

## **AGENDA**

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

**MONDAY, DECEMBER 5, 2022**

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

**HTTPS://US02WEB.ZOOM.US/J/84285583366?PWD=MMLIQMZSMKFYQ1JYWK9  
KA3RDUKPMZZ09 BY PHONE USING 1-646-568-7788 MEETING ID 842 8558 3366**

**& PASSWORD 007868**

**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**
  - A. Skills USA
  - B. Math Team
  - C. Cross Country Team
  - D. State Report Card Results

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# District Report Card Results

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*NGSD Board Meeting 12-5-22*



# State Report Card Results:

- In top 25 of all 4K-12 districts in State of WI
- In top 10% of districts in state in all sub-categories - Achievement, Growth, Target Group Outcomes, and On-Track to Graduation<sup>3</sup>
- District is 1st in Green County, 1st in Capitol Conference, and 2nd in Dane County (1 point behind Waunakee)
- Elementary - 5 stars - Significantly Exceeds Expectations
- District, Middle School, and High School - 4 stars - Exceeds Expectations

# State Report Card Results:

- Some new data on state report cards this year:
  - Post-Secondary Preparation
    - Advanced Courses 34.5% (State 19.9%)
    - Dual Enrollment 50.6% (State 18.6%)
    - Industry-Recognized Credentials 0% (State 2.8%)
    - Work-Based Learning 1.6% (State 3.4%)
  - Participation by Type of Arts Course
    - Art and Design 26.5% (State 23.0%)
    - Dance 0% (State 0.3%)
    - Music 35.8% (State 18.3%)
    - Theater 0% (State 1.6%)

# Q&A



## OVERVIEW

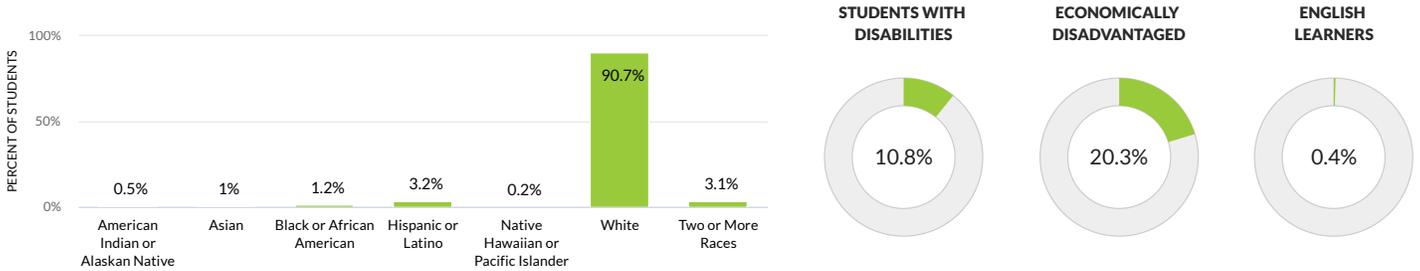
### District Details

Grades : K4-12  
Enrollment : 967  
Percent open enrollment : 12.4%

Small Schools, Big Opportunities -New Glarus School District is a top-rated school district that offers students extensive curricular and extra-curricular opportunities within a small school setting. With a school population of around 1000 students, teachers form strong relationships with their students and are committed to each child reaching his or her potential in a safe learning environment.

*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



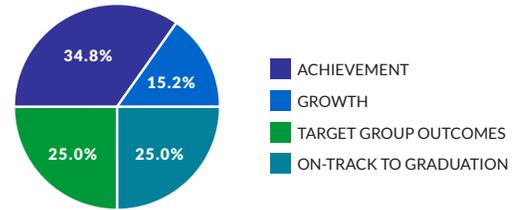
### Score Summary

**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



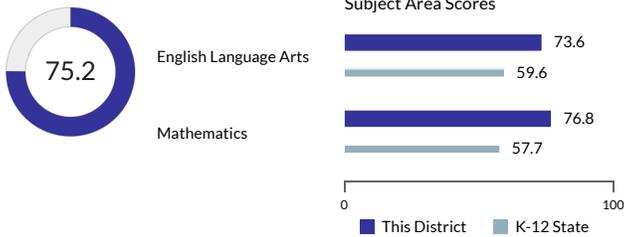
**Exceeds Expectations**  
★★★★

#### PRIORITY AREA WEIGHTS

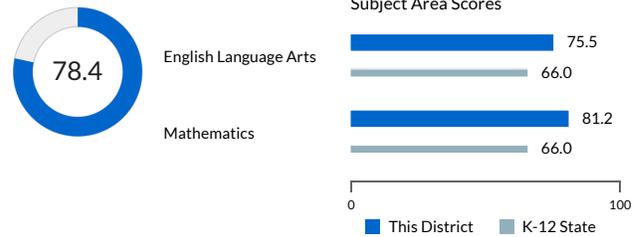


### Priority Area Scores

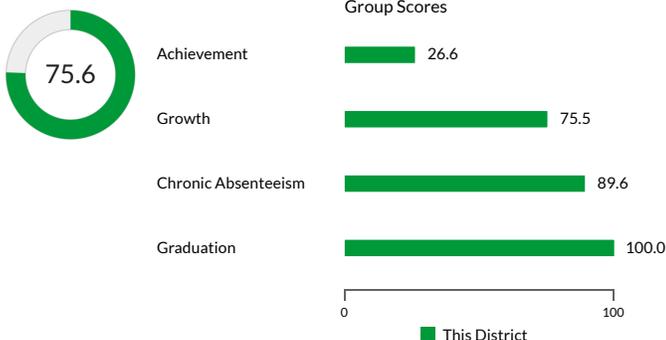
#### ACHIEVEMENT



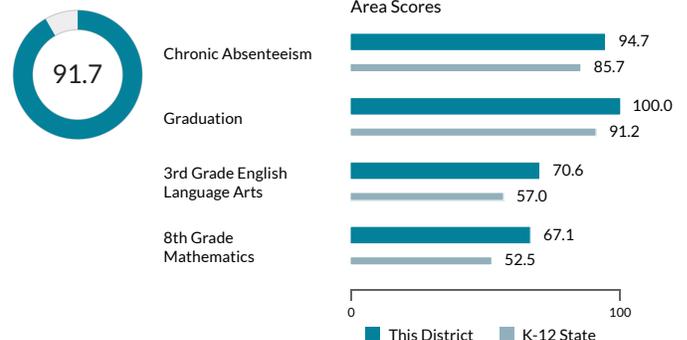
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



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## DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

### Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	1	33.3%
Exceeds Expectations	2	66.7%
Meets Expectations	0	0.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

### Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	0	0.0%
Needs Improvement	0	0.0%

### School Score Summary

This table does not include alternate accountability schools.

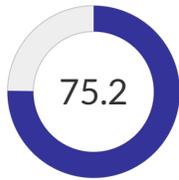
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	78.4	80.2	83.5	100.0
Achievement	72.4	75.4	81.3	100.0
Growth	76.5	78.4	81.2	100.0
Target Group Outcomes	74.2	76.3	80.0	100.0
On-Track to Graduation	91.4	93.0	96.1	100.0



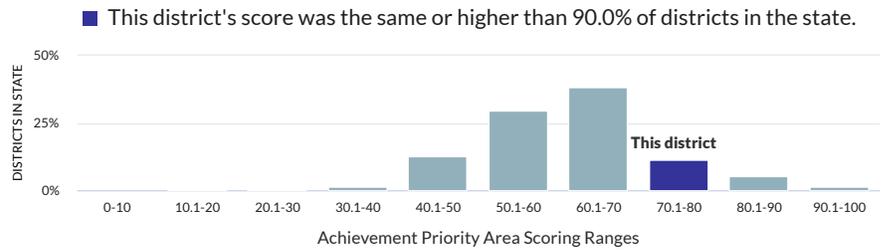
## ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



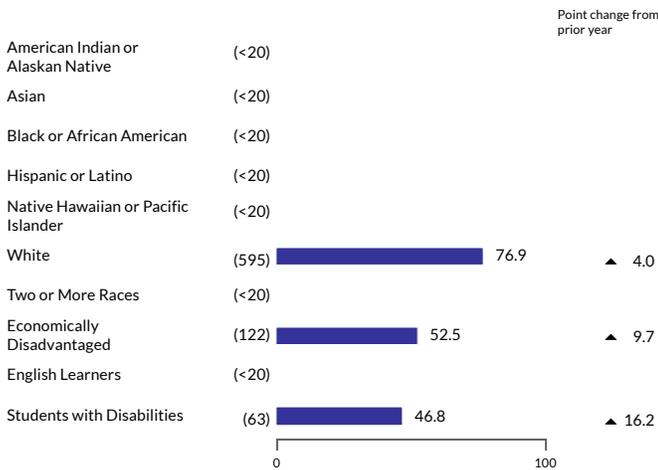
English Language Arts Score: 73.6  
Mathematics Score: 76.8



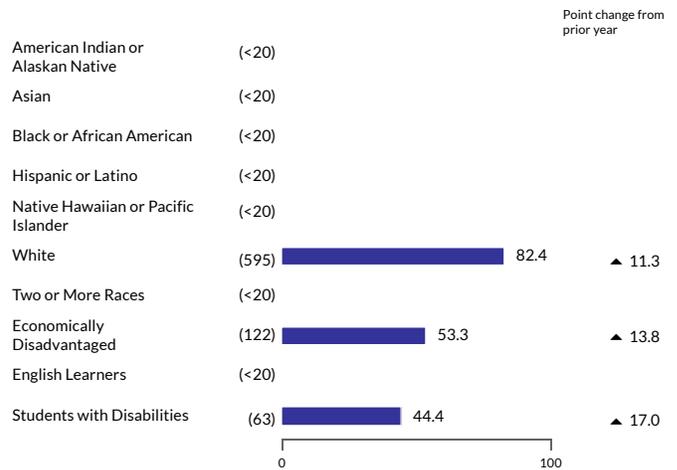
## Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



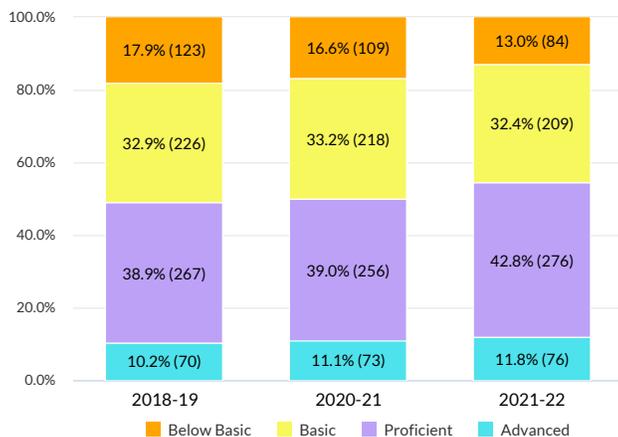
### MATHEMATICS



## Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
98.5%	91.4%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.5%	91.4%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	686	10.2%	38.9%	32.9%	17.9%	656	11.1%	39.0%	33.2%	16.6%	645	11.8%	42.8%	32.4%	13.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	628	10.4%	40.4%	32.5%	16.7%	604	11.1%	39.7%	33.1%	16.1%	595	11.3%	43.9%	32.3%	12.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	152	0.7%	21.7%	38.2%	39.5%	138	2.2%	21.7%	35.5%	40.6%	122	4.1%	30.3%	32.0%	33.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	56	0.0%	7.1%	21.4%	71.4%	62	0.0%	16.1%	29.0%	54.8%	63	3.2%	27.0%	30.2%	39.7%

#### MATHEMATICS

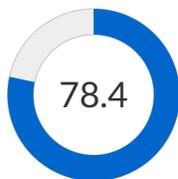
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	686	15.6%	39.1%	29.4%	15.9%	656	10.5%	38.9%	31.4%	19.2%	645	19.4%	39.5%	26.8%	14.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	628	16.1%	41.1%	29.3%	13.5%	604	10.1%	40.1%	31.8%	18.0%	595	19.8%	39.2%	26.9%	14.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	152	6.6%	19.7%	35.5%	38.2%	138	0.7%	21.0%	34.8%	43.5%	122	7.4%	25.4%	33.6%	33.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	56	0.0%	10.7%	26.8%	62.5%	9 62	4.8%	6.5%	27.4%	61.3%	63	6.3%	15.9%	38.1%	39.7%



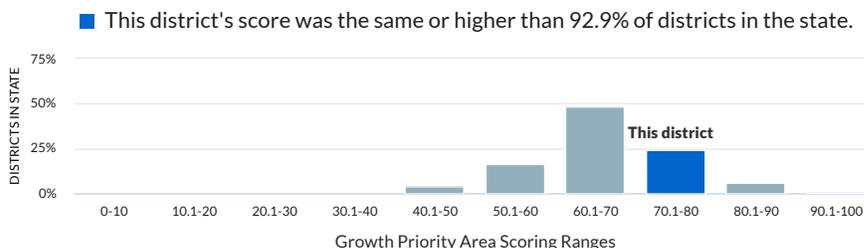
## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



**English Language Arts Score:** 75.5  
**Mathematics Score:** 81.2



### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS

All Students	(551)	3.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(508)	3.5
Two or More Races	(<20)	
Economically Disadvantaged	(109)	3.3
Not Economically Disadvantaged	(442)	3.6
English Learners	(<20)	
English Proficient	(547)	3.5
Students with Disabilities	(45)	3.6
Students without Disabilities	(506)	3.5
Proficient Last Year	(295)	3.6
Not Proficient Last Year	(256)	3.3

#### MATHEMATICS

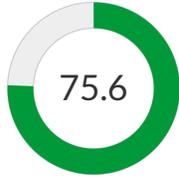
All Students	(553)	3.8
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(510)	3.8
Two or More Races	(<20)	
Economically Disadvantaged	(109)	3.6
Not Economically Disadvantaged	(444)	3.8
English Learners	(<20)	
English Proficient	(549)	3.8
Students with Disabilities	(45)	3.6
Students without Disabilities	(508)	3.8
Proficient Last Year	(298)	3.7
Not Proficient Last Year	(255)	3.9



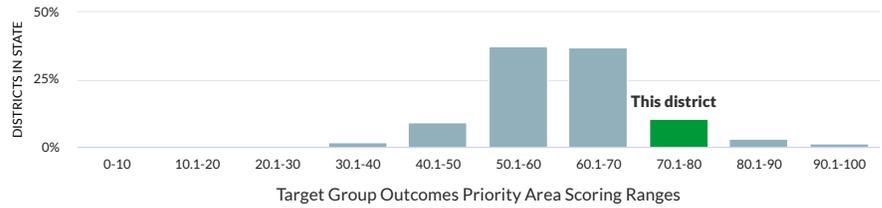
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This district's score was the same or higher than 92.0% of districts in the state.



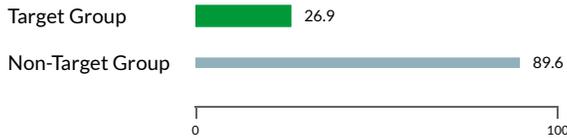
## Component Scores

### ACHIEVEMENT

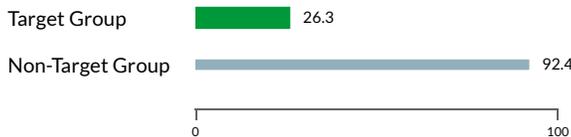
Score: 26.6

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

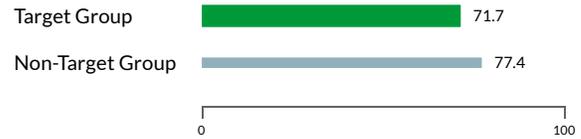


### GROWTH

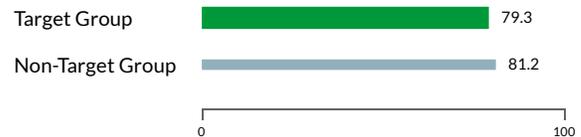
Score: 75.5

Value-added scores converted onto a 0-100 growth scale.

#### English Language Arts



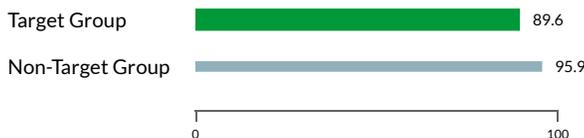
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 89.6

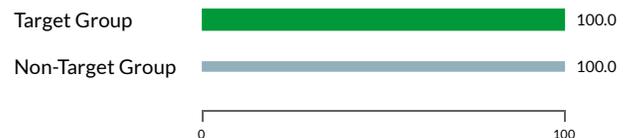
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 100.0

Average of 2020-21's 4- and 7-year cohort rates.

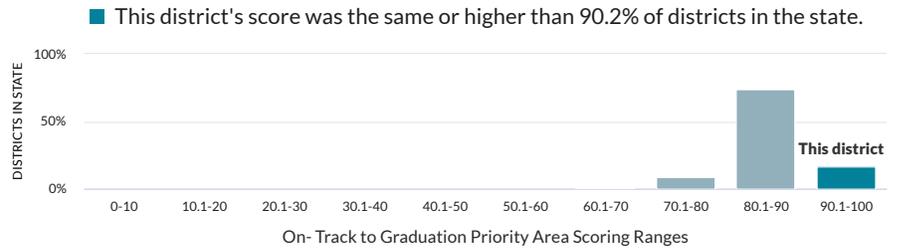
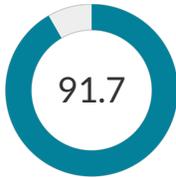




## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score

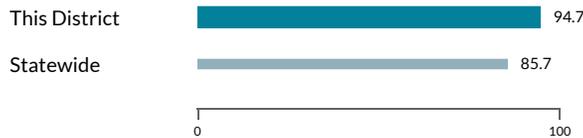


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 94.7

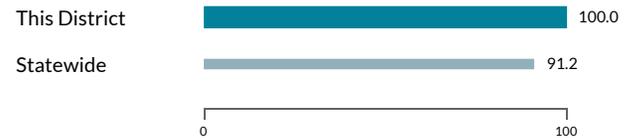
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 100.0

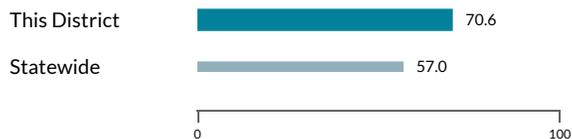
Average of 2020-21's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 70.6

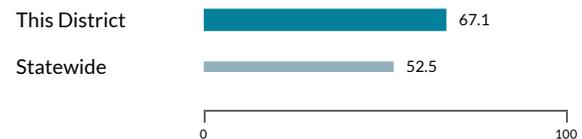
Multi-year average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: 67.1

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

### Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	940	8.1%	938	7.7%	945	1.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	23	26.1%	<20	*	<20	*
Hispanic or Latino	23	8.7%	24	12.5%	32	3.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	849	7.3%	857	6.8%	861	1.2%
Two or More Races	29	10.3%	28	7.1%	25	8.0%
Economically Disadvantaged	196	17.3%	204	13.7%	202	5.4%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	80	12.5%	86	17.4%	87	4.6%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	78	78	100.0%	53	53	100.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	70	70	100.0%	48	48	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	21	21	100.0%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



## POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

District	State
<b>34.5%</b>	<b>19.9%</b>

107 students successfully completed at least one Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

District	State
<b>50.6%</b>	<b>18.6%</b>

157 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>0.0%</b>	<b>2.8%</b>

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>1.6%</b>	<b>3.4%</b>

5 students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	<20	34,372	*	15.8%	*	13.4%	*	1.9%	*	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	283	181,931	36.4%	21.7%	50.9%	21.7%	0.0%	3.4%	1.8%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	73	96,593	20.5%	10.8%	28.8%	12.0%	0.0%	2.1%	2.7%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	26	34,324	3.8%	3.6%	19.2%	9.6%	0.0%	1.9%	0.0%	2.5%



## ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>26.5%</b>	<b>23.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>35.8%</b>	<b>18.3%</b>	<b>0.0%</b>	<b>1.6%</b>
82 students successfully completed at least one art & design course.		No students successfully completed a dance course.		111 students successfully completed at least one music course.		No students successfully completed a theater course.	

### Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	<20	34,372	*	21.3%	*	0.2%	*	12.1%	*	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	283	181,931	27.2%	24.2%	0.0%	0.3%	35.7%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	73	96,593	26.0%	21.8%	0.0%	0.2%	19.2%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	26	34,324	34.6%	23.4%	0.0%	0.2%	30.8%	12.0%	0.0%	1.5%

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
125 S. Webster Street  
Madison, WI 53703  
[dpi.wi.gov](http://dpi.wi.gov)



November 2022

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.



## OVERVIEW

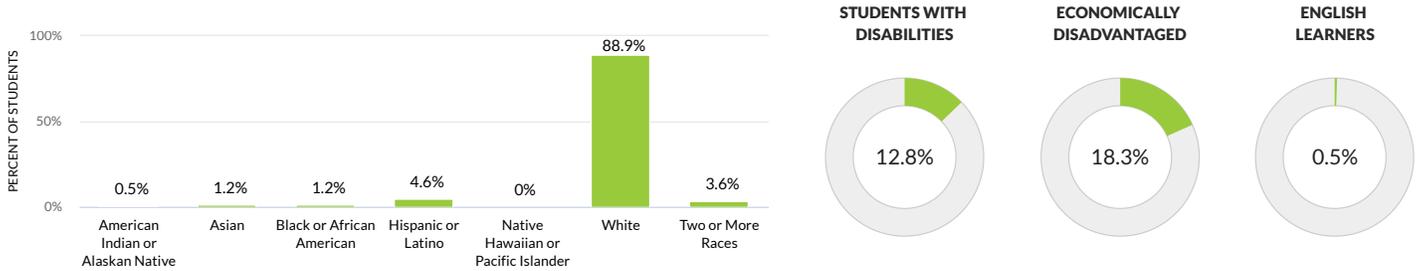
### School Details

Grades : K4-5  
Enrollment : 415  
Percent open enrollment : 13%

Small Schools, Big Opportunities -New Glarus School District is a top-rated school district that offers students extensive curricular and extra-curricular opportunities within a small school setting. With a school population of around 1000 students, teachers form strong relationships with their students and are committed to each child reaching his or her potential in a safe learning environment.

*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

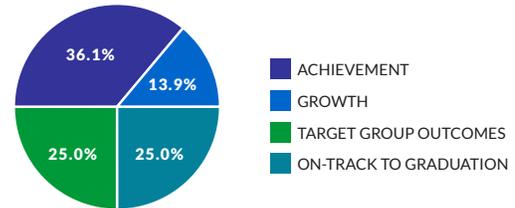
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

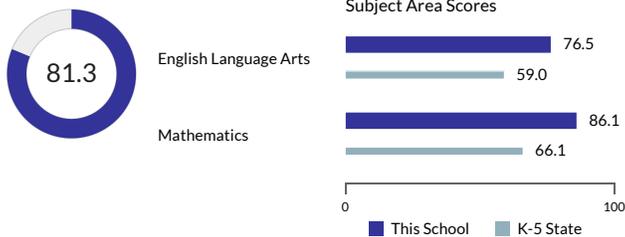


#### PRIORITY AREA WEIGHTS

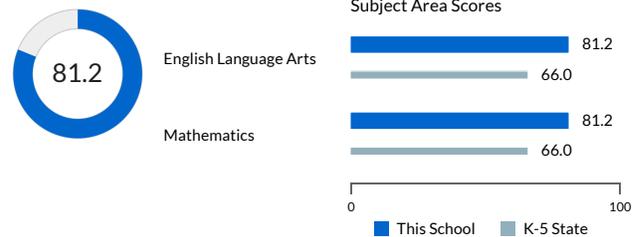


### Priority Area Scores

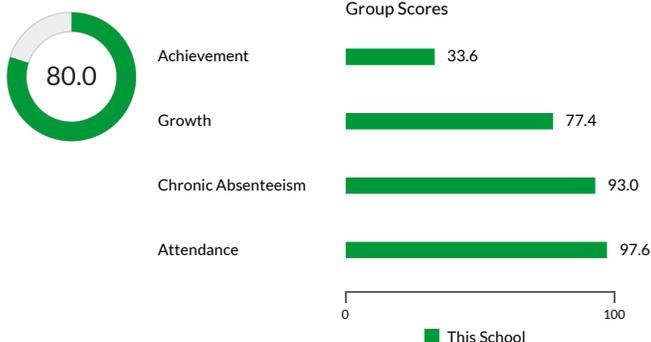
#### ACHIEVEMENT



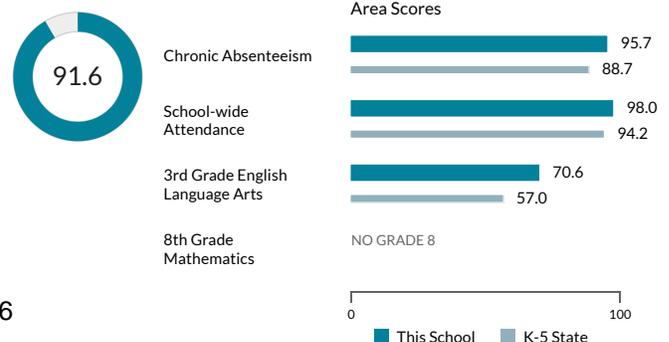
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



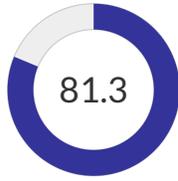
16



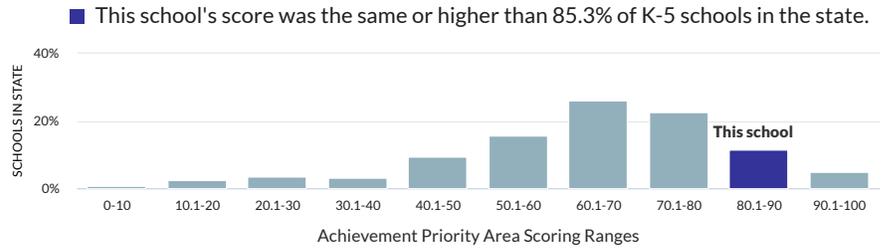
## ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



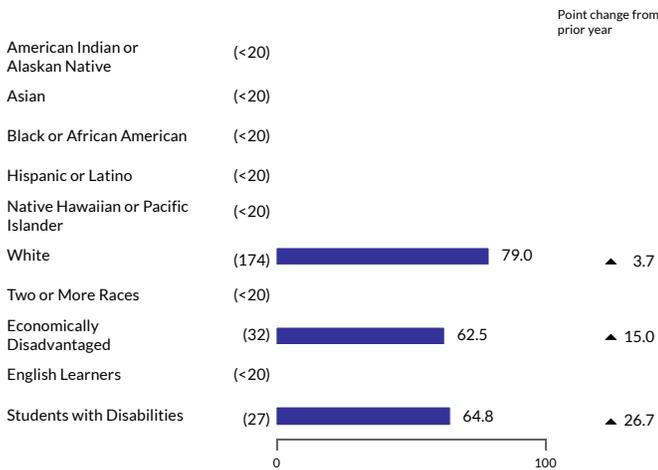
English Language Arts Score: 76.5  
Mathematics Score: 86.1



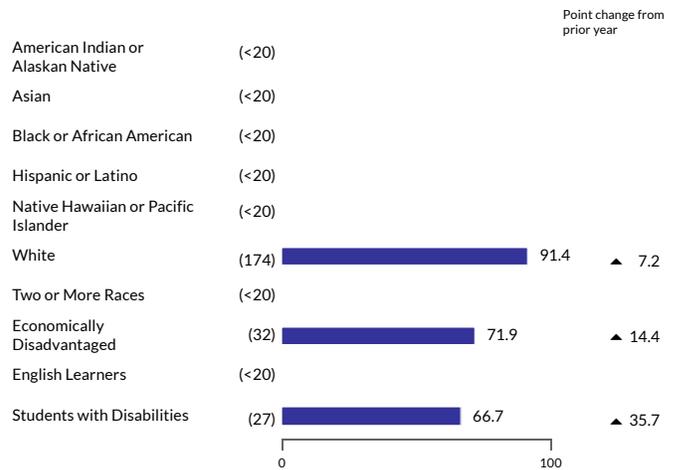
## Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



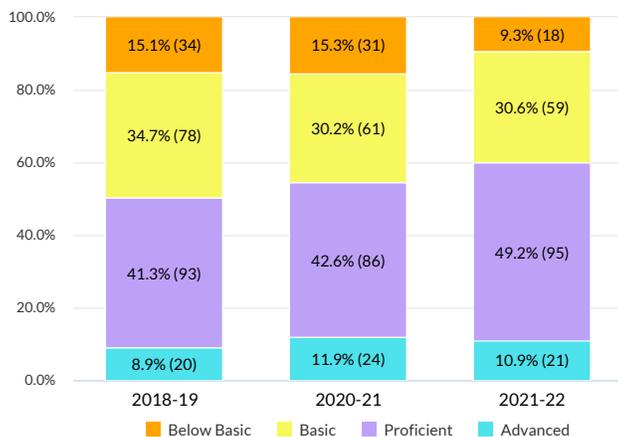
### MATHEMATICS



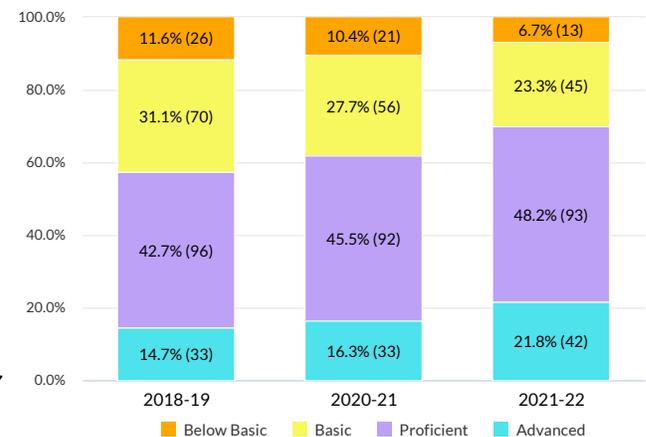
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
99.5%	96.6%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.5%	96.6%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	225	8.9%	41.3%	34.7%	15.1%	202	11.9%	42.6%	30.2%	15.3%	193	10.9%	49.2%	30.6%	9.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	209	8.6%	42.6%	34.0%	14.8%	184	12.0%	42.9%	28.8%	16.3%	174	9.2%	50.0%	30.5%	10.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	49	2.0%	24.5%	44.9%	28.6%	40	0.0%	27.5%	40.0%	32.5%	32	0.0%	46.9%	31.3%	21.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	21	0.0%	23.8%	28.6%	47.6%	27	3.7%	40.7%	37.0%	18.5%

#### MATHEMATICS

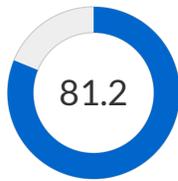
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	225	14.7%	42.7%	31.1%	11.6%	202	16.3%	45.5%	27.7%	10.4%	193	21.8%	48.2%	23.3%	6.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	209	14.8%	44.5%	30.1%	10.5%	184	16.3%	46.2%	27.2%	10.3%	174	21.8%	46.6%	24.1%	7.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	49	10.2%	26.5%	34.7%	28.6%	40	2.5%	30.0%	47.5%	20.0%	32	6.3%	43.8%	37.5%	12.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	18 <sub>21</sub>	4.8%	9.5%	28.6%	57.1%	27	11.1%	29.6%	40.7%	18.5%



## GROWTH

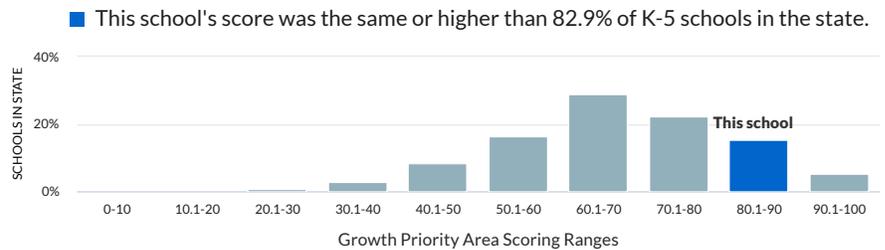
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



English Language Arts Score: 81.2

Mathematics Score: 81.2



### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS

All Students	(127)	3.8
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(114)	3.8
Two or More Races	(<20)	
Economically Disadvantaged	(25)	3.7
Not Economically Disadvantaged	(102)	3.9
English Learners	(<20)	
English Proficient	(125)	3.8
Students with Disabilities	(<20)	
Students without Disabilities	(114)	3.8
Proficient Last Year	(69)	3.9
Not Proficient Last Year	(58)	3.9

#### MATHEMATICS

All Students	(127)	3.8
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(114)	3.8
Two or More Races	(<20)	
Economically Disadvantaged	(25)	3.7
Not Economically Disadvantaged	(102)	3.9
English Learners	(<20)	
English Proficient	(125)	3.8
Students with Disabilities	(<20)	
Students without Disabilities	(114)	3.8
Proficient Last Year	(82)	4.0
Not Proficient Last Year	(45)	3.6



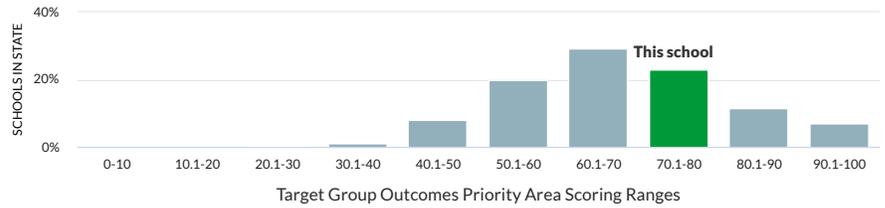
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This school's score was the same or higher than 81.6% of K-5 schools in the state.



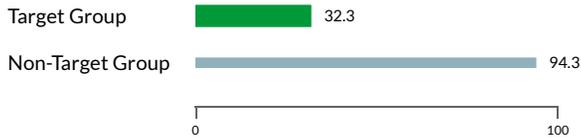
## Component Scores

### ACHIEVEMENT

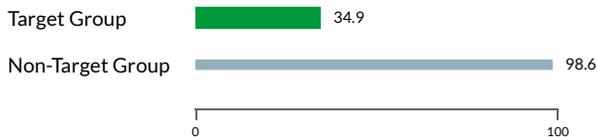
Score: 33.6

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

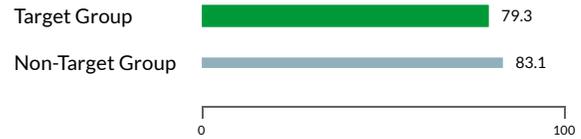


### GROWTH

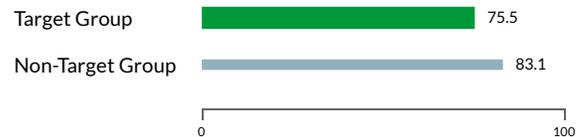
Score: 77.4

Value-added scores converted onto a 0-100 growth scale.

#### English Language Arts



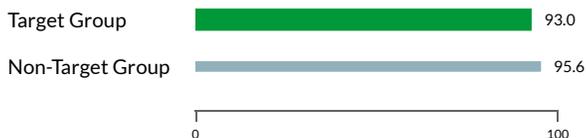
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 93.0

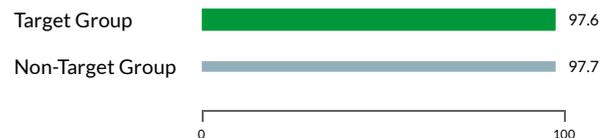
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 97.6

This score is the overall attendance rate for the Target Group in 2020-21.





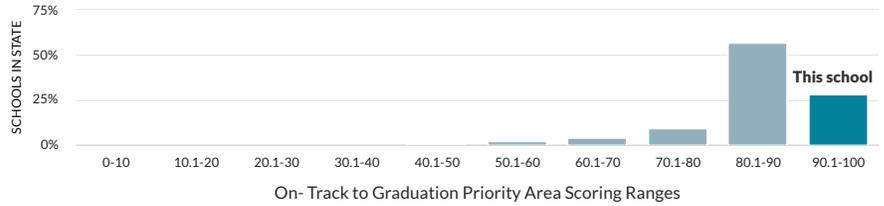
## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score



This school's score was the same or higher than 81.1% of K-5 schools in the state.

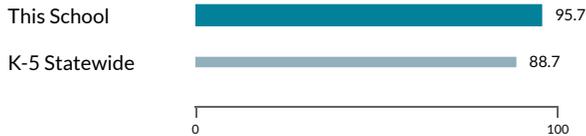


## Component Scores

### CHRONIC ABSENTEEISM

Score: 95.7

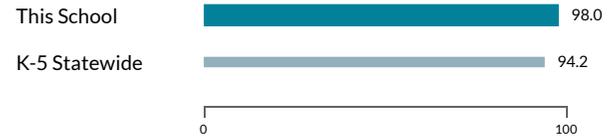
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 98.0

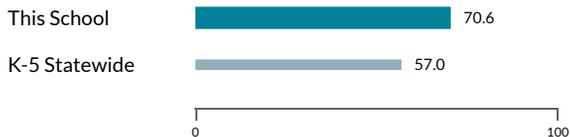
This score is the overall attendance rate for the school in 2020-21.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 70.6

Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

### Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	425	5.6%	395	7.1%	394	1.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	20	0.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	388	5.4%	357	6.2%	355	0.8%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	82	13.4%	78	7.7%	75	5.3%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	37	5.4%	44	11.4%	41	0.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade



## OVERVIEW

### School Details

Grades : 6-8

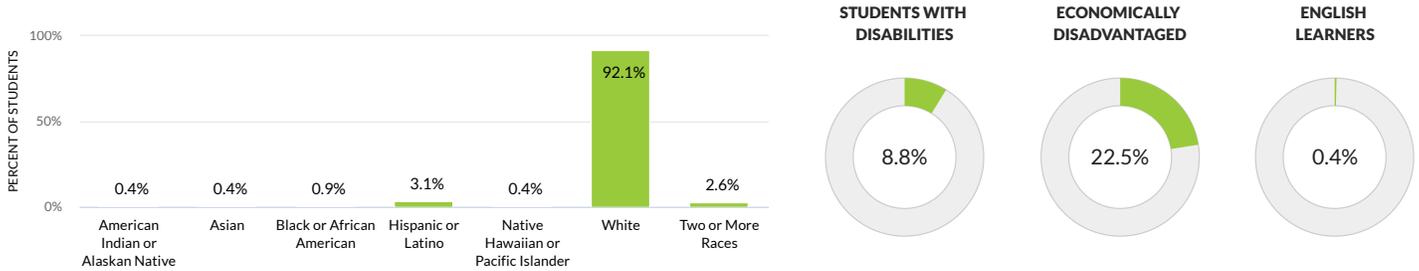
Enrollment : 227

Percent open enrollment : 11.5%

Small Schools, Big Opportunities -New Glarus School District is a top-rated school district that offers students extensive curricular and extra-curricular opportunities within a small school setting. With a school population of around 1000 students, teachers form strong relationships with their students and are committed to each child reaching his or her potential in a safe learning environment.

*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

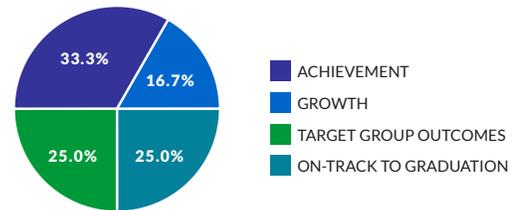
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Exceeds Expectations

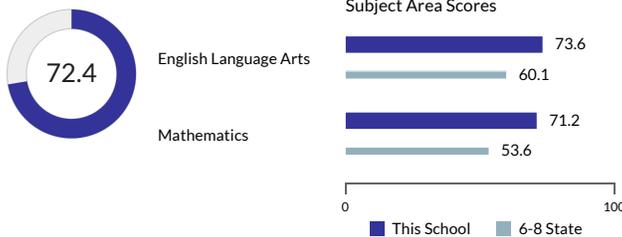


#### PRIORITY AREA WEIGHTS

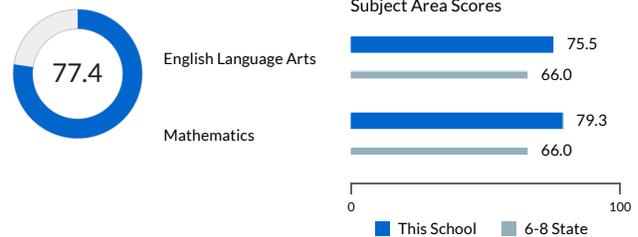


### Priority Area Scores

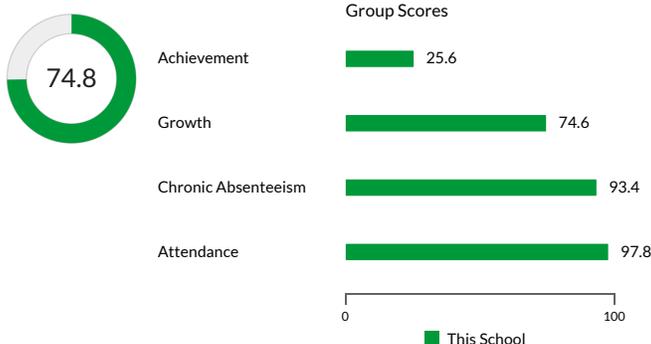
#### ACHIEVEMENT



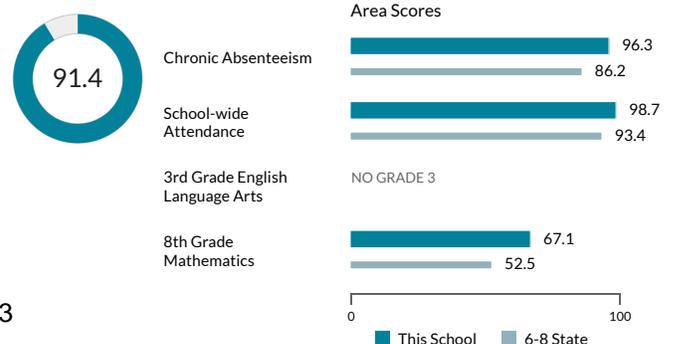
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



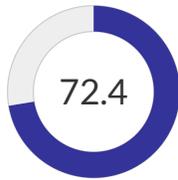
23



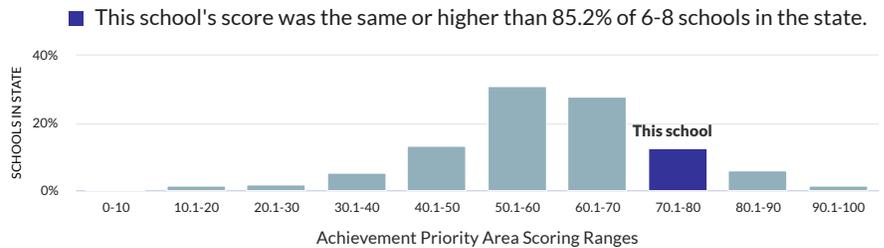
## ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



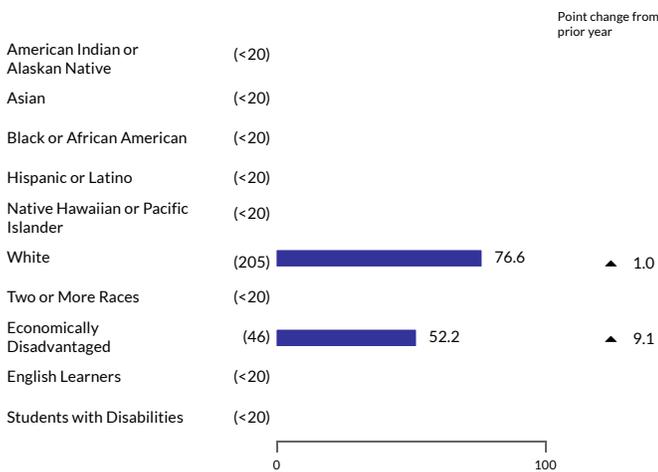
English Language Arts Score: 73.6  
Mathematics Score: 71.2



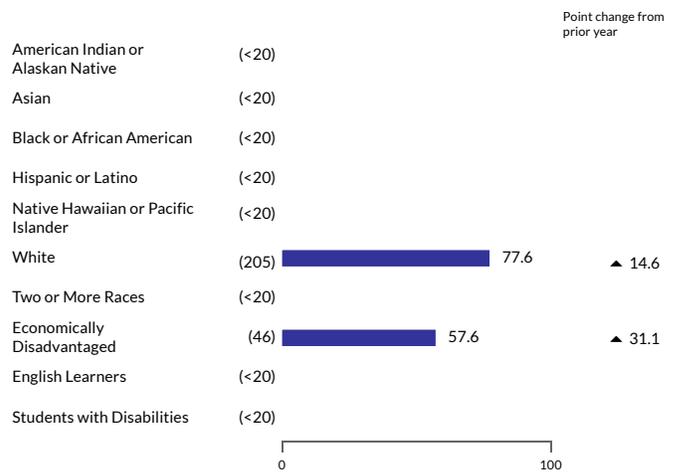
## Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



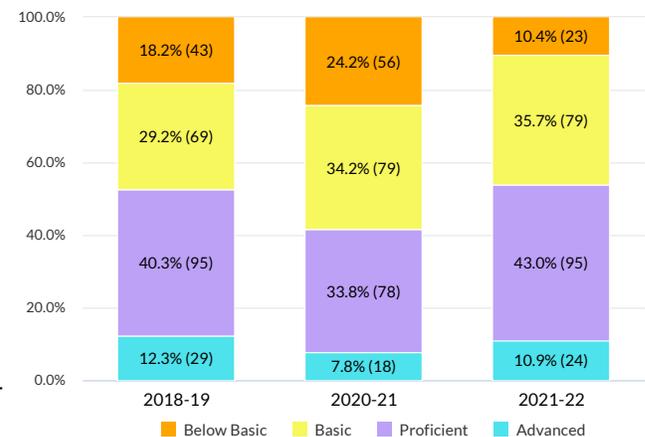
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
98.2%	90.5%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.2%	90.5%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	192,409	8.9%	31.8%	35.2%	24.1%	167,490	8.0%	30.7%	36.2%	25.1%	183,084	7.2%	29.0%	35.8%	28.0%
All Students	236	11.4%	34.7%	33.5%	20.3%	231	14.7%	36.4%	33.8%	15.2%	221	12.2%	40.3%	33.9%	13.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	216	11.6%	36.1%	33.8%	18.5%	215	14.4%	36.7%	34.4%	14.4%	205	11.7%	42.0%	34.1%	12.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	50	0.0%	16.0%	38.0%	46.0%	51	3.9%	17.6%	39.2%	39.2%	46	8.7%	26.1%	26.1%	39.1%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	23	0.0%	13.0%	13.0%	73.9%	20	0.0%	20.0%	40.0%	40.0%	<20	*	*	*	*

#### MATHEMATICS

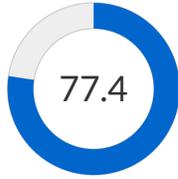
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	192,642	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%	183,391	5.3%	28.6%	30.6%	35.5%
All Students	236	12.3%	40.3%	29.2%	18.2%	231	7.8%	33.8%	34.2%	24.2%	221	10.9%	43.0%	35.7%	10.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	216	12.5%	43.1%	29.2%	15.3%	215	7.4%	34.4%	34.9%	23.3%	205	11.2%	42.9%	35.6%	10.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	50	6.0%	12.0%	40.0%	42.0%	51	0.0%	9.8%	33.3%	56.9%	46	4.3%	32.6%	37.0%	26.1%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	23	0.0%	13.0%	17.4%	69.6%	25	5.0%	5.0%	25.0%	65.0%	<20	*	*	*	*



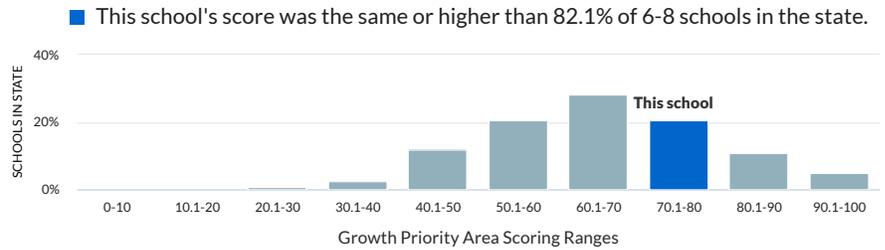
## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



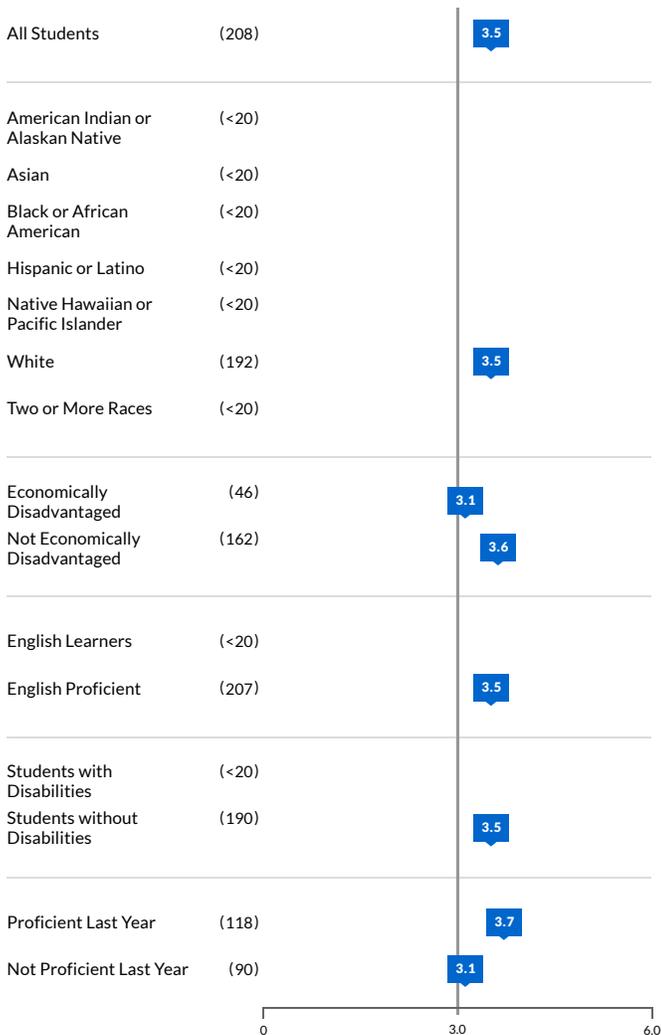
**English Language Arts Score:** 75.5  
**Mathematics Score:** 79.3



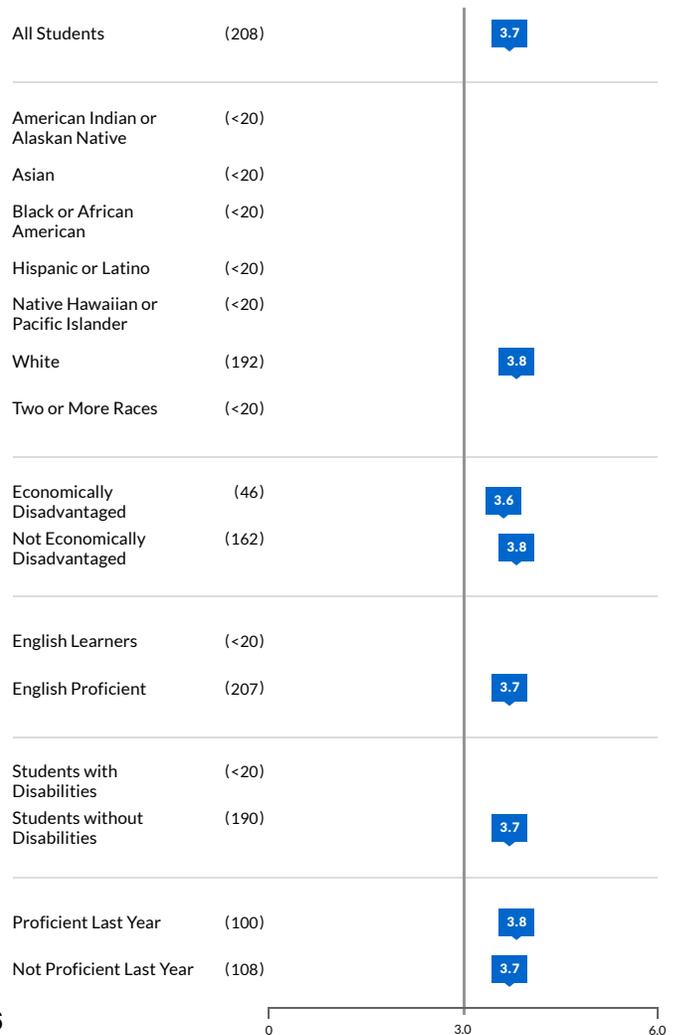
### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

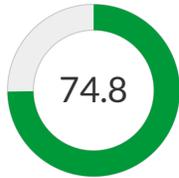




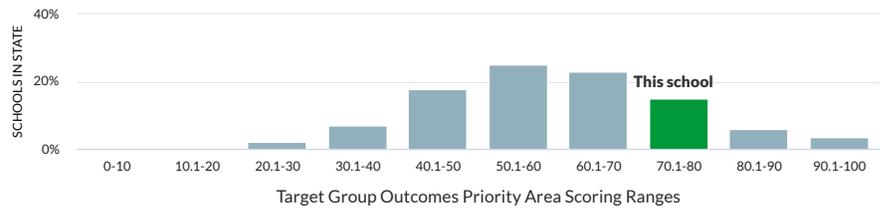
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This school's score was the same or higher than 84.1% of 6-8 schools in the state.



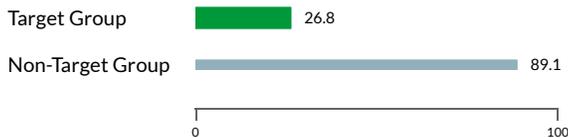
## Component Scores

### ACHIEVEMENT

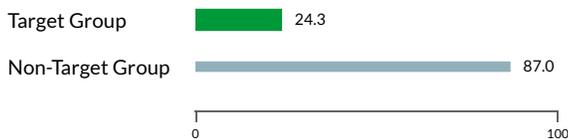
Score: 25.6

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

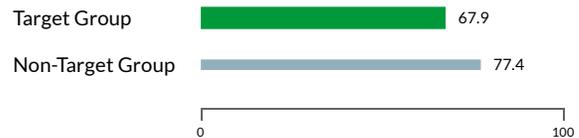


### GROWTH

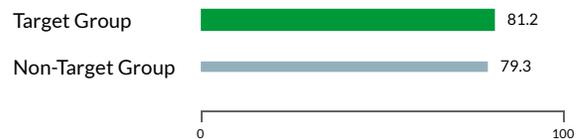
Score: 74.6

Value-added scores converted onto a 0-100 growth scale.

#### English Language Arts



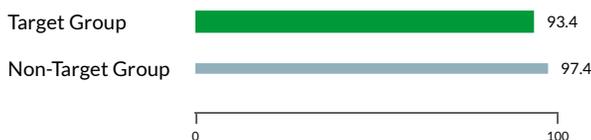
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 93.4

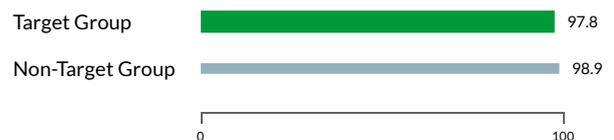
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 97.8

This score is the overall attendance rate for the Target Group in 2020-21.

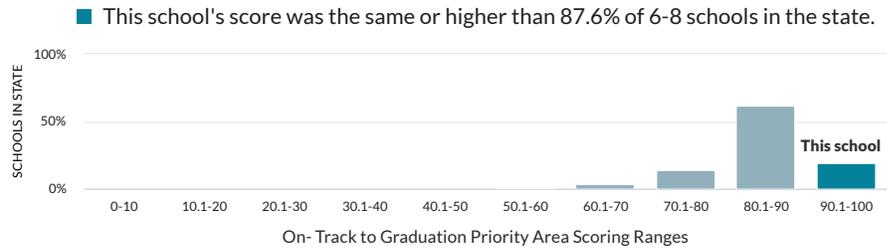
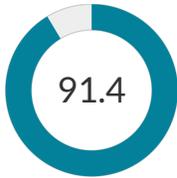




## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score

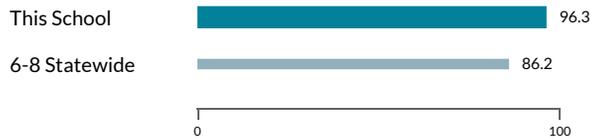


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 96.3

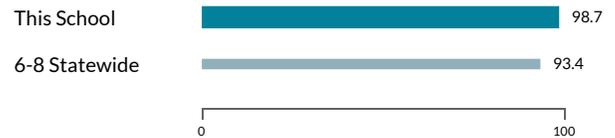
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### SCHOOL-WIDE ATTENDANCE

Score: 98.7

This score is the overall attendance rate for the school in 2020-21.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

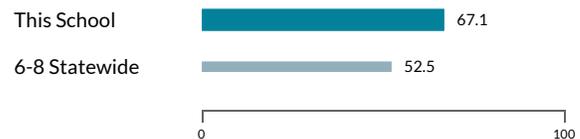
Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: 67.1

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

### Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	194,602	11.9%	196,301	11.9%	191,978	16.6%
All Students	240	6.7%	242	5.4%	241	0.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	218	5.5%	228	5.3%	223	0.0%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	52	13.5%	46	13.0%	54	1.9%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	22	4.5%	<20	*	20	5.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade



## OVERVIEW

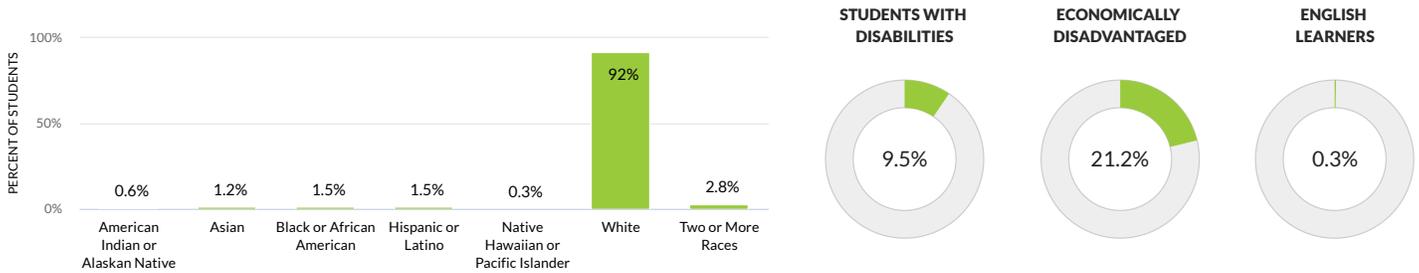
### School Details

Grades : 9-12  
Enrollment : 325  
Percent open enrollment : 12.3%

Small Schools, Big Opportunities -New Glarus School District is a top-rated school district that offers students extensive curricular and extra-curricular opportunities within a small school setting. With a school population of around 1000 students, teachers form strong relationships with their students and are committed to each child reaching his or her potential in a safe learning environment.

*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

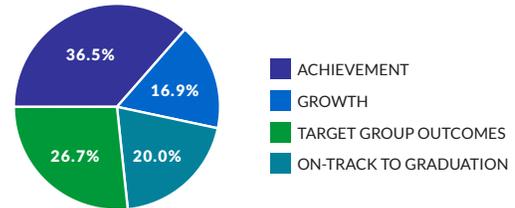
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

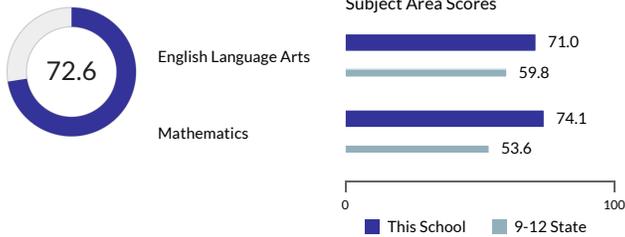


#### PRIORITY AREA WEIGHTS

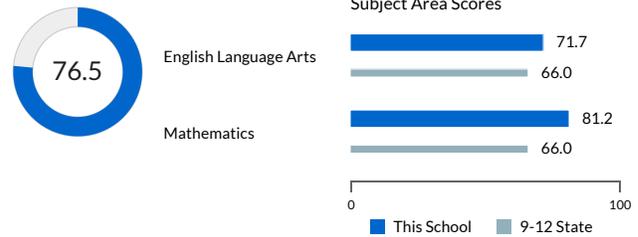


### Priority Area Scores

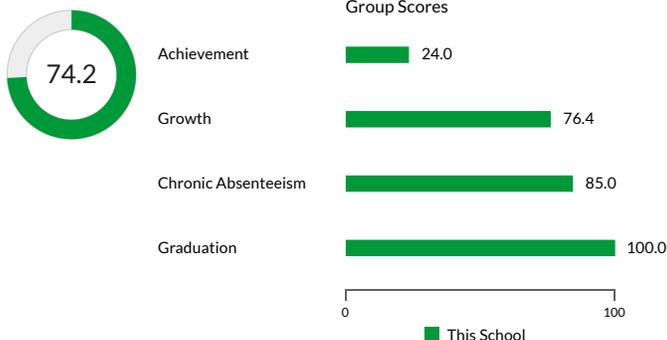
#### ACHIEVEMENT



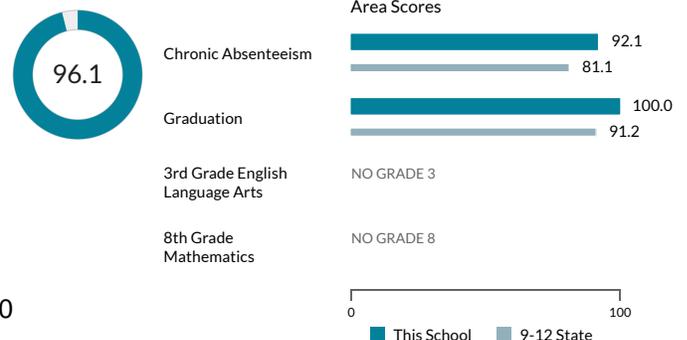
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



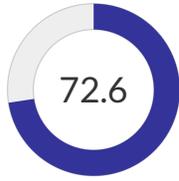
30



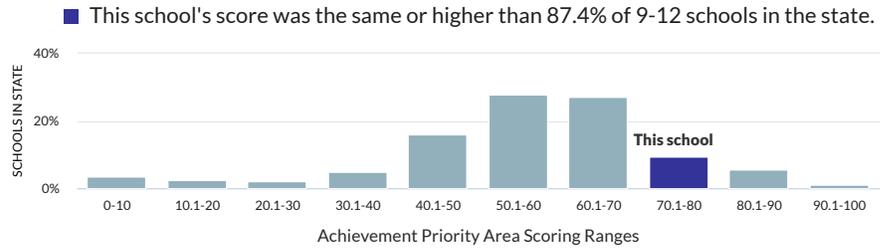
## ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 71.0  
Mathematics Score: 74.1



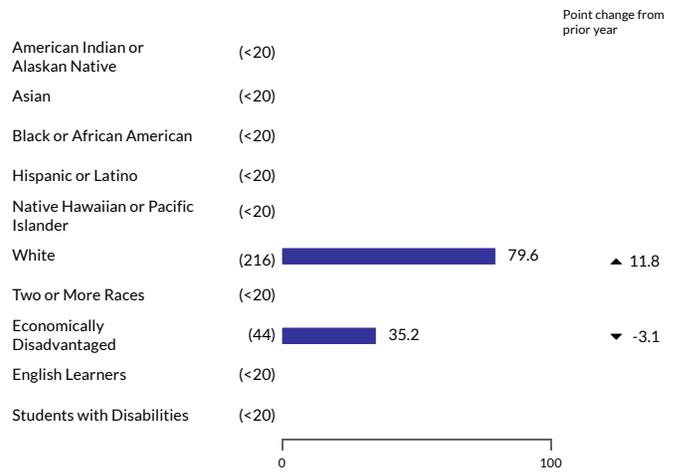
## Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



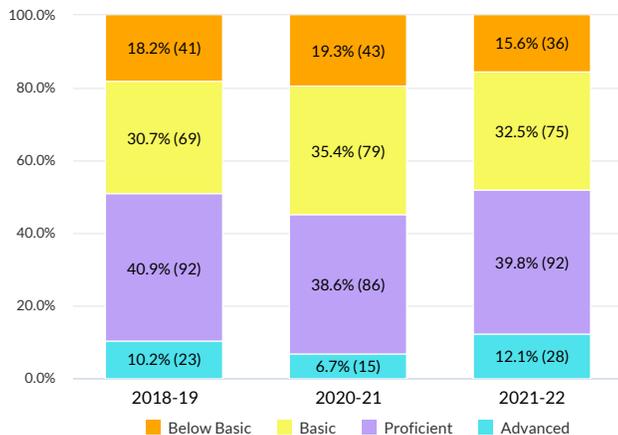
### MATHEMATICS



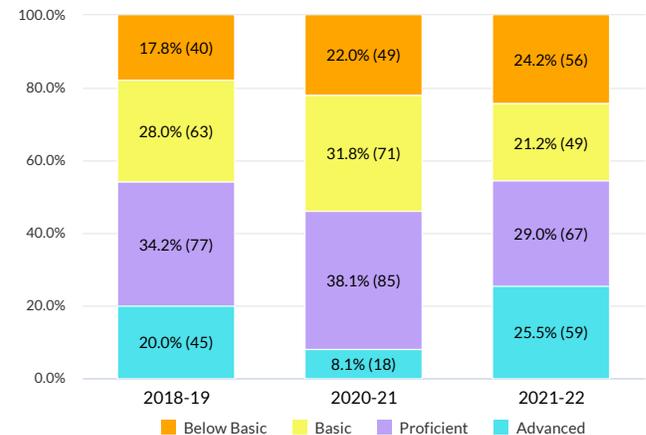
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
97.9%	85.0%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.9%	85.0%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	225	10.2%	40.9%	30.7%	18.2%	223	6.7%	38.6%	35.4%	19.3%	231	12.1%	39.8%	32.5%	15.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	203	10.8%	42.9%	29.6%	16.7%	205	6.8%	40.0%	35.6%	17.6%	216	12.5%	40.7%	31.9%	14.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	53	0.0%	24.5%	32.1%	43.4%	47	2.1%	21.3%	27.7%	48.9%	44	2.3%	22.7%	38.6%	36.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	21	0.0%	4.8%	19.0%	76.2%	<20	*	*	*	*

#### MATHEMATICS

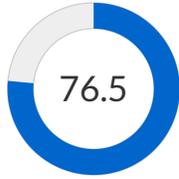
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	225	20.0%	34.2%	28.0%	17.8%	223	8.1%	38.1%	31.8%	22.0%	231	25.5%	29.0%	21.2%	24.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	203	21.2%	35.5%	28.6%	14.8%	205	7.3%	40.5%	32.7%	19.5%	216	26.4%	29.6%	20.8%	23.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	53	3.8%	20.8%	32.1%	43.4%	47	0.0%	25.5%	25.5%	48.9%	44	11.4%	4.5%	27.3%	56.8%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	32 <sub>21</sub>	4.8%	4.8%	28.6%	61.9%	<20	*	*	*	*



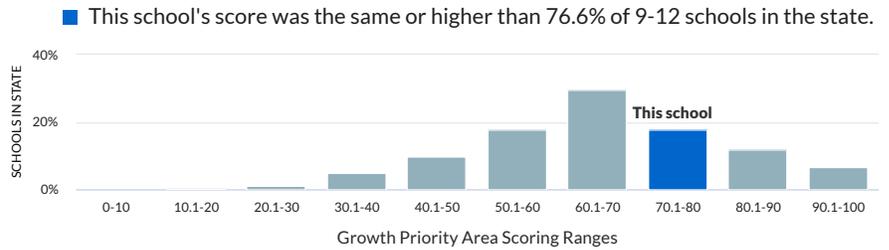
## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



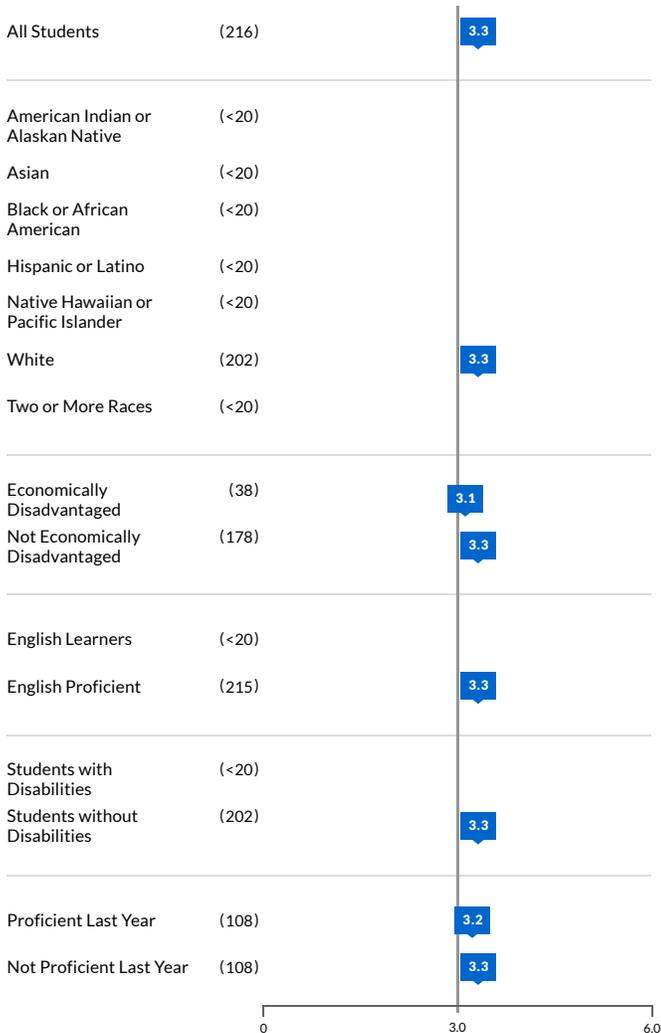
**English Language Arts Score:** 71.7  
**Mathematics Score:** 81.2



### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





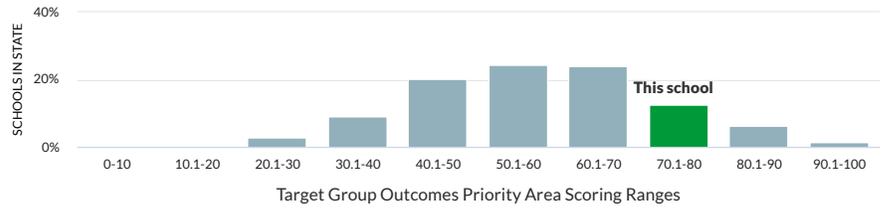
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This school's score was the same or higher than 85.3% of 9-12 schools in the state.



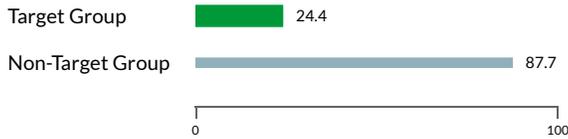
## Component Scores

### ACHIEVEMENT

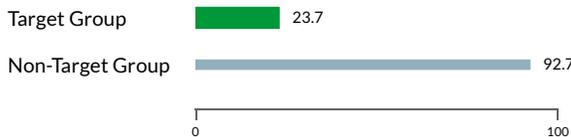
Score: 24.0

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

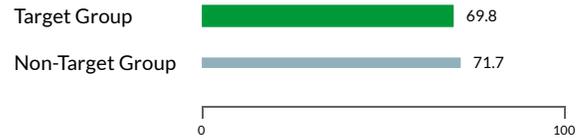


### GROWTH

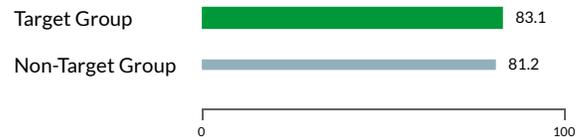
Score: 76.4

Value-added scores converted onto a 0-100 growth scale.

#### English Language Arts



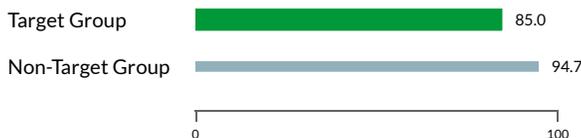
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 85.0

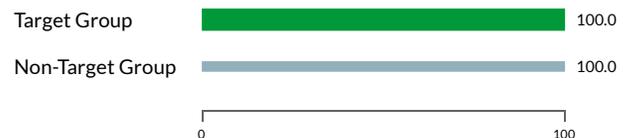
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 100.0

Average of 2020-21's 4- and 7-year cohort rates.

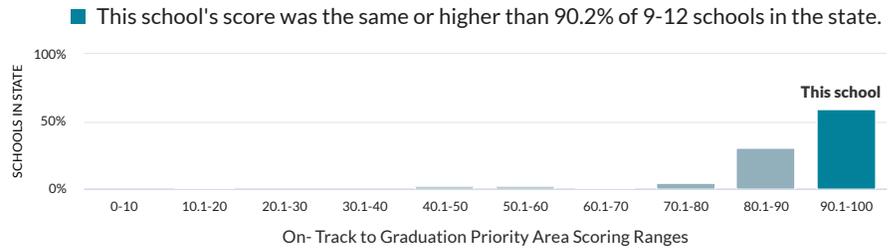
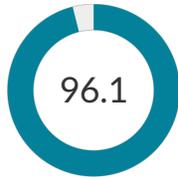




## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score

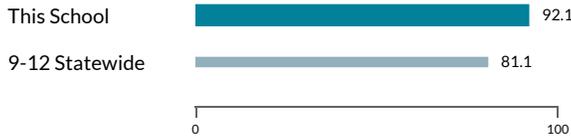


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 92.1

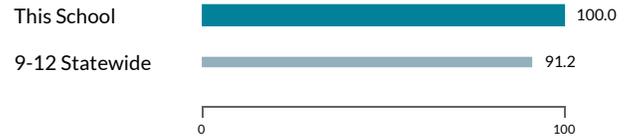
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 100.0

Average of 2020-21's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

### Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	275	13.1%	301	10.3%	310	2.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	243	11.9%	272	8.8%	283	2.5%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	62	25.8%	80	20.0%	73	8.2%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	21	33.3%	26	30.8%	26	11.5%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	78	78	100.0%	53	53	100.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	70	70	100.0%	48	48	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	21	21	100.0%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



## POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

School	State
<b>34.5%</b>	<b>19.9%</b>

107 students successfully completed at least one Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

School	State
<b>50.6%</b>	<b>18.6%</b>

157 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
<b>0.0%</b>	<b>2.8%</b>

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

School	State
<b>1.6%</b>	<b>3.4%</b>

5 students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	<20	34,372	*	15.8%	*	13.4%	*	1.9%	*	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	283	181,931	36.4%	21.7%	50.9%	21.7%	0.0%	3.4%	1.8%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	73	96,593	20.5%	10.8%	28.8%	12.0%	0.0%	2.1%	2.7%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	26	34,324	3.8%	3.6%	19.2%	9.6%	0.0%	1.9%	0.0%	2.5%



## ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Arts Course

#### ART & DESIGN

School	State
<b>26.5%</b>	<b>23.0%</b>

82 students successfully completed at least one art & design course.

#### DANCE

School	State
<b>0.0%</b>	<b>0.3%</b>

No students successfully completed a dance course.

#### MUSIC

School	State
<b>35.8%</b>	<b>18.3%</b>

111 students successfully completed at least one music course.

#### THEATER

School	State
<b>0.0%</b>	<b>1.6%</b>

No students successfully completed a theater course.

### Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	<20	34,372	*	21.3%	*	0.2%	*	12.1%	*	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	283	181,931	27.2%	24.2%	0.0%	0.3%	35.7%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	73	96,593	26.0%	21.8%	0.0%	0.2%	19.2%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	26	34,324	34.6%	23.4%	0.0%	0.2%	30.8%	12.0%	0.0%	1.5%

District Results - Capital Conference				
District Name	Overall Accountability Score	Overall Accountability Rating		
<b>New Glarus</b>	<b>79.9</b>	<b>Exceeds Expectations</b>		
Poynette	78.5	Exceeds Expectations		
Wisconsin Heights	77.0	Exceeds Expectations		
Lodi	76.3	Exceeds Expectations		
Belleville	72.6	Exceeds Expectations		
Lake Mills Area	71.9	Exceeds Expectations		
Waterloo	69.3	Meets Expectations		
Cambridge	67.0	Meets Expectations		
Marshall	63.0	Meets Expectations		
Columbus	62.9	Meets Expectations		
District Results - Green County				
District Name	Overall Accountability Score	Overall Accountability Rating		
<b>New Glarus</b>	<b>79.9</b>	<b>Exceeds Expectations</b>		
Brodhead	70.2	Exceeds Expectations		
Monticello	67.9	Meets Expectations		
Albany	64.2	Meets Expectations		
Monroe	63.1	Meets Expectations		
Juda	61.7	Meets Expectations		
District Results - Dane County				
District Name	Overall Accountability Score	Overall Accountability Rating		
Wauunakee Community	80.7	Exceeds Expectations		
<b>(New Glarus)*</b>	<b>79.9</b>	<b>Exceeds Expectations</b>	<b>*Not in Dane County</b>	
Middleton/Cross Plains	79.1	Exceeds Expectations		
McFarland	77.6	Exceeds Expectations		
Wisconsin Heights	77.0	Exceeds Expectations		
Mount Horeb Area	74.1	Exceeds Expectations		
Verona Area	73.7	Exceeds Expectations		
Oregon	73.3	Exceeds Expectations		
Belleville	72.6	Exceeds Expectations		
De Forest Area	70.7	Exceeds Expectations		
Deerfield Community	70.5	Exceeds Expectations		
Stoughton Area	69.4	Meets Expectations		
Monona Grove	69.1	Meets Expectations		
Sun Prairie Area	67.9	Meets Expectations		
Madison	67.5	Meets Expectations		
Cambridge	67.0	Meets Expectations		
Marshall	63.0	Meets Expectations		

III. **PUBLIC COMMENT PERIOD**

IV. **APPROVAL OF CONSENT AGENDA**

A. Item(s) To Be Removed From Consent Agenda

1. Board Minutes

41

# SCHOOL DISTRICT OF NEW GLARUS DISCUSSION AND REGULAR SCHOOL BOARD MEETING

Monday, November 14, 2022

## **CALL TO ORDER**

The meeting was called to order at 7:15 p.m. by Board President, Bill Oemichen. 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, State Bank of Cross Plains – New Glarus Branch, Woodford State Bank – New Glarus Branch, and the District Website.

## **ROLL CALL**

Present: Bill Oemichen, Larry Stuessy, Travis Zimmerman, Corrine Hendrickson, Cari Ann Muggenburg, Ron Roesslein, and Casey Umhoefer.

## **APPROVAL OF AGENDA AND REVISIONS**

Motion by Larry Stuessy to approve the agenda as presented. Second by Casey Umhoefer.  
Motion carried 7-0.

## **INTRODUCTIONS –PRESENTATIONS**

### **Madrigal Singers**

Members of the high school Madrigal Singers performed several songs for the School Board Members and shared information about their upcoming events.

### **Trap Team**

Trap Team members and coaches shared information with the Board about their team and successful fall season.

## **PUBLIC COMMENT PERIOD**

~None

## **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 Larry Stuessy to approve the Consent Agenda as presented. Second by Casey Umhoefer.  
Motion carried 7-0.

## COMMITTEE UPDATES

POLICY, COMMUNICATION & ADVOCACY; Met. The committee reviewed the NEOLA policy updates.

HANDBOOK AND PERSONNEL; Did not meet.

BUDGET; Met. The Committee reviewed the 2023-24 Preliminary Budget and discussed a possible April 2023 operating referendum due to no increase in state per pupil funding for two years.

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

FACILITIES, TRANSPORTATION, AND TECHNOLOGY; Met. Discussed elementary fire alarm panel replacement, referendum projects bidding timeline and updates.

## DISCUSSION AND POSSIBLE ACTION ITEMS

### A. Elementary Fire Alarm Panel Replacement

The Board reviewed a proposal from Johnson Controls for a fire alarm panel replacement.

Motion by Facilities, Transportation, and Technology Chair, Bill Oemichen to approve the proposal from Johnson Controls for a fire alarm panel replacement in the amount of \$30,884.37. Motion carried 7-0.

### B. Recording Board Meetings – NEOLA Legal Updates on ADA and Closed Captioning

Dr. Thayer provided the Board with information on a recent NEOLA policy update concerning ADA and Closed Captioning. If we record our meetings, we are required by law to provide a closed captioning option. The Board decided to use the auto captioning option that is available on Zoom to fulfill this requirement.

### C. Resignations

~None

### D. New Hires

~None.

## DISCUSSION ITEMS

### A. 2023-24 Preliminary Budget

Budget Chair, Travis Zimmerman, Business Manager, Tammy Marty, and Dr. Thayer provided the Board information on the 2023-24 Preliminary Budget.

### B. 2023 Spring Election Information

Information about the upcoming spring School Board election was shared with Board members. Seats for Larry Stuessy, Corrine Hendrickson, and Casey Umhoefer are up for election this year.

C. WASB State Education Convention

The State Education Convention will be held in Milwaukee on January 18-20. Board members interested in attending should notify Kris Anderson as soon as possible for registration and hotel rooms.

D. WASB Delegate

Information about the WASB delegate for the State Education Convention was presented to the Board. Anyone interested in attending the WASB State Education Convention and being our delegate should notify Kris Anderson.

E. Board Self-Evaluation

Board members were given information on the annual Board Self-Evaluation survey. Members were asked to complete the Board Self-Evaluation by Wednesday, November 23<sup>rd</sup>.

F. Bullying Report

The Board reviewed the annual bullying and harassment report.

G. Referendum Projects Update

Dr. Thayer and Board President Oemichen provided the Board with an update on the referendum projects.

H. Referendum Projects Bidding Timeline

The administration and Board discussed the referendum projects bidding timeline. The Board will finalize the bidding timeline at the December 5<sup>th</sup> Board meeting.

**FUTURE SCHOOL BOARD AND COMMITTEE MEETINGS.**

- December 5, 2022 – Discussion and Regular Board Meeting – 7:15 p.m.
- January 9, 2023 – Discussion and Regular Board Meeting – 7:15 p.m.

**CLOSED SESSION:** The Board will entertain a motion to convene into closed session pursuant to s. 19.85 (1) (e) and/or (g) as appropriate for bargaining reasons to negotiate access point connections for the 4K-2 Primary School and confer with legal counsel for the governmental body who is rendering advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. The Board will take action in closed session, if necessary and appropriate. Thereafter, the Board will entertain a motion to reconvene 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 Larry Stuessy to move into closed session at 8:35 p.m. Second by Cari Ann Muggenburg.  
Motion carried by a roll call vote 7-0.

Bill Oemichen, Aye, Larry Stuessy, Aye, Travis Zimmerman, Aye, Corrine Hendrickson, Aye, Cari Ann Muggenburg, Aye, Casey Umhoefer, Aye, Ron Roesslein, Aye.

Motion by Larry Stuessy to move into open session at 9:53p.m. Second by Casey Umhoefer.  
Motion carried 7-0 with a roll call vote.

Bill Oemichen, Aye, Larry Stuessy, Aye, Travis Zimmerman, Aye, Corrine Hendrickson, Aye, Cari Ann Muggenburg, Aye, Casey Umhoefer, Aye, Ron Roesslein, Aye.

**ADJOURN**

Motion by Larry Stuessy to adjourn the meeting at 9:54 p.m. Second by Casey Umhoefer. Motion carried 7-0.

Respectfully submitted by Corrine Hendrickson/Kris Anderson



Budgetary Checks # 64150 - 64218  
Direct Deposits - 900032130 - 32278  
EFTPS - Wisconsin Retirement System - #295  
EFT - Electronic Tax Payment System - # 527  
EFT - Dept of Revenue - #856  
EFT - WEA Tax Sheltered Annuity - #1026  
EFT - EBC - HSA payments - #1288

**SCHOOL DISTRICT OF NEW GLARUS  
PURCHASING CARD ACTIVITY  
OCTOBER 31, 2022**

Vendor	Description	Amount
NORTH AM MECHANICAL	FALL MAINT/HVAC SERVICES	12,189.31
EMC INSURANCE COMPANIES	DISTRICT INSURANCE	9,785.63
NEW GLARUS	SEPT SERVICES	8,584.00
NEW GLARUS	Sept Services	6,618.30
RHYME BUSINESS PRODUCTS L	QUARTERLY MAINT	3,503.27
NEWS PUBLISHING CO	agenda/minutes/hiring ads	3,041.65
RENNING LEWIS & LACY S.C.	AUG SERV	2,475.00
E CLN DMG WRO	NEW TEACHER EXAM	2,093.00
JOHNSON BLOCK AND CO	PROGRESS BILLING/GASB 87	1,808.00
NEW GLARUS	SEPT SERV	1,795.37
GOGUARDIAN CP	Pear Deck renewal--curriculum funds	1,755.00
NELSONS BUS SERVICE INC	bus repair	1,536.13
RENNING LEWIS & LACY S.C.	AUG LEGAL SERV	1,484.00
SAN-A-CARE	custodial supplies	1,357.06
SAN-A-CARE	custodial supplies	1,203.62
DBC*BLICK ART MATERIAL	assorted supplies for ms and hs	835.47
AMAZON.COM*H08ZQ0VFO	Books	737.94
PAR INC	IEP Assessment Kit - Electronic BRIEF	729.00
COUSINS CONCERT ATTIRE	Cousins attire uniforms	716.04
MCKENZIE SPORTS PRODUC	McKenzie Taxidermy refund order cancel	669.08
WWW.WEVIDEO.COM/CHARGE	WeVideo seats for english class	652.01
WASTE MGMT WM EZPAY	OCTOBER SERVICES	639.43
BILL DORAN - MADISON	L & F Cut Flowers	619.75
WWW.WEVIDEO.COM/CHARGE	Wevideo annual renewal	539.00
SAN-A-CARE	custodial supplies	504.66
SQ *TICKETS AT SCHUSTER'S	Admission for Field Trip	472.00
TROPHYCENTR	Trophy Order- HS Homecoming	461.50
PARK HOTEL	PARK HOTEL for Conference	408.40
SQ *NEW GLARUS CHAM	Staff Appreciation Chamber Bucks	385.00
RSCHOOL TODAY	Registration for annual WI Athletic Director Association c	375.00
WSCA	WSCA CONFERENCE	370.00
GRAINGER	water bubbler repairs, toilet seats	364.63
AMZN MKTP US*1K9CF0871	Books	357.70
APPLE.COM/US	iPAD for Sped department	347.10
GRAINGER	plumbing repair parts	332.99
PELLITTERI WASTE SYSTEMS	summer dumpster	316.50
MENARDS MONONA WI	classroom materials	312.34
RBS ACTIVEWEAR AND THUNDE	MATH TEAM - team t-shirts for 2022-2023 season	307.64
WASDA	SPED Academy for Superintendents	295.00
"SCHOOL-TECH, INC"	safety patrol vests and one adult raincoat	291.10
FIRST FOR INSPIRATION & R	RoboKnights	262.00
SPECTRUM	OCT 2022	253.35

**SCHOOL DISTRICT OF NEW GLARUS  
PURCHASING CARD ACTIVITY  
OCTOBER 31, 2022**

AMAZON.COM*H83OT5S80	Calculators.pdf	236.90
AMAZON.COM*HT1TW8RH2	Calculators.pdf	236.90
STEVES PIZZA PALACE	Dinner of UW Platteville Honor's Choir Students	236.38
WASBO FOUNDATION	conference fee	230.00
PET SUPPLIES PLUS 4031	Turtle tank and supplies.	229.03
PARK PRINTING SOLUTIONS	MS SIGNAGE	225.00
NASCO FORT ATKINSON	Art Supplies	219.79
PELLITTERI WASTE SYSTEMS	dumpster final	200.93
RBS ACTIVE* NEW GLARUS	APPAREL	196.86
BYU CONTINUING ED2	BYU class	195.00
BYU CONTINUING ED2	BYU Course Enrollment	195.00
BYU CONTINUING ED2	BYU Course Enrollment	195.00
BYU CONTINUING ED2	BYU Course Enrollment	195.00
AMZN MKTP US*1K1U03TX2 AN	Art Supplies	194.76
COSTCO WHSE#1491	fb snacks/drinks	190.67
IOZZO'S GARDEN OF ITAL	Convention Food	190.66
THE MIDWEST CLINIC	Midwest Clinic Registration	187.18
SP ARBOR SCIENTIFIC	Science equipment	187.05
DAIRY QUEEN #14847	Lunch for HS UW Platteville Honor's Choir students	183.12
IMS MUSEUM	Convention tour	180.00
WISCONSIN MUSIC EDUCATORS	Nafme receipt	180.00
WISCONSIN MUSIC EDUCATORS	Music Convention Fee	180.00
PY *CESA #1	Continuing Education-OT/PT School Conference	175.00
GOODWILL FREEPORT	Dishes for Madrigal Dinner	173.25
NEW GLARUS	FB	172.54
SUGAR RIVER PIZZA CO	PT CONF STAFF DINNER	170.28
CROWN AWARDS INC	Medals for 3 on 3 Tourney	165.10
PAYPAL *CENTERFORRO	RoboKnights	165.00
PAYPAL *CENTERFORRO	RoboKnights	165.00
AMAZON.COM*H893M8WQ0 A	Counseling Office Furniture/Supplies	162.46
AMZN MKTP US*148FZ8002	PBIS Prizes	162.24
SUGAR RIVER PIZZA CO	PBIS--pizza for student group	161.08
APPLEBEES 784402778447	Conference Dinner	160.94
AMZN MKTP US*141QL0KL1	MS PBIS Supplies	154.57
AMZN MKTP US*HT3RF0FK2	trays for middle school	146.93
AMZN MKTP US*HT3G620D1	custodial supplies	143.60
PIZZA HUT 040668	FB PIZZA	139.13
AMZN MKTP US*H881Y13K2	Books	135.36
NAFME	Nafme 130	130.00
NAFME	National Association for Music Educators fee	130.00
AMZN MKTP US*H83NE9PU2	PBIS Halloween treats	127.53
COSTCO WHSE#1491	FB SNACKS/DRINKS	127.28
OTC BRANDS INC	Halloween & Thanksgiving crafts	125.88
THEDESIGNLINEINC	Updates to conference/regional championship signs in gy	125.00

**SCHOOL DISTRICT OF NEW GLARUS  
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WASDA	WASDA Regional Meeting	125.00
AMZN MKTP US*HT4P17S22	Classroom Lab supplies	123.30
J.W. PEPPER	Concert Music	122.99
AMZN MKTP US*1K7G89861	Books	122.51
CASEYS PIZZA 3572	PT Conferences Meal	121.84
WAL-MART #0802	Classroom Supplies and Convention supplies	121.70
J.W. PEPPER	Horn Solos	121.44
SPECTRUM	OCT SERVICES	119.97
IN *MATUSKA TAXIDERMY SUP	Taxidermy Supplies	119.22
NEW GLARUS HARDWARE	Landscape Supplies	117.70
THE HOME DEPOT #4909	PBIS account	115.00
TCI	6th grade teacher materials	114.00
STAYBRIDGE SUITES WISCON	Room for Skyward Conference	113.99
AMAZON.COM*H84QQ6B90 AM	Books	112.19
AMAZON.COM*1K2TZ0RA0	Bookshelf for Elementary School Office	108.69
FOLLETT SCHOOL SOLUTIONS	Books	107.76
FLEET FARM 900	Activities for classroom	107.02
AMZN MKTP US*H87NW19B1	Madrigal Xmas Lights, Batteries for candles, Backdrop	104.51
ODP BUS SOL LLC# 106869	PAPER	103.64
AMAZON.COM*H05B79FH2	FCS Resources	101.80
WARD BRODT MUSIC	Bass Stand	101.49
FADV BACKGROUND SCREENIN	BACKGROUND CHECKS	101.09
LEXIA LEARNING SYS LLC	Lexia Language program for student learning Spanish	100.00
EDVOTEK INC	PLTW Lab supplies	99.99
PICK N SAVE #179	food science supplies	95.90
AMZN MKTP US*HT7M29WA1	colored pencils, staplers, binder sleeves, sharpeners	95.54
ZOOM.US 888-799-9666	Zoom Monthly 1000+ Participant Fee	94.95
VWR INTERNATIONAL INC	Agar cubes for AP Bio lab	94.17
AMZN MKTP US*140JO7D11	Books	92.99
J.W. PEPPER	MS Concert Music	92.58
COSTCO WHSE#1491	concessions	91.94
AMZN MKTP US*H87YD7990	Supplies for band room	90.45
AMZN MKTP US*HT3D19AR1	custodial supplies	89.99
MENARDS MADISON WEST WI	Landscape Project	88.50
PICK N SAVE #183	PBIS--candy for drawing	88.44
ERFFMEYER & SON CO INC	Regional Trophy Plaque (Boys Soccer).pdf	85.99
GRAINGER	plumbing repairs	85.02
AMZN MKTP US*1K7L941H2	Headphones for special ed interventions, labels and mark	81.91
WWW COSTCO COM	Office Supplies	81.06
FOLLETT SCHOOL SOLUTIONS	Books	80.49
AMZN MKTP US*1K2JL2OU1	FCS Supplies for Kitchens and Classroom	80.32
AMZN MKTP US*141KM5880	markers, pencils and dice for math classroom	79.97
WWW.WISVCA.ORG	Professional membership	79.12
AMZN MKTP US*H00KH5071	Poetry magnets, post it flags	78.96

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AMZN MKTP US*H88DC9961	Madrigal Backdrop	77.80
NICOLINO'S ITALIAN	Convention Food	77.58
DBC*BLICK ART MATERIAL	scratchboard	77.14
NICOLINO'S ITALIAN	Convention Food	76.33
"THINK SOCIAL PUBLISHING,"	Social Thinking books for Middle School	75.29
WSTMA	conference fee	75.00
AMZN MKTP US*HT2BW3TA1	Classroom Lab supplies	74.93
AMZN MKTP US*HT1P86VM2	classroom set of colored pencils and clip boards	74.88
J.W. PEPPER	MS Concert Music	73.79
ODP BUS SOL LLC# 106869	Office Supplies	73.63
AMAZON.COM*HT42J1ZZ0 AMZ	Restroom supplies	73.58
ROYS MARKET	MS FCS and Food Science	73.01
AMZN MKTP US*H889Y0JT1	classroom supplies and senior studio	72.36
TRINKETCONNECT	Yearly charge for website for computer science classes.	72.00
AMAZON.COM*141EJ1QN0 AM	PBIS supplies	70.31
MUSESCORE PRO PLUS	Musescore receipt	69.99
AMZN MKTP US*HT7011TX0	Adapted kitchen tools for FCS class in MS/HS for students	69.26
WARD BRODT MUSIC	Reed Order	68.97
AMZN MKTP US*H00R10VNO	Madrigal Backdrop	67.48
ROYS MARKET	Floral Edible Bouquets	67.01
COSTCO WHSE#1491	Food for Mock trial	66.85
DBC*BLICK ART MATERIAL	ART SUPPLIES	65.70
AMZN MKTP US*HT3FP3GG2	bags for project take home.	65.25
FOLLETT SCHOOL SOLUTIONS	Library Account 432 - Books	64.64
ROYS MARKET	FCS MS	63.72
AMZN MKTP US*H01HY8FS2	storage totes	62.82
J.W. PEPPER	Concert Music	61.99
PBS WISCONSIN	PBS Membership Renewal for watching "Great Performar	60.00
AMZN MKTP US*HT9TL9G00 AM	supply for projector, classroom	59.97
BACKBLAZE	monthly cloud backup	58.32
DBC*BLICK ART MATERIAL	backordered supplies 2dF	57.86
AMAZON.COM*HT4L39241 AM	Turtle supplies	57.77
ROYS MARKET	PLTW Lab Supplies	57.55
AMZN MKTP US*HT6P48RV1	Art Supplies	57.34
WARD BRODT MUSIC	Bassoon Reeds Oct	55.96
WARD BRODT MUSIC	Btn Repair	55.80
AMZN MKTP US*H03PK2FA2 AN	Film for camera	54.95
TIPSY COW	meeting lunch	54.67
PANDA EXPRESS 490	Convention food	54.57
CULVERS BLOOMINGTON MARK	Convention food	52.00
AMZN MKTP US*H09805O91	dvd player for class instruction	51.94
AMAZON.COM*HT7GQ1TQ2 AN	Books	51.92
AMZN MKTP US*1K2C006V2	Classroom Lab supplies	51.37
SAN-A-CARE	custodial supplies <sup>50</sup>	50.61

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SUBWAY 29346	Lunch for SPED AUDIT REVIEW GROUP	50.52
J.W. PEPPER	HS Choir Music	50.25
AMAZON.COM*HT6RC7FA1 AM	Restroom supplies	50.21
J.W. PEPPER	Pepper German Band Book	50.00
WISBCA	Coach Registration for Clinic (Boys Basketball)	50.00
COSTCO WHSE#1491	fb drinks/cups	49.55
J.W. PEPPER	Concert Score	49.00
AMZN MKTP US*HT7ZY6AP1 AM	extra aprons	45.58
EBAY O*08-09213-45909	Professional development books	43.76
SAN-A-CARE	custodial supplies	42.44
VINTAGE SAUK	Lunch	40.85
TEACHERSPAYTEACHERS.COM	IEP Goal Bank	40.44
AMAZON.COM*HT2U04TI2 AM	Books	40.14
BOOM CARDS	therapy resource to support student learning	40.00
AMAZON.COM*1K6FI4530 AMZ	PE Materials	39.99
AMZN MKTP US*1K7IY56F1	webcam	39.99
AMZN MKTP US*H86926N51	bags for paint storage	39.82
KALAHARI RESTAURANT - WI	Dinner	37.89
AMZN MKTP US*HT64R7B92 AM	Classroom supplies - desk dots	37.86
AMZN MKTP US*1K1GT6891	Books	36.78
GRAINGER	plumbing supplies/parts	36.70
SOUTH CENTRAL LIBRARY SY	2 books that were given to student and lost	36.00
QUIZLET.COM	therapy resource to support student learning	35.99
AMZN MKTP US*1K3UP9NN2	Book box supplies	35.45
AMZN MKTP US*142QX31T0	Headphones for ms special education interventions	34.47
AMZN MKTP US*H083Q0P00	Percussion Equipment	33.77
AMZN MKTP US*HT1SE0SS1	Book	33.37
BRENDAS BLUMENLADEN	Principal Month Appreciation Gifts	32.97
AMZN MKTP US*1K8G40BN0	Books	32.21
SQ *DECA INC.	DECA memberships for 2 more students	32.00
INDIANA CC CONCESS 00744	Convention food	31.86
AMAZON.COM*HT3HY2DX1 AM	Binders 1/2 inch	31.81
AMZN MKTP US*H827E0090	Counseling Supplies	31.64
AMZN MKTP US*1K6903MD2	Book	31.32
TARGET 00010603	AP Bio lab supplies/decorations for lab	31.00
AMZN MKTP US*H87RE48G2 AM	MISC Supplies	30.98
AMZN MKTP US*HT9CQ2511	Classroom Lab supplies	30.62
VINTAGE SAUK	SKYWARD UG MEAL	29.13
STATSMEDIC.COM	Subscription for Stats Medic materials	29.00
AMZN MKTP US*H04ZC1M61	Books	28.74
AMAZON.COM*HT7N36DX2 AM	Counseling Supplies	28.46
AMAZON.COM*H86LI35B0 AMZ	Hanging files & tabs for filing cabinet	28.00
ROYS MARKET	Wildlife fish fry	27.58
AMZN MKTP US*144MO9BY0	student materials to support life skills group IEP goals	27.58

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ODP BUS SOL LLC# 106869	HSO SUPPLIES	27.41
AMZN MKTP US*1401K8VG1	Red Marking Pencils for MS Choirs	27.38
KALAHARI RESTAURANT - WI	dinner @conference	27.00
FTP*FINANCIAL TIMES	news	27.00
ODP BUS SOL LLC# 106869	HSO SUPPLIES	26.99
VINTAGE SAUK	Meal at Skyward	26.57
AMZN MKTP US*HT0LQ7AP2	Book box supplies	26.32
AMZN MKTP US*1K8NQ0322	Trombone Adapter	25.97
CHICK-FIL-A #01405	Convention food	25.96
DBC*BLICK ART MATERIAL	variety of supplies ms art	25.92
MICHAELS STORES 3745	food science supplies	25.68
KALAHARI RESTAURANT - WI	Meal at Skyward	25.42
CURATOR GROUP PTY LTD	Digital signage curator	25.00
AMAZON.COM*HT4FT2WS0	Book	24.99
AMAZON.COM*HT1U55C71 AM	Glue for the Friends Jenga Game blocks	24.98
K5 LEARNING	Yearly Subscription Renewal	23.95
PICK N SAVE #179	food science supplies	23.94
AMZN MKTP US*HT4QP7RH1	file folders and headphone storage	23.49
AMZN MKTP US*H81RR2V72	Books	22.99
J.W. PEPPER	Pepper Percussion Music	22.94
TARGET 00010603	Food science supplies	22.89
WISCONSIN EDUCATIONAL MEC	Library Account 439 - Software/Other	22.00
WALGREENS #1159	FCCLA - photo	20.99
AMZN MKTP US*H009524G0	Wildlife Fish Eyes	20.95
ROYS MARKET	Concessions	20.94
AMZN MKTP US*1K6Q17380	Registrar office supplies	20.68
TEACHERSPAYTEACHERS.COM	AP Biology reading guides/resources	20.05
CASEYS #3572	Gift Card for UW Platteville chaperones	20.00
DBC*BLICK ART MATERIAL	markers for a specific project.	19.99
AMZN MKTP US*143I46RH2	Teacher Name Stamps	19.98
CASEYS #3572	Worms for Fishing	19.96
AMZN MKTP US*HT2CY8H62	Knight Store	19.59
KALAHARI RESTAURANT - WI	SKYWARD CONFERENCE	19.51
AMAZON.COM*149YQ5TF2	pencils, tabs, tape	19.41
AMAZON.COM*1K9AD0ST1	MS Lesson	19.01
AMZN MKTP US*H864728A2	Tambourine for Madrigals	18.97
OVERDRIVE DIST	Ebooks	18.94
ROYS MARKET	fb supplies	18.76
WWW COSTCO COM	Office Supplies	18.45
AMZN MKTP US*HT5UD9D42	tv mount	17.96
AMZN MKTP US*1467Z4VD1	PBIS Prizes	17.94
ROYS MARKET	treats for students	17.76
CURRICULUM ASSOC	Ready Classroom	17.55
AMZN MKTP US*1K05P2YH0	Books	16.99

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AMZN MKTP US*H81VI70D2	Bubble Ten Frames	16.99
CASEYS PIZZA 3572	Officer Breakfast	16.87
SUNRISE DONUT CAFE	Donuts	15.99
VINTAGE SAUK	Skyward Conference Lunch	15.83
KALAHARI RESTAURANT - WI	Dinner at Skyward Conference	15.81
EBAY O*11-09212-47295	Professional development book	15.81
SANTA MARIA GROCERY	Spanish Class fun materials	15.77
AUDIBLE*1K17X9JD0	Monthly membership October 2022	15.77
CASEYS #3572	FB DRINK	14.97
AMZN MKTP US*145R958E0	(2) SD Card readers	13.99
DOLLAR TREE	classroom supplies	13.75
AMZN MKTP US*H863B9NW0	fabric for seniors	13.00
AMZN MKTP US*143HZ0PS2	Book	12.99
GREAT WOLF LDG WISCONS	sales tax	12.85
GREAT WOLF LDG WISCONS	sales tax	12.85
AMZN MKTP US*HT01O6WW0	Book box supplies	12.54
NYTIMES*NYTIMES	news	12.50
SQ *URICK CONCESSIONS	Travel Food	12.00
TEACHERSPAYTEACHERS.COM	Instructional materials	12.00
SAMMYMILLERCONGREGATIO	Playbook October	12.00
USPS PO 5659000694	Postage	12.00
USPS PO 5659000694	Postage student records	11.95
AMZN MKTP US*H81TM43X1	Classroom Lab supplies	11.39
ROYS MARKET	Wildlife Fish Fry	11.37
AMZN MKTP US*H84ZU06S1	Wire for my floral design class	10.99
AMAZON.COM*H00C88HT1 AM	Lifesavers	10.98
AMZN MKTP US*H84DG6Q01 A	Counseling Supplies	10.48
New Glarus Post Office	Postage	10.20
MICHAELS #9490	FRAUD	10.11
AMZN MKTP US*HT9J13792	supplies for seniors	9.99
AMZN MKTP US*1K19B51L1	Professional Development book for MS	9.76
AMZN MKTP US*1K4O996M0	Classroom Supplies	9.71
CULVERS OF NEW GLARUS	Student Reward	9.70
AMAZON.COM*H85XQ0TI1 AM	P.E. Materials	9.48
ROYS MARKET	Bus Driver Appreciation Candy Bars	8.98
AMZN MKTP US*HT1ON94J2	wall hooks	8.98
DBC*BLICK ART MATERIAL	pens for a drawing proejct	8.89
PANDA EXPRESS 490	Convention food	8.45
PET SUPPLIES PLUS 4031	Turtle supplies	8.10
J.W. PEPPER	Pepper Percussion Music	8.00
NOTEFLIGHT	Music Editing Software	7.95
AMZN MKTP US*148RR9XQ1 A	Office Supplies	7.70
PRIME VIDEO *H81R18E12	Film on Deepwater Horizon following our Oil Remediation	7.37
GUM.CO/CC* MEET ENHANC	Google enhancement	7.00

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CENTERPLATE INDIANA CO	Convention Food	7.00
AMZN MKTP US*HT4ZN8DF1 A	binder rings	6.99
NEW GLARUS HARDWARE	light bulb	6.99
AMZN MKTP US*148OL4A22	student materials to support life skills group IEP goals	6.99
TEACHERSPAYTEACHERS.COM	Curriculum Supplement	6.80
PAYPAL *GOOGLE LLC GOOG	GOogle license - Google Meet - Oct	6.67
J.W. PEPPER	MS Music	6.15
ROYS MARKET	SPED Staff training lunch	6.00
ROYS MARKET	custodial equipment maintenance	5.16
INDIANA CC CONCESS 00744	Convention food	5.00
J.W. PEPPER	Boogie Woogie Score	5.00
TWPSUB28538583	news	5.00
J.W. PEPPER	MS Choir Music	4.80
PRIME VIDEO *H08S47000	CCR	4.21
PRIME VIDEO *1K5L25HE2	CCR, Round 2	4.21
TEACHERSPAYTEACHERS.COM	Supplies	4.00
TEACHERSPAYTEACHERS.COM	Cell coloring activity	3.17
PRIME VIDEO *HT6XR26E2	Family Relationships	2.10
PRIME VIDEO *H877Y5Q31	food science video	2.10
New Glarus Post Office	Postage	1.68
VUDU.COM	video for food science	1.47
KALAHARI RESORT - WI	hotel room deposit	1.00
AMAZON WEB SERVICES	Monthly Amazon Web Services charge for cptr science	1.00
KALAHARI RESORT - WI	hold on CC for Skyward room - refunded	1.00
KALAHARI RESORT - WI	Stay for Skyward	1.00
KALAHARI RESORT - WI	hotel room deposit-credit	-1.00
KALAHARI RESORT - WI	hold on CC for Skyward - refund	-1.00
LAKESHORE LEARNING MATER	Sales Tax refund	-6.32
GREAT WOLF LDG WISCONS	sales tax	-12.85
GREAT WOLF LDG WISCONS	sales tax	-12.85
AMZN MKTP US	P.E. Equipment Refund from 20.69 Purchase	-14.59
DBC*BLICK ART MATERIAL	tax refund	-20.42
BADGER SPO* NEW GLARUS	REFUND SALES TAX	-22.66
AMZN MKTP US	refund -credit 35.90.pdf	-35.90
FFA ORG ONLINE	National Convention reimbursement	-180.00
ROCKET INDUSTRIAL	REFUND - OVER PAYMENT	-294.00
MCKENZIE SPORTS PRODUC	McKenzie Taxidermy refund order cancel.pdf	-669.08
Total Purchasing Card Activity		88,839.93

CHECK NUMBER	VENDOR	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	INVOICE/CHECK AMOUNT
295	WISCONSIN RETIREMENT SYSTEM	11/15/2022	20221115AD	Payroll accrual	38,252.11
		11/15/2022	20221115AF	Payroll accrual	38,252.11
Totals for 295					76,504.22
527	ELECTRONIC TAX FILING	11/15/2022	20221115AD	Payroll accrual	4,455.16
		11/15/2022	20221115AD	Payroll accrual	8,784.32
		11/15/2022	20221115AD	Payroll accrual	43,753.73
		11/15/2022	20221115AD	Payroll accrual	37,560.48
		11/15/2022	20221115AF	Payroll accrual	8,784.32
		11/15/2022	20221115AF	Payroll accrual	37,560.48
Totals for 527					140,898.49
856	WI DEPARTMENT OF REVENUE	11/15/2022	20221115AD	Payroll accrual	235.00
		11/15/2022	20221115AD	Payroll accrual	22,915.85
Totals for 856					23,150.85
1026	WEA TAX SHELTERED ANNUITY TRST	11/15/2022	20221115AD	Payroll accrual	10,850.00
		11/15/2022	20221115AD	Payroll accrual	178.75
		11/15/2022	20221115AD	Payroll accrual	3,672.50
		11/15/2022	20221115AD	Payroll accrual	1,601.67
		11/15/2022	20221115AF	Payroll accrual	1,750.04
Totals for 1026					18,052.96
1288	EMPLOYEE BENEFITS CORP	11/15/2022	20221115AD	HSA EMPLOYEE CONTR	8,586.75
		11/15/2022	20221115AF	EMPLOYER CONTR	27,187.50
Totals for 1288					35,774.25
64150	AFLAC WORLDWIDE HEADQUARTERS	11/15/2022	20221115AD	Payroll accrual	36.38
Totals for 64150					36.38
64152	DEAN HEALTH PLAN, INC	11/15/2022	20221115AF	Payroll accrual	0.00
		11/15/2022	20221115AF	Payroll accrual	7,354.04
		11/15/2022	20221115AF	Payroll accrual	5,435.60
		11/15/2022	20221115AF	Payroll accrual	1,890.64
		11/15/2022	20221115AD	Payroll accrual	959.20
		11/15/2022	20221115AD	Payroll accrual	222.43
		11/15/2022	20221115AD	Payroll accrual	0.00
		11/15/2022	20221115AF	Payroll accrual	889.71
		11/15/2022	20221115AD	Payroll accrual	8,568.86
		11/15/2022	20221115AD	Payroll accrual	333.64
		11/15/2022	20221115AD	Payroll accrual	1,598.68
		11/15/2022	20221115AF	Payroll accrual	7,609.84
		11/15/2022	20221115AF	Payroll accrual	7,562.56
		11/15/2022	20221115AF	Payroll accrual	47,705.38
		11/15/2022	20221115AD	Payroll accrual	1,342.88
		11/15/2022	20221115AD	Payroll accrual	1,334.56
		11/15/2022	11/15/22 C	COBRA	1,278.96
Totals for 64152					94,086.98
64154	DELTA DENTAL OF WISCONSIN	11/15/2022	20221115AD	Payroll accrual	1,111.58
		11/15/2022	20221115AF	Payroll accrual	82.54
		11/15/2022	20221115AF	Payroll accrual	6,194.10
		11/15/2022	20221115AF	Payroll accrual	1,453.32
		11/15/2022	20221115AF	Payroll accrual	745.62
		11/15/2022	20221115AD	Payroll accrual	131.41
		11/15/2022	20221115AF	Payroll accrual	175.40

CHECK NUMBER	VENDOR	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	INVOICE/CHECK AMOUNT
64154	DELTA DENTAL OF WISCONSIN	11/15/2022	20221115AF	Payroll accrual	792.72
		11/15/2022	20221115AF	Payroll accrual	893.76
		11/15/2022	20221115AD	Payroll accrual	30.92
		11/15/2022	20221115AD	Payroll accrual	139.92
		11/15/2022	20221115AD	Payroll accrual	20.63
		11/15/2022	20221115AD	Payroll accrual	194.32
		11/15/2022	20221115AD	Payroll accrual	256.52
				Totals for 64154	12,222.76
64155	EMPLOYEE BENEFITS CORPORATION	11/15/2022	20221115AD	Payroll accrual	820.83
		11/15/2022	20221115AD	Payroll accrual	1,249.98
				Totals for 64155	2,070.81
64156	MADISON NATIONAL LIFE	11/15/2022	20221115AF	Payroll accrual	1,874.11
		11/15/2022	20221115AD	Payroll accrual	711.88
		11/15/2022	11/15/22 A	ADJ	1,228.57
				Totals for 64156	3,814.56
64157	MINNESOTA MUTUAL LIFE	11/15/2022	20221115AD	Payroll accrual	909.90
		11/15/2022	20221115AD	Payroll accrual	88.00
		11/15/2022	20221115AD	Payroll accrual	689.10
		11/15/2022	20221115AF	Payroll accrual	137.82
		11/15/2022	11/15/2 A	ADJ	25.77
				Totals for 64157	1,850.59
64158	NEW GLARUS COMMUNITY FOUNDATION EIE	11/15/2022	20221115AD	Payroll accrual	228.33
				Totals for 64158	228.33
64159	UNITED WAY GREEN COUNTY INC	11/15/2022	20221115AD	Payroll accrual	100.00
				Totals for 64159	100.00
64160	FERYANCE, DEVIN	11/16/2022	11/17 8th	ATHL OFFL	85.00
				Totals for 64160	85.00
64161	KREHTZ, GEOFFREY	11/16/2022	11/17 8th	ATHL OFFL	80.00
				Totals for 64161	80.00
64162	KUCHENBECKER, KEVIN	11/16/2022	11/17 7th	ATHL OFFL	80.00
				Totals for 64162	80.00
64163	MCGOWAN, ROBERT	11/16/2022	11/12 JV G	ATHL OFFL	80.00
				Totals for 64163	80.00
64164	BECKER, DENNIS	11/21/2022	11/26 JV G	ATHL OFFL	55.00
				Totals for 64164	55.00
64165	HAAS, ADAM	11/21/2022	11/26 JV B	ATHL OFFL	55.00
				Totals for 64165	55.00
64166	HAZARD, RILEY	11/21/2022	11/21 8TH	ATHL OFFL	80.00
				Totals for 64166	80.00
64167	INGERSOLL, AARON	11/21/2022	11/21 7TH	ATHL OFFL	85.00
				Totals for 64167	85.00
64168	KLUTZKE, MATTHEW	11/21/2022	11/26 V BB	ATHL OFFL	80.00

CHECK NUMBER	VENDOR	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	INVOICE/CHECK AMOUNT
64168	KLUTZKE, MATTHEW	11/21/2022	11/26 V GB	ATHL OFFL	80.00
Totals for 64168					160.00
64169	KUCHENBECKER, KEVIN	11/21/2022	11/22 8TH	ATHL OFFL	80.00
Totals for 64169					80.00
64170	MCDONALD, COLE	11/21/2022	11/26 V GB	ATHL OFFL	80.00
		11/21/2022	11/26 V BB	ATHL OFFL	80.00
Totals for 64170					160.00
64171	MURRAY, CADE	11/21/2022	11/26 V BB	ATHL OFFL	80.00
		11/21/2022	11/26 V GB	ATHL OFFL	80.00
Totals for 64171					160.00
64172	PETERSON, JOSHUA	11/21/2022	11/22 7TH	ATHL OFFL	80.00
Totals for 64172					80.00
64173	PFEIL, MICHAEL	11/21/2022	11/21 8TH	ATHL OFFL	80.00
Totals for 64173					80.00
64174	RENNICKE, MICHAEL	11/21/2022	11/21 7TH	ATHL OFFL	85.00
Totals for 64174					85.00
64175	SCHALLER, MICHAEL	11/21/2022	11/26 JV G	ATHL OFFL	55.00
Totals for 64175					55.00
64176	SELLE, ANTHONY	11/21/2022	11/26 JV B	ATHL OFFL	55.00
Totals for 64176					55.00
64177	WAGNER, MICHAEL	11/21/2022	11/22 8TH	ATHL OFFL	85.00
Totals for 64177					85.00
64178	LODI SCHOOL DISTRICT	11/21/2022	11/22	Conference Honors Band	301.00
Totals for 64178					301.00
64179	AUTO VALUE NEW GLARUS	11/21/2022	709030152	BUS SUPPLIES	87.32
Totals for 64179					87.32
64180	AUTOMATIC ENTRANCES OF WISCONSIN, I	11/21/2022	2019067	door repair	1,296.69
Totals for 64180					1,296.69
64181	BECKER, DENNIS	11/21/2022	11/26 BBB	ATHL OFFL	55.00
Totals for 64181					55.00
64182	BLUUM OF MINNESOTA, LLC	11/21/2022	884660	See quote #244318 - SMART Notebook 1 year renewal	2,240.00
Totals for 64182					2,240.00
64183	BSN SPORTS, LLC	11/21/2022	918996936	ELECTRIC INFLATOR	255.00
Totals for 64183					255.00
64184	CENTER FOR BEHAVIOR INTERVENTION	11/21/2022	221053004N	OCT/NOV SERV	14,359.50
		11/21/2022	220766921N	JULY/AUG/SEPT SERV	16,160.50
Totals for 64184					30,520.00
64185	CLARK ELECTRIC	11/21/2022	8543	RPR HS FREEZER	90.87

CHECK NUMBER	VENDOR	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	INVOICE/CHECK AMOUNT
				Totals for 64185	90.87
64186	DOSS, ELIZABETH	11/21/2022	FS REFUND	FS REFUND	83.77
				Totals for 64186	83.77
64187	EMPLOYEE BEHEFITS CORPORATION	11/21/2022	3830572	ADMIN FEES	845.50
				Totals for 64187	845.50
64188	GREEN COUNTY CLERK	11/21/2022	FEB 2022	SPRING 2022 PRIMARY	838.80
				Totals for 64188	838.80
64189	MAINTSTAGE THEATRICAL SUPPLY, INC	11/21/2022	053008	HS STAGE LIGHTING REPAIRS	20,487.00
				Totals for 64189	20,487.00
64190	MARTINSON, ALETA	11/21/2022	11/08/2022	mileage	92.50
				Totals for 64190	92.50
64191	MARTY, TAMMY	11/21/2022	11/10	mileage	44.00
				Totals for 64191	44.00
64192	MONONA PLUMBING AND FIREPROTECTION	11/21/2022	2209894	RPR WATER HEATER	709.24
				Totals for 64192	709.24
64193	MONROE ENGRAVING	11/21/2022	40158	fb plaques	72.96
				Totals for 64193	72.96
64194	SCHALLER, MICHAEL	11/21/2022	11/26 BBB	ATHL OFFL	55.00
				Totals for 64194	55.00
64195	TDS TELECOM	11/21/2022	NOV 2022	NOV SERV	140.39
				Totals for 64195	140.39
64196	TRAFFIC ANALYSIS & DESIGN, INC	11/21/2022	13838	ATTENDANCE VILLAGE BOARD MEETING	1,293.63
		11/21/2022	13809	ENGINEERING SERVICES THRU OCT 31,2022	3,794.00
				Totals for 64196	5,087.63
64197	UNITED LABORATORIES	11/21/2022	363935	CUSTODIAL SUPPLIES	148.02
				Totals for 64197	148.02
64198	WAGNER, AMANDA	11/21/2022	11/15/2022	COOKIES	150.00
				Totals for 64198	150.00
64199	W I A A	11/21/2022	10/20/2022	VB REGIONAL	714.96
		11/21/2022	10/18/2022	VB REGIONAL	346.08
		11/21/2022	10/29/2022	VB SECTIONAL	1,682.67
				Totals for 64199	2,743.71
64200	WINTERFELL ACRES	11/21/2022	1931	VEGETABLES/SPICES	52.90
				Totals for 64200	52.90
64201	YODELAY	11/21/2022	0411142202	YOGURT	66.00
				Totals for 64201	66.00
64202	MONROE ENGRAVING	11/21/2022	40032	CC PLAQUES	109.44
				Totals for 64202	109.44

CHECK NUMBER	VENDOR	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	INVOICE/CHECK AMOUNT
64203	SAM'S CLUB	11/21/2022	11/08/2022	CONCESSIONS	194.68
				Totals for 64203	194.68
64204	ANDERSON, KRISTIN	11/29/2022	11/22	MILEAGE	22.75
				Totals for 64204	22.75
64205	GOLLMAR, MIKE	11/29/2022	12/01	V GB ATHL OFFL	80.00
				Totals for 64205	80.00
64206	LENA/WINSLOW HIGH SCHOOL	11/29/2022	BBB SHOOTO	ENTRY FEE	85.00
				Totals for 64206	85.00
64207	LIERMANN, JOE	11/29/2022	11/29	JV2 ATHL OFFL	65.00
				Totals for 64207	65.00
64208	LIERMANN, JOE	11/29/2022	11/29	VBB ATHL OFFL	80.00
				Totals for 64208	80.00
64209	LOVELACE, ADAM	11/29/2022	11/29	V BB ATHL OFFL	80.00
				Totals for 64209	80.00
64210	PETERSON, MARK	11/29/2022	12/01	V GB ATHL OFFL	80.00
				Totals for 64210	80.00
64211	PROFESSIONAL PEST CONTROL, INC	11/29/2022	597379	HOV SERVICES	91.00
		11/29/2022	597380	HOV SERVICES	53.00
				Totals for 64211	144.00
64212	RANK, BENJAMIN	11/29/2022	11/29	V BB ATHL OFFL	80.00
				Totals for 64212	80.00
64213	ROTH, MARK	11/29/2022	11/29	JV ATHL OFFL	62.50
				Totals for 64213	62.50
64214	ROTH, MARK	11/29/2022	12/01	JV G ATHL OFFL	62.50
				Totals for 64214	62.50
64215	SCHALLER, MICHAEL	11/29/2022	11/29	JV ATHL OFFL	62.50
				Totals for 64215	62.50
64216	THEOBALD, TIM	11/29/2022	12/01	V GB ATHL OFFL	80.00
				Totals for 64216	80.00
64217	WINTERFELL ACRES	11/29/2022	1874	VEGETABLES	58.50
		11/29/2022	1892	VEGETABLES	57.50
		11/29/2022	1906	VEGETABLES	65.75
		11/29/2022	1856	VEGETABLES	54.75
				Totals for 64217	236.50
64218	WISE, THOMAS	11/29/2022	11/29	JV2 ATHL OFFL	62.50
				Totals for 64218	62.50



# New Glarus School District

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Treasurer's Report  
October 31, 2022

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**SCHOOL DISTRICT OF NEW GLARUS**  
**FUND SUMMARY**  
**October 31, 2022**

	Fund Balance Audited 6/30/2022	+	FY2023 Revenues	-	FY2023 Expend.	+	Transfers Sources	=	Fund Balance 10/31/2022
General Fund	3,762,695.63		1,178,081.63		2,174,395.64		0.00		2,766,381.62
General Fund - nonspendable/unspent/as	416,182.35				<u>233,639.28</u>		<u>0.00</u>		182,543.07
<b>TOTAL FUND 10</b>	<b>4,178,877.98</b>		<b>1,178,081.63</b>		<b>2,408,034.92</b>		<b>0.00</b>		<b>2,948,924.69</b>
Special Revenue Trust (Fund 21)	260,527.13		35,697.54		24,556.57				271,668.10
Spec. Ed. Grants	0		0.00		64,956.33				-64,956.33
Special Education (Fund 27)	<u>0</u>		<u>0.00</u>		<u>294,107.23</u>		<u>0.00</u>		-294,107.23
<b>TOTAL FUND 27</b>	<b>0</b>		<b>0.00</b>		<b>359,063.56</b>		<b>0.00</b>		<b>-359,063.56</b>
<b>DEBT SERVICE (Fund 39)</b>	<b>513,144.52</b>		<b>338.94</b>		<b>453,743.75</b>				<b>59,739.71</b>
<b>LT CAPITAL (Fund 46)</b>	<b>306,240.33</b>		<b>407.09</b>		<b>0.00</b>				<b>306,647.42</b>
<b>OTHER CAPITAL DEBT (Fund 49)</b>	<b>27,992,947.38</b>		<b>73,267.48</b>		<b>127,717.72</b>				<b>27,938,497.14</b>
<b>FOOD SERVICE (Fund 50)</b>	<b>531,456.51</b>		<b>135,287.06</b>		<b>104,264.14</b>				<b>562,479.43</b>
<b>COMMUNITY SERVICE FUND (80)</b>	<b>11,178.94</b>		<b>0.00</b>		<b>1,075.00</b>				<b>10,103.94</b>

**SCHOOL DISTRICT OF NEW GLARUS  
REVENUES  
October 31, 2022**

<b>GENERAL FUND - 10</b>					
	ORIGINAL BUDGET REVENUES 2022-2023	MTD REVENUES	YTD REVENUES	22-23 YTD % RCVD	21-22 YTD % RCVD
Property Taxes	\$ 3,922,545.00			0.00%	0.00%
Mobile Home/DNR Tax	\$ 10,600.00	\$ 364.43	\$ 1,093.29	10.31%	8.66%
Interest	\$ 6,000.00	\$ 2,580.29	\$ 4,865.11	81.09%	30.80%
Local Revenue	\$ 127,510.00	\$ 20,353.25	\$ 80,215.90	62.91%	40.76%
Open Enrollment	\$ 1,032,440.00			0.00%	0.00%
Transportation Aid	\$ 13,640.00			0.00%	0.00%
Library Aid (Common School Fund)	\$ 41,000.00			0.00%	0.00%
Equalization Aid	\$ 6,471,861.00		\$ 1,002,797.00	0.00%	14.53%
Exempt - Computer/Personal Property A	\$ 33,498.00			0.00%	0.00%
Per Pupil Aid	\$ 657,412.00	\$ -	\$ -	0.00%	0.00%
Grants - State	\$ 8,200.00			0.00%	6.83%
Grants - Federal	\$ 389,845.00			0.00%	0.00%
Grants/Donations - Local	\$ 3,500.00	\$ 5,248.33	\$ 6,528.33	186.52%	2.78%
Other Revenue Thru State	\$ 82,582.00		\$ 82,582.00	100.00%	0.00%
Medicaid	\$ -			0.00%	0.00%
HighCost Transportation Aid	\$ -			0.00%	0.00%
Contracts tsf of Ownership	\$ -			0.00%	0.00%
<b>Total General Fund Revenues</b>	<b>\$ 12,800,633.00</b>	<b>\$ 28,546.30</b>	<b>\$ 1,178,081.63</b>	<b>9.20%</b>	<b>7.90%</b>

<b>SPECIAL PROJECTS FUNDS - 21 &amp; 27</b>					
Fund 21 - Special Revenue	\$ 140,150.00	\$ 5,566.71	\$ 35,697.54	25.47%	24.83%
Fund 27 - Special Education - Categorical	\$ 459,184.00		\$ -	0.00%	0.00%
Fund 27 - Special Education - Grants	\$ 228,391.00	\$ -	\$ -	0.00%	0.00%
Fund 27 - Special Education - High Cost	\$ 25,000.00			0.00%	0.00%
Fund 27 - Special Education - Medicaid	\$ 50,000.00	\$ -	\$ -	0.00%	22.65%
Fund 27 - Operating Transfer from Fund	\$ 1,292,353.00	\$ -	\$ -	0.00%	0.00%
<b>Total Special Projects Revenues</b>	<b>\$ 2,195,078.00</b>	<b>\$ 5,566.71</b>	<b>\$ 35,697.54</b>	<b>1.63%</b>	<b>2.54%</b>

<b>DEBT SERVICE FUNDS &amp; OTHER CAPITAL DEBT - 39, 46 &amp; 49</b>					
Fund 39 - Referendum Approved Debt	\$ 3,825,788.00	\$ 32.77	\$ 338.94	0.01%	90.08%
Fund 46 - Long Term Cap Maint Trust Fu	\$ 500.00	\$ 222.47	\$ 407.09	81.42%	32.12%
Fund 49 - Construction Fund	\$ 30,000.00	\$ 15,474.57	\$ 73,267.48	244.22%	25.05%
<b>Total Debt Service Revenues</b>	<b>\$ 3,856,288.00</b>	<b>\$ 15,729.81</b>	<b>\$ 74,013.51</b>	<b>1.92%</b>	<b>89.89%</b>

<b>FOOD &amp; COMMUNITY SERVICE FUNDS - 50 &amp; 80</b>					
Fund 50-Local Sources	\$ 432,306.00	\$ 43,265.15	\$ 113,723.35	26.31%	17.28%
Fund 50-State/Federal Sources	\$ 213,627.00	\$ 20,435.71	\$ 21,563.71	10.09%	16.65%
Fund 80 - Community Services			\$ -	0.00%	0.00%
<b>Total Fd &amp; Community Service Revenues</b>	<b>\$ 645,933.00</b>	<b>\$ 63,700.86</b>	<b>\$ 135,287.06</b>	<b>20.94%</b>	<b>16.74%</b>

<b>Total Revenues</b>	<b>\$ 19,497,932.00</b>	<b>\$ 113,543.68</b>	<b>\$ 1,423,079.74</b>	<b>7.30%</b>	<b>62.74%</b>
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**SCHOOL DISTRICT OF NEW GLARUS  
EXPENDITURES  
October 31, 2022**

<b>GENERAL FUND - 10</b>					
Instruction	ANNUAL MTG BUDGET EXPENDITURES 2022-2023	MTD EXPENDITURES	YTD EXPENDITURES	22 - 23 YTD % EXPD	21 - 22 YTD % EXPD
Undifferentiated Curriculum	\$ 2,643,491.00	\$ 183,701.05	\$ 412,287.00	15.60%	18.80%
Regular Curriculum	\$ 3,201,594.00	\$ 264,353.55	\$ 572,652.14	17.89%	18.28%
Vocational Curriculum	\$ 367,624.00	\$ 29,255.79	\$ 60,224.02	16.38%	16.56%
Physical Curriculum	\$ 278,164.00	\$ 22,639.10	\$ 46,470.60	16.71%	19.35%
Co-Curricular Activity	\$ 208,118.00	\$ 43,437.00	\$ 56,650.47	27.22%	30.17%
Special Curriculum	\$ 6,500.00	\$ -	\$ 175.00	2.69%	21.11%
<b>Total Instruction</b>	<b>\$ 6,705,491.00</b>	<b>\$ 543,386.49</b>	<b>\$ 1,148,459.23</b>	<b>17.13%</b>	<b>18.73%</b>
<b>Support Services</b>					
Pupil Services	\$ 380,980.00	\$ 23,250.82	\$ 51,962.57	13.64%	17.58%
Instructional Services	\$ 609,561.00	\$ 35,063.82	\$ 174,445.79	28.62%	19.27%
General Operations	\$ 387,120.00	\$ 32,546.44	\$ 121,745.88	31.45%	31.85%
School Building Operations	\$ 722,807.00	\$ 56,093.32	\$ 198,104.34	27.41%	27.91%
Business Services	\$ 220,793.00	\$ 20,911.34	\$ 98,492.55	44.61%	33.21%
Building Operations	\$ 669,126.00	\$ 54,776.58	\$ 127,805.24	19.10%	21.50%
Maintenance	\$ 281,379.00	\$ 31,364.92	\$ 106,141.94	37.72%	38.29%
Capital Maintenance Projects (Facilities)	\$ 258,692.00	\$ -	\$ -	0.00%	0.00%
Pupil Transportation	\$ 280,752.00	\$ 28,217.05	\$ 47,166.58	16.80%	18.35%
Central Services	\$ 70,206.00	\$ 6,403.66	\$ 19,767.87	28.16%	37.45%
Insurance	\$ 133,366.00	\$ 9,785.63	\$ 50,924.76	38.18%	32.98%
Debt Services	\$ 97,073.00	\$ 97,072.13	\$ 97,072.13	100.00%	26.23%
Other Support Services	\$ 455,986.00	\$ 18,236.96	\$ 159,248.04	34.92%	51.65%
<b>Total Support Services</b>	<b>\$ 4,567,841.00</b>	<b>\$ 413,722.67</b>	<b>\$ 1,252,877.69</b>	<b>27.43%</b>	<b>25.45%</b>
<b>Non-Program Transactions</b>					
Operating Transfers to another Fund	\$ 1,292,353.00	\$ -	\$ -	0.00%	0.00%
General Tuition/Non-Open enrollment	\$ 20,000.00	\$ 4,585.00	\$ 6,698.00	33.49%	31.69%
Co-Curricular Cooperative Programs	\$ 61,300.00	\$ -	\$ -	0.00%	0.00%
General Tuition/Open Enrollment	\$ 328,548.00	\$ -	\$ -	0.00%	0.00%
Other Non-Program Transactions	\$ 100.00	\$ -	\$ -	0.00%	0.00%
<b>Total Non-Program Transactions</b>	<b>\$ 1,702,301.00</b>	<b>\$ 4,585.00</b>	<b>\$ 6,698.00</b>	<b>0.39%</b>	<b>0.57%</b>
<b>TOTAL GENERAL FUNDS</b>	<b>\$ 12,975,633.00</b>	<b>\$ 961,694.16</b>	<b>\$ 2,408,034.92</b>	<b>18.56%</b>	<b>18.90%</b>
<b>DEBT SERVICE FUNDS &amp; OTHER CAPITAL DEBT - 38, 39, 40 &amp; 49</b>					
Fund 39 - Referendum Approved Debt	\$ 3,884,588.00	\$ -	\$ 453,743.75	11.68%	91.38%
Fund 46 - Long Term Cap Maint Trust Fu	\$ -	\$ -	\$ -	0.00%	0.00%
Fund 49 - Construction Fund	\$ 6,026,084.00	\$ 13,693.82	\$ 127,717.72	2.12%	22.36%
<b>TOTAL DEBT SERVICE FUNDS</b>	<b>\$ 9,910,672.00</b>	<b>\$ 13,693.82</b>	<b>\$ 581,461.47</b>	<b>5.87%</b>	<b>89.30%</b>
<b>FOOD &amp; COMMUNITY SERVICE FUNDS - 50 &amp; 80</b>					
Fund 50 - Food Service	\$ 647,436.00	\$ 83,489.48	\$ 104,264.14	16.10%	20.40%
Fund 80 - Community Service	\$ 2,000.00	\$ 1,075.00	\$ 1,075.00	0.00%	0.00%
<b>TOTAL FOOD &amp; COM. SRV. FUNDS</b>	<b>\$ 649,436.00</b>	<b>\$ 84,564.48</b>	<b>\$ 105,339.14</b>	<b>16.22%</b>	<b>20.48%</b>
<b>TOTAL EXPENDITURES-ALL FUNDS</b>	<b>\$ 25,735,819.00</b>	<b>\$ 1,245,347.11</b>	<b>\$ 3,478,455.66</b>	<b>13.52%</b>	<b>67.22%</b>



## Bond Portfolio Management Report

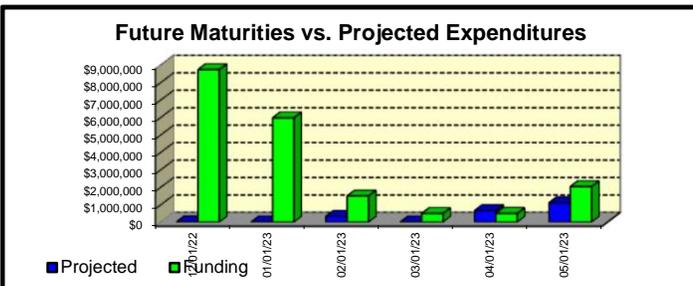
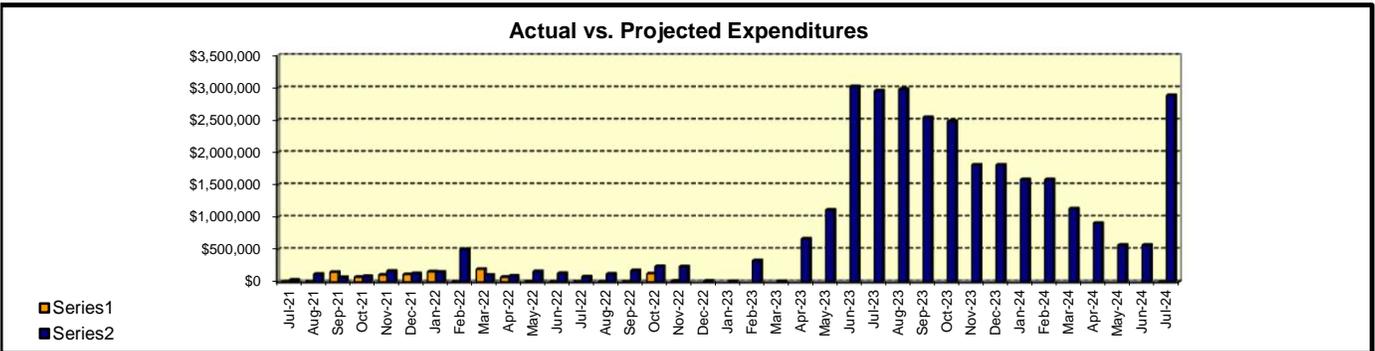
New Glarus School District / 2021 Referendum Proceeds

As of 12/01/22

Investment Earnings Detail		Investment Proceeds Information	
\$530,809.00	Current Portfolio Interest Income Estimate	06/08/21	Closing Date - Investment Proceeds Received
\$592,698.30	Potential Interest Income on Balances (3.65%)		
<u>\$1,123,507.30</u>	Estimated Interest Income (Not including Rebate)	\$28,900,000.00	Investment Proceeds Received
		+ <u>\$1,123,507.30</u>	Total Interest Income Net of Rebate
\$40,335.54	Original Portfolio Interest Income Estimate	= \$30,023,507.30	Total Funding Available as of 12/01/22
1.627%	Total Return for Arbitrage Purposes	- \$1,023,759.94	Cumulative Expenses Through 12/01/22
341	Weighted Avg Life of Future Projected Expenses	= <u>\$28,999,747.36</u>	Outstanding P & I Net of Rebate after 12/01/22

Portfolio Arbitrage Status			
<b>Yield Restriction:</b> The bond proceeds currently fall under the three year temporary period and are therefore not yield restricted.			
<b>Arbitrage Rebate:</b> The proceeds are subject to arbitrage rebate; however, the issuer is currently investing below the arbitrage yield and currently does not expect to pay arbitrage.			
\$1,123,507.30	Estimated Interest Income (Not including Rebate)	\$1,123,507.30	1.627% Current Interest Estimate for Arbitrage Purposes
\$0.00	Anticipated Arbitrage Rebate Liability	\$1,125,158.91	1.629% Maximum Interest Limited by Arbitrage Yield
<u>\$1,123,507.30</u>	Total Interest Income Net of Rebate	<u>\$0.00</u>	-0.002% Potential Arbitrage Rebate Liability



**Cash Flow Focus - Payouts**

Funding Date	Projected Expenses	Portfolio Funding
12/15/22	\$15,010.00	\$8,740,029.73
01/15/23	\$9,330.00	\$5,974,699.38
02/15/23	\$329,440.00	\$1,500,937.50
03/15/23	\$9,330.00	\$495,310.00
04/15/23	\$666,490.00	\$500,312.50
05/15/23	\$1,113,675.00	\$2,039,122.50

Disclosure Statement on reverse side of report.

**Disclosure Statement: Bond Portfolio Management Report**

*The information and projections on the Bond Portfolio Management Report on the reverse side of this page is derived from information that comes from various sources. PMA Financial Network, Inc. (PMA) will assume, without further research, that all information provided by you (the "Issuer") or the Issuer's staff, agents and/or other intermediaries working on the Issuer's behalf is accurate. Such items may include but are not limited to:*

- *Information regarding the structure and pricing of the Issuer's bond issue and corresponding arbitrage yield limits.*
- *Information regarding the projected expenditures of the project.*
- *Information regarding the actual amounts and timing of disbursements on the project.*
- *Information and representations made by the Issuer and/or its intermediaries in any Issuer or bond issue document.*

*This report is designed as a planning tool that should be used for informational purposes only. The methodology used in preparing the report and its corresponding projections is dependent on certain data. This data may be generated using actual data and/or "reasonable" assumptions. Such items include but are not limited to:*

- *Investment/reinvestment assumptions that relate to actual dollars being invested/reinvested and/or the interest rates at which investments/reinvestments could be executed.*
- *It is assumed that the speed of the expenditures will not exceed the most current projection of expenditures and that fixed term investments will not be liquidated.*

*PMA does not take responsibility for any affect that other bond issues or borrowings may have on the projections or the stated or implied investment strategies. Furthermore, PMA does not take responsibility for differences between the projections on the report and any third party calculation. PMA does not take responsibility for any changes in tax law. Finally, PMA does not take responsibility for the issuer not meeting the requirements for an exception to the arbitrage/yield restriction rules.*



Portfolio & Rebate Liability Report

Last Updated: 12/01/22 51358-201  
 Updated by Analyst: MTS

## New Glarus School District / 2021 Referendum Proceeds

Date of Issue	06/08/21	Today's Date	12/01/22
Original Bond Proceeds	\$28,900,000.00	Arbitrage Allowable Yield	1.629400%
Original Expense Budget	\$28,900,000.00	Portfolio Return for Arbitrage Purposes	1.627072%
Current Projected Expenses	\$30,023,507.30	Anticipated Arbitrage Rebate	\$0.00
Original Interest Income:	\$40,335.54	Above Arb. Line/(Below Arb. Line)	(\$1,651.61)
<b>Total Estimated Interest Income</b>	<b>\$1,123,507.30</b>	<b>Weighted Average Life of Future Funded Expenses (Days)</b>	<b>341</b>

Date	Bond Proceeds	Investment Cost	EXPENSES		Cumulative Expenses	Investment Maturity	Mat ID	Coupons and Interest	Percent Spent	Balance	Description
			Projected	Actual							
06/08/21	\$28,900,000.00				\$0.00			0.00%	\$28,900,000.00	Phone Wire Purchase	
06/08/21		\$1,000,000.00			\$0.00			0.00%	\$27,900,000.00	Bank of New Glarus - 1 year CD (@ 0.25%)	
06/08/21		\$1,138,870.00			\$0.00			0.00%	\$26,761,130.00	Bank of New Glarus - 2 year CD (@ 0.40%)	
06/08/21		\$248,100.00			\$0.00			0.00%	\$26,513,030.00	WESTERN ALLIANCE BANK / TORREY PINES BANK - CD - 0.3% - Trans # 290110	
06/08/21		\$248,400.00			\$0.00			0.00%	\$26,264,630.00	FINANCIAL FEDERAL BANK - CD - 0.3% - Trans # 290107	
06/08/21		\$248,700.00			\$0.00			0.00%	\$26,015,930.00	GLOBAL BANK - CD - 0.25% - Trans # 290109	
06/08/21		\$248,900.00			\$0.00			0.00%	\$25,767,030.00	BANK 7 - CD - 0.2% - Trans # 290108	
06/30/21					\$0.00			\$2,821.39	\$25,769,851.39	Interest Earned - Bank of New Glarus	67
06/30/21					\$0.00			\$49.46	\$25,769,900.85	Dividend Reinvest - WISC CMS	
07/15/21			\$92,340.00	\$0.00	\$0.00			0.00%	\$25,769,900.85	Expenses	
07/31/21					\$0.00			\$4,473.26	\$25,774,374.11	Interest Earned - Bank of New Glarus	
07/31/21					\$0.00			\$822.00	\$25,775,196.11	Interest Earned - Woodford State Bank ICS	
07/31/21					\$0.00			\$1.10	\$25,775,197.21	Dividend Reinvest - WISC CMS	
08/15/21			\$120,140.00	\$0.00	\$0.00			0.00%	\$25,775,197.21	Expenses	
08/31/21					\$0.00			\$849.40	\$25,776,046.61	Interest Earned - Woodford State Bank ICS	
08/31/21					\$0.00			\$4,772.45	\$25,780,819.06	Interest Earned - Bank of New Glarus	
09/09/21			\$0.00	\$79,260.86	\$79,260.86			0.26%	\$25,701,558.20	Expenses	
09/15/21			\$72,340.00	\$0.00	\$79,260.86			0.26%	\$25,701,558.20	Expenses	
09/27/21			\$0.00	\$71,100.00	\$150,360.86			0.50%	\$25,630,458.20	Expenses	
09/30/21					\$150,360.86			\$4,463.98	\$25,634,922.18	Interest Earned - Bank of New Glarus	
09/30/21					\$150,360.86			\$822.30	\$25,635,744.48	Interest Earned - Woodford State Bank ICS	
10/15/21			\$87,840.00	\$0.00	\$150,360.86			0.50%	\$25,635,744.48	Expenses	
10/19/21			\$0.00	\$73,100.00	\$223,460.86			0.74%	\$25,562,644.48	Expenses	
10/29/21			\$0.00	\$468.45	\$223,929.31			0.75%	\$25,562,176.03	Expenses	
10/31/21			\$0.00		\$223,929.31			\$4,294.50	\$25,566,470.53	Interest Earned - Bank of New Glarus	
10/31/21					\$223,929.31			\$679.83	\$25,567,150.36	Interest Earned - Woodford State Bank ICS	
11/10/21			\$0.00	\$1,227.50	\$25,156.81			0.75%	\$25,565,922.86	Expenses	
11/10/21			\$0.00	\$107,300.00	\$332,456.81			1.11%	\$25,458,622.86	Expenses	
11/15/21			\$168,780.00	\$0.00	\$332,456.81			1.11%	\$25,458,622.86	Expenses	
11/30/21					\$332,456.81			\$4,714.45	\$25,463,337.31	Interest Earned - Bank of New Glarus	
11/30/21					\$332,456.81			\$773.28	\$25,464,110.59	Interest Earned - Woodford State Bank ICS	
12/15/21			\$190,670.00	\$0.00	\$332,456.81			1.11%	\$25,464,110.59	Expenses	
12/22/21			\$0.00	\$116,240.91	\$448,697.72			1.49%	\$25,347,869.68	Expenses	
12/31/21					\$448,697.72			\$4,548.64	\$25,352,418.32	Interest Earned - Bank of New Glarus	
12/31/21					\$448,697.72			\$850.02	\$25,353,268.34	Interest Earned - Woodford State Bank ICS	
01/07/22		\$3,999,613.66			\$448,697.72			1.49%	\$21,353,654.68	US TREASURY - 0.339%	
01/11/22			\$0.00	\$144,922.50	\$593,620.22			1.98%	\$21,208,732.18	Expenses	
01/15/22			\$163,662.00	\$0.00	\$593,620.22			1.98%	\$21,208,732.18	Expenses	
01/18/22					\$593,620.22			\$29,437.50	\$21,238,169.68	US TREASURY - 0.339%	
01/25/22			\$0.00	\$13,282.75	\$606,902.97			2.02%	\$21,224,886.93	Expenses	
01/31/22					\$606,902.97			\$1.24	\$21,224,888.17	Dividend Reinvest - WISC CMS	
01/31/22					\$606,902.97			\$850.33	\$21,225,738.50	Interest Earned - Woodford State Bank ICS	
01/31/22					\$606,902.97			\$3,799.71	\$21,229,538.21	Interest Earned - Bank of New Glarus	
02/15/22			\$505,646.00	\$0.00	\$606,902.97			2.02%	\$21,229,538.21	Expenses	
02/15/22		\$15,940,105.58			\$606,902.97			2.02%	\$5,289,432.63	Redemption for FRI	
02/28/22					\$606,902.97			\$17.87	\$5,289,450.50	Dividend Reinvest - WISC CMS	
02/28/22					\$606,902.97			\$768.32	\$5,290,218.82	Interest Earned - Woodford State Bank ICS	
02/28/22					\$606,902.97			\$1,326.06	\$5,291,544.88	Interest Earned - Bank of New Glarus	
02/28/22					\$606,902.97			\$6,378.75	\$5,297,923.63	US Treasury - 1.055% - Trans #50857	
02/28/22					\$606,902.97			\$1,562.50	\$5,299,486.13	US Treasury - 0.652% - Trans # 50852	
03/14/22			\$0.00	\$208.20	\$607,111.17			2.02%	\$5,299,277.93	Expenses	
03/14/22			\$0.00	\$75,780.00	\$682,891.17			2.27%	\$5,223,497.93	Expenses	
03/14/22			\$0.00	\$120,825.00	\$803,716.17			2.68%	\$5,102,672.93	Expenses	
03/15/22			\$106,806.00	\$0.00	\$803,716.17			2.68%	\$5,102,672.93	Expenses	
03/31/22					\$803,716.17			\$312.50	\$5,102,985.43	US TREASURY - 1.120% - Trans # 50858	
03/31/22					\$803,716.17			\$1,562.50	\$5,104,547.93	US Treasury - 0.728% - Trans # 50853	
03/31/22					\$803,716.17			\$0.93	\$5,104,548.86	Dividend Reinvest - WISC CMS	
03/31/22					\$803,716.17			\$850.64	\$5,105,399.50	Interest Earned - Woodford State Bank ICS	
03/31/22					\$803,716.17			\$229.54	\$5,105,629.04	Interest Earned - Bank of New Glarus	
04/08/22		\$3,998,898.54			\$803,716.17			2.68%	\$1,106,730.50	Redemption for FRI	
04/12/22			\$0.00	\$1,246.12	\$804,962.29			2.68%	\$1,105,484.38	Expenses	
04/15/22			\$0.00	\$72,290.00	\$877,252.29			2.92%	\$1,033,194.38	Expenses	
04/15/22			\$92,266.00	\$0.00	\$877,252.29			2.92%	\$1,033,194.38	Expenses	
04/30/22					\$877,252.29			\$1,562.50	\$1,034,756.88	US Treasury - 0.790% - Trans # 50854	
04/30/22					\$877,252.29			\$1,271.25	\$1,036,028.13	US Treasury - 0.1813% - Trans # 52166	
04/30/22					\$877,252.29			\$3,851.25	\$1,039,879.38	US Treasury - 0.2216% - Trans # 52167	
04/30/22					\$877,252.29			\$5.99	\$1,039,885.37	Dividend Reinvest - WISC CMS	
04/30/22					\$877,252.29			\$192.15	\$1,040,077.52	Interest Earned - Woodford State Bank ICS	
04/30/22					\$877,252.29			\$451.73	\$1,040,529.25	Interest Earned - Woodford State Bank ICS	
04/30/22					\$877,252.29			\$190.80	\$1,040,720.05	Interest Earned - Bank of New Glarus	
05/15/22			\$162,676.00	\$0.00	\$877,252.29			2.92%	\$1,040,720.05	Expenses	
05/16/22			\$0.00	\$3,702.30	\$880,954.59			2.93%	\$1,037,017.75	Expenses	

	05/31/22				\$880,954.59				\$1,250.00	2.93%	\$1,038,267.75	US Treasury - 0.868% - Trans # 50855
	05/31/22				\$880,954.59		\$500,000.00		\$312.50	2.93%	\$1,538,580.25	US Treasury - 0.288% - Trans # 50848
	05/31/22				\$880,954.59				\$49.25	2.93%	\$1,538,629.50	Dividend Reinvest - WISC CMS
	05/31/22				\$880,954.59				\$202.42	2.93%	\$1,538,831.92	Interest Earned - Bank of New Glarus
45%	06/08/22				\$880,954.59		\$1,000,000.00	BNG1	\$2,502.35	2.93%	\$2,541,334.27	Bank of New Glarus - 1 year CD (@ 0.25%)
	06/09/22	\$1,499,589.64			\$880,954.59					2.93%	\$1,041,744.63	Phone FRI Redemption
	06/15/22			\$132,620.00	\$880,954.59					2.93%	\$1,041,744.63	Expenses
	06/30/22				\$880,954.59		\$1,000,000.00		\$625.00	2.93%	\$2,042,369.63	US Treasury - 0.429% - Trans # 50850
	06/30/22				\$880,954.59				\$128.39	2.93%	\$2,042,498.02	Dividend Reinvest - WISC CMS
	06/30/22				\$880,954.59				\$437.07	2.93%	\$2,042,935.09	Dividend Reinvest - WISC IS
	06/30/22				\$880,954.59				\$110.67	2.93%	\$2,043,045.76	Interest Earned - Bank of New Glarus
	07/14/22	\$999,804.99			\$880,954.59			54668		2.93%	\$1,043,240.77	US Treasury - 3.089% - Trans # 54668
	07/15/22				\$880,954.59				\$29,437.50	2.93%	\$1,072,678.27	US TREASURY - 0.339%
	07/15/22			\$62,230.00	\$880,954.59					2.93%	\$1,072,678.27	Expenses
	07/31/22				\$880,954.59				\$937.50	2.93%	\$1,073,615.77	US Treasury - 1.028% - Trans # 50856
	07/31/22				\$880,954.59		\$2,500,000.00		\$1,562.50	2.93%	\$3,575,178.27	US Treasury - 0.566% - Trans # 50851
	07/31/22				\$880,954.59				\$444.45	2.93%	\$3,575,622.72	Dividend Reinvest - WISC CMS
	07/31/22				\$880,954.59				\$742.17	2.93%	\$3,576,364.89	Dividend Reinvest - WISC IS
	07/31/22				\$880,954.59				\$72.26	2.93%	\$3,576,437.15	Interest Earned - Bank of New Glarus
	08/1/22	\$1,999,420.36			\$880,954.59					2.93%	\$1,577,016.79	US Treasury - 2.721% - Trans # 55271
	08/15/22			\$123,223.00	\$880,954.59					2.93%	\$1,577,016.79	Expenses
	08/31/22				\$880,954.59				\$6,378.75	2.93%	\$1,583,395.54	US Treasury - 1.055% - Trans #50857
	08/31/22				\$880,954.59		\$2,500,000.00		\$1,562.50	2.93%	\$4,084,958.04	US Treasury - 0.652% - Trans # 50852
	08/31/22				\$880,954.59				\$1,979.94	2.93%	\$4,086,937.98	Dividend Reinvest - WISC CMS
	08/31/22				\$880,954.59				\$1,030.98	2.93%	\$4,087,968.96	Dividend Reinvest - WISC IS
	08/31/22				\$880,954.59				\$95.41	2.93%	\$4,088,064.37	Interest Earned - Bank of New Glarus
	09/15/22			\$176,000.00	\$880,954.59			54668		2.93%	\$4,088,064.37	Expenses
	09/15/22				\$880,954.59			55930	\$1,308.75	2.93%	\$4,089,373.12	US Treasury - 3.089% - Trans # 54668
	09/15/22	\$2,499,875.84			\$880,954.59					2.93%	\$1,589,497.28	US Treasury - 3.948% - Trans # 55930
	09/30/22				\$880,954.59				\$312.50	2.93%	\$1,589,809.78	US Treasury - 1.120% - Trans # 50858
	09/30/22				\$880,954.59		\$2,500,000.00		\$1,562.50	2.93%	\$4,091,372.28	US Treasury - 0.728% - Trans # 50853
	09/30/22				\$880,954.59				\$3,072.78	2.93%	\$4,094,445.06	Dividend Reinvest - WISC CMS
	09/30/22				\$880,954.59				\$1,139.09	2.93%	\$4,095,584.15	Dividend Reinvest - WISC IS
	09/30/22				\$880,954.59				\$86.75	2.93%	\$4,095,670.90	Interest Earned - Bank of New Glarus
	10/15/22			\$240,990.00	\$880,954.59					2.93%	\$4,095,670.90	Expenses
	10/31/22				\$880,954.59		\$2,500,000.00		\$1,562.50	2.93%	\$6,597,233.40	US Treasury - 0.790% - Trans # 50854
	10/31/22				\$880,954.59				\$1,271.25	2.93%	\$6,598,504.65	US Treasury - 0.1813% - Trans # 52166
	10/31/22				\$880,954.59				\$3,851.25	2.93%	\$6,602,355.90	US Treasury - 0.2216% - Trans # 52167
	10/19/22			\$0.00	\$894,648.41					2.98%	\$6,588,662.08	Expenses
	10/19/22			\$0.00	\$1,008,672.31					3.36%	\$6,474,638.18	Expenses
	10/31/22				\$1,008,672.31				\$7,048.55	3.36%	\$6,481,686.73	Dividend Reinvest - WISC CMS
	10/31/22				\$1,008,672.31				\$1,479.92	3.36%	\$6,483,166.65	Dividend Reinvest - WISC IS
	10/31/22				\$1,008,672.31				\$261.10	3.36%	\$6,483,427.75	Interest Earned - Bank of New Glarus
	11/08/22			\$0.00	\$1,018,672.31					3.39%	\$6,473,427.75	Expenses
	11/22/22			\$0.00	\$1,023,759.94					3.41%	\$6,488,340.12	Expenses
	11/29/22				\$1,023,759.94		\$248,100.00	290110	\$1,113.77	3.41%	\$6,717,553.89	WESTERN ALLIANCE BANK / TORREY PINES BANK - CD - 0.3% - Trans # 290110
	11/29/22			\$236,270.00	\$1,023,759.94					3.41%	\$6,717,553.89	Expenses
	11/30/22				\$1,023,759.94		\$2,000,000.00		\$1,250.00	3.41%	\$8,718,803.89	US Treasury - 0.868% - Trans # 50855
	11/30/22				\$1,023,759.94			53542	\$3,865.00	3.41%	\$8,722,668.89	Coupon
	11/30/22				\$1,023,759.94				\$15,351.22	3.41%	\$8,738,020.11	Dividend Reinvest - WISC CMS
	11/30/22				\$1,023,759.94				\$1,774.86	3.41%	\$8,739,794.97	Dividend Reinvest - WISC IS
75%	11/30/22				\$1,023,759.94				\$234.76	3.41%	\$8,740,029.73	Interest Earned - Bank of New Glarus
	12/15/22	\$15,010.00			\$1,038,769.94					3.46%	\$8,725,019.73	Expenses
	12/31/22				\$1,038,769.94		\$2,019,000.00	55271	\$1,261.88	3.46%	\$10,745,281.61	US Treasury - 2.721% - Trans # 55271
	01/15/23				\$1,038,769.94		\$3,925,000.00		\$29,437.50	3.46%	\$14,699,719.11	US TREASURY - 0.339%
	01/15/23	\$9,330.00			\$1,048,099.94				\$937.50	3.49%	\$14,690,389.11	Expenses
	01/15/23				\$1,048,099.94		\$1,500,000.00		\$937.50	3.49%	\$16,191,326.61	US Treasury - 1.028% - Trans # 50856
	02/15/23	\$329,440.00			\$1,377,539.94					4.59%	\$15,861,886.61	Expenses
	02/28/23				\$1,377,539.94		\$486,000.00		\$6,378.75	4.59%	\$16,354,265.36	US Treasury - 1.055% - Trans # 50857
	03/15/23				\$1,377,539.94			54668	\$1,308.75	4.59%	\$16,355,574.11	US Treasury - 3.089% - Trans # 54668
	03/15/23	\$9,330.00			\$1,386,869.94					4.62%	\$16,346,244.11	Expenses
	03/15/23				\$1,386,869.94			55930	\$1,622.50	4.62%	\$16,347,866.61	US Treasury - 3.948% - Trans # 55930
	03/31/23				\$1,386,869.94		\$500,000.00		\$312.50	4.62%	\$16,848,179.11	US Treasury - 1.120% - Trans # 50858
	04/15/23	\$666,490.00			\$2,053,359.94					6.84%	\$16,181,689.11	Expenses
	04/30/23				\$2,053,359.94		\$2,034,000.00		\$1,271.25	6.84%	\$18,216,960.36	US Treasury - 0.1813% - Trans # 52166
	04/30/23				\$2,053,359.94				\$3,851.25	6.84%	\$18,220,811.61	US Treasury - 0.2216% - Trans # 52167
	05/15/23	\$1,113,675.00			\$3,167,034.94					10.55%	\$17,107,136.61	Expenses
	05/31/23				\$3,167,034.94			53542	\$3,865.00	10.55%	\$17,111,001.61	Coupon
	06/08/23				\$3,167,034.94		\$248,700.00	290109	\$1,243.50	10.55%	\$17,360,945.11	GLOBAL BANK - CD - 0.25% - Trans # 290109
	06/08/23				\$3,167,034.94		\$1,138,870.00	BNG2	\$9,110.96	10.55%	\$18,509,826.07	Bank of New Glarus - 2 year CD (@ 0.40%)
	06/15/23	\$3,024,590.00			\$6,191,624.94					20.62%	\$15,484,336.07	Expenses
	07/03/23				\$6,191,624.94		\$248,900.00	290108	\$1,050.29	20.62%	\$15,734,286.36	BANK 7 - CD - 0.2% - Trans # 290108
	07/03/23				\$6,191,624.94		\$248,400.00	290107	\$1,541.45	20.62%	\$15,984,227.81	FINANCIAL FEDERAL BANK - CD - 0.3% - Trans # 290107
	07/15/23	\$2,957,040.00			\$9,148,664.94					30.47%	\$13,027,187.81	Expenses
	08/15/23	\$2,981,973.00			\$12,130,637.94					40.40%	\$10,045,214.81	Expenses
	09/15/23				\$12,130,637.94			54668	\$1,308.75	40.40%	\$10,046,523.56	US Treasury - 3.089% - Trans # 54668
	09/15/23	\$2,546,867.00			\$14,677,504.94					48.89%	\$7,499,656.56	Expenses
	09/15/23				\$14,677,504.94		\$2,596,000.00	55930	\$1,622.50	48.89%	\$10,097,279.06	US Treasury - 3.948% - Trans # 55930
	10/15/23	\$2,486,140.00			\$17,163,644.94					57.17%	\$7,611,139.06	Expenses
	10/31/23				\$17,163,644.94		\$2,054,000.00		\$3,851.25	57.17%	\$9,668,990.31	US Treasury - 2.216% - Trans # 52167
	11/15/23	\$1,810,000.00			\$18,973,644.94					63.20%	\$7,858,990.31	Expenses
	11/30/23				\$18,973,644.94		\$1,546,000.00	53542	\$3,865.00	63.20%	\$9,408,855.31	Maturity
	12/15/23	\$1,810,000.00			\$20,783,644.94					69.22%	\$7,598,855.31	Expenses
	01/15/24	\$1,584,620.00			\$22,368,264.94					74.50%	\$6,014,235.31	Expenses
	02/15/24	\$1,584,620.00			\$23,952,884.94					79.78%	\$4,429,615.31	Expenses
	03/15/24				\$23,952,884.94		\$1,047,000.00	54668	\$1,308.75	79.78%	\$5,477,924.06	US Treasury - 3.089% - Trans # 54668
	03/15/24	\$1,133,860.00			\$25,086,744.94					83.56%	\$4,344,064.06	Expenses
	04/15/24	\$908,480.00			\$25,995,224.94					86.58%	\$3,435,584.06	Expenses
	05/15/24	\$570,420.00			\$26,565,644.94					88.48%	\$2,865,164.06	Expenses
	06/15/24	\$570,420.00			\$27,136,064.94					90.38%	\$2,294,744.06	Expenses
	07/15/24	\$120,078.00			\$27,256,142.94					90.78%	\$2,174,666.06	Expenses

07/31/24				\$27,256,142.94			90.78%	\$2,174,666.06	
07/31/24		\$2,767,364.36		\$30,023,507.30		\$592,698.30	100.00%	\$0.00	

\$28,900,000.00    \$34,070,278.61    \$31,623,580.36    \$1,023,759.94    \$34,339,970.00    \$853,815.91

Total Anticipated Interest Income: \$1,123,507.30  
Anticipated Arbitrage Rebate: \$0.00  
Total Anticipated Interest Income Net of Arbitrage Rebate: \$1,123,507.30

I Outstanding Principal and Interest after December 01, '22: \$28,999,747.36

\$8,740,029.73  
\$20,259,717.63



**STAFFING REPORT  
DECEMBER 5, 2022**

<b>HIRES / CHANGES</b>	<b>Employee Leaving Position</b>	<b>New Employee in Position</b>	<b>hours per day / % of empl</b>	<b>Term of Employment</b>	<b>Position</b>

<b>OPEN POSITIONS</b>	<b>Position</b>	<b>Term of Employment</b>	<b>hours per day / % of empl</b>	<b>Reason for opening</b>	
Teacher	HS FACS Teacher	2022-23 school year	100%	Julie Anderson resignation	
Support Staff	Custodian	Year Round	8 hours/day	Cassie Mann resignation	
Support Staff	Custodian - Lawn Mowing Assignment	mowing season	varies	Bryan Stocker resignation	On hold
Support Staff	Custodian	2022-23 school year	3.5 hours/day	Andy Henning resignation	On hold
Support Staff	Special Education Asst	2022-23 school year	5 hours/day	Jennifer Sies resignation	On hold - enrollment changes
Teacher	Teacher and Learning Coordinator	2022-23 school year	100%	Jill Scheibel resignation	Reorganization of responsibilities



<b>DONATIONS 12.5.22</b>			
11/17/2022	Casey's (The Blackbuad Giving Fund)	Grant	\$200.00
11/30/2022	Jon Byrd	E-Sports Team Jerseys	\$175.00

- 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. NEOLA Policy Updates
    - 1. PO0100 - Definitions

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Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of DEFINITIONS
Code	po0100
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	April 11, 2022

## 0100 - **DEFINITIONS**

The bylaws of the Board of Education of this District incorporate quotations from the laws and administrative code of the State of Wisconsin. Such quotations may be substantively altered only by appropriate legislative, judicial, or administrative action.

Whenever the following items are used in these bylaws and policies, they shall have the meaning set forth below:

### **Administrative Guideline**

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

### **Administrator**

An employee who holds a position of leadership over a defined function or department of the District, **is employed with an administrative contract,** and **/or** who reports directly to the District Administrator.

In policy, capitalization of the term Administrator may imply delegation of responsibilities, as appropriate, to staff members.

### **Apps and Services**

Apps and services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined in Bylaw 0100, above) over a network or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from and among, and between, staff, students, parents, Board members, and/or other stakeholders and members of the community.

### **Board**

The Board of Education also commonly referred to as the School Board shall take action that is within the comprehensive meaning of the terms "duties and powers" provided that such action is not prohibited by State or Federal law. (Chapter 118, Wis. Stats. and Chapter 120, Wis. Stats.).

Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

### **Bylaw**

Rule of the Board for its own governance.

### **Clerk**

The chief clerk of the Board. (See Bylaw 0170)

### **District**

The School District is the territorial unit for school administration. Districts are classified as common, union high, unified, and 1st class city school districts. A joint school district is one (1) of the territory of which is not wholly in one (1) municipality. (Chapter 115, Wis. Stats.).

Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

### **District Administrator**

The administrative head of the School District is sometimes locally referred to as Superintendent. In policy, capitalization of the term District Administrator may imply delegation of responsibilities, as appropriate, to staff members.

### **Due Process**

Procedural due process requires prior knowledge (a posted discipline code), a notice of offense (accusation), and the opportunity to respond. Specific due process requirements are dependent upon the circumstances and may vary depending on such circumstances.

### **Full Board**

Authorized number of voting members entitled by law to govern the District. The full Board is the total number of Board members authorized by law regardless of the number of current sitting members.

### **Information Resources**

The Board defines information resources to include any data/information in electronic, audio-visual, or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, websites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting, or retrieving electronic communications.

### **Law Enforcement Officer(s) or Agencies**

These terms include any local, State, or Federal law enforcement agency of competent jurisdiction and its officers acting within their legal authority.

### **Legal Custodian of Records**

The School District will designate one (1) District Records Custodian (DRC) to be the legal custodian of records for the District. The DRC shall keep and preserve the public records of the District and is granted authority to render a decision and carry out duties related to those public records. The DRC is designated in Policy 8310 - Public Records.

### **May**

This word is used when an action by the Board or its designee is permitted but not required.

### **Medical Advisor**

The School District is required to appoint a medical advisor. The medical advisor shall be a licensed physician and will participate in the annual review of the District emergency nursing services plan. The School District may also have the medical advisor fulfill other roles. (PI 8.01(2)(g)(3))

### **Meeting**

Any gathering which is attended by, or open to, all of the members of the Board held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body. ~~Wis. Stat.~~ 19.82(2), Wis. Stats.

### **Parent**

The natural or adoptive parents or the party designated by the courts as the legal guardian, custodian, or surrogate of a student. Both parents will be considered to have equal rights unless a court of law decrees otherwise.

### **Personal Communication Devices**

Personal communication devices ("PCDs") include computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, and/or other web-enabled devices of any type.

### **Policy**

A general, written statement by the governing Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or maybe taken to establish and/or maintain those expectations.

### **President**

The Chief Executive Officer of the Board. (See Bylaw 0170)

### **Principal**

The educational leader and head administrator of one (1) or more District schools. In policy, capitalization of the term Principal may imply delegation of responsibilities, as appropriate, to staff members.

### **Professional Staff Member**

District employees who are either certified teachers employed in a position for which certification is a requirement of employment or administrative employees who are responsible for oversight or supervision of a component or components of the District's operation, or serve as assistants to such persons, regardless of whether they hold an administrative contract or are required to have administrator certification, but excluding the District Administrator/Superintendent.

### **Relative**

The mother, father, sister, brother, spouse, domestic partner, parent, child, ~~or~~ step-child, grandparents, grandchild, dependent, ~~or~~ member of the immediate household.

### **School Nurse**

A school nurse is a registered nurse who meets the requirements of ~~Wis. Stat. Sec.~~ 115.001(11), Wis. Stats. A school nurse has the authority to exclude students for signs of illness.

### **School Official**

Except if otherwise defined in the policy, a school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); or a person serving on the Board.

The term school official is inclusive of other parties, such as an attorney, contractor, consultant, volunteer, or other parties to whom the Board has outsourced a service otherwise performed by Board employees (e.g., a therapist); or a parent or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) pursuant to the Family Educational Rights and Privacy (FERPA) definition - See Policy 8330 - Student Records.

### **Shall**

This word is used when an action by the Board or its designee is required. (The word "will" or "must" signifies a required action.)

### **Social Media**

Social media are online platforms where users engage with another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, web logs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and Facetime. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts.

### **Student**

A person who is officially enrolled in a school or program of the District.

### **Support Staff**

Any employee who provides support to the District's program and whose position does not require a professional certificate. This category includes special education paraprofessionals, even though it is a requirement to hold a special education program aide license issued by the Wisconsin Department of Public Instruction (DPI) or another valid and current DPI license or permit.

### **Technology Resources**

The Board defines technology resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software, and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

### **Treasurer**

The Chief Financial Officer of the Board. (See Bylaw 0170)

### **Vice-President**

The Vice-President of the Board. (See Bylaw 0170)

### **Voting**

A vote at a meeting of the Board. The law requires that Board members must be present in order to have their vote officially recorded in the Board minutes and to be available for a roll call vote. A Board member's presence at a meeting includes his/her presence if attending by telephone or another manner of remote access, so long as such remote access is compliant with State law. No voting by Proxy may be recorded or counted in an official vote of the Board. Remote access during quasi-judicial functions (e.g. termination hearings, expulsions) may be permitted after consultation with legal counsel.

Citations to Wisconsin statutes are shown by the Section Number (e.g., 120.11, Wis. Stats.). Citations to the Wisconsin Administrative Code are prefaced P.I. (e.g., P.I. 11). Citations to the United States Code are noted as U.S.C., Federal Register are noted as F.R., and the Code of Federal Regulations as C.F.R.

Revised 6/26/17  
Revised 10/9/17  
Revised 6/22/20  
Revised 3/15/21  
Revised 10/11/21

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Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of BOARD MEMBER BEHAVIOR AND CODE OF CONDUCT
Code	po0144.5
Status	Policy Committee Review
Adopted	March 15, 2021
Last Revised	October 11, 2021

#### 0144.5 - **BOARD MEMBER BEHAVIOR AND CODE OF CONDUCT**

The Board functions most effectively when individual Board members act ethically, professionally, and responsibly. Board members serve as a member of the School District's governing body and do not have individual authority to represent a policy or enforce positions that are not supported by a majority of the Board as evidenced by official action of the Board (See Bylaw 0143 - Authority of Individual Board Members).

Board members accept responsibility for the well-being and positive leadership of the School District, for protecting the interests of the School District as a legal entity, and for facilitating governance for the purpose of delivering the highest quality educational and related services to all of the District's students. Conduct by Board members that compromises the legal position of the District should be avoided.

Any authority delegated to the Board President in this policy is automatically vested in the Board Vice President in the event that either the Board President is unavailable or the Board President is the Board member accused of violating this policy.

#### **General Expectations of All Board Members**

- A. **Attend all scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.**
- B. Be familiar with and follow applicable local, State, and Federal laws and regulations.
- C. Be familiar with and comply with Board policies, including policies governing Board member conduct and Board member ethics, **rules of incompatibility of office**, and conflicts of interest (see Bylaw 0144.3)
- D. Conduct themselves with integrity, honesty, and in a manner that reflects positively on the Board and on the District.
- E. Be accountable for guiding and supporting the policy decision-making process that impacts students, staff, and the community. The operation of the District is the responsibility of the administration.
- F. Establish and maintain a high level of honesty, credibility, and truthfulness in all matters dealt with by the Board.
- G. Treat others with respect and dignity at all times, and maintain decorum, and always communicate in a way that does not violate or illustrate disregard for Board policy concerning harassment or discrimination. This decency expectation applies in all communications, including while discussing sensitive, controversial, or matters involving disagreement.
- H. At all times conduct themselves in the best interest of the School District, including avoiding implicating the District in unlawful activity or supporting or encouraging efforts to harm the reputation, legal standing, or to bring other material harm to the interests of the District or the Board.
- I. Recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- J. Render all decisions based on the available facts and independent judgment.
- K. Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.

- L. Work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the District Administrator.
- M. Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs.
- N. Inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Wisconsin Association of School Boards and the National School Boards Association.
- O. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
- P. Refrain from using their Board positions for personal partisan gain.
- Q. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law.
- R. Remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.
- S. No Board member shall act or fail to act ~~in his/her position~~ as a member of the Board ~~member~~ in violation of 946.12, Wis. Stats., regarding misconduct in public office.

### Board Member Communication

Board members are expected to refrain from engaging in communication on behalf of the Board or on behalf of the District unless authorized to do so by majority vote of the Board (See Bylaw 0143.1).

Any Board member who chooses to engage in individual communication on matters related to Board and/or District business is expected to clearly identify whether the Board member is communicating in the following capacity:

- A. On behalf of the Board: normally, this is the function of the Board President or in the President's absence, the Vice President. The Board may by majority vote delegate this responsibility to another Board member in a specific circumstance. In every case, the Board Member communicating the Board's position shall do so as determined by the Board and avoiding individual interpretation or editorializing.
- B. As an individual Board member, but not on behalf of the Board: a Board member who speaks, including online, in social media forums, or in any other public forum, on matters related to Board and/or District business, but not as an officially designated spokesperson of the Board. The Board member must specify that any statement is not sponsored by the District and is a personal viewpoint.

Board members who fail to adhere to this expectation, or who publicly communicate false or intentionally misleading information pertaining to Board action or District policy, will be asked to correct such communication in a way that is likely to reach the same audience as the false or misleading information. The Board President is authorized to communicate such requests to the pertinent Board member.

The Board President is authorized to issue public statements on behalf of the Board in the event a Board member expresses false or misleading information, or makes statements without properly identifying whether ~~the member of the Boards/he~~ is speaking as an individual Board member. The President's communication should be limited to correcting the false or misleading statement, clarifying that the Board member was not speaking on behalf of the Board, and providing information relative to Board action if any on the subject matter.

### Board Member Interaction with Staff

The general expectations of Board member decorum and civility apply to interactions with employees; however, because the Board is the employer of all District staff, this responsibility is appropriate for special reference. Each Board member is an individual with authority to bring matters to the Board and to influence matters related to staff. Therefore, it is imperative that Board members treat all employees with respect and as professionals. Board members are also required to comply with Board Policies governing employee anti-harassment, non-discrimination, and threatening behavior.

No Board member has inherent authority to require any staff member to respond to the Board member regarding a specific request for information, or to direct any staff member to perform or not perform any task, except as provided by Board policy or as directed by majority vote of the Board.

Board members access to and request for School District records and information is governed by Board Bylaw 0143.2.

### **Board Member Records and Confidentiality**

Board members are expected to maintain their own public records created on resources not controlled by and thus not maintained by the School District. Each Board member is an elected official responsible for preserving all public records s/he creates, and to comply with requests to inspect such records. The District has no obligation nor responsibility to assist any Board member in fulfilling this responsibility with respect to records that are not maintained by the District.

Board members are encouraged to review Board policy defining and explaining public records, their maintenance, and public access (See Board Policy 8310).

Board members are expected to maintain and protect the privacy of District records, including student records, and communications received in closed session meetings of the Board.

### **Enforcement**

Complaints alleging violations of the Board Member Code of Conduct may be brought by any person and can be submitted to the Board President or, if the Board President is the member accused of violating this policy, to the Vice President.

The President or Vice President shall review the complaint and determine whether **the officers/he** can investigate the matter or **if the President or Vice President needs to** contact the School District's legal counsel for support. Upon completion of the investigation, if the conclusion reached is that the Board member violated the policy, the investigator shall brief the Board and may recommend action to be taken.

Board members are elected officials and therefore cannot be disciplined, prevented from participating in Board meetings, or removed from office by the Board. The Board may consider the following:

- A. Formal censure by resolution passed by a majority of the Board in an open session meeting of the Board.
- B. Removal from Board committee assignments for the remainder of the year and until the following organizational meeting of the Board, at which time the President is authorized to continue to withhold committee assignment. Approval of this sanction is an adopted exception to Bylaw 0155.
- C. Restriction on Board member rights granted by policy, including requesting items for a Board meeting agenda.
- D. Referral to proceed with efforts to remove the Board member from office for cause, which means inefficiency, neglect of duty, official misconduct, or malfeasance in office.
- E. Referral to law enforcement if any alleged misconduct constitutes potentially unlawful conduct.
- F. Other efforts to pursue compliance with and adherence to the policy as determined by the Board and not prohibited by law.

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Legal                      17.13, Wis. Stats.  
                                  946.12, Wis. Stats.  
                                  The National Association of School Boards



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of PARLIAMENTARY AUTHORITY
Code	po0161
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	October 8, 2018

#### 0161-PARLIAMENTARY AUTHORITY

The parliamentary procedure governing the Board for the orderly conduct of meetings, shall be Robert's Rules of Order, Newly Revised, as defined in Chapter XVI, "Boards and Committees" (including such procedural flexibility allowed in Section 49 of Robert's: "Procedure in Small Boards") in all cases in which it is not inconsistent with statute, administrative code, or these bylaws.

**When appropriate, the Board President shall appoint the parliamentarian who shall decide any challenges to parliamentary procedure. The parliamentarian need not be a Board member. [END OF OPTION]**

Any failure to comply with the above procedural protocols will not affect the validity of any substantive action taken by the Board within its legal authority.

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Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	STUDENT SUPERVISION AND WELFARE
Code	po1213
Status	Policy Committee Review

## 1213 - STUDENT SUPERVISION AND WELFARE

Administrators are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the administrator. It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

An administrator who is found to have had sexual contact with any student shall be referred to the proper authorities and be subject to discipline, up to and including discharge.

This section should not be construed as affecting any obligations on the part of staff to report suspected child abuse under ~~Wis. Stats.~~ 48.981, Wis. Stats. and Policy 8462.

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with ~~their~~ his/her assigned duties and responsibilities which include, but are not limited to, the following:

- A. An administrator shall report immediately any accident or safety hazard about which ~~they are~~ he is informed, or ~~detect~~ detects, to ~~their~~ his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
- C. An administrator should not volunteer to assume responsibility for duties ~~that they~~ s/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. An administrator shall not send students on any personal errands.
- E. An administrator shall not associate with students at any time in a manner which gives the appearance of impropriety including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any administrator will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.  
  
This provision should not be construed as precluding an administrator from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- F. An administrator shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- G. An administrator, other than the District Administrator, shall not transport students for school-related activities in a private vehicle without the approval of ~~their~~ his/her immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is an administrator's family member.
- H. A student shall not be required to perform work or services that may be detrimental to ~~their~~ his/her health.
- I. Administrators are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.
- J. Administrators are expressly prohibited from posting any ~~picture~~ photo, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy

does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. **This section does not apply to depictions of an administrator's own child or other relative.**

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any administrator who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each administrator shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 10/8/18

Revised 4/22/19

Revised 6/22/20

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Legal                      48.981, Wis. Stats.  
                                  948, Wis. Stats.  
                                  948.095, Wis. Stats.

5. PO1421 - (NEW) Criminal History Record Check and Employee Self-Reporting Requirement

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Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	NEW POLICY - VOL. 31, NO. 1 - CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENT
Code	po1421
Status	Policy Committee Review

### **NEW POLICY - VOL. 31, NO. 1**

#### **1421 - CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

##### **Criminal History Record Check**

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's administrative staff. Any contracts with outsourced services, employment agencies, or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

##### **Employee Self-Reporting Requirement**

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The District Administrator, as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall notify the Board President for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses (e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking). However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension or any moving violation must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Legal 111.335, Wis. Stats.



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	SERVICES FOR BILINGUAL STUDENTS/ENGLISH LEARNERS
Code	po2260.02
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	October 11, 2021

## 2260.02 -~~SERVICES FOR BILINGUAL STUDENTS/ENGLISH LEARNERS~~**ENGLISH LANGUAGE PROFICIENCY**

The Board ~~recognizes that there may be students who speak languages other than whose primary language is not English residing within the District. With that in mind, the Board~~ shall provide appropriate identification and transition services for District students who **are identified as English learners. possess limited English language proficiency.** The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the EL student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration, and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The Director of Pupil Services shall be responsible for taking a count of limited-English proficient students in the District that shall be completed on or before March 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of EL students to the Department of Public Instruction as required by law.

### **Assessing English Proficiency**

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as ELs will be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey.
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than ELP 6 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for ELs so they may become proficient in English while achieving academically.

### **Parental Notification and Consent**

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the EL Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in **English and in the non-English language of the EL student, their native language.** Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to **be socially and academically successful, compete with mainstream English language speakers,** as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

### Assessing Academic Achievement and English Language Proficiency

An EL student may not be exempted from academic assessments based on their EL status. **However, an EL student, who has been enrolled in a U.S. school for less than twelve (12) cumulative months, may be exempted during the first test administration.** The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. ~~If an EL student is exempted from taking a State-required test, the student shall be administered a DPI-approved alternative assessment.~~

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

### Exit Procedures

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to **be socially and academically successful, compete with mainstream English speakers** in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

EL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests; and,
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an ELP 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. **receiving an overall composite of 4.5-4.9 and re-evaluate with the Multiple Indicator Protocol ("MIP") to determine whether the student demonstrates full English proficiency. If choosing to use the MIP the District must implement it as described in the Department of Public Instruction's English Language Policy Handbook. [DRAFTING NOTE: The Multiple Indicator Protocol is a standardized tool for collecting evidence of a student's English language use within the classroom setting as supporting evidence of English proficiency.] The Director of Pupil Services may also consider reclassification of an EL student in grade four or above as fully English proficient if the District has sufficient evidence on file establishing:-**
  1. ~~the student has attained at least an ELP 4.5 on an annual assessment; and~~
  2. ~~the student can demonstrate his/her understanding of the English language; and~~

3. ~~the file contains at least two (2) pieces of evidence establishing academic English language proficiency; and~~
4. ~~the parents and educators agree that the student has reached full English proficiency.~~

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be given the opportunity to review the ELP assessment with the Director of Pupil Services.

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. The MIP may be used as one (1) of the multiple monitoring indicators during those two (2) years. The documentation will include, at a minimum, grade level, ~~ELP composite score,~~ and two (2) or more pieces of evidence.

### Re-entry

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or ESL program.

The Director of Pupil Services will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that EL reclassification/exit and the re-entry decisions abide by Department of Public Instruction standards.

### Counseling Services for Students Who Are Limited English Proficient Students ~~and/or Sensory Impaired~~

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency ~~and/or is sensory impaired~~ should be able to communicate ~~their~~his/her ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficient ~~and/or sensory impaired~~.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient ~~and/or sensory impaired~~.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

### Testing

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

Revised 6/25/18

Revised 9/9/19

Revised 9/28/20

Revised 2/1/21

T.C. 10/11/21

P.I. 13, Wis. Admin Code

115, Wis. Stats.

115.96, Wis. Stats.

118.13, Wis. Stats.

118.30(2), Wis. Stats.  
**20 U.S.C. 1703(f)**

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Legal

P.I. 13 Wis. Admin Code

115, Wis. Stats.

118.13, Wis. Stats.

118.30(2), Wis. Stats.



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Code	po2460.03
Status	Policy Committee Review
Adopted	July 17, 2017
Last Revised	February 1, 2021

#### 2460.03 - **INDEPENDENT EDUCATIONAL EVALUATION (IEE)**

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of this District. A parent has the right to an IEE at public expense if the parent disagrees with an evaluation that the District conducted. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the District receives a parent request for an IEE, the District must either provide the IEE at District expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the District requests a due process hearing and the hearing officer determines that the District's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the District.

#### **Procedures to Obtain an IEE at Public Expense**

- A. The parent should submit to the District a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the District. However, the District will not deny parents a publicly funded IEE because they fail to provide the District with such a written request or fail to provide reasons for requesting an IEE.
- B. If a parent requests an IEE, the District will provide the following information:
  1. A list of the names and addresses of IEE examiners located in the area. The list will consist of IEE examiners who, in the District's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the District will identify a qualified examiner elsewhere in the State of Wisconsin.
  2. A description of the District's criteria for selection of IEE examiners.
- C. Minimum qualifications for IEE examiners. The District will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
  1. The prospective IEE examiner (the "examiner") must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The examiner must have extensive training in the evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.
  2. The examiner must be located within 100 miles of the District, and must conduct the evaluation within District boundaries.
  3. The examiner may only charge fees for educational evaluation services that, in the sole judgment of the District, are reasonable.
  4. The examiner must be permitted to directly communicate and share information with members of the IEP Team. The examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.

5. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE shall include at least one (1) observation in that setting. Evaluators shall make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.
  6. The same criteria apply to both public and independent examiners.
- D. The maximum allowable cost for an examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the District during the current school year, as determined by the Director of Special Education (not to exceed \$400.00). In the unusual event the examiner is one (1) not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parent can demonstrate that necessary services are not available in the community.
- E. **If unique circumstances justify an IEE that exceeds the maximum allowable cost; the District must ensure the IEE is publicly funded. The District will review these circumstances on a case-by-case basis. If the total cost for an IEE exceeds the District's cost criteria and it is determined through appropriate procedures that there is no justification for excess cost, the cost of the IEE will be publicly funded up to the District's maximum allowable cost.** ~~If the parents show that unique circumstances justify an IEE that exceeds the maximum allowable cost, the Board may approve additional expenditures. If the total cost of the IEE exceeds the maximum allowable costs and if, in the District's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the District's maximum allowable cost and no further. The parents shall be responsible for any remaining cost.~~

For more information, parents may request a copy of Bulletin 99.02 "Independent Educational Evaluations (IEEs)" from the District or from the Department of Public Instruction, Division of Learning Support: Equity and Advocacy.

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8. PO2700.01 - School Performance and State Accountability Report Cards	99
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Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS
Code	po2700.01
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	October 11, 2021

#### 2700.01 - **SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS**

The Board believes that a vital component of the District's educational programs is ensuring that parents and other individuals are informed of the performance of the schools and the School District. To this end, the Board has adopted this policy.

#### **School Performance Report (SPR)**

The Board will publish an annual school and school district performance report including all information prescribed by statute.

Per the Wisconsin Department of Public Instruction, the District shall use links to the [WISEdash Public Portal](#) to meet the electronic State School Performance Report requirements.

#### **Title I Provisions of the School/District Accountability Report Card**

In any year that the District receives Title I funding, its school/District accountability report card(s) must also include the information regarding the delivery of Title I services as described in Policy 2261.03.

#### **State Accountability Report Card**

A copy of each school's accountability report card, as prepared by the Wisconsin Department of Public Instruction, shall be provided **by the District** to the parent of each student enrolled in or attending the school on an annual basis. The report shall be **provided sent simultaneously** with the **notice required in Policy 8146**—Notification of Educational Options.

Revised 4/22/19

Revised 9/28/20

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Legal	115.38, Wis. Stats.
	115.385, Wis. Stats.
	20 U.S.C. 6311

9. PO3121 - Criminal History Record Check and Employee Self-Reporting Requirement

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Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENT
Code	po3121
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	February 1, 2021

### 3121 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

#### **Criminal History Record Check**

To more adequately safeguard students and staff members, the Board of Education requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

#### **Employee Self-Reporting Requirement**

**All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.**

**The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses (e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking). However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension or any moving violation must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.**

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**111.335, Wis. Stats.**



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po3213
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	March 15, 2021

### 3213 - **STUDENT SUPERVISION AND WELFARE**

Professional staff members are frequently confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the professional staff member, and/or harm to the welfare of the student(s). It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

A professional staff member, or a person who works or volunteers with children, who is found to have had sexual contact with a student, including a student age sixteen (16) or older, shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This policy should not be construed as affecting any obligations on the part of staff to report suspected child abuse under ~~Wis. Stats.~~ 48.981, Wis. Stats. and Policy 8462.

Each District employee shall maintain a standard of care for the supervision, control, and protection of students commensurate with ~~their/his/her~~ assigned duties and responsibilities which include, but are not limited to the following standards:

- A. A professional staff member shall report immediately any accident or safety hazard about which ~~they~~ they ~~are/s/he is~~ informed or ~~detect~~~~detects~~ to ~~their/his/her~~ supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. A professional staff member shall report unsafe, potentially harmful, dangerous, violent or criminal activities, or threat of these activities by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
- C. A professional staff member should not volunteer to assume responsibility for duties ~~that they/s/he~~ cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. A professional staff member shall provide proper instruction in the safety matters presented in assigned course guides.
- E. Each professional staff member shall immediately report to the principal any accident or safety hazard s/he detects.
- F. Each professional staff member shall immediately report to the principal any knowledge of threats of violence by students.
- G. A professional staff member shall not send students on any personal errands.
- H. A professional staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline up to and including termination of employment.

This provision should not be construed as precluding a professional staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

- I. A professional staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.

- J. A professional staff member shall not transport students for school-related activities in a private vehicle without the approval of **theirhis/her** immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is a professional staff member's family member.
- K. A student shall not be required to perform work or services that may be detrimental to **theirhis/her** health.
- L. Staff members are discouraged from engaging in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.
- M. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such event where the purpose of the photo or video is to depict the event, not a particular student. **This section does not apply to depictions of a professional staff member's own child or other relative.**

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse (see Policy 8330).

Pursuant to the laws of the State and Board Policy 8462, each professional staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 4/22/19

Revised 6/22/20

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Legal

48.981, 948, 948.095 Wis. Stats.



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po4120.04
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	October 11, 2021

#### 4120.04 - **EMPLOYMENT OF SUBSTITUTES**

The Board of Education recognizes its responsibility to procure the services of substitute support staff in order to prevent the interruption of the operation of the schools.

The names of potential substitute personnel and the positions in which they may substitute shall be maintained by the District Office.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he is supervised directly by the relative staff member.

The employment of substitute support staff prior to approval by the Board is authorized when their employment is required to maintain continuity of services in the District.

Retroactive employment shall be recommended to the Board at the next meeting. **Prior to the end of the school year, District employed substitutes, who the District intends to employ for the ensuing school year, will receive a letter of reasonable assurance of continued employment.** ~~Substitutes will receive in June a letter of reasonable assurance of continued employment.~~

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Legal	118.19, Wis. Stats. P.I. 3.03(8), Wis. Adm. Code
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12. PO4121 - Criminal History Record Check and Employee Self-Reporting Requirement

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Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENT
Code	po4121
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	February 1, 2021

#### 4121 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

##### **Criminal History Record Check**

To more adequately safeguard students and staff members, the Board of Education requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's support staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

##### **Employee Self-Reporting Requirement**

**All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.**

**The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses (e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking). However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension or any moving violation must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.**

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**111.335, Wis. Stats.**



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po4213
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	March 15, 2021

#### 4213 - **STUDENT SUPERVISION AND WELFARE**

Support staff members may be confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the staff member, and/or harm to the welfare of the student(s). It is the intent of the Board of Education to direct the preparation of guidelines that would minimize that possibility.

A support staff member, or a person who works or volunteers with children, who is found to have had sexual contact with a student, including a student age sixteen (16) or older, shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This policy should not be construed as affecting any obligation on the part of staff to report suspected child abuse under ~~Wis. Stats.~~ 48.981, Wis. Stats. and Policy 8462.

Each District support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with their ~~his/her~~ assigned duties and responsibilities which include, but are not limited to, the following standards:

- A. A support staff member shall report immediately any accident or safety hazard about which s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. A support staff member shall report unsafe, potentially harmful, dangerous, violent or criminal activities, or threat of these activities by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
- C. A support staff member shall not send students on any personal errands.
- D. A support staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline up to and including termination of employment.

This provision should not be construed as precluding a support staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

- E. A support staff member shall not transport students for school-related activities in a private vehicle without the approval of their ~~his/her~~ immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is a support staff member's family member.
- F. A student shall not be required to perform work or services that may be detrimental to his/her health.
- G. Staff members are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.
- H. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such event where the purpose of the photo or video is to depict the event, not a particular

student. **This section does not apply to depictions of a support staff member's own child or other relative.**

Since, most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each support staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 4/22/19

Revised 6/22/20

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Legal 48.981, 948, 948.095 Wis. Stats.



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	OPEN ENROLLMENT PROGRAM (INTER-DISTRICT)
Code	po5113
Status	Policy Committee Review

### 5113 - **OPEN ENROLLMENT PROGRAM (Inter-District)**

The District will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

#### **DEFINITIONS**

The following definitions will apply to the District's Open Enrollment Program.

##### **A. Non-Resident District**

A school district located in Wisconsin which is not a student's district of residence.

##### **B. Non-Resident Student**

A student who does not reside within the geographic boundaries of the District and who seeks admission to this District under the Open Enrollment Program.

##### **C. Tuition Student**

A non-resident student who attends school in the District and pays tuition in accordance with State law.

##### **D. Full-Time Enrollment**

A student is enrolled for the entire school day and receives all required education in this District.

##### **E. Class Size**

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program and mitigating circumstances for a particular school, class, or program, including enrollment projections established by the District Administrator.

##### **F. Program Size**

The enrollment or size restrictions in a specific program within a class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

##### **G. Resident Student**

A student who is a resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Non-resident Students.

#### **[END OF OPTION]**

#### **FULL-TIME OPEN ENROLLMENT**

##### **A. Annual Space Determinations**

**During a January meeting, the Board shall establish the availability of space by determining the number of regular education and special education spaces in the schools, programs, classes, or grades. In setting space**

availability, the Board may choose to set no limitations or may set limits on availability using the following criteria:

1. District practices, policies, procedures, or other factors regarding class size ranges for particular programs or classes.
2. District practices, policies, procedures, or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
3. Enrollment projections, which account for factors that include but are not necessarily limited to, likely short and long term economic development in the community, housing starts, current and future needs for special programs, laboratories, or other initiatives.

B. ~~Procedures for~~ Processing of Open Enrollment Applications

A parent of a nonresident student may submit an application to attend school in the District during the applicable regular open enrollment period or through the alternative open enrollment process. The application must be submitted using the form designated by the Wisconsin Department of Public Instruction.

Upon receipt of an application, the District Administrator shall confirm that the application is complete or request that it be completed before being further considered.

Parents shall be notified of the determination on their applications on or before the first Friday following the first Monday in June following receipt of the application, or within the timeframe otherwise established by law. If approved, the parent shall be notified of the approval and the specific assignment within the District. If, upon enrollment, the student is appropriately placed in a different grade level, the student shall be so assigned unless applications for that grade level have been denied or there is no longer space available at that grade level.

~~Any notice of a decision to deny shall include the following: If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first priority will be given to non-resident students already attending District schools and their siblings.~~

~~If the District determines that space is not otherwise available for open enrollment students in the grade or program to which an individual has applied, the District may nevertheless accept a student or the sibling of a student who is already attending in the District.~~

~~The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection.~~

~~After the date specified in s. 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:~~

1. ~~Specific reason(s) for denial and whether the student has been placed on the waiting list. A parent notifies the nonresident school board that the student will not attend the nonresident school district~~
2. ~~Notice of the parents' right to appeal, the address to send the appeal, and information on where to locate the form required for appeal. A parent fails to provide the notification required in s. 118.51(3)(a)6., Wis. Stats.~~
3. ~~The Board determines that additional spaces have become available since its determination at the January Board meeting.~~

~~Application of Space Determinations and Random Selection Process In accordance with 118.51(3)(a)3, Wis. Stats., except as provided under sub. (5)(d)1., on or before the first Friday following the first Monday in June following receipt of the application, the nonresident school board shall notify the applicant, in writing, whether it has accepted the application.~~

If there are more applications than spaces, the Board will fill the available spaces by random selection. Random selection shall be conducted among the student applications for each grade level. The order of grade level selection shall also be randomly determined. The following considerations will be included in the random selection process:

## 1. Preferences

- a. If the Board has not guaranteed approval in its determination of space availability to currently attending students, it shall grant preference to such students in the random selection process.
- b. If the Board has not guaranteed approval in its determination of space availability to the siblings of currently attending students, it shall grant preference to such students in the random selection process.

If in any selection process there are more students eligible for preferred treatment than there are spaces available, the Board shall conduct random selection from among the students granted preference. Both currently attending students and siblings of currently attending students who are not guaranteed approval shall be granted equal preference.

2. The sibling of a student selected in the random selection process shall be granted preference to any spaces available that the sibling has applied for, but the sibling may not be approved if there are no remaining spaces for the sibling.
3. The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection, with those students granted a preference under this policy to be included first on the waiting list in random order followed by any other student applicants in random order.

After the date specified in 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

- a. A parent notifies the nonresident school board that the student will not attend the nonresident school district.
- b. A parent fails to provide the notification accepting open enrollment as required in 118.51(3)(a)6., Wis. Stats.
- c. The Board determines that additional spaces have become available since its determination at the January Board meeting.

The District shall notify the parent of a student accepted from the waiting list of that student's eligibility to attend the District, unless the student has already enrolled in a different non-resident school district or has since become a resident of the District. The notice shall state the following:

- a. the school or program the student has been assigned to;
- b. a date, at least ten (10) calendar days from the date of the notice, by which the parent must accept the open enrollment approval. Failure to timely accept shall be considered rejection and the approval shall be considered rescinded.

## C. **Decisional Criteria for Non-Resident Applications**

Decisions on non-resident open enrollment applications will be based only on the following criteria:

1. ~~**Space availability as defined in this policy. Whether the Board has determined that there is space in the schools, programs, classes, or grades within the District for non-resident students. The Board shall determine during a regular meeting each January the number of regular education and special education spaces available at each level, each building, and in each program, or shall determine that it will not set space limitations for open enrollment at any building, level, or program. In determining the amount of space available, the District will count resident students, students attending the District for whom tuition is paid under 121.78(1)(a), Wis. Stats., and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) or (3m)(a) and are already attending public school in the District.**~~

~~**Other factors the District Administrator may consider in determining the availability of space includes:**~~

- a. ~~**District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.**~~

- b. ~~District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes or buildings.~~
  - c. ~~Enrollment projections for the schools of the District which include, but are not limited to, the following factors: the likely short and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of non-resident open enrollment students, and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.~~
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated day care program resides in a district which offers the program for which application is made.
  3. Whether the non-resident student has been expelled from any school district within the current school year or the two (2) preceding school years, or is pending any disciplinary proceeding, based on any of the following activities:
    - a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
    - b. Engaging in conduct while at school or under school supervision that endangered the health, safety, or property of others.
    - c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
    - d. Possessing a dangerous weapon (as defined in ~~Section~~ 939.22(10), Wis. Stats.) while on school property or under school supervision.

Notwithstanding the Board's acceptance of a non-resident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the non-resident student will attend a school in the District, the student is determined to fall under paragraph ~~C.B.~~ 3.

The Board may request a copy of a non-resident student's disciplinary records from the resident school board.

The resident board shall provide to the nonresident board a copy of any expulsion order or findings, a copy of any pending disciplinary proceedings, a written explanation of said proceeding, the length of the expulsion or possible outcomes of a pending proceeding, and/or such records as permitted by law.

4. Whether the special education program or related services described in the non-resident student's Individualized Education Program ("IEP") are available in the District. Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the ~~District~~district has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.
5. Whether there is space available in the District to provide the special education or related services identified in the non-resident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to the non-resident student's resident board under ~~Wis. Stat.~~ 115.777(1), Wis. Stats. or identified by the non-resident student's resident school board under ~~Wis. Stat.~~ 115.77(1m)(a), Wis. Stats., but not yet evaluated by an individualized education program team.
7. If a non-resident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident board. If such notice is provided, the non-resident may be transferred to their resident school district.
8. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year, after complying with the requirements of PI 36.09(2).

The habitual truancy determination shall be made <sup>on</sup> the sole basis of enrollment in the non-resident district. Open enrollment may not be denied based on the student's truancy from any other district.

#### D. Reapplication Procedures

The Board will not require accepted non-resident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District.

#### E. Transportation

The parents of a student attending a non-resident school district will be solely responsible for providing transportation to and from the school site. The District will permit a non-resident student to ride District transportation if space is available on a regularly-scheduled bus route. The District will provide transportation for a non-resident student with an identified disability for whom transportation is required by the student's IEP.

The Board will not permit a neighboring District to bus resident students from within its boundaries for attendance at the non-resident neighboring District. ~~The District Administrator shall develop procedures for implementing this provision.~~

#### ALTERNATIVE APPLICATION PROCEDURES

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one (1) of the statutory criteria and has not applied to more than three (3) non-resident school districts. ~~(See AG 5113 and AG 5113B—Open Enrollment for Students with Disabilities.)~~

Applications from a non-resident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the Board has not imposed a space limitation for the student's current year grade level and also has not imposed a space limitation for the subsequent school year in the student's subsequent grade level. Alternative applications received prior to the 3rd Friday in September may be approved if the Board has approved all applications for that grade level ~~that~~ **which** were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any.

#### DELEGATION TO DISTRICT ADMINISTRATOR

The Board delegates to the District Administrator the authority to approve or deny open enrollment applications including under the alternative procedures consistent with the criteria in this policy and based on the Board's space determinations approved in January of each year.

#### ANNUAL REVIEW

The Board shall review its Open Enrollment Program annually.

#### General Provisions

- A. A student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll shall not be placed in that program.
- B. The District's Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in the statute authorizing this program.

#### Application of Emergency Orders

All timelines or other procedures described in this policy and in any implementing administrative guidelines are subject to modification in the event that the State or Federal government issues emergency or other temporary orders affecting any of the subject matter of this policy. The policy automatically incorporates the contents of any such order or proclamation, including any discretionary authority provided, and delegates by policy the authority to exercise that discretion to the District Administrator.

Revised 9/9/19  
Revised 6/22/20  
Revised 3/15/21

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118.51, Wis. Stats.

Wis. Adm. Code Ch. P.I. 36

15. PO5340 - Student Accidents-Illness-Concussion & Sudden  
Cardiac Arrest

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Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	STUDENT ACCIDENTS/ILLNESS/CONCUSSION & SUDDEN CARDIAC ARREST
Code	po5340
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	September 9, 2019

### 5340 - **STUDENT ACCIDENTS/ILLNESS/CONCUSSION & SUDDEN CARDIAC ARREST**

The Board believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, notification of administration personnel, notification of parents, and the filing of accident reports.

#### **Accidents**

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident. However, any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for ~~their~~ **his/her** acts or omissions in rendering such emergency care.

The administrator in charge must submit an accident report to the school office on all accidents.

#### **Illness**

School personnel shall not diagnose illness or administer medication of any kind except in accordance with Policy 5330.

#### **Concussion**

A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

At the beginning of a season of any athletic sport, the Athletic Director shall distribute a concussion and head injury information sheet to each coach and to each student participant. No student will be permitted to participate in any athletic activity unless that student, or if the student is under age nineteen (19) his/her parent, has returned a signed concussion and head injury information sheet. A student is only required to return one (1) signed sheet per school year in order to participate in athletics.

A coach shall remove from competition or practice any student that the coach determines is exhibiting signs, symptoms, or behavior consistent with a concussion or head injury or who the coach suspects has sustained a concussion or head injury. Any student removed from participation under this section may not return to participation until a written release to participate from a health care professional is provided.

Parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

#### **Sudden Cardiac Arrest**

**Sudden cardiac arrest is a medical event that involves a sudden increase in the heart's ventricular beat that prevents the heart from distributing blood to the brain, lungs, and other organs. It occurs without warning and in youth athletics participants who appear healthy and have passed pre-participation physical examinations. Severe damage and death can occur very quickly without immediate treatment.**

**In an effort to educate parents, students, and coaches regarding this condition, information regarding sudden cardiac arrest shall be included along with distribution of the required information concerning concussions and shall be distributed to all participants age 12 and older and to coaches prior to participation on youth athletic activity. The information shall contain the following information as provided by the Wisconsin Department of Public Instruction:**

- A. **information about the risks associated continuing to participate in a youth activity after experiencing one (1) or more symptoms of sudden cardiac arrest, including fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate;**
- B. **information about electrocardiogram testing, including the potential risks, benefits, and evidentiary basis behind electrocardiogram testing; and**
- C. **information how to request, from a student's health care provider, the administration of an electrocardiogram in addition to a comprehensive physical examination.**

**The District shall provide the information regarding sudden cardiac arrest developed by the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association.**

118.29, 118.293, **118.2935**, Wis. Stats.

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118.29, 118.293, Wis. Stats.



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of BULLYING
Code	po5517.01
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	April 11, 2022

#### 5517.01 - **BULLYING**

The Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

#### **Definitions**

##### **"Bullying"**

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability, or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of Bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name-calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone, and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;

3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
5. cyberbullies hack into or otherwise gain access to another’s electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a website or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim’s cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on websites.

**"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

**"Staff"** includes all school employees and Board members.

**"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of instances that could possibly be construed as hazing, consult Policy 5516.

### **Complaint Procedures**

Any student who believes they have been or **are** the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Complaints against a Board member shall be filed with the Board President unless the complaint is against the President in which case the complaint shall be filed with the Board Vice President, who is authorized to contact District legal counsel for assistance in handling the complaint.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this Policy shall be investigated promptly by the Principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

If during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment, discrimination, and/or may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation, **or** physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility

to investigate the allegation in accordance with Policy 5517 – Student Anti-Harassment or Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Additionally, complaints alleging sexual harassment on the basis of sex are also covered by and subject to the investigation procedures in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. If the investigation under Policy 5517 - Student Anti-harassment, Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity, or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities does not substantiate harassment based on one or more of the Protected Classes, the complaint of bullying shall still be investigated under this Policy.

If the matter or complaint involves the District Administrator or a member of the Board, it is appropriate to engage outside legal counsel to conduct the investigation consistent with this policy. Legal counsel shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings are made.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, the exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

### **Retaliation/False Reports**

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, they should report it and allow the administration to determine the appropriate course of action.

### **Privacy/Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

### **Notification**

Notice of this policy will be **annually** distributed to all students enrolled in the School District **via the parent/student handbooks, and their parents and/or guardians, and employees.** The policy will also be **provided distributed** to organizations in the community having cooperative agreements with the schools. **Additionally, the policy or a summary will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.**

The School District will also provide a copy of the policy to any person who requests it.

### **Records and Reports**

Records of investigations will be maintained ~~on the number and types of reports made and sanctions imposed for incidents found to be in violation of the bullying policy~~ in accordance with Policy 8330 - Student Records and State law.

### Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

Revised 3/15/21

T.C. 4/11/22

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Wis. Stat. 118.46



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of VIDEO SURVEILLANCE AND ELECTRONIC MONITORING
Code	po7440.01
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	October 11, 2021

#### 7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

The Board authorizes the use of video surveillance and electronic monitoring equipment at various school sites throughout the District and on school buses. Wherever ~~the terms~~ video surveillance or electronic monitoring are used, such notification shall reference includes identify that both video or electronic and audio surveillance are possible technologies employed.

The District Administrator is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g. school hallways, entryways, the front office where students, employees and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the District Administrator, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g. restrooms, locker rooms, changing areas, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms), or in individual classrooms during instructional times. Administrators are authorized to carry and use cameras when responding to incidents.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use to notify people that their actions/behavior are subject to being monitored/recorded, which may include video footage, audio recording, or both. In cases approved by the District Administrator, camera surveillance may be used for investigatory purposes without staff, student, or public notice if the usage is calculated to further investigation into misconduct believed to have occurred or believed to be ongoing.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

The Board will not place video surveillance/electronic monitoring equipment for the purpose of obtaining information for routine staff appraisal/evaluation or monitoring; however, video footage captured in the normal course of surveillance which shows information pertinent to staff performance or conduct may be used for that purpose.

Recordings that capture students may be student records and as such will be treated as confidential, subject to the Board's public records and student records policies.

Additionally, pre-recorded lessons or observations of online or virtual learning sessions may be included as part of an employee's evaluation.

Further, if an employee is assigned to work remotely (i.e., telework), the administration is authorized to conduct observations that consist of the supervisor reviewing video-recordings of the employee working and/or watching the employee perform theirthe ~~employee'shis/her~~ job responsibilities through means of a live-stream that includes both video and audio.

Additionally, nothing herein shall prevent the administration from using information gathered through electronic means (i.e., viewing a video-recording or live-stream of an employee working) for employment purposes, including but not limited to completing components of an evaluation.

### **Retention, Secure Storage, Access to and Disposal of Video Recordings**

The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) days of the event/incident in order to assure its availability. Inquiries after that time period may be available depending on current retention capabilities. Unless a recording is separated and maintained for some reason by the District, any recording may be destroyed after seven (7) days. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept consistent with the Board's record retention policy depending on the nature of the video record retained, but for a minimum of one (1) year from the date of the action taken.

Access to and viewing of video recordings is limited to authorized personnel. ~~The building principal is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material—the log must document the person accessing the recording, the date and time of access, and the purpose).~~ The ~~Administrator~~**building principal** shall approve requests for access to recorded and stored video images. The ~~Administrator~~**building principal** may authorize the viewing of recorded images in the event of an ongoing law enforcement investigation, an incident involving property damage or loss, or for other reasons deemed appropriate.

All video surveillance/electronic monitoring recording media shall be considered legal evidence and treated as confidential or as directed by Board counsel. The release of original video recordings to individuals or outside agencies may only occur pursuant to subpoena or court order after the same has been reviewed by Board counsel. **Video footage should not be removed from school officials' custody except as required by law or upon a request from law enforcement.**

Original video recordings shall never be edited or manipulated in any manner. When video recordings are requested by any law enforcement agency as part of an ongoing investigation, a duplicate may be provided for that purpose. The original media shall be protected from accidental overwrite or erasure during the duplicating process. Nothing in this paragraph prohibits the redaction of personally identifiable information from duplicated media when mandated by FERPA.

Video recordings may never be sold publicly, viewed or distributed in any other fashion except as provided for by Board policy and this guideline, and consistent with State and Federal law.

Devices containing video recordings, scheduled to be destroyed must be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved (e.g. shredding, burning, magnetically erasing the personal information).

This policy does not address or cover instances where school officials record a specific event (e.g. a play, music performance, athletic contest, graduation, or Board meeting), or an isolated instance where a classroom is videotaped for educational or research purposes. Authorized videotaping for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

Video surveillance is to be implemented in accordance with this policy and the related guidelines, and consistent with the school safety plan. The Board will not accept or tolerate the improper use of video surveillance/electronic monitoring equipment and will take appropriate action in any cases of wrongful use of this policy.

Revised 4/22/19

Revised 6/22/20

Revised 2/1/21

© Neola 2022~~1~~

Legal                                    19.31 – 19.39, 118.125 Wis. Stats.  
     FERPA 20 U.S.C. 1232g  
     34 C.F.R. 99.1-99.67  
     Title I of the Electronic Communication Privacy Act of 1986  
     18 U.S.C. 2510-2521



Book	Policy Manual
Section	Policies Ready for Policy Committee
Title	Copy of NOTIFICATION OF EDUCATIONAL OPTIONS
Code	po8146
Status	Policy Committee Review
Adopted	March 13, 2017
Last Revised	June 22, 2020

#### 8146 - NOTIFICATION OF EDUCATIONAL OPTIONS

The Board recognizes the need to provide alternative means by which students achieve the goals of the District.

**Annually, by January 31**~~On an annual basis~~, a list of all educational options available to children who reside in the District **will be provided to parents as a class 1 notice and on the District's website. These options include, including** public ~~schools~~**school**, private schools participating in a parental choice program, charter schools, virtual schools, full-time open enrollment, Early College Credit Program, Start College Now Program, part-time open enrollment **in a nonresident school district, youth apprenticeship programs offered under 106.13, Wis. Stats.** and options for students enrolled in a home-based private education program, ~~will be provided to parents.~~ (~~See~~**see** Policy 2370 - Educational Options Provided by the District)

**In the class 1 notice, as well as the notice on the District website, the Board shall identify the most recent report card accountability rating that has been assigned to each school within the District boundaries, including charter schools and private schools participating in a parental choice program. This notice shall also inform parents of the availability of the full school and School District accountability reports. (See also Policy 2700.01 - School Performance and State Accountability Report Cards)**

Revised 6/26/17

Revised 11/13/17

Revised 10/8/18

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Legal	115.385(4), Wis. Stats.
	118.15, Wis. Stats.
	118.55, Wis. Stats.
	118.57 Wis. Stats.



## **Proposed Scope of Referendum Projects for Bidding**

Due to significant inflation since the time the referendum passed in Spring 2021, NGSD Administration proposes the following regarding the scope of the referendum projects for bidding.

### Scope of referendum projects for upcoming bidding:

- New Primary School
- High School Tech Ed Addition
- High School Renovations to the Tech Ed and Ag Wing

### Scope to be considered as alternates:

- Art Classroom
- Family and Consumer Science Classroom

\*These projects would be completed if they are able to be done with the referendum funding available. Otherwise, they will be placed at the top of the facility improvement priority list for future improvements to facilities.

### Scope to be put on hold and placed on the priority list for future improvements:

- Update ceiling and lighting in one hallway at elementary school.
- Update flooring in the horseshoe hallway of elementary school.

### Scope to be eliminated for now:

- Complete reconstruction of the elementary parking lot.

\*With fewer grade levels and some smaller, less expensive changes, we can improve the traffic flow at the elementary school at a lower cost than complete reconstruction.

## **Proposed Referendum Projects Bidding Timeline**

NGSD Administration and Bray Architects recommend sending out bid packages for the referendum projects in December, and having them due in mid-January. This timeframe should encourage strong bids and allow contractors to plan for the upcoming work accordingly.



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Dear School Board Members,

The New Glarus Vocal Department is proud to announce that we have 7 students selected to participate in the 73rd Annual Dorian Vocal Festival in Decorah, IA. The festival is open to juniors and seniors that have been nominated by their school directors. While on campus, the students will have the opportunity to rehearse with Luther's music faculty and participate in sectionals with singers from hundreds of schools around the Midwest. The students will also be exposed to the vibrant community of Luther College by eating meals in the Caf, rehearsing in Jenson-Noble Hall of Music, and performing in our beautiful Center for Faith and Life.

There will be 970 junior and senior high school students from Iowa, Minnesota, Wisconsin and Illinois participating in the Festival this year. Luther College is one of the premier music schools in the United States. The students will rehearse the music with Mrs. Setterstrom here at school and then rehearse with the Festival Choir on Sunday and Monday with renowned Conductor Andrew Last. The Festival will culminate in a Grand Concert on Monday evening. The following students were selected to participate: Alayna Lewis, Annelisa Smith, Keaton Zimmerman, Nolan Belknap, Nathaniel Borucki, Samuel Copeland, Kaleb Welhouse

After rehearsals on Sunday, a Concert will be performed for the students featuring Aurora and Norskkor, the two Luther College first-year choirs, as well as the Cedar Falls High School Choir. (Main Hall, CFL)

Students will perform at the Dorian Vocal Festival Grand Concert on Monday evening. This concert will include the Dorian Festival Choir, outstanding soloists which are selected after auditions, and the Luther College Nordic Choir. We are privileged to have one of our students auditioning for one of the outstanding soloists.

This is such a great experience for our vocal music students! I am asking for the school board's permission to take these 7 students to the Dorian Music Festival in Decorah, IA. We will leave around 8:00am in a school van on Sunday morning, January 8th and return around 1:00pm on Tuesday, January 10, 2023. Parents are invited to the Grand Concert on Monday and their son/daughter may ride home with them if they make the trip to Decorah. Students will be housed in the dorms on Sunday evening and in a hotel on Monday evening. We will return on Tuesday after breakfast. *(The last time we attended in January, 2020, we returned after the evening concert. The weather was icy/snowy and driving was dangerous. We did not arrive back to New Glarus high school until 2:00am. I am asking that we not drive back so late, but rather be allowed to travel more safely on Tuesday morning.)*

Thank you for your consideration of this wonderful opportunity for our vocal music students!  
*(The cost of this trip will be covered by our Chorus Activity Account)*

Sincerely,  
Renee Setterstrom

## Testimonies from Last Year's Dorian Vocal Festival Attendees:

I enjoyed this music festival because it allowed me to be in a group that was as interested in choir as I was. It amazed me how everyone there was so dedicated to the pieces we were learning. I met new friends from Minnesota and Iowa that I otherwise would have never met. I keep in touch with them and talk about the pieces we are doing in choir and the pieces that they are doing. I also learned from our director tips to make choir in New Glarus more enjoyable and more professional. Little things that can help our whole choir improve are very important in keeping students and the community excited about the choir program.

**-Connor Siegenthaler**

The Dorian music festival was a fantastic experience. It taught me not only how to be a better singer, but how to be a better choir member. Because of the Dorian music festival, I have a new set of skills that will help me to become a leader in the choir and contribute to my classmates and fellow ensemble members. Having the opportunity to go to Luther College and participate in the Dorian music festival is something I am incredibly grateful to have done.

**Stacy Benoy**

The trip was good. It was nice visiting a college campus and sleeping in the dorms. I had a fun time hanging out with my new friends that I had made there. **from Michael Schieldt**

Thank you for funding our trip to the Dorian Music Festival. It was fun singing with the bigger group of kids and working with college professors. I learned a lot from the college professors and I hope to continue with professional music in the future. **Lily Tews**

Coming from a very small school, I don't get as many chances to do much. However, going to the Dorian Music Festival really taught me a lot. One of those things was how to read music and understand how to add musical aspects to something so simple. Also, the Dorian Festival taught me how to blend well with multiple people and still be able to shine as a whole. **Demarious King**

### My Dorian Experience

\_\_\_\_\_ I really enjoyed my experience at the Dorian Vocal Festival in Iowa. It's not every day you get to enjoy singing with a choir of about 1,100 people from all over the rural midwest. I really enjoy being in choral situations where everyone cares so much about producing the best music they can. With Dorian I got that amazing experience. While we were there, I got to know people I don't always hang out with and it was truly nice to do so. Overall I had a wonderful time and recommend this festival to those who love singing music and like taking this seriously.

**Justin Palmer**



## Austria, Germany and Switzerland

Book your tour with confidence knowing we offer the lowest prices possible.

Enroll now

**Tour Number:** 2586588DR  
**Group Leader:** Emily Zuleger  
**Requested Departure Date:** 6/24/2024  
**Requested Return Date:** 7/3/2024  
**Requested Departure Gateway:** Chicago (IL)

Feedback



### WHAT'S COVERED

- Itinerary
- For parents
- Safety
- Reviews
- Video
- What's included
- Price

### ABOUT EF

For over 55 years, we've dedicated ourselves to one global mission: *Opening the World Through Education*. Our programs help students expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

### 10 days

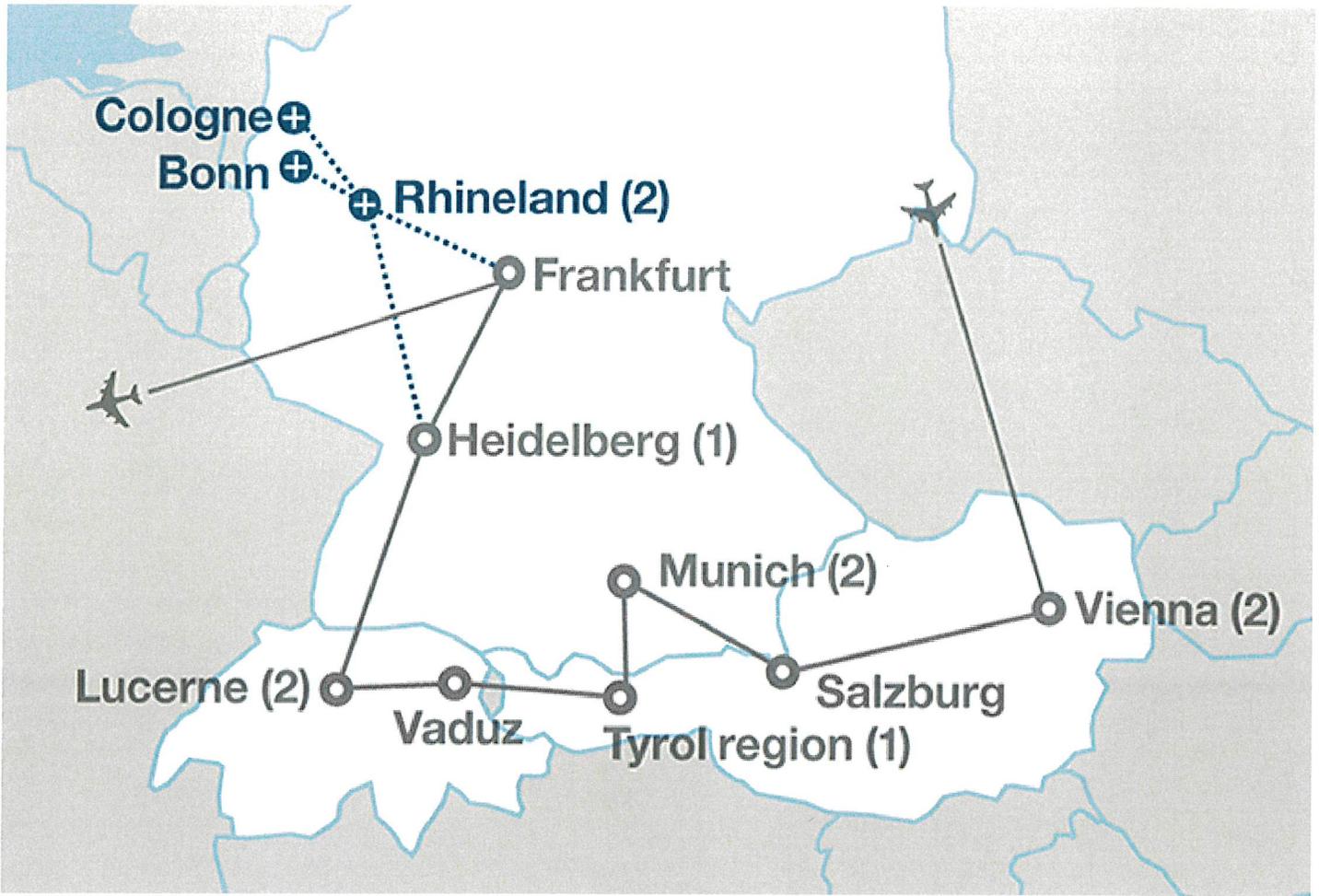
Vienna, Salzburg, Munich, Tyrol region, Liechtenstein, Lucerne, Heidelberg

**An age-old folkloric heritage is alive and well in the villages, towns, and big cities of Central Europe.** Visiting the Glockenspiel in Munich and the spectacular Alpine mountains of Lucerne conjures up ancient stories and fables. And in Vienna, you can practically hear Mozart and Beethoven's symphonies as you walk in their footsteps.

140

Hi there! 🙋 What questions do you have about this tour?





[View full itinerary](#)

Feedback

### Feel confident helping your child see the world

Parents, we know you have tons of questions—and we're here to answer each and every one. Visit our parents' page for everything from payment plans, scholarship opportunities, and safety protocols to the chance to hear from fellow families via our Parent Ambassador Program and more.

Are you the "print it, scribble notes on it, stick it to the fridge" type? You can download a printable version of our Parent Guide, too.

¿Quiere leer la Guía para Padres en español?

[Visit our parents' page](#)



Hi there! 🙋 What questions do you have about this tour?



Visit our video gallery to hear more from fellow parents

## What's important to you is important to us



### Safety

We've been a leader on safety in the student travel industry for over 55 years.

[Learn more >](#)



### Flexibility & coverage

Policies like Peace of Mind help make sure you feel covered and supported.

[Learn more >](#)



### Health standards

We're actively helping to innovate on new global standards for cleanliness & safety.

[Learn more >](#)

Feedback



### 433 reviews

Avg. rating: ★★★★★ (4.5)

Austria, Germany and Switzerland

Reviews are compiled and evaluated by an independent third party, Bazaarvoice™, the No. 1 provider of customer reviews.

#### ★★★★★ Germany, Austria and Switzerland

*This trip is fantastic. You will see an unbelievable amount of the three countries in a short amount of time. It was a whirlwind but I thoroughly enjoyed it. I wish there wasn't so much time spent on a ...*

EFtravels2 / Adult traveler

Charlotte, North Carolina / Posted on August 13, 2019

[Read all reviews](#)

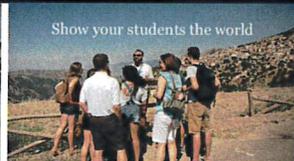
142

Hi there! 🙋 What questions do you have about this tour?



See your tour come to life

The European  
**TOUR EXPERIENCE**



Feedback



**Your experience includes**



*Airfare & transportation*



*Hotels*



*Regional-style meals*



*Guided sightseeing*



*Entrances*



*Full-time Tour Director*



*Expert Local Guides*



*Personalized Learning Support*



*Continuous Support*



143

Hi there! 🙋 What questions do you have about this tour?

[View details](#)



Have questions about this tour? Give us a call at 800-665-5364

### Total price

**\$4,369** month <sup>\$238\*</sup>

[View price details >](#)

[Enroll now](#)

[Stay in the loop](#)

*\*Restrictions apply*

### All your EF tour questions, answered

On our easy-to-navigate Help Center, you'll find information on everything from our Automatic Payment Plan to college credit to our insightful, culturally knowledgeable Tour Directors.

[Go to Help Center](#)



[Feedback](#)

### Book today and lock in your price

[Enroll now](#)

[Stay in the loop](#)

144

Hi there! 🙋 What questions do you have about this tour?

**We're here to help. Call us:**

*Teachers and Group Leaders*





November 21<sup>st</sup>, 2022

Dr. Jennifer Thayer  
Superintendent  
New Glarus School District  
1701 2<sup>nd</sup> Street  
New Glarus, WI 53574

Dear Dr. Thayer,

Please accept this letter as my resignation from my positions as 6-12 Family and Consumer Sciences Educator and the Family, Career and Community Leaders of America (FCCLA) Adviser for the New Glarus School District, effective in 2 weeks. I have an amazing opportunity to utilize my higher education degree and credentials to impact Family and Consumer Sciences professionals nationwide.

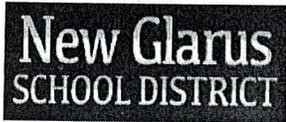
My time at New Glarus has been nothing short but a range of wonderful experiences. I have been surrounded by an extremely supportive administrative team, wonderful colleagues, students who are exceptional and a community that values education. I have learned and been mentored throughout my time at New Glarus School District and for that I am forever grateful.

I hope to assist with the transition out of my position and have my trimester two courses uploaded into Canvas and have all curriculum and materials well organized on digital files that will be left with the district.

I want to thank the New Glarus School District again for the past eight years and I wish the district, my colleagues and students the best.

Sincerely,

  
Julie Anderson, CFCS



Nita Duerst <nita.duerst@ngsd.k12.wi.us>

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## Resignation Notice

1 message

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**Cassie Mann** <cassie.mann@ngsd.k12.wi.us>  
To: Nita Duerst <nita.duerst@ngsd.k12.wi.us>

Tue, Nov 22, 2022 at 3:28 PM

Hi Nita,

As we discussed, I will be starting a new job in a few weeks. My last full time day with NGSD will be December 9. I would love to stay on as a sub to help out when I can.

I want to thank you again for your understanding given the circumstances. Many employers put devotion to the job over familial responsibility, and the compassion you have shown towards me regarding my reasons for stepping down have been much appreciated. This school district has an amazing culture of support for its faculty and staff, and I have enjoyed my time here. If there is any additional information you need from me, don't hesitate to ask.

Thank you again,

Cassie Mann

G. New Hires	
VII. <b>DISCUSSION ITEMS</b>	
A. 2023-24 Preliminary Budget	149

# 3934 - New Glarus

## Referendum Projection

	Historical Data			Historical 2021 - 2022	Current Year 2022 - 2023	Budget Year 2023 - 2024	Forecast	
	2018 - 2019	2019 - 2020	2020 - 2021				2024 - 2025	2025 - 2026
Per Pupil Increase	\$0	\$175	\$179	\$0	\$0	\$0	\$0	\$0
Per-Pupil Categorical Aid \$	\$654	\$742	\$742	\$742	\$742	\$742	\$742	\$742
TIF Out Equalized Valuation Growth	6.26%	5.61%	5.26%	9.36%	15.73%	7.00%	3.00%	3.00%
<b>Fund 10 Revenues</b>	\$12,365,246	\$12,661,446	\$12,659,507	\$13,053,254	\$12,800,633	\$13,901,768	\$13,844,362	\$13,981,186
<b>Fund 10 Expenditures</b>	\$12,257,932	\$12,658,584	\$12,316,269	\$12,507,000	\$12,975,633	\$13,233,246	\$13,892,395	\$14,463,440
<b>Surplus (Deficit)</b>	<b>\$107,314</b>	<b>\$2,862</b>	<b>\$343,238</b>	<b>\$546,254</b>	<b>(\$175,000)</b>	<b>\$668,521</b>	<b>(\$48,033)</b>	<b>(\$482,255)</b>
<b>Fund Balance</b>	\$3,286,525	\$3,289,386	\$3,632,624	\$4,178,878	\$4,003,878	\$4,672,399	\$4,624,366	\$4,142,112
<b>Fund Balance as % of Expenditures</b>	26.81%	25.99%	29.49%	33.41%	30.86%	35.31%	33.29%	28.64%
<b>Mill Rate (per \$1,000 EQ Value)</b>	<b>\$11.63</b>	<b>\$11.63</b>	<b>\$11.63</b>	<b>\$11.63</b>	<b>\$11.38</b>	<b>\$11.38</b>	<b>\$11.38</b>	<b>\$11.38</b>
% change					-2.16%	-0.01%	-0.04%	0.03%
<b>Non-Recurring Referendum \$</b>	\$1,200,000	\$0	\$0	\$0	\$0	\$1,800,000	\$2,000,000	\$2,200,000
<b>Recurring Referendum \$</b>	\$0	\$500,000	\$0	\$0	\$0	\$0	\$0	\$0
<b>Referendum Debt Levy</b>	\$871,465	\$1,788,693	\$2,483,414	\$3,222,961	\$3,825,288	\$2,523,838	\$2,543,469	\$2,634,213
<b>Energy Efficiency Exemption</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Average tax impact: \$100,000 home</b>	\$1,163	\$1,163	\$1,163	\$1,163	\$1,138	\$1,138	\$1,138	\$1,138

B. Discuss Possible April 2023 Operating Referendum Due to No Increase in State Per Pupil Funding

151

# 3934 - New Glarus

## Referendum Projection

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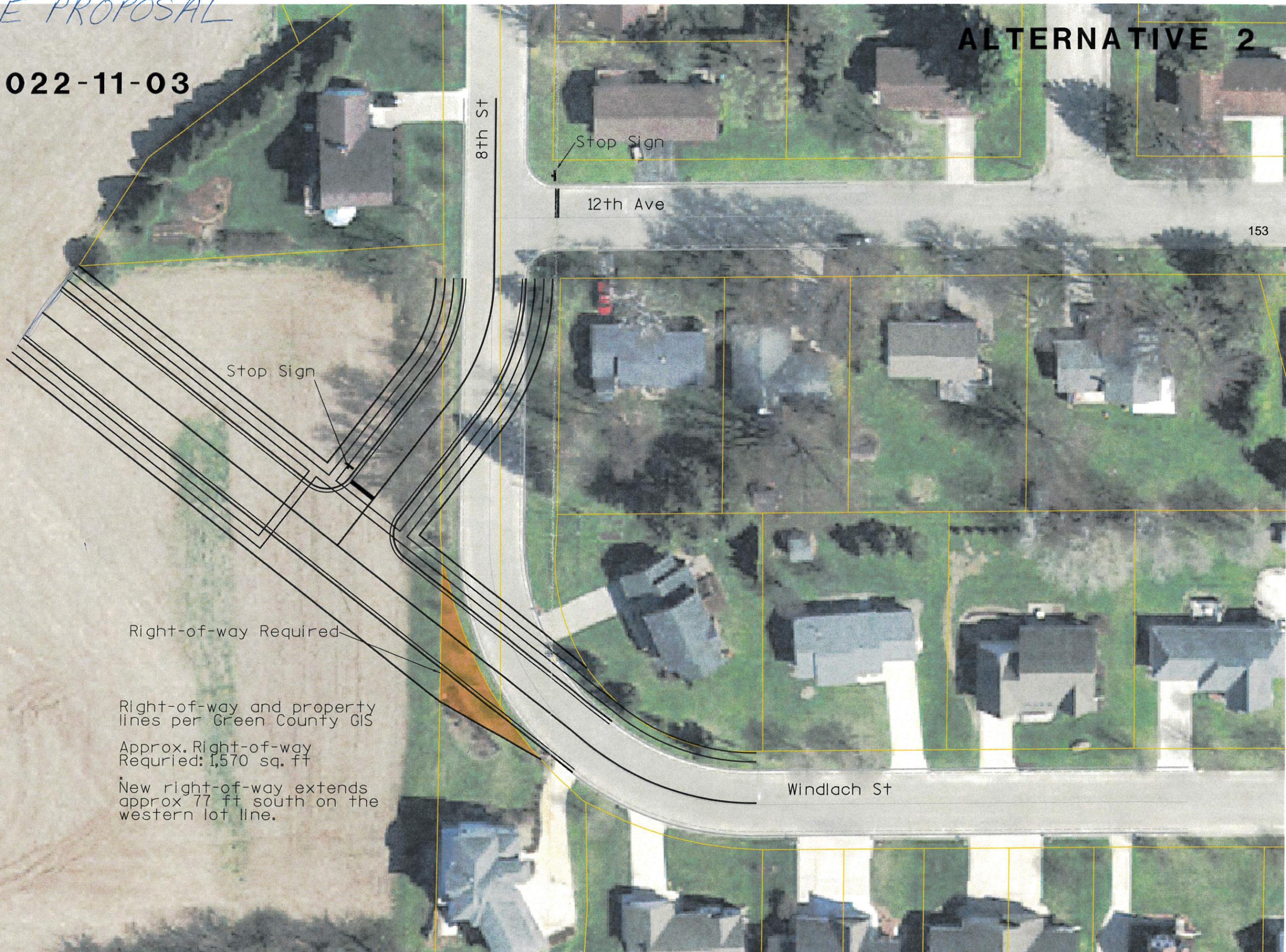
C. Board Self-Evaluation	
D. Village Proposed Access Point Solution at Windlach	153

VILLAGE PROPOSAL

DRAFT

DATE: 2022-11-03

ALTERNATIVE 2



8th St

Stop Sign

12th Ave

153

Stop Sign

Right-of-way Required

Right-of-way and property lines per Green County GIS

Approx. Right-of-way Required: 1,570 sq. ft

New right-of-way extends approx 77 ft south on the western lot line.

Windlach St



# School District of New Glarus Superintendent Evaluation Form

## “FOIL” ability

There are three basic parts to a superintendent’s evaluation:

1. A description of the job duties, or goals to be achieved by the superintendent.
2. A subjective analysis or opinion as to how well the superintendent met the standards and goals.
3. A final rating of **highly effective, effective, developing, and ineffective**.

Each section of the evaluation is subject to different levels of disclosure under the Freedom of Information Law (FOIL).

Section	FOIL-able?	Rationale
1. A description of the job duties, or goals to be achieved by the superintendent	YES	Disclosure of goals has been deemed to be a permissible rather than an unwanted invasion of a superintendent’s personal privacy, because goals are relevant to the performance of the official duties which relate to the position of the superintendent, and not to the individual.
2. A subjective analysis or opinion as to how well the superintendent has met the standards and goals.	NO	The second component, which involves a reviewer’s subjective opinion, can be withheld, as an unwarranted invasion of personal privacy, and on the grounds that a subjective comment constitutes an opinion concerning performance.
3. A final rating of highly effective, effective, developing, ineffective	YES	The final summative rating of the superintendent can also be disclosed because it constitutes a final agency determination which makes the final rating available pursuant to a FOIL request. Remember, if a superintendent’s salary increase or merit pay is based on performance, the evaluation is subject to FOIL.

Therefore, individual scores from individual board members are not “final agency determinations” and are therefore not subject to FOIL. By contrast, any summative number or summative comments approved by the entire board would constitute a final agency determination, they are subject to FOIL.

## A. Relationship with the Board

	Ineffective	Developing	Effective	Highly Effective	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant question/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy involvement	Makes decisions without regard to policy.	Is minimally involved in the development, recommendation and administration of the district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
<b>Category Rating</b>					

**B. Community Relations**

	Ineffective	Developing	Effective	Highly Effective	Rating
District Image	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district as expected.	Projects and promotes a positive image of the district.	
Communication with community	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
Media relations	Communicates with the media only when requested.	Isn't proactive, but cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
<b>Category Rating</b>					

### C. Staff Relationships

	Ineffective	Developing	Effective	Highly Effective	Rating
Internal Communications	Doesn't have a specific system to inform staff of important matters.	Is consistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	
<b>Category Rating</b>					

#### D. Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Rating
Budget development and maintenance	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/financial information provided with discussion of the ramifications of any changes.	
Facility Management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
Resource allocation	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
				<b>Category Rating</b>	

### E. Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Professional Knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info/data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
Self-Improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
Focus on Students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	

Goal development	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district. Aligns the available resources within the budget to accomplish these goals.	
Staff development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	
				<b>Category Rating</b>	

## F. District Results (Student Performance)

The superintendent's work is grounded in the work teachers, principals, and other staff and administrators, and is directly linked to student performance data used in the evaluation of teachers and principals. The idea is to build a parallel and aligned system that links student performance targets, teacher performance targets, administrator performance targets, and ultimately, district performance targets.

Before linking student performance data to a superintendent's evaluation, the superintendent and Board of Education will want to ensure the following SMART conditions are in place:

1. Establish clear specific annual targets for student performance at the building levels, to be sure that everyone is focused on the same goals for student performance. Strategic three-five year goals set the district's direction for improving student performance, but building level annual targets, aligned to the district goals, provide measurable benchmarks for judging the district's staff's and administration's progress toward those goals.
2. Identify multiple measures that will allow the district and schools to measure progress in meeting the student performance targets. While the state assessments can be one measure of progress, they are not sufficient to provide a full picture of students' progress. The superintendent can identify other measures that can round out the picture of student performance and complement information provided by state assessments. 162
3. Set achievable improvement targets as a way to measure progress toward the district's long term student performance goals. Making the targets achievable will provide motivation and encourage continuous adaptation to student needs. A good starting point might be one student performance improvement target that cuts across the district and addresses a major improvement need for student outcome, such as literacy.
4. Establish base lines for marking progress toward student performance targets. Baselines give the district and individual schools a clear, relevant and realistic starting point for measuring progress. They can point to critical improvement needs for the general student population and/or sub groups who need special attention.
5. Finally, start small and build. Building a performance review (evaluation) system that accounts for timely student results each year will take time. There are many facets of performance review, and districts are wise to proceed with care and a commitment to grow into better ways to assess the work of teachers, administrators, and even the board.

By linking the superintendent's student performance measures to those established for district goals, the Board of Education and superintendent stay focused on the district student performance priorities.

The following specific goals have been developed and agreed upon indicators of District results:

Goal 1-					Rating
	Ineffective	Developing	Effective	Highly Effective	
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 2-					Rating
	Ineffective	Developing	Effective	Highly Effective	163
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 3-					Rating
	Ineffective	Developing	Effective	Highly Effective	
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 4-					Rating
	Ineffective	Developing	Effective	Highly Effective	
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	
<b>Category Rating</b>					

**Determining the Overall Evaluation Rating**

<b>Superintendent's name:</b>	<b>Name:</b>
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<b>School year:</b>	<b>2022-2023</b>
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**RATINGS ON INDIVIDUAL DOMAINS:**

A. Relationship with Board	Ineffective	Developing	Effective	Highly Effective
B. Community Relations	Ineffective	Developing	Effective	Highly Effective
C. Staff Relationships	Ineffective	Developing	Effective	Highly Effective <span style="float: right;">164</span>
D. Business & Finance	Ineffective	Developing	Effective	Highly Effective
E. Instructional Leadership	Ineffective	Developing	Effective	Highly Effective
F. District Results	Ineffective	Developing	Effective	Highly Effective

<b>OVERALL RATING:</b>	Ineffective	Developing	Effective	Highly Effective
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Comments by the Board of Education:

Comments by the Superintendent:

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Board President's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

VIII. **FUTURE AGENDA ITEMS**

IX. **ANNOUNCEMENTS**

X. **FUTURE SCHOOL BOARD AND COMMITTEE MEETINGS**

A. January 9, 2023 - Discussion & Regular Board Meeting - 7:15 p.m.

B. January 23, 2023 - Discussion & Regular Board Meeting - 7:15p.m.

XI. **CLOSED SESSION:** The Board will entertain a motion to convene into closed session pursuant to s. 19.85 (1) (e) and/or (g) as appropriate for bargaining reasons to negotiate access point connections for the 4K-2 Primary School and confer with legal counsel for the governmental body who is rendering advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. The Board will take action in closed session, if necessary and appropriate. Thereafter, the Board will entertain a motion to reconvene into open session. The Board may take further action that is necessary and appropriate. The Board will then entertain a motion to adjourn.

XII. **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 MAY 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 ACCOMMODATIONS INCLUDING THE PROVISION OF INFORMATIONAL MATERIAL IN AN ALTERNATIVE FORMAT FOR A DISABLED PERSON TO BE ABLE TO ATTEND THIS MEETING.