

SCHOOL DISTRICT OF



F O R T • A T K I N S O N

School District of Fort Atkinson School Board Election - April 7, 2020

Filing Period to Declare Candidacy
December 1, 2019 - January 7, 2020

WHAT SCHOOL BOARD SEATS AND TERMS ARE UP FOR ELECTION ON APRIL 7, 2020?

OFFICE

School Board Member
At-Large (any portion of the School District)
Three-Year Term (April 27, 2020 to April 24, 2023)

School Board Member
At-Large (any portion of the School District)
Three-Year Term (April 27, 2020 to April 24, 2023)

School Board Member
At-Large (any portion of the School District)
One-Year Term (April 27, 2020 to April 26, 2021)

INCUMBENT

Benjamin Knowles

Dick Schultz

Rachel Snethen

The one-year appointment is the remaining term of Kim Patrick's term. The lowest vote getter on April 7, 2020, will assume this seat. In 2021, then this three-year term will be on the ballot.

WHO IS ELIGIBLE TO BE A CANDIDATE?

A qualified elector of the school district at the time of filing a Declaration of Candidacy and a resident of the apportioned area at the time of taking office (4th Monday in April). Wis. Stat. §§ 120.05(1)(d), 120.06(2), (4).

No person may hold any state or local elected office in Wisconsin if the person has been convicted of a felony in any court in the United States unless the person has been pardoned of the conviction. No person may have his/her name placed on the ballot for any state or local elected office in Wisconsin if the person has been convicted of a felony in any court in the United States unless the person has been pardoned of the conviction. Article XIII, Section 3 (2), (3), Wis. Constitution.

Qualified elector is defined in Wis. Stat. § 6.02, as a U.S. citizen, 18 years of age or older, who has resided in the election district for at least 10 consecutive days before any election at which he or she offers to vote (and who is not disqualified by virtue of one or more of the impediments described in Wis. Stat. § 6.03).

WHAT IS THE KEY WORK OF SCHOOL BOARDS?

The National School Board Association's Key Work model focuses on five areas that provide a comprehensive overview of a school board's **critical** governance responsibilities.

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

ACCOUNTABILITY: Accountability means measuring and judging how well the district is putting the vision into practice and making progress on key goals. Accountability starts with (1) the adoption of goals and academic and other standards, and (2) the assignment of responsibility and authority. Data and other assessments are used as a tool. Success is acknowledged and rewarded, while any lack of success drives change and improvement efforts. School boards and individual board members also must be accountable, including by modeling desired behaviors and by establishing standards for and evaluating the board’s own internal operations and performance.

POLICY: By establishing policies, a school board exercises its collective authority in order to serve students and achieve goals. Policies translate the board’s vision into action and should be closely linked to (and sometimes directly establish) accountability structures and processes. While many policies are written statements that establish and provide direction for staff, students, programs, and operations, the school district budget can be viewed as one type of policy decision. The scope and substance of a board’s policies also reflect and contribute to the ongoing evolution of the board-administrator relationship, including by embodying an understanding of the respective roles of the members of the leadership team.

THE BOARD-ADMINISTRATOR RELATIONSHIP: Research has shown that the board-administrator relationship is critical to the success of a school district. Both the school board and the superintendent have essential leadership roles that are interconnected but different. In simplistic terms, and keeping in mind that close collaboration is needed, the school board has the final authority to determine what needs to happen, and the district administrator and staff are given a degree of leeway to determine how to make it happen. In order for the members of the leadership team to have a productive relationship that promotes public confidence in the school district, each individual member of the team must understand the unique roles and responsibilities of their position. Shared goals and clear policies can help to define roles and build a strong, collaborative relationship. In nearly all districts, issues will arise that will cause the leadership team to discuss and recalibrate their mutual understandings of their respective roles. However, effective leadership teams are consistently professional, fair and objective, honest and open, team-oriented, prepared, and respectful.

COMMUNITY LEADERSHIP AND ADVOCACY: Community leadership is demonstrated when a school board and its members act as ambassadors and advocates for district interests. Effective school boards engage the community in an ongoing conversation that is composed of a variety of communication channels and opportunities for participation and interaction. A school district’s public advocacy and community engagement initiatives can provide both formal and informal opportunities to identify and discuss information, ideas, needs, and challenges with a variety of stakeholders. School boards also have to forge relationships and work closely with legislators on legislative proposals that affect education, school funding, and a variety of other issues. School board members have a prominent role to play in telling their school district’s story and in listening to stakeholders. Such communication can help to build support for the district and its students.

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

WHAT FORMS NEED TO BE FILED TO RUN FOR SCHOOL BOARD?

[CF-1 Campaign Registration Statement](#)

[EL-162SD Declaration of Candidacy Form](#)

Refer to the following checklist for guidance: [ELIS-5 Ballot Access Checklist for School District Candidates](#)

Refer to the following campaign finance checklist for guidance: [ETIS-8 Campaign Finance Checklist](#)

Local candidates should visit the [Wisconsin Elections Commission](#) and [State of Wisconsin Ethics Commission](#) webpages for information about elections and campaign finance reporting requirements.

WHERE ARE FORMS AVAILABLE? Candidates can access the necessary forms electronically from the links above, or paper forms can be picked up at the School District Office, 201 Park Street, Fort Atkinson,, between the hours of 7:30 a.m. – 4:00 p.m., Monday through Friday. The paper forms will be available in the School District office from now through December 23 and on December 26-30, 2019, and January 2, 2020, through January 7, 2020 at 5:00 p.m.. On January 7, 2020, the office will be open until 5:00 p.m., for the filing of forms.

HOW MANY CANDIDATES MAY FILE? If more than six candidates file for the seats, a February 18, 2020, primary will be held with the top vote recipients placed on the April 7, 2020 ballot.

MORE INFORMATION: [See former Board President Beth McLaughlin's communication.](#)