.				
2. The Board creates a climate of support for staff in the District.				
3. The Board members maintain personal friendships with District personnel without allowing them to affect overall Board decisions and/or policies.				
E. Board Relationship to the Instructional Program				
1. The Board makes every effort to keep informed about the instructional program.				
2. The Board ensures instructional program decisions are based on research on effective schools and learning.				
3. The Board provides funding to maintain educational programming in the District that is based on the belief that all students can learn at high levels.				
4. The Board keeps the community informed about financial needs of the school District.				
F. Board Relationship to the Financial Management of the Schools				
1. The Board establishes the policies and provides the necessary resources to properly manage the finances of the school District.				
2. The Board requires the proper accountability for the expenditure of funds in the school District.				
3. The Board provides funding to maintain educational programming in the District that is based on the belief that all students can learn at high levels.				
4. The Board keeps the community informed about financial needs of the school District.				



March 26, 2018

To the School Board and Management
School District of New Glarus
1701 2nd Street
New Glarus, WI 53574

We are pleased to confirm our understanding of the services we are to provide the School District of New Glarus for the years ended June 30, 2018, 2019 and 2020, with an optional extension for 2021 and 2022. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements of the School District of New Glarus as of and for the years ended June 30, 2018, 2019 and 2020, with an optional extension for 2021 and 2022. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the School District of New Glarus's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to School District of New Glarus's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by U.S. generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis
- 2) Budgetary Comparison Schedules
- 3) Supplemental Pension Liability Schedules
- 4) Wisconsin Retirement System Schedules

We have also been engaged to report on supplementary information other than RSI that accompanies the School District of New Glarus's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a separate written report accompanying our auditor's report on the financial statements OR in a report combined with our auditor's report on the financial statements:

- 1) Combining Statement – Non-major funds
- 2) Schedule of Changes in Assets and Liabilities – Pupil Activity Funds
- 3) Schedule of Federal and State Awards

Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the accounting records of the School District of New Glarus and other procedures we consider necessary to enable us to express such opinions. We will issue a written report upon completion of our audit of the School District of New Glarus's financial statements. Our report will be addressed to the school and management of the School District of New Glarus. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the School District of New Glarus is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School District of New Glarus's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Other Services

We will also assist in preparing the financial statements and related notes of the School District of New Glarus in conformity with U.S. generally accepted accounting principles based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Management is responsible for designing, implementing, and maintaining effective internal controls, including evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. generally accepted accounting principles, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to [include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the financial statements and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We may from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to school district; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Johnson Block and Company, Inc. and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Wisconsin Department of Public Instruction or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Johnson Block and Company, Inc. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Wisconsin Department of Public Instruction. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit on approximately July of each year to be audited and to issue our reports no later than December 1st of each year to be audited. Jay Bennett is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed:

	2018	2019	2020	Optional Years	
				2021	2022
Financial Audit	\$ 12,700	\$ 13,000	\$ 13,400	\$ 13,500	\$ 13,500

Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 90 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Membership audits are not required every year but, typically occur twice in an eight-year cycle. If a membership audit is required in any of the years covered under this proposal our fee will be \$2,000 in the first three years and \$2,200 in the two optional years.

At this time, it is not anticipated that the district will be required to have a single audit in accordance with the Uniform Grant Guidance and the State Single Audit Guidelines. If a single audit is required, the amount of time required on a single audit is dependent on the type and number of major programs to be tested and we will bill for this service at our standard hourly rates.

Nonattest and Other Services

Prior to or as part of our audit engagement, it may be necessary for us to perform certain nonattest services including, but not limited to, compiling regulatory reports, preparing drafts of your financial statements and proposing general, adjusting, or correcting journal entries to your financial statements. We will not perform any management functions or make management decisions on your behalf with respect to any nonattest services we provide. In connection with our performance of any nonattest services, you agree that you will:

- Continue to make all management decisions and perform all management functions including approving all journal entries and general ledger classifications when they are submitted to you.
- Designate employee(s) with suitable skill, knowledge, and/or experience, preferably within senior management, to oversee the services we perform.
- Evaluate the adequacy and results of the nonattest services we perform.
- Accept responsibility for the results of our nonattest services.
- Establish and maintain internal controls, including monitoring ongoing activities related to the nonattest function.

We appreciate the opportunity to be of service to the School District of New Glarus and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Johnson Block and Company, Inc.

Johnson Block and Company, Inc.

Certified Public Accountants

RESPONSE:

This letter correctly sets forth the understanding of the School District of New Glarus.

Management signature: *[Signature]* Governance signature: *[Signature]*
 Title: *Paul M...* Title: *Superintendent*
 Date: *5/30/18* Date: *5/30/18*

- K. December 22 - Instructional Plan Model
- L. Resignations

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NOV 3, 2020

TO: NEW GLARUS SCHOOL DISTRICT,

ON MONDAY, OCT 26, I SPOKE WITH LAURA EICHER AND EXPLAINED THAT I ONLY HAVE 8 HOURS A WEEK DRIVING SCHOOL BUS FOR THE N.G. DISTRICT. (LAST YEAR IT WAS 20.25)

THIS MAKES THE JOB UNSTAINABLE AND I HAVE TO FIND ANOTHER JOB, PART-TIME. THIS WOULD MEAN THAT I COULD STILL WORK IN THE DISTRICT A DAY OR TWO PER WEEK. THE JOB I FOUND WOULD ALLOW FOR ME TO DO AFTER SCHOOL TRIPS, IF YOU NEEDED ME. ALSO, THIS NEW JOB WILL FINISH IN MARCH and I'D BE AVAILABLE AGAIN AT THAT TIME. AND HOPEFULLY SCHOOL WILL BE BACK IN SESSION MORE NORMALLY BY THEN.

CONSIDERING OUR CONVERSATION OCT 26 I W HOPEING MY TWO WEEK NOTICE WOULD BE UP ON NOV. 9. I DIDNT⁵⁸ WRITE AN ACTUAL

LETTER, BECAUSE I'M HOPING TO STILL
BE ABLE TO WORK, ALBEIT VERY PART
TIME, UNTIL MARCH, AND THEN RETURN
TO MORE NORMAL HOURS.

THANK YOU SO MUCH FOR YOUR
TIME AND YOUR CONSIDERATION OF
THIS SITUATION.

SINCERELY,
Paul Vetterli

New Hire Board Approval
November 9, 2020

Name: Cassandra Maloney
Position: Transportation / Building Secretary
Percentage of employment: 8 hours per day
Term of employment: Year round
Placement on Wage Chart: Secretary, Step 4

- VII. **FUTURE AGENDA ITEMS**
- VIII. **FUTURE SCHOOL BOARD AND COMMITTEE MEETINGS**
 - A. November 19, 2020 - 7:15 p.m. - Special Board Meeting
 - B. December 14, 2020 - 7:15 p.m. - Discussion & Regular Board Meeting
- IX. **ADJOURN**

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING. INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE ACTIONS THAT MY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

UPON REQUEST TO THE DISTRICT OFFICE, SUBMITTED TWENTY-FOUR (24) HOURS IN ADVANCE, THE DISTRICT SHALL MAKE REASONABLE ACCOMODATIONS INCLUDING THE PROVISION OF INFORMATIONAL MATERIAL IN AN ALTERNATIVE FORMAT FOR A DISABLED PERSON TO BE ABLE TO ATTEND THIS MEETING.