

**AGENDA**

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

**MONDAY, APRIL 24, 2023**

**HIGH SCHOOL LIBRARY/MEDIA CENTER, ROOM 183 JOIN ZOOM MEETING USING  
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ZFKT2LCUT09 BY PHONE USING 1-646-568-7788 MEETING ID 867 8170 7208 &**

**PASSWORD 621067**

**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. Mock Trial
  - B. Teaching & Learning Handbook

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# Teaching and Learning Handbook

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April 24, 2023



# Components

- Professional Development
- Mentoring
- Professional Learning Community (PLC)
- Positive Behavioral Interventions and Supports (PBIS)
- Appendix



# Professional Development

- Defining Professional Development (PD)
- Connection to District Vision, Mission, Core Values, Continuous Improvement Plan and Theory of Action
- PD Initiatives and Activities:
  - Professional Learning Communities (PLC)
  - Positive Behavioral Interventions and Supports (PBIS)
  - Tier 1 (High-quality Universal Curriculum)
  - Tier 2
  - Tier 3



# Continuous Improvement Plan and Theory of Action

- Continuous Improvement Plan (Vision, Mission, and Core Values)
- Strategic Goals
  1. Increase the percent of students who are college, career, and life-ready by developing the whole learner.
  2. Recruit and retain high quality staff and assist all staff as they continually improve and grow.
  3. Provide high quality facilities that foster academic and emotional growth.
  4. Ensure equity so all students have equal access to high quality educational experiences.



# Continuous Improvement Plan and Theory of Action

## Theory of Action (2022-2023 School Year)

### **Introductory Statement of Belief:**

As an organization we believe that all students are capable of achieving proficiency and being college and career ready.

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### **If we:**

Continue to commit to Tier 1 and Tier 2 non-negotiables with fidelity and monitor our progress, and develop a system to proactively collaborate and team around our most struggling students.

### **Then (expected outcome):**

We will close achievement gaps and all students will reach proficiency.



# Mentoring

- Mentor/Peer Program Basics
  - Description of the two-pronged approach
  - Connection to District Goal of “Recruiting and retaining high-quality staff”
- Mentor Role/Responsibilities
  - Focused on specific grade levels/areas in order to provide sustainable support over time
  - Assist in determining professional responsibilities
  - Support and mentoring about district systems/processes
  - Modeling/Coaching
- PLC Peer Role/Responsibilities
  - Curriculum implementation, ELOs, CFAs
  - Schedules
  - Collaboration
- Resources - Training materials and Month-by-Month Strategies



# Professional Learning Community (PLC)

- What is a PLC?
  - “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.”
- Why?
  - We utilize this process of collaboration because “it is specifically designed to impact educator practice in ways that lead to” increased student learning.



# Positive Behavioral Interventions and Supports (PBIS)

- What is PBIS?
  - PBIS is a proactive systems approach for establishing an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.
  - PBIS is a way to create positive, predictable, equitable, and safe learning environments.
- Why do we use PBIS?
  - We use PBIS in order to decrease negative behaviors so that we can increase student achievement. The work we do in PBIS is all done to improve student outcomes.



# Available Appendices in the Handbook

- [Tier 1 Academic Non-Negotiables](#)
- [Tier 2 Academic Non-Negotiables](#)
- [Tier 1 PBIS Non-Negotiables](#)
- [NGES PBIS Matrix](#)
- [NGMS PBIS Matrix](#)
- [NGHS PBIS Matrix](#)
- [New Glarus School District Essential Learning Outcomes](#)



# **New Glarus School District Teaching and Learning Handbook**



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# **SECTION 1 - Professional Development in the New Glarus School District**



### **Professional Development:**

Teaching is a profession with a focus on the development of expertise and is created from the personal involvement of teachers and immediate relevance to their work. Professional development (PD) is rooted in practice, research-based, collaborative, long-term, and aimed at the improvement of the team.

According to Solution Tree, “Professional development is a way for individuals and teams to expand and/or deepen their skills as educators.” They continue that “Professional development is usually distinct from graduate work as it is seen as a form of continuing education and not in pursuit of a traditional, formal degree. Professional development also differs from simple training, which focuses on teaching specific skills. Professional development is more holistic in its approach and seeks to promote continuous improvement and overall growth.”

PD requests in the New Glarus School District must align with the delivery or implementation of high-quality, evidence-based curricula with fidelity across content areas, classrooms, grade levels, and/or buildings.

### **Professional Development Guidelines:**

Professional Development systematically improves teacher practice and ultimately student learning. Professional development is most impactful when it aligns to the prioritized needs in student learning, engages educators, promotes deeper learning, and is ongoing with embedded support (Bailey and Jakicic, 2019). Therefore, all professional development in the New Glarus School district is aligned with the District’s [Continuous Improvement Plan](#) and Theory of Action.

### **Continuous Improvement Plan**

#### **Vision**

To be a leader in K-12 education and prepare all students for future success.

#### **Mission**

Educating each student to contribute and succeed in our global community by fostering a passion for learning and the pursuit of excellence.

#### **Core Values**

- We will recruit and retain high-quality staff.
- We will provide a safe learning environment.

- We will create a culture that is respectful and values diversity.
- We will develop students of good character who are strong and engaged citizens.
- We will develop practical, life skills of students, which include the ability to be flexible and adapt to change.
- We will develop students who have strong academic skills, can think critically and creatively, and can communicate effectively.
- We will provide instruction that is rigorous, engaging, and effectively uses data.
- We will partner with families and the community in the education of our students.
- We will provide leadership that is collaborative, responsible for student learning, and fiscally responsible.
- We will take responsibility to prevent student failure and ensure student growth.

### **Strategic Goals**

1. Increase the percent of students who are college, career, and life-ready by developing the whole learner.
2. Recruit and retain high quality staff and assist all staff as they continually improve and grow.
3. Provide high quality facilities that foster academic and emotional growth.
4. Ensure equity so all students have equal access to high quality educational experiences.

### **Theory of Action**

Introductory Statement of Belief:

As an organization we believe that all students are capable of achieving proficiency and being college and career ready.

If we:

Continue to commit to Tier 1 and Tier 2 non-negotiables with fidelity and monitor our progress, and develop a system to proactively collaborate and team around our most struggling students.

Then (expected outcome):

We will close achievement gaps and all students will reach proficiency.

### **Professional Development District Initiatives:**

To support high-quality professional development, the district's continuous improvement plan and theory of action, the districts values and professional development initiatives emphasize the following strands:

- Professional Learning Communities (PLC)
- Positive Behavioral Interventions and Supports (PBIS)
- High-quality Tier 1 curriculum
- Tier 2
- Tier 3

### **Professional Development Activities:**

Oftentimes professional development is done through conferences and other off-site professional gatherings. These activities could take the form of professional development related to:

- Professional Learning Communities (PLC) national conferences
- PBIS conferences/training
- [High-Quality Tier 1](#) curriculum training
- [Tier 2](#)
- Tier 3 program/curriculum training

### References

*Professional Development for Teachers*. Solution Tree. (n.d.). Retrieved April, 2023, from <https://www.solutiontree.com/knowledge-base/professional-development-overview/>

# SECTION 2 - Professional Development Opportunities and Compensation



**Professional Development Inservice Activities:**

Throughout the year, there are professional development days built into the calendar. In-service days are district-provided, mandatory, scheduled, and planned by the administration and these could include:

- Satisfying legal or managerial requirements
- Staff meetings
- Job embedded learning
- Team-based action research
- Learning collectively by working together
- Assessing the impact on the basis of evidence
- Professional learning communities
- Data gathering and analysis
- Training for implementing or maintaining the high-quality Tier 1 curriculum

**Professional Development Pay:**

<b>New Teacher</b>	
New teacher professional development day (day before all teachers return)	8 hours at \$20/hour for the day

<b>Summer Work</b>	
Summer PLC Conference	District pays for registration, hotels, mileage reimbursement up to 300 miles (carpool required for reimbursement if multiple attendees) and \$20/hour or hourly pay for hourly employees for 20 hours
Other summer district <u>required</u> training/conference attendance	District pays for registration, hotels, mileage reimbursement up to 300 miles (carpool required for reimbursement if multiple attendees) and \$20/hour or hourly pay for hourly employees for time in training sessions
Staff <u>requested</u> conference attendance during the Summer for PD that directly aligns to courses taught (i.e. adopted curriculum training)	District may consider approving and paying for registration and hotels

Staff <u>requested</u> conference attendance during the Summer for PD that relates to courses taught	District may consider approving and paying for registration
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<b>During School Year</b>	
District <u>required</u> conference attendance <b>during</b> the school year	District pays for registration, hotels, mileage reimbursement up to 300 miles (carpool required for reimbursement if multiple attendees), and the cost for a substitute if needed or \$20/hour for time in training sessions on a non-contracted day.
Staff <u>requested</u> conference attendance <b>during</b> the school year for PD that directly aligns to courses taught (i.e. adopted curriculum training).	District may consider approving and paying for registration, hotels, and the cost for a substitute if needed.
Staff <u>requested</u> conference attendance during the school year for PD that relates to courses taught.	District may consider approving and paying for registration and the cost of a substitute if needed.

<b>Curriculum Hours</b>	
Summer curriculum hours will only be granted if a project is required by a supervisor.	\$20 per hour

**Professional Development and Curriculum Hours Request:**

To ensure an equitable and prompt response, please fill out [this form](#) for requests.

**Professional Development Hourly Payment Form:**

Please fill out [this form](#) and return it to your supervisor

# SECTION 3 - Mentoring in the New Glarus School District



### ***New Glarus School District Mentor/Peer Program***

- Starting with the 2022-2023 school year, the district will be providing a two-pronged approach for supporting new teachers and teachers new to New Glarus School District.
- New teachers will receive support from a mentor and a PLC Peer (see the table below for examples of specific responsibilities for each support person.
- The mentor/peer plan aligns with the district’s goal of “Recruiting and Retaining High-Quality Staff”.
- Mentors will be provided with specific mentor training in order to support the needs of new staff.
- Designated mentors would be focused on specific grade levels/areas in order to better support new teachers in those levels and are sustainable over time. The four mentor positions will focus on 4K-2, 3rd-5th, 6th-8th, and 9th-12th.
- PLC Peers are provided as an inherent piece of the Professional Learning Community network and structure of our system.
- Mentors would be paid an advisor stipend.
- PLC Peers would be provided a Peer Day.

<b>Mentor Responsibilities</b>	<b>PLC Peer Responsibilities</b>
Connect staff to resources within the district and beyond	Provide curriculum implementation support and direction
Assist in determining professional responsibilities	Facilitate schedules
Educator Effectiveness support	Understand and use ELOs for the grade level and/or content
District systems and process (PLC, PBIS, BCT, sped referrals, Tier Two/Three, grading, etc)	Facilitate using the systems in the day-to-day operations of classroom instruction
Modeling and coaching feedback	Team collaboration
Monthly mentor/mentee meetings with pre-determined topics such as PT conferences, report cards, behavior management, etc.	Using Common Formative Assessments to determine instructional plans

## **Mentoring Resources**

- Introduction to Mentoring Essentials Training Slides from the DPI (this training will be led by a district staff member to mentors) -  
[https://media.dpi.wi.gov/ee/introduction-mentoring-essentials/story\\_html5.html](https://media.dpi.wi.gov/ee/introduction-mentoring-essentials/story_html5.html)
- Introduction to Mentoring Essentials Training Packet for Participants -  
<https://dpi.wi.gov/sites/default/files/imce/educator-development-support/pdf/intro-mentor-essentials-participant-packet.pdf>
- Mentoring Essentials: Month-by-Month Success Strategies examples -  
<https://dpi.wi.gov/sites/default/files/imce/educator-development-support/pdf/month-by-month-success-strategies.pdf>

***\*We are continuing to work on the mentoring section of the Teaching and Learning Handbook. Please feel free to suggest changes or additions, and check back periodically for updates.***

# SECTION 4 - PLC (Professional Learning Community)



## What is a PLC?

According to DuFour et al (2016), a Professional Learning Community “is ***an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve***. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.”

## PLC Basics

### Three Big Ideas of a PLC

1. **A Focus on Learning** - “The fundamental purpose of the school is to ensure that all students learn at a high level (grade level or higher).” Not only is this our purpose, but in our district, we believe that it is our responsibility. “PLCs are dedicated to the idea that their organization exists to ensure that all students actually acquire the essential knowledge, skills, and dispositions of each unit, course, and grade level.
2. **A Collaborative Culture and Collective Responsibility** - “Educators must work collaboratively and take collective responsibility for the success of each student.” This collaboration is not optional, it is an expectation here at NGSD. Collaborative teams are made up of educators who work interdependently to achieve common goals and are mutually accountable to each other.
3. **A Results Orientation** - “Educators in a PLC focus on results—evidence of student learning.” This evidence, collected using common assessments, is what educators use to inform and improve their professional practice and respond to student needs.

### Tight Elements in a PLC at NGSD

- Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together.
- The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.
- The team utilizes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.
- Common formative assessments are utilized to frequently gather evidence of student learning.
- The school has created a system of interventions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic.

- The team uses evidence of student learning to inform and improve the individual and collective practice of its members.

### **What is the Right Work of a PLC?**

- These are the four questions that should drive the work we are doing:
1. **What is it we want our students to know and be able to do?** - Have we identified our essential learning objectives?
  2. **How will we know if each student has learned it?** - Are we using formative assessments in our classroom on an ongoing basis and looking at the evidence we gather from these assessments?
  3. **How will we respond when some students do not learn it?** - Can we identify students who need additional time and support on a student-by-student, skill-by-skill basis and then how do we respond to that need?
  4. **How will we extend the learning for students who have demonstrated proficiency?** - Can we identify students who have reached learning outcomes to extend their learning?

### **Why?**

We utilize this process of collaboration because “it is specifically designed to impact educator practice in ways that lead to” increased student learning.

### References

DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M. (2016). Learning by Doing: A Handbook for Professional Learning Communities at Work (3rd ed.). Bloomington, IN: Solution Tree.

*\*We are continuing to work on the PLC section of the Teaching and Learning Handbook. Please feel free to suggest changes or additions, and check back periodically for updates.*

# SECTION 5 - PBIS (Positive Behavioral Interventions and Supports)



## **Defining PBIS**

Positive Behavioral Interventions and Supports (PBIS) is a proactive systems approach for establishing an evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

## **Features of PBIS at NGSD**

- Defined and explicit teaching of positive expectations (expected behaviors throughout school settings-see school matrices in appendix)
- Acknowledgement of positive behaviors (Individual acknowledgments, Rewards, and Celebrations)
- Consistent consequences of problem behaviors (plan for [teacher-managed and office-managed behaviors](#))
- On-going collection and use of data for decision-making
- Plan for intensive and/or individualized interventions when necessary (see [BCT Process](#) document for information on requesting a meeting to discuss a student with the Building Consultation Team.)

## **Why do we use PBIS?**

We utilize PBIS in order to decrease negative behaviors so that we increase student achievement. The work of PBIS is all done in the name of improving student outcomes. The PBIS teams in each school are responsible for developing their school-specific PBIS plans for implementing the features listed above. PBIS team leaders from each building collaborate to ensure plans are cohesive and consistent for students as they transition from building to building. These PBIS leaders also provide professional development to staff at back-to-school inservice days and during staff meetings throughout the year. The PBIS teams have developed [Non-Negotiables for the Tier 1](#) level to utilize 4K-12 that serve as a helpful reference in understanding our system. Please reach out to your building principal or your building PBIS leaders for more information about PBIS in the district and at your building.

***\*We are continuing to work on the PBIS section of the Teaching and Learning Handbook. Please feel free to suggest changes or additions, and check back periodically for updates.***

## APPENDIX

All appendices are also available as links through the digital version of the Teaching and Learning Handbook.

- Appendix 1 - [Tier 1 Academic Non-Negotiables](#)
  - Appendix 2 - [Tier 2 Academic Non-Negotiables](#)
  - Appendix 3 - [Tier 1 PBIS Non-Negotiables](#)
  - Appendix 4 - [NGES PBIS Matrix](#)
  - Appendix 5 - [NGMS PBIS Matrix](#)
  - Appendix 6 - [NGHS PBIS Matrix](#)
  - Appendix 7 - [New Glarus School District Essential Learning Outcomes](#)
- (We are working on updating the ELO Appendix with the most recent ELOs.)

Appendix 1

**Tier 1 Checklist of Non-Negotiables**

- \_\_\_ All students have access to grade-level material.
- \_\_\_ High-Quality instructional materials, as evidenced by an outside source, are being used with fidelity.
- \_\_\_ Essential Learning Outcomes (ELOs) are identified for the course as a whole, by trimester, and/or by unit.
- \_\_\_ Success criteria are clearly identified so staff, students and families know what constitutes being proficient.
- \_\_\_ Common formative assessments (CFAs) are used regularly to monitor mastery of ELO's.
- \_\_\_ Discussions in PLCs are data-driven and based on ELOs and CFA data.
- \_\_\_ Identify students who are not meeting proficiency on ELOs and provide Tier 2 support.

Appendix 2

**Tier 2 Checklist of Non-Negotiables**

- \_\_\_\_\_ Tier 2 instruction is scheduled for at least 4 days per week at the building level, and individual students needing Tier 2 instruction in reading and/or math receive Tier 2 instruction in that subject at least 2 times per week.
  
- \_\_\_\_\_ Students that aren't proficient on Essential Learning Outcomes (ELOs) are assigned to Tier 2.
  
- \_\_\_\_\_ Tier 2 instruction is focused on the non-proficient ELOs.
  
- \_\_\_\_\_ Assessments are given to monitor individual student progress on each non-proficient ELO.
  
- \_\_\_\_\_ Data is tracked on Tier 2 students and their progress towards proficiency on ELOs.

Appendix 3

**4K-12 PBIS Tier 1 Checklist of Non-Negotiables**

- \_\_\_\_\_ PBIS Building-level team develops a universal matrix for the upcoming school year.
  
- \_\_\_\_\_ PBIS Building-level team develops a professional development plan for teaching the reason behind using PBIS (the WHY\*), the universal matrix, majors and minors, and the beginning of the year kickoff for staff and students (spring/summer prior to next school year).
  
- \_\_\_\_\_ PBIS Building-level team leads professional development for all staff during an in-service prior to the school year (this PD includes the plan for teaching the matrix to students).
  
- \_\_\_\_\_ PBIS Building-level team develops a plan for regular celebrations and feedback to students.
  
- \_\_\_\_\_ PBIS Building-level team develops a plan for monthly data collection on matrix expectations to be utilized for ongoing lessons focused on greatest needs.
  
- \_\_\_\_\_ All staff members provide explicit instruction on the building-level PBIS matrix to students.

**\*The WHY** = Decrease negative behaviors to increase student achievement.

Appendix 4



# NGES Group Plan 2022-23

## I can follow the group plan

Expectations	Academic	Arrival/Dismissal	Bathroom	Bus	Cafeteria	Hallway	Recess	Technology
<b>Be Respectful</b>  <b>I can...</b>	* Use whole body listening  * Raise my hand  * Be on task  *Use appropriate language & voice	*Use a level 2 voice  * Follow directions of adults  *Use appropriate language	*Give privacy to others  *Use a level 1 voice  *Use appropriate language	*Follow directions of adults  *Use a level 2 voice  *Use appropriate language	*Use a level 2 voice  *Follow directions of adults  *Use appropriate language	*Use a level 1 voice  *Smile & greet  *Use appropriate language	*Play by the rules  *Take turns & cooperate  *Use appropriate language	*Keep hands & eyes on own device  *Use my school device appropriately
<b>Be Responsible</b>  <b>I can...</b>	*Bring & take care of all needed materials  *Follow directions  *Keep my body in the group  *Think with my eyes	*Be on time  *Use designated areas & doors  *Go directly to destination  *Take care of personal items	*Be quick & use time wisely  *Flush & wash  *Put trash in trash cans	*Take care of personal items  *Think with my eyes  *Clean up my area	*Clean up my area  *Eat my own food  *Think with my eyes	*Walk on the right  *Go directly to destination  *Keep my body in the group  *Think with my eyes	*Come in with adult signal  *Bring in equipment & put in proper place  *Think with my eyes	*Use technology as taught  *Carry my device as taught  *Think with my eyes
<b>Be Safe</b>  <b>I can...</b>  <b>*Rally Point Shepherd of the Hills Church*</b>	*Keep hands & feet to self  * Stay in my space  * Walk	*Keep hands & feet to self  *Stay in my space  *Use crosswalks & sidewalks  *Walk	*Keep water in the sink  *Keep hands & feet to self  *Stay in my space	*Sit flat  *Keep hands & feet to self  *Stay in my space	*Sit flat  *Keep hands & feet to self  *Stay in my space  *Walk	*Keep hands & feet to self  *Stay in my space  *Walk	*Keep hands & feet to self  *Use equipment as taught  *Stay in my space	*Ask permission  *Keep personal information private  *Stay in my space

Appendix 5

NGMS PBIS Matrix

KNIGHT PRIDE PLAN	Behavioral Expectations			
Location	Be Kind	Be Respectful	Be Responsible	Be Safe
<b>Arrival /Dismissal &amp; Hallway</b>	<ul style="list-style-type: none"> <li>● Positively greet others</li> <li>● Keep space tidy</li> <li>○ Throw away trash, even if it's not yours</li> </ul>	<ul style="list-style-type: none"> <li>● Be aware of other classes/activities</li> <li>● Walk on the right side of the hallway</li> </ul>	<ul style="list-style-type: none"> <li>● Wait in designated area</li> <li>● Take care of personal items</li> <li>● Go directly to destination</li> <li>● Check into and sign out of office</li> <li>● When late in morning</li> <li>● When leaving early</li> <li>○ Office staff must communicate with parents/guardians when students leave early.</li> </ul>	<ul style="list-style-type: none"> <li>● Walk</li> <li>● Use crosswalks &amp; sidewalks</li> <li>● Walk bike between stadium and middle/high school</li> <li>● Follow assigned routes (inside/outside)</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>● Awareness of others' personal space</li> </ul>	<ul style="list-style-type: none"> <li>● Give privacy to others</li> <li>● Help out custodial staff</li> <li>● Pick up after yourself</li> <li>● Keep area clean for next user</li> <li>● Take ownership of space</li> <li>● Patiently wait your turn</li> <li>● Stalls and sinks</li> </ul>	<ul style="list-style-type: none"> <li>● Flush toilet</li> <li>● Wash hands with soap</li> </ul>	<ul style="list-style-type: none"> <li>● Keep areas dry</li> <li>● Bathrooms are a "cellphone-free" area</li> <li>● Sign out to use bathroom</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>● Positive conversation</li> <li>● Invite others to table</li> </ul>	<ul style="list-style-type: none"> <li>● Wait patiently</li> <li>● Be aware of other classes</li> <li>● Keep condiments at station</li> </ul>	<ul style="list-style-type: none"> <li>● Bring your ID</li> <li>● Clean your table</li> <li>● Leave when dismissed</li> </ul>	<ul style="list-style-type: none"> <li>● Allergy awareness</li> </ul>
<b>School Environments</b> (school property, including buses)	<ul style="list-style-type: none"> <li>● Respond to others positively</li> <li>● Include all classmates</li> <li>● Encourage others</li> <li>● Make your interactions positive (staff &amp; peers)</li> <li>● Put personal items that are not yours in the lost and found</li> </ul>	<ul style="list-style-type: none"> <li>● Pay attention to speaker</li> <li>● Follow directions</li> <li>● Use appropriate language</li> <li>● Use appropriate voice level</li> <li>● Put trash in trash can</li> <li>● Put recycling in recycle bins</li> </ul>	<ul style="list-style-type: none"> <li>● Follow timelines</li> <li>○ Be on time</li> <li>○ Assignment completion</li> <li>○ Return materials</li> <li>● Positive role modeling</li> <li>● Bring ID</li> <li>● Use work time productively</li> <li>● Return materials where they belong</li> <li>● Keep track of usernames / passwords</li> <li>● Keep devices &amp; areas clean &amp; dry</li> <li>● Care for technology</li> <li>● Follow grade-level plan for cellphones</li> <li>● Lock lockers</li> </ul>	<ul style="list-style-type: none"> <li>● Control hands, feet, body</li> <li>● Use materials as taught</li> <li>● Keep chair flat on floor</li> </ul>

NGHS PBIS Matrix

	In Class	On School Grounds	At School Functions
<b>Initiative</b>	<ul style="list-style-type: none"> <li>• Ask questions and ask for help during class and Tier 2</li> <li>• Stay focused</li> <li>• Have a positive attitude</li> <li>• Come to class prepared</li> <li>• Make an effort</li> </ul>	<ul style="list-style-type: none"> <li>• Leave it better than you found it</li> <li>• Quick and quiet in the halls</li> </ul>	<ul style="list-style-type: none"> <li>• Wear appropriate clothing</li> <li>• Cheer at sporting events</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• Make sure your work is your own</li> <li>• Listen respectfully to teachers and classmates</li> <li>• Value others opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Drive carefully and park correctly</li> <li>• Respect the property of others and of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Respect away venues, opponents, and rules</li> <li>• Follow WIAA guidelines</li> </ul>
<b>Perseverance</b>	<ul style="list-style-type: none"> <li>• Try your hardest</li> <li>• Do your work on time</li> <li>• Believe in yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Show up on time</li> </ul>	<ul style="list-style-type: none"> <li>• Cheer for our teams, both winning and losing</li> </ul>

## Appendix 7

The NGSD Essential Learning Outcomes list is approximately 70 pages long. To view the list of ELOs, please click on the link included in the appendix.

[New Glarus School District Essential Learning Outcomes](#)

(We are working on updating the ELO Appendix with the most recent ELOs.)

III. **PUBLIC COMMENT PERIOD**

IV. **APPROVAL OF CONSENT AGENDA**

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

1. Board Minutes

37

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

Monday, April 10, 2023

## **CALL TO ORDER**

The meeting was called to order at 7:16 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, Lake Ridge Bank – 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**

### **Wyalusing Trip**

Sixth Grade teachers Amy Legler and Bobby Schmitz presented information to the Board about the proposed trip to Wyalusing State Park on May 17-19, 2023.

## **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; Did not meet.

HANDBOOK AND PERSONNEL; Met. The Committee reviewed and discussed 2023-24 health insurance for the district, reviewed the 2023-24 Teacher Salary Grid, 2023-24 Teaching Staff Contracts, 2023-24 Support Staff Salary Grid, 2023-24 Support Staff Letters of

Assignment, 2023-24 Other Salary/Hourly Staff Letters of Assignment, and reviewed a proposal to add a 1.0 Special Education Teaching position. The Committee then moved into closed session to discuss 2023-24 Administrative Salary Increases and Other Salary/Hourly Staff Increases.

BUDGET; Did not meet.

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

FACILITIES, TRANSPORTATION, AND TECHNOLOGY; Met. The Committee reviewed the three primary school options proposed by the Administration and received an update on the upcoming facilities projects at the high school and elementary school.

## **DISCUSSION AND POSSIBLE ACTION ITEMS**

### **A. WYALUSING TRIP**

The Board reviewed the sixth grade Wyalusing Trip proposal. The trip is scheduled for May 17-19, 2023.

Motion by Casey Umhoefer to approve the sixth-grade trip to Wyalusing on May 17-19, 2023, as presented. Second by Larry Stuessy. Motion carried 6-0-1.

### **B. PRIMARY SCHOOL OPTIONS**

Dr. Thayer reviewed three proposed primary school options with the Board. Option 1: Build on 45-acre site on the west side of the Village. Option 2: Build on Valle Tell 2 on the east side of the Village. Option 3: Attach to the current elementary school.

Motion by Bill Oemichen, Facilities, Transportation, and Technology Committee Chair to propose expressed preliminary intention to recommend Option 3, Attach to the current elementary school. Motion carried 7-0.

### **C. 2023-24 HEALTH INSURANCE**

The Board reviewed the 2023-24 Health Insurance plan for the district. There is an increase of 11.9% for the district insurance in 2023-24.

Motion by Larry Stuessy, Handbook/Personnel Chair to approve the 2023-24 Health Insurance plan for the district with the 11.9% increase as presented. Motion carried 7-0.

### **D. 2023-24 TEACHING STAFF SALARY GRID**

The Board reviewed the 2023-24 Teaching Staff Salary Grid.

Motion by Larry Stuessy, Handbook/Personnel Chair to approve the 2023-24 Teaching Staff Salary Grid as presented with a 5% increase. Motion carried 6-0-1.

### **E. 2023-24 TEACHING STAFF CONTRACTS**

The Board reviewed the 2023-24 Teaching Staff Contracts.

Motion by Larry Stuessy, Handbook/Personnel Chair to approve the 2023-24 Teaching Staff Contracts as presented. Motion carried 6-0-1.

F. 2023-24 SUPPORT STAFF SALARY GRID

The Board reviewed the 2023-24 Support Staff Salary Grid.

Motion by Larry Stuessy, Handbook/Personnel Chair to approve the 2023-24 Support Staff Salary Grid as presented with a 5% increase, and \$1 differential for 2<sup>nd</sup> Shift Custodial positions. Motion carried 6-0-1.

G. 2023-24 SUPPORT STAFF LETTERS OF ASSIGNMENT

The Board reviewed the 2023-24 Support Staff Letter of Assignment.

Motion by Larry Stuessy, Handbook/Personnel Chair to approve the 2023-24 Support Staff Letters of Assignment as presented. Motion carried 6-0-1.

H. 2023-24 OTHER SALARY/HOURLY STAFF LETTERS OF ASSIGNMENT

The Board reviewed the 2023-24 Salary/Hourly Staff Letters of Assignment

Motion by Larry Stuessy, Handbook/Personnel Chair to approve the 2023-24 Other Salary/Hourly Staff Letters of Assignment as presented with a 5% increase. Motion carried 6-0-1.

I. PROPOSAL TO ADD A 1.0 FTE SPECIAL EDUCATION TEACHING POSITION

Dr. Thayer and Jen Talarczyk, Director of Student Services, presented a proposal to add a 1.0 FTE Special Education Teaching position for 2023-24.

Motion by Larry Stuessy, Handbook/Personnel Chair to approve the 1.0 FTE Special Education Teaching position for 2023-24 as presented. Motion carried 6-0-1.

J. ELEMENTARY SCHOOL STUDENT HANDBOOK FOR 2023-24

The Board reviewed the 2023-24 Elementary School Student Handbook.

K. MIDDLE SCHOOL STUDENT HANDBOOK FOR 2023-24

The Board reviewed the 2023-24 Middle School Student Handbook

L. HIGH SCHOOL STUDENT HANDBOOK FOR 2023-24

The Board reviewed the High School Student Handbook for 2023-24.

Motion by Larry Stuessy to approve the Elementary School Student Handbook for 2023-24, the Middle School Student Handbook for 2023-24, and the High School Student Handbook for 2023-24 as presented. (Agenda items J, K, and L) Second by Ron Roesslein. Motion carried 7-0.

M. STATE BUDGET ADVOCACY

The Board discussed signing the State Budget Advocacy letter that other area school boards are signing.

Motion by Corrine Hendrickson to have the school board sign the State Budget Advocacy letter. Second by Larry Stuessy. Motion carried 6-0-1.

N. CONSIDER JOINING SOCIAL MEDIA CLASS ACTION LAWSUIT

The Board discussed joining a National Social Media Class Action Lawsuit that alleges negative effects of social media on students and schools.

Motion by Cari Ann Muggenburg to approve joining the Social Media Class Action Lawsuit as presented. Second by Travis Zimmerman. Motion carried 7-0.

Board President, Bill Oemichen approved a short break for Board members at 8:49 p.m. The Board returned to open session at 8:55 p.m.

O. REVISE THE SCHOOL TRANSPORTATION POLICY TO EXPAND PICKUP AND DROPOFF ZONES TO CHILD CARE PROGRAMS IN THE VILLAGE OF NEW GLARUS BEYOND THE CURRENT HAZARDOUS ZONES

Board President, Bill Oemichen reviewed the agenda item with the Board. Board members prior to discussion. He clarified that before discussion of this item could be done, a motion must be made to place this item back on the table for the Board to discuss as it was previously tabled at the September 26<sup>th</sup> meeting.

Motion by Cari Ann Muggenburg to bring the item “Revise the school transportation policy to expand pickup and drop off zones to childcare programs in the Village of New Glarus beyond the current hazardous zones,” back to the Board for discussion. Second by Larry Stuessy. Motion carried 5-2.

Cari Ann Muggenburg presented information about her reasons to place this item back on the table for Board discussion, and discuss her proposed amendment to Policy 8600 – Transportation.

Motion by Cari Ann Muggenburg to amend Policy 8600 – Transportation, to add the following verbiage to paragraph 1 of the policy. The district will make an attempt to have a bus stop accessible, within a reasonable distance and no increase in cost to the district, to all regulated (State licensed or County certified) childcare providers located less than 2 miles from the school buildings. Second by Larry Stuessy. No vote was taken due to continued discussion.

Motion by Travis Zimmerman to table the proposed amendment to Policy 8600 – Transportation, made by Director, Cari Ann Muggenburg and move the item back to the Facilities, Transportation, and Technology Committee, and the Budget Committee for further discussion. Second by Ron Rosslein. Motion carried 4-2-1 with a roll call vote. Larry Stuessy, Aye, Travis Zimmerman, Aye, Cari Ann Muggenburg, Aye, Ron Roesslein, Aye, Corrine Hendrickson, Nay, Bill Oemichen, Nay. Casey Umhoefer, abstained.

P. RESIGNATIONS

1. Danielle Bentley – District Speech-Language Pathologist

The Board reviewed the resignation of Danielle Bentley – District Speech-Language Pathologist.

Motion by Larry Stuessy to approve the resignation of Danielle Bentley – District Speech-Language Pathologist as presented. Second by Casey Umhoefer. Motion carried 7-0.

2. Bailey Wilson – 5<sup>th</sup> Grade Elementary Teacher  
The Board reviewed the resignation of Bailey Wilson – 5<sup>th</sup> Grade Elementary Teacher.

Motion by Larry Stuessy to approve the resignation of Bailey Wilson – 5<sup>th</sup> Grade Elementary Teacher as presented. Second by Ron Roeslein. Motion carried 7-0.

3. Ann Klassy – Food Service Staff Member  
The Board reviewed the resignation of Ann Klassy – Food Service Staff Member.

Motion by Travis Zimmerman to approve the resignation of Ann Klassy – Food Service Staff Member as presented. Second by Larry Stuessy. Motion carried 7-0.

Q. NEW HIRES

1. Dennis Haak – HS Cross Country Head Coach  
The Administration recommended hiring Dennis Haak as HS Cross Country Head Coach.

Motion by Casey Umhoefer to approve the hiring of Dennis Haak as HS Cross Country Head Coach. Second by Larry Stuessy. Motion carried 7-0.

2. Kurt Campbell – Groundskeeper  
The Administration recommended hiring Kurt Campbell as Groundskeeper.

Motion by Larry Stuessy to approve the hiring of Kurt Campbell as Groundskeeper. Second by Casey Umhoefer. Motion carried 7-0.

3. Zackary Colby – MS Phy Ed/Health Teacher  
The Administration recommended hiring Zackary Colby as MS Phy Ed/Health Teacher.

Motion by Casey Umhoefer to approve the hiring of Zackary Colby as MS Phy Ed/Health Teacher. Second by Larry Stuessy. Motion carried 7-0.

## **DISCUSSION ITEMS**

A. APRIL 4<sup>TH</sup> ELECTION RESULTS

The Board reviewed the April 4<sup>th</sup> election results. Congratulations to the newly elected members of the New Glarus Board of Education, Cassie Ballweg, Casey McCoy, and Heather Thornton.

B. OPERATING REFERENDUM RECAP

Board President, Bill Oemichen thanked the community for passing the resent operating referendum for the school district. The operating referendum passed 1251, Yes, to 901, No.

C. FACILITY PROJECTS UPDATE – HIGH SCHOOL AND ELEMENTARY SCHOOL

Dr. Thayer provided the Board with a facilities projects update for the high school and elementary school. Members of the Facilities, Transportation, and Technology Committee will be attending the Village of New Glarus Planning Commission meeting on April 19, 2023, for approval of the high school and elementary school projects.

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

- April 24, 2023 – Reorganizational Meeting – 7:00 p.m.
- April 24, 2023 – Discussion and Regular Board Meeting – 7:15 p.m.
- May 8, 2023 – Discussion and Regular Board Meeting – 7:15 p.m.

## **CLOSED SESSION**

The Board of Education will entertain a motion to convene in closed session pursuant to s. 19.85 (1) (c), (e), and/or (g) Wis.Stats, as appropriate, to discuss, 1. 2023-24 Administrative Salary Increases and 2023-24 Other Salary/Hourly Staff Salary Increases, and 2. Discuss bargaining reasons to negotiate an access point connection on Windlach Street. The Board may take action that is necessary and appropriate in closed session. 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 10:06 p.m. Second by Casey Umhoefer. Motion carried 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.

Motion by Larry Stuessy to return to open session at 10:51 p.m. Second by Casey Umhoefer. Motion carried 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 10:52 p.m. Second by Casey Umhoefer. Motion carried 7-0.

Respectfully submitted by Clerk, Corrine Hendrickson/Kris Anderson, District Executive Assistant



CHECK NUMBER	VENDOR	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	INVOICE/CHECK AMOUNT
300	WISCONSIN RETIREMENT SYSTEM	04/14/2023	20230414AD	Payroll accrual	39,859.50
		04/14/2023	20230414AF	Payroll accrual	39,859.50
Totals for 300					79,719.00
532	ELECTRONIC TAX FILING	04/14/2023	20230414AD	Payroll accrual	5,324.33
		04/14/2023	20230414AD	Payroll accrual	8,821.93
		04/14/2023	20230414AD	Payroll accrual	39,731.77
		04/14/2023	20230414AD	Payroll accrual	37,721.26
		04/14/2023	20230414AF	Payroll accrual	8,821.93
		04/14/2023	20230414AF	Payroll accrual	37,721.26
Totals for 532					138,142.48
861	WI DEPARTMENT OF REVENUE	04/14/2023	20230414AD	Payroll accrual	250.00
		04/14/2023	20230414AD	Payroll accrual	22,338.81
Totals for 861					22,588.81
1031	WEA TAX SHELTERED ANNUITY TRST	04/14/2023	20230414AD	Payroll accrual	11,293.34
		04/14/2023	20230414AD	Payroll accrual	417.08
		04/14/2023	20230414AD	Payroll accrual	3,654.16
		04/14/2023	20230414AD	Payroll accrual	2,080.63
		04/14/2023	20230414AF	Payroll accrual	1,750.04
Totals for 1031					19,195.25
1293	EMPLOYEE BENEFITS CORP	04/14/2023	20230414AD	HSA EMPLOYEE CONTR	9,036.25
		04/14/2023	20230414AF	EMPLOYER CONTR	26,625.00
Totals for 1293					35,661.25
64581	KEISTER, CHARLES	04/10/2023	04/10 bbb	ATHL OFFL	80.00
Totals for 64581					80.00
64582	MONTGOMERY, RANDALL	04/10/2023	04/10 bbb	ATHL OFFL	80.00
Totals for 64582					80.00
64583	VILLAGE OF NEW GLARUS	04/11/2023	04/10/2023	Planning Commission	100.00
Totals for 64583					100.00
64584	AFLAC WORLDWIDE HEADQUARTERS	04/14/2023	20230414AD	Payroll accrual	36.38
Totals for 64584					36.38
64586	DEAN HEALTH PLAN, INC	04/14/2023	20230414AD	Payroll accrual	1,342.88
		04/14/2023	20230414AD	Payroll accrual	1,334.56
		04/14/2023	20230414AD	Payroll accrual	8,568.86
		04/14/2023	20230414AD	Payroll accrual	166.82
		04/14/2023	20230414AD	Payroll accrual	767.36
		04/14/2023	20230414AD	Payroll accrual	222.43
		04/14/2023	20230414AD	Payroll accrual	1,598.68
		04/14/2023	20230414AD	Payroll accrual	0.00
		04/14/2023	20230414AF	Payroll accrual	889.71
		04/14/2023	20230414AF	Payroll accrual	7,354.04
		04/14/2023	20230414AF	Payroll accrual	4,348.48
		04/14/2023	20230414AF	Payroll accrual	945.32
		04/14/2023	20230414AF	Payroll accrual	7,609.84
		04/14/2023	20230414AF	Payroll accrual	7,562.56
		04/14/2023	20230414AF	Payroll accrual	47,705.38
04/14/2023	20230414AF	Payroll accrual	0.00		
Totals for 64586					90,416.92

CHECK NUMBER	VENDOR	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	INVOICE/CHECK AMOUNT
64588	DELTA DENTAL OF WISCONSIN	04/14/2023	20230414AD	Payroll accrual	131.41
		04/14/2023	20230414AD	Payroll accrual	1,111.58
		04/14/2023	20230414AD	Payroll accrual	23.19
		04/14/2023	20230414AD	Payroll accrual	116.60
		04/14/2023	20230414AD	Payroll accrual	20.63
		04/14/2023	20230414AD	Payroll accrual	194.32
		04/14/2023	20230414AD	Payroll accrual	256.52
		04/14/2023	20230414AF	Payroll accrual	1,453.32
		04/14/2023	20230414AF	Payroll accrual	131.55
		04/14/2023	20230414AF	Payroll accrual	660.60
		04/14/2023	20230414AF	Payroll accrual	893.76
		04/14/2023	20230414AF	Payroll accrual	82.54
		04/14/2023	20230414AF	Payroll accrual	6,194.10
		04/14/2023	20230414AF	Payroll accrual	745.62
				Totals for 64588	12,015.74
64589	EMPLOYEE BENEFITS CORPORATION	04/14/2023	20230414AD	Payroll accrual	833.32
		04/14/2023	20230414AD	Payroll accrual	348.33
				Totals for 64589	1,181.65
64590	MADISON NATIONAL LIFE	04/14/2023	20230414AD	Payroll accrual	711.88
		04/14/2023	20230414AF	Payroll accrual	1,776.34
				Totals for 64590	2,488.22
64591	MINNESOTA MUTUAL LIFE	04/14/2023	20230414AD	Payroll accrual	687.20
		04/14/2023	20230414AD	Payroll accrual	909.90
		04/14/2023	20230414AD	Payroll accrual	94.40
		04/14/2023	20230414AF	Payroll accrual	137.44
				Totals for 64591	1,828.94
64592	NEW GLARUS COMMUNITY FOUNDATION EIE	04/14/2023	20230414AD	Payroll accrual	228.33
				Totals for 64592	228.33
64593	UNITED WAY GREEN COUNTY INC	04/14/2023	20230414AD	Payroll accrual	100.00
				Totals for 64593	100.00
64594	BENISH, GERRY	04/18/2023	04/18/23 B	athl off1	80.00
				Totals for 64594	80.00
64595	HALENA, TERRY	04/18/2023	04/18/23 B	athl off1	80.00
				Totals for 64595	80.00
64596	ANDERSON, KRISTIN	04/19/2023	04/17/2023	MILEAGE	183.40
				Totals for 64596	183.40
64597	AUTO VALUE NEW GLARUS	04/19/2023	709038159	BUS SUPPLIES	83.94
				Totals for 64597	83.94
64598	BEUTLER, GARY	04/19/2023	SS	SS SUPPLIES	782.55
				Totals for 64598	782.55
64599	CULTIVATE BHE	04/19/2023	230373354N	March services	10,430.00
				Totals for 64599	10,430.00
64600	DANE COUNTY CLERK	04/19/2023	CLERK 2023	SPRING BALLOTS	935.97

<u>CHECK</u> <u>NUMBER</u> <u>VENDOR</u>	<u>CHECK</u> <u>DATE</u>	<u>INVOICE</u> <u>NUMBER</u>	<u>INVOICE</u> <u>DESCRIPTION</u>	<u>INVOICE/CHECK</u> <u>AMOUNT</u>
Totals for 64600				935.97
64601 DPI BUSINESS OFFICE	04/19/2023	255-000005	EDUCATOR EFFECTIVENESS	6,560.00
Totals for 64601				6,560.00
64602 EMPLOYEE BENEFITS CORPORATION	04/19/2023	4003596	APR SERV	393.50
Totals for 64602				393.50
64603 FIVE STAR TELECOM, INC	04/19/2023	52926	See quote 25585 - (1) Indoor Dome camera	1,083.00
Totals for 64603				1,083.00
64604 GALLUP ORGANIZATION, THE	04/19/2023	100109141	TEACHER INSIGHT	4,800.00
Totals for 64604				4,800.00
64605 JOHNSON CONTROLS	04/19/2023	41625573	GS FIRE PANEL REPAIRS	2,628.94
	04/19/2023	41632496	GS FIRE PANEL REPAIRS	3,712.59
Totals for 64605				6,341.53
64606 KEISTER, CHARLES	04/19/2023	04/22 BBB	ATHL OFFL	60.00
	04/19/2023	04/22 BBB	ATHL OFFL	80.00
Totals for 64606				140.00
64607 LIFELINE AUDIO VIDEO TECHNOLOGIES	04/19/2023	65920	See estimate #12913 - QSC AXPIO Bluetooth for HS gym	1,249.00
Totals for 64607				1,249.00
64608 MONROE SCHOOL DISTRICT	04/19/2023	011046	HOCKEY COOP	3,648.72
Totals for 64608				3,648.72
64609 MONTGOMERY, RANDALL	04/19/2023	04/22 BBB	ATHL OFFL	80.00
	04/19/2023	04/22 BBB	ATHL OFFL	60.00
Totals for 64609				140.00
64610 NIENAS, DIANE	04/19/2023	003	GS MATERIALS	200.00
Totals for 64610				200.00
64611 SAM'S CLUB	04/19/2023	APRIL 2023	VENDING/ALA CARTE	224.54
Totals for 64611				224.54
Totals for checks				441,219.12

Budgetary Checks # 64581 - 64611  
Direct Deposits - 900033724 - 33880  
EFTPS - Wisconsin Retirement System - #300  
EFT - Electronic Tax Payment System - # 532  
EFT - Dept of Revenue - #861  
EFT - WEA Tax Sheltered Annuity - #1031  
EFT - EBC - HSA payments - #1293



# New Glarus School District

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Treasurer's Report  
March 31, 2023

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**SCHOOL DISTRICT OF NEW GLARUS**  
**FUND SUMMARY**  
**March 31, 2023**

	Fund Balance Audited 6/30/2022	+	FY2023 Revenues	-	FY2023 Expend.	+	Transfers Sources	=	Fund Balance 3/31/2023
General Fund	3,762,695.63		6,884,306.05		8,085,937.40		718,406.00		3,279,470.28
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>6,884,306.05</b>		<b>8,319,576.68</b>		<b>718,406.00</b>		<b>3,462,013.35</b>
Special Revenue Trust (Fund 21)	260,527.13		107,461.23		108,358.55				259,629.81
Spec. Ed. Grants	0		0.00		159,389.82				-159,389.82
Special Education (Fund 27)	<u>0</u>		<u>372,744.50</u>		<u>1,091,645.50</u>		<u>718,706.00</u>		-195.00
<b>TOTAL FUND 27</b>	<b>0</b>		<b>372,744.50</b>		<b>1,251,035.32</b>		<b>718,706.00</b>		<b>-159,584.82</b>
DEBT SERVICE (Fund 39)	513,144.52		3,829,801.94		2,530,537.50				1,812,408.96
LT CAPITAL (Fund 46)	306,240.33		1,677.79		0.00				307,918.12
OTHER CAPITAL DEBT (Fund 49)	27,992,947.38		443,460.59		0.00				28,436,407.97
FOOD SERVICE (Fund 50)	531,456.51		470,630.62		425,130.42				576,956.71
COMMUNITY SERVICE FUND (80)	11,178.94		0.00		1,400.00				9,778.94

**SCHOOL DISTRICT OF NEW GLARUS  
REVENUES  
March 31, 2023**

<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		\$ 1,535,975.26	39.16%	43.87%
Mobile Home/DNR Tax	\$ 10,600.00	\$ 3,198.18	\$ 9,686.13	91.38%	67.07%
Interest	\$ 6,000.00	\$ 7,077.61	\$ 36,171.26	602.85%	76.29%
Local Revenue	\$ 127,510.00	\$ 4,696.02	\$ 138,344.77	108.50%	82.67%
Open Enrollment	\$ 1,032,440.00			0.00%	0.00%
Transportation Aid	\$ 13,640.00		\$ 13,640.00	100.00%	67.80%
Library Aid (Common School Fund)	\$ 41,000.00			0.00%	0.00%
Equalization Aid	\$ 6,471,861.00	\$ 1,617,965.00	\$ 4,206,709.00	65.00%	65.00%
Exempt - Computer/Personal Property Aid	\$ 33,498.00			0.00%	0.00%
Per Pupil Aid	\$ 657,412.00	\$ 657,412.00	\$ 657,412.00	100.00%	100.00%
Grants - State	\$ 8,200.00			0.00%	6.83%
Grants - Federal	\$ 389,845.00		\$ 188,098.78	48.25%	7.09%
Grants/Donations - Local	\$ 3,500.00	\$ 2,271.38	\$ 15,686.85	448.20%	72.74%
Other Revenue Thru State	\$ 82,582.00		\$ 82,582.00	100.00%	77.21%
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>\$ 2,292,620.19</b>	<b>\$ 6,884,306.05</b>	<b>53.78%</b>	<b>53.09%</b>

<b>SPECIAL PROJECTS FUNDS - 21 &amp; 27</b>					
Fund 21 - Special Revenue	\$ 140,150.00	\$ 8,528.32	\$ 107,461.23	76.68%	62.76%
Fund 27 - Special Education - Categorical	\$ 459,184.00	\$ 69,566.00	\$ 357,899.53	77.94%	75.00%
Fund 27 - Special Education - Grants	\$ 228,391.00		\$ -	0.00%	56.03%
Fund 27 - Special Education - High Cost	\$ 25,000.00			0.00%	0.00%
Fund 27 - Special Education - Medicaid	\$ 50,000.00	\$ 4,807.88	\$ 14,844.97	29.69%	58.27%
Fund 27 - Operating Transfer from Fund	\$ 1,292,353.00	\$ 65,760.78	\$ 718,706.00	55.61%	0.00%
<b>Total Special Projects Revenues</b>	<b>\$ 2,195,078.00</b>	<b>\$ 148,662.98</b>	<b>\$ 1,198,911.73</b>	<b>54.62%</b>	<b>26.90%</b>

<b>DEBT SERVICE FUNDS &amp; OTHER CAPITAL DEBT - 39, 46 &amp; 49</b>					
Fund 39 - Referendum Approved Debt	\$ 3,825,788.00	\$ 3,186.28	\$ 3,829,801.94	100.10%	100.00%
Fund 46 - Long Term Cap Maint Trust Fu	\$ 500.00	\$ 261.30	\$ 1,677.79	335.56%	74.29%
Fund 49 - Construction Fund	\$ 30,000.00	\$ 68,425.16	\$ 443,460.59	1478.20%	92.13%
<b>Total Debt Service Revenues</b>	<b>\$ 3,856,288.00</b>	<b>\$ 71,872.74</b>	<b>\$ 4,274,940.32</b>	<b>110.86%</b>	<b>99.98%</b>

<b>FOOD &amp; COMMUNITY SERVICE FUNDS - 50 &amp; 80</b>					
Fund 50-Local Sources	\$ 432,306.00	\$ 49,372.62	\$ 327,190.12	75.68%	60.26%
Fund 50-State/Federal Sources	\$ 213,627.00	\$ 15,945.12	\$ 143,440.50	67.15%	59.59%
Fund 80 - Community Services			\$ -	0.00%	0.00%
<b>Total Fd &amp; Community Service Revenues</b>	<b>\$ 645,933.00</b>	<b>\$ 65,317.74</b>	<b>\$ 470,630.62</b>	<b>72.86%</b>	<b>59.69%</b>

<b>Total Revenues</b>	<b>\$ 19,497,932.00</b>	<b>\$ 2,578,473.65</b>	<b>\$ 12,828,788.72</b>	<b>65.80%</b>	<b>83.54%</b>
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**SCHOOL DISTRICT OF NEW GLARUS  
EXPENDITURES  
March 31, 2023**

<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	\$ 193,348.37	\$ 1,304,186.21	49.34%	57.65%
Regular Curriculum	\$ 3,201,594.00	\$ 291,059.38	\$ 1,917,618.96	59.90%	58.89%
Vocational Curriculum	\$ 367,624.00	\$ 27,244.07	\$ 210,573.53	57.28%	55.54%
Physical Curriculum	\$ 278,164.00	\$ 21,740.52	\$ 158,507.20	56.98%	60.20%
Co-Curricular Activity	\$ 208,118.00	\$ 6,149.94	\$ 107,782.54	51.79%	58.93%
Special Curriculum	\$ 6,500.00	\$ 358.02	\$ 1,786.86	27.49%	95.76%
<b>Total Instruction</b>	<b>\$ 6,705,491.00</b>	<b>\$ 539,900.30</b>	<b>\$ 3,700,455.30</b>	<b>55.19%</b>	<b>58.33%</b>
<b>Support Services</b>					
Pupil Services	\$ 380,980.00	\$ 21,027.32	\$ 180,467.83	47.37%	50.47%
Instructional Services	\$ 609,561.00	\$ 59,821.56	\$ 404,169.80	66.31%	47.89%
General Operations	\$ 387,120.00	\$ 32,501.13	\$ 290,212.41	74.97%	70.05%
School Building Operations	\$ 722,807.00	\$ 56,099.06	\$ 485,481.11	67.17%	68.46%
Business Services	\$ 220,793.00	\$ 10,647.35	\$ 169,439.05	76.74%	75.38%
Building Operations	\$ 669,126.00	\$ 58,011.67	\$ 361,848.27	54.08%	61.42%
Maintenance	\$ 281,379.00	\$ 12,973.45	\$ 179,247.79	63.70%	68.29%
Capital Maintenance Projects (Facilities)	\$ 258,692.00	\$ 256,513.44	\$ 297,605.52	115.04%	0.00%
Pupil Transportation	\$ 280,752.00	\$ 30,390.89	\$ 184,264.24	65.63%	64.68%
Central Services	\$ 70,206.00	\$ 1,620.06	\$ 45,186.00	64.36%	78.76%
Insurance	\$ 133,366.00	\$ 34,346.78	\$ 124,414.00	93.29%	74.20%
Debt Services	\$ 97,073.00	\$ -	\$ 97,072.13	100.00%	26.23%
Other Support Services	\$ 455,986.00	\$ 16,564.35	\$ 320,582.05	70.31%	80.81%
<b>Total Support Services</b>	<b>\$ 4,567,841.00</b>	<b>\$ 590,517.06</b>	<b>\$ 3,139,990.20</b>	<b>68.74%</b>	<b>56.33%</b>
<b>Non-Program Transactions</b>					
Operating Transfers to another Fund	\$ 1,292,353.00	\$ 65,760.78	\$ 718,706.00	55.61%	0.00%
General Tuition/Non-Open enrollment	\$ 20,000.00	\$ 6,583.64	\$ 16,335.42	81.68%	76.07%
Co-Curricular Cooperative Programs	\$ 61,300.00	-	\$ 25,406.60	41.45%	23.74%
General Tuition/Open Enrollment	\$ 328,548.00	-	-	0.00%	0.00%
Other Non-Program Transactions	\$ 100.00	-	\$ 277.16	277.16%	7.88%
<b>Total Non-Program Transactions</b>	<b>\$ 1,702,301.00</b>	<b>\$ 72,344.42</b>	<b>\$ 760,725.18</b>	<b>44.69%</b>	<b>2.28%</b>
<b>TOTAL GENERAL FUNDS</b>	<b>\$ 12,975,633.00</b>	<b>\$ 1,202,761.78</b>	<b>\$ 7,601,170.68</b>	<b>58.58%</b>	<b>50.36%</b>
<b>TOTAL SPECIAL PROJECTS FUNDS</b>					
Fund 21 - Special Revenue Fund	\$ 145,150.00	\$ 8,931.73	\$ 108,358.55	74.65%	64.62%
Fund 27 - Special Education Grants	\$ 228,391.00	\$ 19,290.32	\$ 159,389.82	69.79%	85.54%
Fund 27 - Special Education Regular	\$ 1,826,537.00	\$ 140,134.66	\$ 1,091,645.50	59.77%	59.65%
<b>TOTAL SPECIAL PROJECTS FUNDS</b>	<b>\$ 2,200,078.00</b>	<b>\$ 168,356.71</b>	<b>\$ 1,359,393.87</b>	<b>61.79%</b>	<b>62.15%</b>
<b>DEBT SERVICE FUNDS &amp; OTHER CAPITAL DEBT - 38, 39, 40 &amp; 49</b>					
Fund 39 - Referendum Approved Debt	\$ 3,884,588.00	\$ 2,076,318.75	\$ 2,530,537.50	65.14%	98.42%
Fund 46 - Long Term Cap Maint Trust Fu	\$ -	\$ -	\$ -	0.00%	0.00%
Fund 49 - Construction Fund	\$ 6,026,084.00	\$ (142,805.35)	\$ -	0.00%	80.24%
<b>TOTAL DEBT SERVICE FUNDS</b>	<b>\$ 9,910,672.00</b>	<b>\$ 1,933,513.40</b>	<b>\$ 2,530,537.50</b>	<b>25.53%</b>	<b>97.88%</b>
<b>FOOD &amp; COMMUNITY SERVICE FUNDS - 50 &amp; 80</b>					
Fund 50 - Food Service	\$ 647,436.00	\$ 61,942.39	\$ 425,130.42	65.66%	62.61%
Fund 80 - Community Service	\$ 2,000.00	\$ -	\$ 1,400.00	0.00%	0.00%
<b>TOTAL FOOD &amp; COM. SRV. FUNDS</b>	<b>\$ 649,436.00</b>	<b>\$ 61,942.39</b>	<b>\$ 426,530.42</b>	<b>65.68%</b>	<b>62.71%</b>
<b>TOTAL EXPENDITURES-ALL FUNDS</b>	<b>\$ 25,735,819.00</b>	<b>\$ 3,366,574.28</b>	<b>\$ 11,917,632.47</b>	<b>46.31%</b>	<b>83.60%</b>



**STAFFING REPORT  
APRIL 24, 2023**

<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>
	Danielle Bentley resignation	Rachel Root	100%	2023-24 school year	Speech and Language Pathologist

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<b>OPEN POSITIONS</b>	<b>Position</b>	<b>Term of Employment</b>	<b>hours per day / % of empl</b>	<b>Reason for opening</b>	
Support Staff	Custodian	Year Round	8 hours/day	Cassie Mann resignation	
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	Counselor Elementary	2023-24 school year	100%	Sonja Tidd resignation	
Teacher	Special Education Teacher	2023-24 school year	100%	New need approved	
Teacher	Elementary Teacher	2023-24 school year	100%	Bailey Wilson resignation	
Coach	HS Asst Cross Country Coach	2023 Fall Season	varies	Dennis Haak to Head Coach	
Coach	HS Asst Cross Country Coach	2023 Fall Season	varies	Amalia Dewiche coaching resignation	
Coach	HS Asst Football Coach	2023 Fall Season	varies	Jeff Winden coaching resignation	
Coach	HS Asst Volleyball Coach	2023 Fall Season	varies	Kendra Mussehl coaching resignation	

- 5. Donations
- B. Discuss Item(s) Removed From Consent Agenda
- V. **COMMITTEE UPDATES**
  - A. Policy, Communication & Advocacy
  - B. Handbook and Personnel
  - C. Budget
  - D. Curriculum, Sports & Co-Curricular
  - E. Facilities, Transportation & Technology
- VI. **DISCUSSION AND POSSIBLE ACTION ITEMS**
  - A. Resignations
  - B. New Hires

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**New Position Board Approval  
04/1242023**

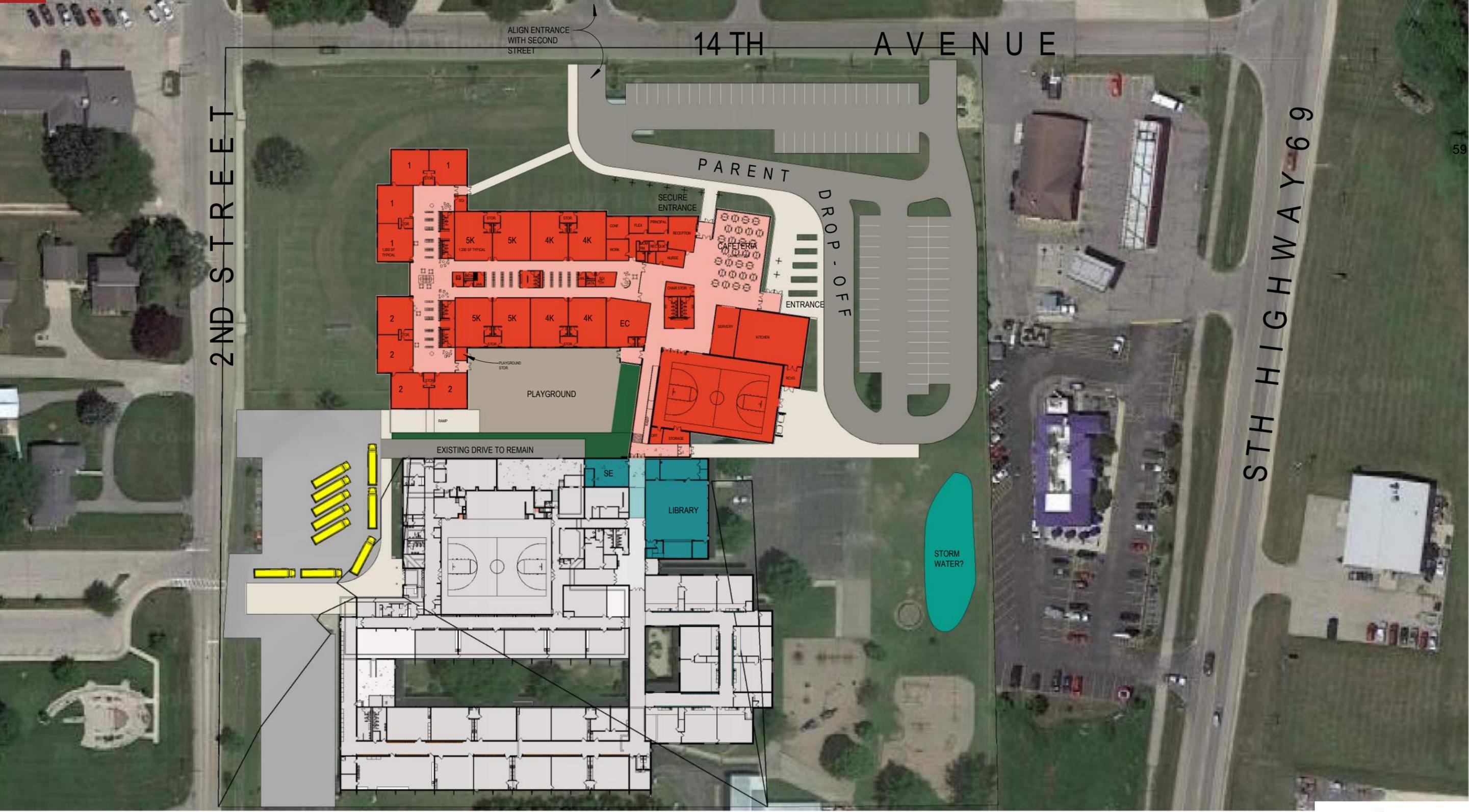
**Name:** Rachel Root  
**Position:** Speech and Language Pathologist  
**Percentage of employment:** 100%  
**Term of employment:** 2023-24 school year  
**Placement on Salary Grid:** MA, Level 10

VII. **DISCUSSION ITEMS**

A. Primary School Planning and Timeline

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# SCHEMATIC FLOOR AND SITE PLAN - New Glarus Elementary School



## 4K-2 Primary School - Question/Answer

- 1) Why is the New Glarus School District considering building the Primary School on the current football field, connected to the current Elementary School?

The District's Primary School project came in millions of dollars over budget due to inflation and unexpected delays. In order to not go back to the taxpayers for millions of dollars of additional funding, the District is considering connecting the new 4K-2 Primary School to the Elementary School. Connecting to the current Elementary School saves about 25,000 square feet because some spaces do not need to be duplicated (i.e. cafeteria, library, offices, encore classrooms, etc.). Unfortunately, the only location around the current Elementary School that is not in a floodplain is the current football field so the new Primary School would need to be built in that location.

- 2) Couldn't the original Primary School design be scaled back and still built on the 45 acre site on the west side of the Village?

The Primary School had already been scaled back from the original plans, and can't be scaled back much more. The latest plan was for the school to include 84,000 square feet. The site costs at that location cannot be reduced, so cost reductions would have to come from the building. The total square feet that could be built for the available funding is approximately 51,000 square feet, which means over 30,000 square feet of space would need to be eliminated.

- 3) Will the District be going back to the taxpayers via a referendum for more money for the Primary School project?

The intention of this new plan is to provide a high-quality school for our littlest learners within the amount of money the taxpayers originally approved. The District does not plan to go back to the taxpayers for more funding for this project.

- 4) How will the traffic issues on 2nd Street be addressed if all of the schools are still in the same area?

It is expected that there will be a drop-off/pick-up loop and parking lots off 14th Avenue, in order to divert some traffic from 2nd Street.

- 5) What will be the new long-term plan since the Primary School was going to become a full 4K-5 Elementary School in the future, and the current Elementary School was going to become a 6-8 Middle School?

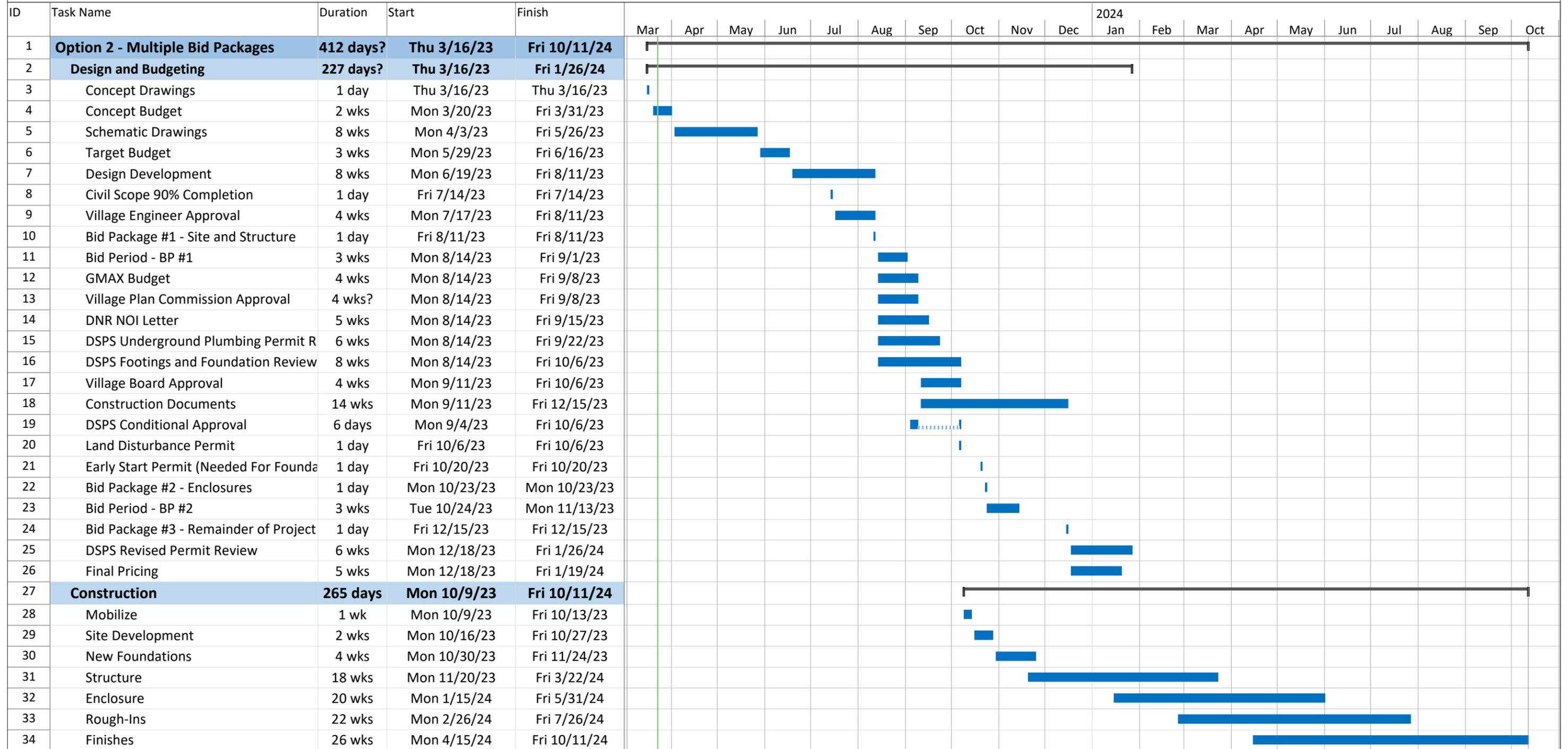
There are several options, including:

- Continue to add-on to the current buildings.
- Build a new Middle School.

It's important to note that once the new Primary School is built, the District does not anticipate needing additional classroom space until there is *significant* growth in either the Village or Township of New Glarus. Second, significant remodeling would have been needed to turn the Elementary School into a Middle School because spaces like a Tech Ed, Ag, Science, and Family and Consumer Science would have needed lab spaces.

# New Glarus Primary School Addition and Renovations

## New Glarus, WI



**Preliminary Milestone Schedule - Rev 1**

Issue Date: March 23, 2023





## Track/Soccer/Football Field - Question/Answer

- 1) Why is New Glarus School District considering building a new track/soccer/football field?

The District's Primary School project came in millions of dollars over budget due to inflation and unexpected delays. In order to not go back to the taxpayers for millions of dollars of additional funding, the District can connect the new 4K-2 Primary School to the Elementary School, which saves about 25,000 square feet because some spaces do not need to be duplicated (i.e. cafeteria, library, offices, encore classrooms, etc.).

Unfortunately, the only location around the current Elementary School that is not in a floodplain is the current football field so the new Primary School would need to be built in that location. Therefore, a new football/soccer field would need to be built.

- 2) Was a new track/soccer/football field in the District's long-range plan?

Yes. When the district conducted a survey asking the community to prioritize the District's facility needs in 2019, a new track/soccer/football field was next on the priority list after the projects that are currently in progress. Since that time, the need for a regulation soccer field and track have come up repeatedly on parent surveys. The reasons often cited for needing a new track/soccer/football field are as follows:

- The current football field has low areas that hold water and become mud pits easily. It needs to be reconstructed to divert water in order to be a quality playing field.
- The current football field can be used for soccer, but it is not regulation size. Soccer has the same issues as football with the quality of the field. It needs to be upgraded to be a quality playing space for soccer.
- The high school soccer coaches have noted that we have a lack of high quality soccer practice and competition fields in both Belleville and New Glarus.
- The District currently does not have a track, yet has a middle school track program with 74 students participating. They currently practice in parking lots and empty field space, which is a significant disadvantage when they get to meets and have never practiced running around a track, doing hand-offs in an exchange area, or practiced a field event in a throwing or jumping pit. Additionally, at some point down the road as Belleville and New Glarus continue to grow, the conference or WIAA may decide to not approve the track co-op. If that happens, New Glarus will need a track for high school track as well.

- 3) Where would the new track/soccer/football field be located?

The new track/soccer/football field is planned to be built on the land across from the high school. It was surveyed in 2020 to make sure that a track/soccer/football field would fit in the space, and would not impact the floodplain in that area.

4) How much will a new track/soccer/football field cost?

A basic track/soccer/football field will cost approximately \$2 million. This would include a regulation football and soccer field, track, basic press box/concession stand, relocated bleachers, and relocated lights. Enhancements could be made in the future, including field events, bleachers with storage underneath for track/soccer/football equipment, and bathrooms. Due to the floodplain, there is not much space for a parking lot so the current high school lot will need to be used as the primary location for parking, both in the short and long-term.

5) How will the District pay for the new track/soccer/football field?

A large portion of the cost will likely come from selling the 45 acres of land that the District owns, which will not be needed for the Primary School. The District is also doing major capital improvements through the current remodeling projects, so the yearly capital maintenance funding for a couple years could be used for this project. Finally, the District still has some one-time ESSER (Covid) funding that may be able to be used towards this project. As a last resort, the District could borrow up to \$1 million from the State of Wisconsin. Repayment of this kind of loan must be within the statutory revenue limit of the New Glarus School District and would not increase taxes past the limit which the Board of Education can already ask of New Glarus taxpayers.

6) Has the District considered having the new field be synthetic turf that can be used continually, and doesn't get torn up like grass?

The District has considered this option due to the lack of field space in New Glarus, and the lack of flat land for future field space. Unfortunately, the District does not have the money to pay for turf, and also believes that if there is interest, it is something that should be fundraised for, similar to other districts like Lodi, River Valley, Horicon, Edgerton, Little Chute, Stoughton, Tomahawk, and Waunakee. The District is gathering more information about this option.

# New Glarus Athletic Field New Glarus, WI

ID	Task Name	Duration	Start	Finish	2023												2024				
					Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1	<b>Pre - Construction Tasks</b>	<b>148 days</b>	<b>Thu 4/20/23</b>	<b>Mon 11/13/23</b>	[Gantt bar from Apr 20 to Nov 13]																
2	FEMA Permitting	9 wks	Mon 5/1/23	Fri 6/30/23	[Gantt bar from May 1 to Jun 30]																
3	State and Village Approvals	6 wks	Mon 7/3/23	Fri 8/11/23	[Gantt bar from Jul 3 to Aug 11]																
4	Schematic Drawings	5.4 wks	Thu 4/20/23	Fri 5/26/23	[Gantt bar from Apr 20 to May 26]																
5	Schematic Budget	3 wks	Mon 5/29/23	Fri 6/16/23	[Gantt bar from May 29 to Jun 16]																
6	Bid Package #1 - Earthwork, Utilities, Basecourse, Asphalt	1 day	Fri 8/11/23	Fri 8/11/23	[Gantt bar at Aug 11]																
7	Bid Period - Bid Package #1	2 wks	Mon 8/14/23	Fri 8/25/23	[Gantt bar from Aug 14 to Aug 25]																
8	GMAX Budget	3 wks	Mon 8/14/23	Fri 9/1/23	[Gantt bar from Aug 14 to Sep 1]																
9	Bid Package #2 - Remaining Work	10.2 wks	Mon 8/14/23	Mon 10/23/23	[Gantt bar from Aug 14 to Oct 23]																
10	Bid Period - Bid Package #2	3 wks	Tue 10/24/23	Mon 11/13/23	[Gantt bar from Oct 24 to Nov 13]																
11	<b>Construction</b>	<b>215 days</b>	<b>Mon 10/9/23</b>	<b>Fri 8/2/24</b>	[Gantt bar from Oct 9 to Aug 2]																
12	Site Fill, Grading, Base Course and Utilities	6 wks	Mon 10/9/23	Fri 11/17/23	[Gantt bar from Oct 9 to Nov 17]																
13	Remaining Site Grading, and Site Concrete	4 wks	Mon 4/15/24	Fri 5/10/24	[Gantt bar from Apr 15 to May 10]																
14	Pavement	1 wk	Mon 5/6/24	Fri 5/10/24	[Gantt bar at May 6]																
15	Sodding	3 wks	Mon 5/6/24	Fri 5/24/24	[Gantt bar from May 6 to May 24]																
16	Concession/Restroom Building Construction	3 mons	Mon 4/15/24	Fri 7/5/24	[Gantt bar from Apr 15 to Jul 5]																
17	Track Surfacing	1 mon	Mon 6/10/24	Fri 7/5/24	[Gantt bar from Jun 10 to Jul 5]																
18	Remaining Work (Bleachers, Fencing, Lighting, etc)	2 mons	Mon 6/10/24	Fri 8/2/24	[Gantt bar from Jun 10 to Aug 2]																

**Milestone Schedule**  
Issue Date: April 20, 2023



- C. Elementary and High School Facility Projects Update
- D. Groundbreaking for High School Addition
- E. State Budget and Legislative Action
- F. MS/HS Facilities Tour

*\*Note: Zoom will not be available during the facilities tour.*

VIII. **ANNOUNCEMENTS**

IX. **FUTURE AGENDA ITEMS**

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

- A. May 8, 2023 - Discussion & Regular School Board Meeting - 7:15 p.m.
- B. May 22, 2023 - Discussion & Regular School Board Meeting - 7:15 p.m.

XI. **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.