

COVER FOR OFFICIAL FILE
SCHOOL DISTRICT BOUNDARY APPEAL BOARD

File No: 2024-10
From: Reedsville School District
To: Wrightstown Community School District

Appellant(s): Austin and Eileen Weber
Address: 3066 Hill Road
Greenleaf, WI 54126

SDBAB Hearing

Date: Thursday, May 9, 2024
Time: 10:00 AM
Location: Via Videoconferencing on Microsoft Teams
+1 608-620-9781 , Conference ID: 243 991 744#

School District Boundary Appeal Panel (Board) Members:

1. Wendi Stitzer, CESA 3 (small)
2. Dawn Van Aacken, CESA 1 (medium)
3. Gregory Ardrey, CESA 2 (large)

Chair: Kathy Fry



Public Notice of Open Meeting

STATE OF WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION
SCHOOL DISTRICT BOUNDARY APPEAL BOARD
PUBLIC MEETING

TIME	10:00 AM
DATE	May 9, 2024
LOCATION	Via video conference on Microsoft Teams +1 608-620-9781 , Conference ID: 243 991 744#
PURPOSE	School District Boundary Appeal No. 2024-10 Reedsville School District Wrightstown Community School District The School District Boundary Appeal Board will meet to hear testimony and take action on the proposed reorganization of territory, as provided under Wis. Stat. sec. 117.12(4).
FURTHER INFORMATION	Kathy Fry, Secretary School District Boundary Appeal Board (608) 224-5343

This meeting site is accessible to persons with physical disabilities. Any person requiring other special accommodations because of a disability should contact Kathy Fry at (608) 224-5343 in advance of the hearing date.

SDBAB Hearing Agenda

1. Call Meeting to Order
2. Introduction of the Appeal Panel Members
3. Selection of Recording Secretary
4. Introduction of Others Present
 - a. Oaths Administered to the School District Boundary Appeal Board Members (unless previously completed)
5. Summary of Procedures to Be Followed
 - a. Adoption of the Standards - Decisions by this appeal panel are to be based on the criteria for school district reorganization set forth in Section 117.15, Wisconsin Statutes.
 - b. Statement of Chair Concerning Appeal Information Materials (*directed to Appeal Panel*)
 - c. Overview by Appeal Chair
 - d. General Comments by Chair
6. Proponents of the Appeal (Petitioner and Attaching School District)
7. Opponents of the Appeal (Detaching School District)
8. Opportunities for Additional Information– Questions from the Appeal Panel for Proponents or Opponents of the Appeal
9. Closing of Formal Presentations
10. Deliberations by the Appeal Panel
 - a. The Alternative Decisions
 - b. The Ballots (paper or voice vote)
 - c. Tabulation of the Ballots (paper); Announce Tally (voice vote)
 - d. Formalizing the Rationale for the Vote
11. Call for a Motion to Adjourn

the number of electors who voted for governor at the last general election in that area.

(b) If the area does not coincide with a municipality or part thereof for which election statistics are kept, the number of electors shall be determined as follows:

1. The area of the school district in square miles shall be divided by the area of the municipality in square miles in which it lies.

2. The vote for governor at the last general election in the municipality within which the school district lies shall be multiplied by the quotient determined under subd. 1. to determine the required number of electors.

(c) If a school district is in more than one municipality, the method of determination under par. (b) shall be used for each part of the school district which constitutes only a fractional part of any area for which election statistics are kept.

History: 1973 c. 90; 1975 c. 115, 189; 1977 c. 29, 206; 1979 c. 89, 301; 1983 a. 27, 189; 1985 a. 29, 225, 332; 1987 a. 46; 1993 a. 27; 2009 a. 42; 2013 a. 257.

SUBCHAPTER II

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Cross-reference: See also *PI*, Wis. adm. code.

115.28 General duties. The state superintendent shall:

(1) **GENERAL SUPERVISION.** Ascertain the condition of the public schools, stimulate interest in education and spread as widely as possible a knowledge of the means and methods which may be employed to improve the schools.

(2) **SECTARIANISM.** Exclude all sectarian books and instruction from the public schools.

(3) **SUPERVISION OF SCHOOLS.** Supervise and inspect the public schools and day schools for children with disabilities, advise the principals and local authorities thereof and give assistance in organizing such schools.

(3m) **SUPERVISION OF COOPERATIVE EDUCATIONAL SERVICE AGENCIES; RULES.** (a) Supervise and audit the receipts and expenditures of the cooperative educational service agencies, conduct program review of the agencies, supervise boundary reorganization where necessary, advise the administrators of the agencies and provide assistance in organizing the agencies throughout the state.

(b) Promulgate rules establishing procedures for the reorganization of cooperative educational service agencies and boundary appeals.

(4) **PUBLIC INFORMATION.** By reports, bulletins, circulars, correspondence and public addresses, give the public information upon the different methods of school organization and management and the subject of education generally.

(5) **APPEALS.** Examine and determine all appeals which by law are made to the state superintendent and prescribe rules of practice in respect thereto, not inconsistent with law.

Cross-reference: See also ch. *PI 1*, Wis. adm. code.

(6) **ANNUAL CONVENTIONS.** Annually, hold conventions of school district administrators, supervisors and agency coordinators.

(7) **LICENSING OF TEACHERS.** (a) License all teachers for the public schools of the state; make rules establishing standards of attainment and procedures for the examination and licensing of teachers within the limits prescribed in ss. 118.19 (2) and (3), 118.191, 118.1915, 118.192, 118.193, 118.194, 118.195, and 118.197; prescribe by rule standards, requirements, and procedures for the approval of teacher preparatory programs leading to licensure, including a requirement that, beginning on July 1, 2012, and annually thereafter, each teacher preparatory program located in this state shall submit to the department a list of individuals who have completed the program and who have been recommended by the program for licensure under this subsection, together with each individual's date of program completion, from each term or

semester of the program's most recently completed academic year; file in the state superintendent's office all papers relating to state teachers' licenses; and register each such license.

(b) Subject to the same rules and laws concerning qualifications of applicants and granting and revocation of licenses or certificates under par. (a), the state superintendent shall grant certificates and licenses to teachers in private schools and tribal schools, except that teaching experience requirements for such certificates and licenses may be fulfilled by teaching experience in public, private, or tribal schools. An applicant is not eligible for a license or certificate unless the state superintendent finds that the private school or tribal school in which the applicant taught offered an adequate educational program during the period of the applicant's teaching therein. Private schools are not obligated to employ only licensed or certified teachers.

(c) Subject to s. 118.19 (4m), license and make rules for the examination and licensing of persons, including teachers, employed to provide publicly funded special education and related services, as those terms are defined in s. 115.76 (14) and (15).

(d) Annually, establish fees for the certification or licensure of school and public library personnel sufficient to fund certification and licensing administrative costs.

(e) 1. In this paragraph, "alternative education program" means an instructional program, approved by the school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school, a tribal school, or a home-based private educational program.

2. Promulgate rules establishing requirements for licensure as an alternative education program teacher and for the approval of teacher education programs leading to licensure as an alternative education program teacher. The rules shall encompass the teaching of multiple subjects or grade levels or both, as determined by the state superintendent. The rules may require teacher education programs to grant credit towards licensure as an alternative education program teacher for relevant experience or demonstrated proficiency in relevant skills and knowledge.

Cross-reference: See also ch. *PI 34*, Wis. adm. code.

(f) The department may not charge a fee for the issuance of a license, permit, or certificate to an individual who is eligible for the veterans fee waiver program under s. 45.44.

(g) Notwithstanding s. 118.19 (3), (4m), (6) to (9), (12), and (14), grant a charter school teaching license to any person who has a bachelor's degree and demonstrates, based upon criteria established by the department, that the person is proficient in the subject or subjects that he or she intends to teach. The license authorizes the person to teach that subject or those subjects in a charter school.

(gm) Notwithstanding s. 118.19 (8), (9), and (11), grant an initial charter school principal license to any person who is licensed, or otherwise credentialed, to be a school principal in another state if the person holds the license or other credential in good standing, has completed at least 3 years of full-time classroom teaching, and is eligible for licensure under s. 118.19 (4) and (10). The license authorizes the person to be a principal of a charter school.

(h) Promulgate a rule requiring an applicant for a license to provide his or her home address.

(7g) **EVALUATION OF TEACHER PREPARATORY PROGRAMS.** (a) The department shall, in consultation with the governor's office, the chairpersons of the committees in the assembly and senate whose subject matter is elementary and secondary education and ranking members of those committees, the Board of Regents of the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities, do all of the following:

SUBCHAPTER II
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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(2) **SECTARIANISM.** Exclude all sectarian books and instruction from the public schools.

(3) **SUPERVISION OF SCHOOLS.** Supervise and inspect the public schools and day schools for children with disabilities, advise the principals and local authorities thereof and give assistance in organizing such schools.

(3m) **SUPERVISION OF COOPERATIVE EDUCATIONAL SERVICE AGENCIES; RULES.** (a) Supervise and audit the receipts and expenditures of the cooperative educational service agencies, conduct program review of the agencies, supervise boundary reorganization where necessary, advise the administrators of the agencies and provide assistance in organizing the agencies throughout the state.

(b) Promulgate rules establishing procedures for the reorganization of cooperative educational service agencies and boundary appeals.

(4) **PUBLIC INFORMATION.** By reports, bulletins, circulars, correspondence and public addresses, give the public information upon the different methods of school organization and management and the subject of education generally.

(5) **APPEALS.** Examine and determine all appeals which by law are made to the state superintendent and prescribe rules of practice in respect thereto, not inconsistent with law.

(6) **ANNUAL CONVENTIONS.** Annually, hold conventions of school district administrators, supervisors and agency coordinators.

assessed valuation divided by the assessment ratio of the taxation district, file a petition with the secretary of the board requesting board review of the proposed reorganization.

(b) If a petition requesting review is filed under par. (a) 1., the secretary of the board shall immediately notify the school board of the other affected school district and each of the owners of territory in the annexed territory. If a petition requesting review is filed under par. (a) 2., the secretary of the board shall immediately notify the school board of each affected school district. Before the following January 15, the board shall issue an order either affirming the denial of the proposed reorganization or detaching all or part of the annexed territory described in the resolution or petition under sub. (2) from the school district in which it is located and attaching it to the municipal school district. The board's order shall be in writing, shall include a statement of reasons for the order and shall be filed as provided under s. 117.17 (2). If the board orders territory detached from the school district in which it is located and attached to the municipal school district, the reorganization shall take effect on the following July 1.

History: 1989 a. 114; 1991 a. 269; 1999 a. 150; 2007 a. 43; 2017 a. 207 s. 5.

117.14 Appeal to court. (1) Any person aggrieved by the denial of a consolidation under s. 117.08 (2) or 117.09 (2), the granting of a detachment and attachment of territory under s. 117.11 (3) or any order of the board or an appeal panel under this chapter may, within 30 days after copies of the order are filed with the secretary of the board under s. 117.17 (2), appeal the order to a circuit court as follows:

(a) If the order is issued under ss. 117.08, 117.09 or 117.10, the appeal shall be filed with the circuit court of any county in which any territory of any affected school district is located.

(b) If the order is issued under ss. 117.105 to 117.132, the appeal shall be filed with the circuit court of any county in which any of the territory proposed to be detached from one school district and attached to, or included in, another school district is located or with the circuit court of any county in which any territory of the school district to which the territory is proposed to be attached, or the school district that is proposed to be created, is located.

(1m) Any person aggrieved by an order resolving a boundary dispute under s. 117.35 (3) may, within 30 days after copies of the order are filed with the secretary of the board under s. 117.17 (2), appeal the order to circuit court. The appeal shall be filed with the circuit court of any county in which any portion of the disputed territory is located.

(2) A person appealing under this section shall serve a written notice of appeal stating specifically the grounds upon which the appeal is based on the secretary of the board and file the notice with the clerk of the circuit court.

History: 1989 a. 114, 287; 1997 a. 286; 1999 a. 18.

117.15 Criteria for school district reorganizations. In making any decision under ss. 117.08 to 117.132, a school board, the board and an appeal panel shall consider the following factors as they affect the educational welfare of all of the children residing in all of the affected school districts, and may consider other appropriate factors:

(1) The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.

(2) The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.

(2m) If territory is proposed to be detached from one school district and attached to an adjoining school district or proposed to be included in a new school district under s. 117.105, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is

proposed to be detached, including both curricular and extracurricular aspects of that program.

(3) The testimony of and written statements filed by the residents of the affected school districts.

(4) The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.

(5) Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

(6) The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district, in territory proposed to be included in a new school district under s. 117.105 or in school districts proposed to be consolidated or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153 (1) (a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.

(7) The results of any referendum held under s. 117.10.

History: 1989 a. 114, 287; 1997 a. 286.

On review of a decision under this section, the only issues to be considered are whether the reorganization authority acted within its jurisdiction and whether the determination was arbitrary and capricious. While an authority is bound to consider all the factors enumerated in this section, it may consider information from other sources, including matters within its knowledge and expertise. *School District of Waukesha v. School District Boundary Appeal Board*, 201 Wis. 2d 109, 548 N.W.2d 122 (Ct. App. 1996), 95-0905.

117.17 Reorganization order. (1) CONTENTS; EFFECTIVE DATE.

(a) Every order of school district reorganization under s. 117.08, 117.09 or 117.105 that creates a new school district shall state the school districts which are dissolved or from which territory is detached to create the new school district, name the new school district, state the type of school district and the grades to be taught by the new school district pursuant to s. 115.01 (2), (3) and (5), designate the number of school board members under s. 120.01 or 120.41, designate the terms of initial members of the school board under s. 120.02 (3) (a), designate the method of election of school board members under s. 120.06 or 120.42, direct the election of school board members under s. 120.06 or 120.42, insofar as applicable, designate the date of the first election of school board members, as provided under s. 117.22 (2) (b), and fix the time and place for the first annual meeting of the new school district, if one is to be held. The secretary of the board shall give notice of the first annual meeting, if one is to be held, under s. 120.08 (1) (c), and shall designate a person to act as temporary chairperson of the annual meeting until a chairperson is elected.

(b) Every order of school district reorganization under s. 117.10 that dissolves a school district shall state the school district that is dissolved and describe the territory, assets and liabilities of the school district. Every order of school district reorganization issued under s. 117.10 (4) shall describe the territory, assets and liabilities allocated to each other school district under that subsection.

(bm) Every order of school district reorganization under s. 117.105 shall describe the territory of the school districts from which territory is detached to create the new school district, state the school district created by the order and describe the territory of the school district created by the order.

(c) Every order of school district reorganization under ss. 117.11 to 117.132 shall state the school districts from which any territory is detached and the school district to which any territory is attached and describe the territory.

(d) Every order of school district reorganization and every order under s. 117.35 (3) shall state the date on which it is to take effect. The date shall be as specified under ss. 117.08 to 117.132, 117.27 (1) and 117.35 (3). If an appeal is made to court under s. 117.14, the court may stay enforcement under s. 227.54 of the

117.15 Criteria for school district reorganizations. In making any decision under ss. 117.08 to 117.132, a school board, the board and an appeal panel shall consider the following factors as they affect the educational welfare of all of the children residing in all of the affected school districts, and may consider other appropriate factors:

(1) The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.

(2) The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.

(2m) If territory is proposed to be detached from one school district and attached to an adjoining school district or proposed to be included in a new school district under s. 117.105, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program.

(3) The testimony of and written statements filed by the residents of the affected school districts.

(4) The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.

(5) Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

(6) The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district, in territory proposed to be included in a new school district under s. 117.105 or in school districts proposed to be consolidated or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153(1)(a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.

(7) The results of any referendum held under s. 117.10.

Chronology of Events – Petition for School District Reorganization

School District Boundary Appeal Board Panel, 2022-23

Wisconsin Department of Public Instruction

File # 2024-10

Petitioner(s) Austin and Eileen Webster

Detaching District Reedsville School District

Attaching District Wrightstown Community School District

12/20/2023	The detaching district received the petition.
2/14/2024	The school board of the attaching district approved the reorganization.
2/19/2024	The school board of the detaching district denied the reorganization.
2/21/2024	The petitioner was notified about the right to appeal.
2/27/2024	An appeal request was received from the petitioner.
5/9/2024	Date of Appeal Hearing
10:00 AM	Time of Hearing
Virtual via Teams	Location of Hearing
	Hosted in Madison, Wisconsin
4	Number of Students on the Property

Source of Information: Official documents filed with the Secretary of the School District Boundary Appeal Board by the school districts, minutes of school board hearings, if held; documents and reports submitted by the school districts.

Official File: Available from the Secretary of the School District Boundary Appeal Board in advance of, or at the time of, the School District Boundary Appeal Board hearing.

Financial information about the districts can be found in the DPI material section of the appeal packets.

**MATERIALS
FROM
PETITIONER**

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/sfs/support/reorganization/detachment/small-territory-owner> on the DPI website for more information. The petition must be submitted to the school district **BEFORE FEBRUARY 1**.

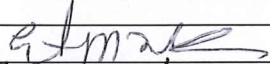

SECTION 1 - TO BE COMPLETED BY THE PERSON SUBMITTING THIS PETITION (please print or type)

Petitioner Name(s) Austin & Eileen Webster
 Address (street, city, zip) 3066 Hill Road Greenleaf, WI 54126
 Phone Number 920-680-5732 E-mail austinelwebster@gmail.com

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS: (m616) 44.036 Ac m/L NW 1/4 NE 1/4 Sec 30 T21 N R21 EX RD & PRT OF NE 1/4 NW 1/4 Sec 30 As Desc In 2743195
(m619) 15.543 AC m/L E 1/2 NE 1/4 NW 1/4 Sec 30 T21 N R21 E EX RD EX 2743195

(If more space is needed to describe the property, attach additional pages)

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the above described territory, file this petition to detach the above described territory FROM the Reedsville School District and to attach it TO the Wrightstown School District.

(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)			
SIGNATURE(S)		DATE	Property Owner	Elector	Both Owner and Elector
1.	 (Eileen M. Webster)	12/12/23			X
2.	 (Austin P. Webster)	12/12/23			X

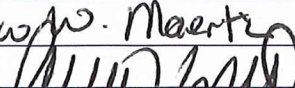
SECTION 2 - TO BE COMPLETED BY THE CLERK OF THE MUNICIPALITY IN WHICH THE TERRITORY IS LOCATED - (please print or type)

The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)		YES	X	NO
School District where territory is located	<u>Reedsville</u>	Value of Property	<u>m616 - 769,500 / m619 1100</u>	
Municipality where territory is located	<u>Morrison</u>	Year Value was Determined	<u>2023</u>	
County where territory is located	<u>Brown</u>	Assessment Ratio		

I, the undersigned, certify that the property description in Section 1 is sufficient to determine its location and value and that the information entered above in Section 2 is correct.

SIGNATURE OF MUNICIPAL CLERK		<u>Colleen Magley</u>	Date:	<u>12/14/23</u>
Name of Clerk (please print)		<u>Colleen Magley</u>		
Mailing Address		<u>4207 Hill Rd Greenleaf WI 54126</u>		
Phone Number	<u>920-864-2388</u>	E-mail Address	<u>morrisontownhall@gmail.com</u>	

SECTION 3 - TO BE COMPLETED BY THE CLERK OF THE SCHOOL DISTRICT IN WHICH THE TERRITORY IS LOCATED - (please print or type)

District receiving petition		Date received	
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 rd Friday in September or 2 nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>4</u>
Name of School District Clerk (please print)	<u>Andrew W. Maertz</u>	Phone	<u>920-754-4341</u>
SIGNATURE OF SCHOOL DISTRICT CLERK			

After completing Section 3 the clerk of the detaching school district must send a certified copy (a document with original signatures or a photocopy accompanied by a Certificate of True Copy) of this petition to the school board of the school district to which the property is proposed to be attached and also to :

Secretary, School District Boundary Appeal Board
 Department of Public Instruction
 PO Box 7841
 Madison, WI 53707-7841

(For more information contact Kathy Fry, (608) 224-5343, Kathleen.Fry@dpi.wi.gov. Both districts must act on this petition by March 1.)

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory **FROM** the Reedsville School District and to attach it **TO** the Wrightstown School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<u>Debra Klug</u>	<u>M-619</u>	<u>12.12.23</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Address (street, city, zip): <u>7898 Morrison Rd Greenleaf 54126</u>					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
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Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

Example template provided by DPI

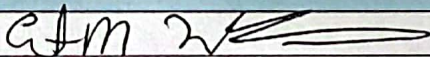
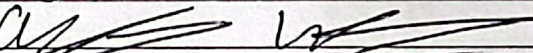
REQUEST FOR REVIEW OR APPEAL

SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

- Provide complete contact information for the person or persons initiating this request for review.
- Submit the request to the Secretary of the School District Boundary Appeal Board (see address below) **BEFORE THE DEADLINE SHOWN ON THE COVER LETTER.**
- **Include a check or money order for the amount specified to cover the costs of convening the Board or Appeal Panel.** (Section 117.05(9) of the Wisconsin state statutes authorizes the state superintendent to charge a fee to reimburse the department for the costs of any review or appeal.)
- If there are multiple individuals requesting this review, page 2 may be used for the additional names and signatures (make sure the entire page gets copied).
- For more information see the DPI website at <https://dpi.wi.gov/sfs/support/reorganization/detachment/small-territory-board> or contact Kathy Fry at (608) 224-5343 or via email, Kathleen.Fry@dpi.wi.gov.

INFORMATION PROVIDED BY THE REQUESTER (please print or type)			
Name(s): Austin & Eileen Webster			
Mailing Address (street, city, zip): 3066 Hill Road Greenleaf, WI 54126			
Phone Number	920-680-5732	E-mail Address	austinellieweb@gmail.com
In which School District is the property located?		Reedsville	
What is the File # for the Petition?		2024-10	

I/we, the undersigned, file this petition for review or notice of appeal for the file or order identified above.

(Use page 2 for additional signatures if there are multiple requesters)	(For each signature check one)			
SIGNATURE(S) of requester identified above	DATE	Property Owner	Elector	Both Owner and Elector
1. 	02/22/2024	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. 	02/22/2024	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pursuant to the provisions of Chapter 117, Wisconsin statutes, the signers of this request represent (check only one):

- A majority of the electors residing in the territory proposed for detachment
- The owners of 50 percent or more of the territory proposed for detachment

Mail the required filing fee, along with this request, to:	Secretary, School District Boundary Appeal Board Department of Public Instruction PO Box 7841 Madison, WI 53707-7841
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**MATERIALS
FROM
DETACHING
DISTRICT**



**Monday, February 19, 2024
Regular Board Meeting**

5:30 pm - Policy Review
6:30 pm - Regular Meeting
Reedsville Elementary School Library

1. Opening

Subject **1.01 Call to order**

Meeting Feb 19, 2024 - Regular Board Meeting

Category 1. Opening

Access Public

Type Action, Procedural

Subject **1.02 Roll call**

Meeting Feb 19, 2024 - Regular Board Meeting

Category 1. Opening

Access Public

Type Procedural

Subject **1.03 Pledge of Allegiance**

Meeting Feb 19, 2024 - Regular Board Meeting

Category 1. Opening

Access Public

Type Procedural

2. School Board Policy Review

Subject **2.01 2nd Reading - 6000 Series (6108-6830)**

Meeting Feb 19, 2024 - Regular Board Meeting

Category 2. School Board Policy Review

Access Public

Type Action, Discussion

1st Reading of 6000 Series (6108-6830).

Executive File Attachments

[6108.pdf \(148 KB\)](#)
[6110.pdf \(196 KB\)](#)
[6111.pdf \(145 KB\)](#)
[6114.pdf \(223 KB\)](#)
[6116.pdf \(162 KB\)](#)
[6120.pdf \(133 KB\)](#)
[6144.pdf \(159 KB\)](#)
[6146.pdf \(183 KB\)](#)
[6147.pdf \(161 KB\)](#)
[6151.pdf \(131 KB\)](#)
[6152.01.pdf \(172 KB\)](#)
[6152.pdf \(157 KB\)](#)
[6220.pdf \(137 KB\)](#)
[6230.pdf \(159 KB\)](#)
[6235.pdf \(160 KB\)](#)
[6320.pdf \(201 KB\)](#)
[6325.pdf \(262 KB\)](#)
[6330.pdf \(136 KB\)](#)
[6423.pdf \(150 KB\)](#)
[6440.pdf \(147 KB\)](#)
[6450.pdf \(138 KB\)](#)
[6470.pdf \(136 KB\)](#)
[6510.pdf \(141 KB\)](#)
[6520.pdf \(153 KB\)](#)
[6605.pdf \(150 KB\)](#)
[6610.pdf \(164 KB\)](#)
[6630.pdf \(148 KB\)](#)
[6670.pdf \(142 KB\)](#)
[6700.pdf \(173 KB\)](#)
[6800.pdf \(194 KB\)](#)
[6830.pdf \(138 KB\)](#)
[BoardDocs® LT.pdf \(152 KB\)](#)

3. Staff/Student Presentations

Subject	3.01 Kindergarten - ELA presentation
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	3. Staff/Student Presentations
Access	Public
Type	Information

The school board will travel to Mrs. Tabitha Hetue's classroom for a presentation on our new ELA curriculum.

4. Public Input

Subject	4.01 Public Input per Board Policy
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	4. Public Input

Access Public
Type Procedural

[Board Policy regarding Public Input](#)

Subject **4.02 Approval of Agenda**
Meeting Feb 19, 2024 - Regular Board Meeting
Category 4. Public Input
Access Public
Type Action

5. Consent Agenda

Subject **5.01 Payment of bills**
Meeting Feb 19, 2024 - Regular Board Meeting
Category 5. Consent Agenda
Access Public
Type Action

Executive Content

You will see a number of names on the bills this month. Amy has been working to clean up our lunch accounts and we contacted people about reimbursing inactive accounts.

Executive File Attachments
[BMO Statement 5655 20240120.pdf \(77 KB\)](#)
[JanFeb SB bills.pdf \(216 KB\)](#)

Subject **5.02 Approval of Minutes 1/15/24**
Meeting Feb 19, 2024 - Regular Board Meeting
Category 5. Consent Agenda
Access Public
Type Minutes
Minutes [View Minutes](#) for Jan 15, 2024 - Regular Board Meeting

Subject **5.03 Approval of Minutes 2/6/24**
Meeting Feb 19, 2024 - Regular Board Meeting
Category 5. Consent Agenda
Access Public

Type	Minutes
Minutes	View Minutes for Feb 6, 2024 - Special Board Meeting
Subject	5.04 Staff Resignation(s)
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	5. Consent Agenda
Access	Public
Type	Action (Consent)

Connie Kimmes - Special Education Teacher (end of year)

Executive Content

Connie's resignation is attached. She voluntarily stopped her licensing program and therefore did not have a path to continued licensure for the 2024-25 school year. She would like to maintain employment in the district and when openings are available, she will be notified.

We are analyzing 2024-25 caseloads and when complete, we will decide whether or not to post the position.

Executive File Attachments
[connie kimmes resignation.pdf \(33 KB\)](#)

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

Subject	5.05 Employment Announcement(s)
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	5. Consent Agenda
Access	Public
Type	Action

Subject	5.06 Consent Vote
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	5. Consent Agenda
Access	Public
Type	Action (Consent)
Recommended Action	Motion to approve consent agenda items

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been

provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

6. Discussion

Subject	6.01 Spring 2024 Election
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	6. Discussion
Access	Public
Type	Discussion

The School Board will discuss the 2024 Spring Election timeline and receive information regarding it.

2024 - Seats up for Election:
 Chuck Yohanek (3-year term)
 John Schwahn (3-year term)

Both Chuck Yohanek and John Schwahn filed candidacy paperwork. John was selected to be on the ballot first. All necessary reporting to Manitowoc and Brown County occurred.

Spring General Election - April 2, 2024

Subject	6.02 Insurance Discussion
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	6. Discussion
Access	Public
Type	Discussion

The board will discuss employee insurance.

7. Action Items

Subject	7.01 Discussion/Action - Public Hearing Regarding Petition to Modify School District Boundaries by the Attachment/Detachment of Territory (Pantzlaff)
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	7. Action Items
Access	Public
Type	Action

The Reedsville School District received a petition pursuant to Wisconsin Statute §117.12, which allows for the detachment of territory from one school district and its attachment to an adjoining school district. In this case, the adjoining school district is Denmark School District. The properties to be detached/attached is: Section. 34, T21N, R22E located at 11320 Fisherville Rd. Reedsville, WI 54230 and owned by Michelle and Nick Pantzlaff

A petition for detachment of a small territory may be filed by a majority of the electors residing in the territory proposed to be detached or by the owner(s) of fifty (50) percent or more of the territory

proposed to be detached. The school boards of the Reedsville School District and Denmark School District may, by the adoption of a resolution, each approve or deny the petition requesting that the territory be detached from the school district in which it is located and attached to the adjoining school district.

The Reedsville School District will conduct a public hearing on this matter on February 19, 2024, at 6:30 p.m. in the Library of Reedsville Elementary School, 350 Park Street, Reedsville, WI 54230. The school district welcomes any feedback from the owners, residents and other community members regarding this petition seeking detachment from the Reedsville School District and attachment to the Denmark

School District and anticipates that the Reedsville Board of Education will take action on the petition at its February 19, 2024, meeting.

Executive Content

The detachment proposal is for the property in the Town of Cooperstown, to be detached from the Reedsville School District and assigned to the Denmark School District.

Executive File Attachments

[pantzlaff detachment request.pdf \(499 KB\)](#)

Subject	7.02 Discussion/Action - Public Hearing Regarding Petition to Modify School District Boundaries by the Attachment/Detachment of Territory (Webster)
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	7. Action Items
Access	Public
Type	Action

The Reedsville School District received a petition pursuant to Wisconsin Statute §117.12, which allows for the detachment of territory from one school district and its attachment to an adjoining school district. In this case, the adjoining school district is Wrightstown Community School District. The properties to be detached/attached are: Parcel M-616, located at 3066 Hill Road, Greenleaf, WI 54126 and owned by Eileen and Austin Webster, and Parcel M-619, agricultural land that does not presently include a residence and that is owned by Lesa Klug, who resides at 7898 Morrison Road, Greenleaf, WI 54126.

A petition for detachment of a small territory may be filed by a majority of the electors residing in the territory proposed to be detached or by the owner(s) of fifty (50) percent or more of the territory proposed to be detached. The school boards of the Reedsville School District and Wrightstown Community School District may, by the adoption of a resolution, each approve or deny the petition requesting that the territory be detached from the school district in which it is located and attached to the adjoining school district.

The Reedsville School District will conduct a public hearing on this matter on February 19, 2024, at 6:30 p.m. in the Library of Reedsville Elementary School, 350 Park Street, Reedsville, WI 54230. The school district welcomes any feedback from the owners, residents and other community members regarding this petition seeking detachment from the Reedsville School District and attachment to the Wrightstown Community School District and anticipates that the Reedsville Board of Education will take action on the petition at its February 19, 2024, meeting.

Executive Content

This request is to detach property from the Reedsville School District and attach it to the Wrightstown School District. Austin and Eileen submitted the request.

Executive File Attachments

[webster detachment proposal.pdf \(4,165 KB\)](#)

Subject **7.03 Discussion/Action - Travis Grimm - Softball Coach**

Meeting Feb 19, 2024 - Regular Board Meeting

Category 7. Action Items

Access Public

Type Action

Discussion/Action - Recommendation to hire Travis Grimm as the Head Softball Coach

Executive Content

There were three candidates. One pulled his name out of consideration, the second did not complete the application process, and then Travis.

Eric Seyler, Michael Nate, and Matt Dirkmann interviewed Travis. He has a good deal of youth experience in both softball and baseball. He is passionate about coaching and is excited to join the HS coaching ranks.

Subject **7.04 Discussion/Action - Shawn Eckstein - Head Track and Field Coach**

Meeting Feb 19, 2024 - Regular Board Meeting

Category 7. Action Items

Access Public

Type Action

Discussion/Action - Recommendation to hire Shawn Eckstein as the Head Track and Field Coach

Executive Content

I took the lead with this process. Between Eric and I, we contacted many potential candidates, had it posted on WECAN, and posted it on the track and field coach's association website. After many conversations, Shawn has agreed to be the head coach. We continue to work on the assistants and have a rough idea of who they will be.

Shawn continues to say that this is a short-term fix for which we are grateful, but will need to really look for a long-term solution.

I will continue to be part of these conversations throughout the season to ensure that Shawn has the support needed and promised for him to take this on.

The process was really me reaching out to Shawn and over the course of two sit-down meetings and numerous texts, came to this agreement. Eric worked on this via email/text as well.

Subject **7.05 Discussion/Action - Mike McDaniel Retirement**

Meeting Feb 19, 2024 - Regular Board Meeting

Category 7. Action Items

Access Public

Type Action

Discussion/Action to approve the retirement of Mike McDaniel

Executive File Attachments

[mike mcdaniel retirement.pdf \(20 KB\)](#)

Subject	7.06 Discussion/Action - Boys Hockey Coop
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	7. Action Items
Access	Public
Type	Action

Discussion/Action - Joining Boys Hockey Coop with Manitowoc

Executive Content

Recommendation is to approve the boys hockey coop with the Manitowoc School District. We currently have a girls hockey coop with Xavier and have had boys hockey with Sheboygan in the past.

Schools Involved: Manitowoc Lincoln, Two Rivers, Mishicot, Manitowoc Lutheran, Roncalli, Valders, Reedsville

- Replacing Boys Varsity Hockey co-op that we were in with Sheboygan South
- Manitowoc United had just been JV - numbers have been growing so Forming Varsity & JV Boys Hockey Co-op

Costs - Ice time is paid by the athlete/athlete family. Other costs are divided by the number of players - expected to be around 25. We pay the other costs for the athlete.

8. Reports

Subject	8.01 District Administrator
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	8. Reports
Access	Public
Type	Report

1. Enrollment Update
2. Act 20 Updates - Screener and Training
3. Goal Update
4. 2024-25 staffing
5. Baseball Field Update

Executive File Attachments
[enrollment update.png \(173 KB\)](#)

Subject	8.02 Business Office Report
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	8. Reports

Access Public
Type Information

The board will here updates from Mr. McCulley.

Executive File Attachments
[McCulley Board Report - 2 19 2024.pdf \(321 KB\)](#)

Subject 8.03 Elementary School Principal
Meeting Feb 19, 2024 - Regular Board Meeting
Category 8. Reports
Access Public
Type Information, Report

Elementary Report from Mr. Andy Miller

Executive File Attachments
[Elementary Board Report 2 19.pdf \(6,844 KB\)](#)

Subject 8.04 JR/SR High School Principal
Meeting Feb 19, 2024 - Regular Board Meeting
Category 8. Reports
Access Public
Type Information, Report

JR/SR High School Report from Mrs. Wiese

Executive File Attachments
[Mrs Wiese-February Report.pdf \(56 KB\)](#)

Subject 8.05 Special Education Director
Meeting Feb 19, 2024 - Regular Board Meeting
Category 8. Reports
Access Public
Type Information, Report

Special Education Report from the Special Ed. Department

Executive File Attachments

[February 2024 Report to the Board.pdf \(37 KB\)](#)

Subject	8.06 Board Members
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	8. Reports
Access	Public
Type	Report

9. Closed Session

Subject	9.01 Adjourn into closed session according to SS 19.85 (1) (c)
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	9. Closed Session
Access	Public
Type	Action, Procedural

Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility (2024-25 staffing, contract discussion, and insurance proposal). The Reedsville Board of Education reserves the right to return to open session.

Executive Content

We will adjourn into closed session to discuss superintendent evaluation

10. New Category

Subject	10.01 Discussion/Action - Individual Benefit Proposal
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	10. New Category
Access	Public
Type	Action

Discussion/Action - Individual Benefit Proposal

Executive Content

Michelle is asking for the HRA payout, instead of the three years of health insurance. We will discuss this in closed session and will need to vote on this in open session. Attached is her retirement letter and proposal. Her proposal is in-line with our current policy in our staff handbook. She would take the HRA contribution of \$15,000 for 3 years, instead of insurance at \$65,000 cost to the district. I will support this proposal.

Executive File Attachments

[michelle butturini retirement proposal.pdf \(118 KB\)](#)

11. Adjourn

Subject	11.01 Adjourn
Meeting	Feb 19, 2024 - Regular Board Meeting
Category	11. Adjourn
Access	Public
Type	Action
Recommended Action	Motion to adjourn

Regular Board Meeting (Monday, February 19, 2024)

1. Opening

1.01 Call to order

Vice President - Chuck Yohanek called the meeting to order at 5:30pm

1.02 Roll call

Board Members present - Andrew Maertz, Katie Baroun, John Ebert (arrived at 6:20), John Schwahn, and Chuck Yohanek

Administration Present - Michael Nate, Melissa Wiese, Andy Miller, and Ryan McCulley

1.03 Pledge of Allegiance

2. School Board Policy Review

2.01 2nd Reading - 6000 Series (6108-6830)

The board reviewed the 6000 series updates.

3. Staff/Student Presentations

3.01 Kindergarten - ELA presentation

Mrs. Tabitha Hetue and her students presented for the board and community members on our new CKLA (Language Arts) curriculum.

4. Public Input

4.01 Public Input per Board Policy

4.02 Approval of Agenda - Motion by Katie Baroun, 2nd by John Schwahn to approve the agenda as presented, motion passed, 5-0.

5. Consent Agenda

5.01 Payment of bills

5.02 Approval of Minutes 1/15/24

5.03 Approval of Minutes 2/6/24

5.04 Staff Resignation(s)

5.05 Employment Announcement(s)

5.06 Consent Vote

Motion by Chuck Yohanek, 2nd by Andrew Maertz to approve the consent agenda as presented, motion passed, 5-0.

6. Discussion

6.01 Spring 2024 Election

6.02 Insurance Discussion - Discussion about researching alternative health insurance plans/ideas for the staff.

7. Action Items

7.01 Discussion/Action - Public Hearing Regarding Petition to Modify School District Boundaries by the Attachment/Detachment of Territory (Pantzlaff)

1. Notice of Meeting was read

2. Statutory basis for making decision on the petition (Wis. Stat. 117.12) was read

3. Overview of Criteria for school board considerations was read

4. Overview of the petition was read

5. Opportunity for proponents to speak - Michelle Pantzlaff spoke

6. Opportunity for opponents to speak - none

7. Opportunity for proponents to provide additional information - Michelle Pantzlaff spoke

8. Opportunity for opponents to speak - none

9. Opportunity for school board members to speak - John Ebert and John Schwahn spoke

10. Discussion of alternative decisions presented by Mr. Nate

11. Motion by John Ebert, 2nd by John Schwahn to deny the transfer of the territory described in the petition and adopt a corresponding resolution. That the reorganization requested in the petition filed on November 11, 2023 to detach territory described in said petition from the Reedsville School District and to attach it to the Denmark School District be denied and that a corresponding order be issued and said petition be dismissed. Motion carried, 5-0. Roll call vote - Andrew Maertz - yes, Katie Baroun - yes, John Ebert - yes, John Schwahn - yes, Chuck Yohanek - yes.

7.02 Discussion/Action - Public Hearing Regarding Petition to Modify School District Boundaries by the Attachment/Detachment of Territory (Webster)

1. Notice of Meeting was read

2. Statutory basis for making decision on the petition (Wis. Stat. 117.12) was read

3. Overview of Criteria for school board considerations was read

4. Overview of the petition was read

5. Opportunity for proponents to speak - Eileen Webster spoke

6. Opportunity for opponents to speak - none

7. Opportunity for proponents to provide additional information - none

8. Opportunity for opponents to speak - none

9. Opportunity for school board members to speak - John Ebert and John Schwahn spoke

10. Discussion of alternative decisions presented by Mr. Nate

11. Motion by John Ebert, 2nd by Katie Baroun to deny the transfer of the territory described in the petition and adopt a corresponding resolution. That the reorganization requested in the petition filed on December 14, 2023 to detach territory described in said petition from the Reedsville School District and to attach it to the Wrightstown Community School District be denied and that a corresponding order be issued and said petition be dismissed. Motion carried, 5-0. Roll call vote - Andrew Maertz - yes, Katie Baroun - yes, John Ebert - yes, John Schwahn - yes, Chuck Yohanek - yes.

7.03 Discussion/Action - Travis Grimm - Softball Coach

Motion by John Schwahn, 2nd by Chuck Yohanek to approve Travis Grimm as the Head Softball Coach, motion passed, 5-0

7.04 Discussion/Action - Shawn Eckstein - Head Track and Field Coach

Motion by Katie Baroun, 2nd by John Schwahn to approve Shawn Eckstein as the Head Track and Field Coach, motion passed, 5-0.

7.05 Discussion/Action - Mike McDaniel Retirement

Motion by Andrew Maertz, 2nd by Chuck Yohanek to approve Mike McDaniel retirement, motion passed, 5-0.

7.06 Discussion/Action - Boys Hockey Coop

Motion by Chuck Yohanek, 2nd by Andrew Maertz to approve the Boys Hockey Coop with the Manitowoc School District, motion passed, 5-0.

8. Reports

8.01 District Administrator

8.02 Business Office Report

8.03 Elementary School Principal

8.04 JR/SR High School Principal

8.05 Special Education Director

8.06 Board Members

9. Closed Session

9.01 Adjourn into closed session according to SS 19.85 (1) (c)

Motion by John Schwahn, 2nd by Chuck Yohanek to enter closed session at 8:37 pm. Roll call - Andrew-yes, Katie-yes, John E.-yes, John S.-yes, Chuck-yes.

Motion by Chuck Yohanek, 2nd by Katie to return into open session at 9:28 pm, motion passed, 5-0.

10. Discussion/Action

10.01 Discussion/Action - Individual Benefit Proposal

Motion by Chuck Yohanek, 2nd by Katie Baroun to approve the individual benefit proposal, motion passed, 4-1, roll call vote - Andrew-yes, Katie-yes, John E.-no, John S.-yes, Chuck-yes.

11. Adjourn

11.01 Adjourn

Motion by Chuck Yohanek, 2nd by Andrew Maertz to adjourn the meeting at 9:30 pm, motion passed, 5-0.

**SCHOOL BOARD
RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER**

WHEREAS, a meeting of the school board of the Reedsville School District
was held on February 19, 20 24, and
legal name of school district

WHEREAS, a petition has been filed with the clerk of the school board, pursuant to s. 117.11-13,
Wis Stats., proposing Parcel M-616-3066 Hill Rd., Greenleaf, WI 54126
identify proposed reorganization per petition or resolution
- Parcel M619 detach from Reedsville School District + attach to
the Wrightstown Community School District, and

WHEREAS, a public hearing has been held on the proposed reorganization by the school board pursuant to
s. 117.11-13, Wis Stats.,


NOW, THEREFORE, BE IT RESOLVED that an order be issued and filed (**granting or denying**) the
(choose one)
petition upon which said hearing has been held.

Introduced by: John Ebert

Seconded by: Katie Baroun

Vote: Yes 5 No 0

Dated this 19th day of February, 2024



Reedsville School District
Clerk

SCHOOL BOARD OF

Reedsville

SCHOOL DISTRICT

ORDER OF DENIAL

The School Board of the Reedsville School District, under the authority of Ch. 117, Wis. Stats., and in compliance with a resolution adopted at a meeting of the school board held at

350 Park St., Reedsville, WI 54230

building address

at 6:30 p.m./a.m. on the 19 day of February, 20 24, hereby order that the action requested in the petition upon which the hearing was held be denied. The petition requested that the following described territory, to wit: Parcel M-616 + Parcel M619 - Town of Morrison in

Brown County

Sec 30 T21N R21 + Sec 30 T21N R21E

please print or type legal description of territory

be detached from the Reedsville School District and said described territory attached to the Wrightston School District.

Handwritten signatures of board members: Chuck Yohanesek, John Schwahn, John Ebert, Katie Baroun, Andrew Maertz.

signatures of board members

Date 2/19/2024 date signed

Reedsville School District legal name of school district

Order received by School District Boundary Appeal Board on February 19, 20 24. Andrew Maertz, Secretary, School District Boundary Appeal Board

Note: Within five (5) days after this order is made, a certified true copy of the order must be filed with:

Secretary, School District Boundary Appeal Board
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841


CERTIFICATE OF TRUE COPY - PETITIONS

State of Wisconsin)
)ss
Manitowoc County)

I, Andrew Maertz, clerk of the Reedsville

School District, hereby certify that I have carefully compared the attached copy of the petition to alter school district boundaries made and filed by Austin-Eileen Webster on 12/12, 20 23, with the original which is now on file in the district office of Reedsville School District as required by law. I further certify that the same is a true and correct copy of said original.

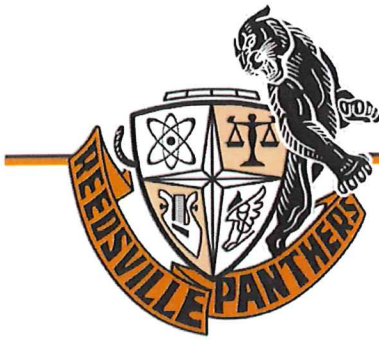
Signed this 20th day of December, 20 23.


_____, Clerk
Reedsville School District

NOTE: The original Petition to Alter School District Boundaries and the original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the petition and mailed to:

Secretary, School District Boundary Appeal Board
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841



Reedsville School District

P.O. Box 340, Reedsville, Wisconsin 54320-0340
(920) 754-4341 • www.reedsville.k12.wi.us

February 14, 2024

Eileen Webster
Austin Webster
3066 Hill Road
Greenleaf, WI 54126

Re: Notice of Boundary Detachment Hearing

Dear Mr. & Mrs. Webster:

As you know, you filed a petition on December 14, 2023, to detach certain parcels located in Brown County, Town of Morrison, from the Reedsville School District to the Wrightstown Community School District.

Reedsville School District and Wrightstown Community School District have proposed a resolution to alter the school district boundaries for these parcels.

Specifically, the resolution proposes that parcels M-616 and M-619 be detached from the Reedsville School District and be attached to Wrightstown Community School District. We are officially informing you of our District's school board meeting to consider this resolution.

At this meeting, our District's Board of Education will offer you an opportunity to be heard so it may consider your petition to detach the parcels from the Reedsville School District and attach them to the Wrightstown Community School District. The Board will also offer other owners, residents, and other community members an opportunity to be heard regarding this reorganization.

The public hearing on this matter is scheduled for February 19, 2024, at 6:30 p.m. in the Library of Reedsville Elementary School, 350 Park Street, Reedsville, WI 54230. The Board will take action on the resolution at this meeting.

If you have any questions, please contact our office at 920-754-4341.

Sincerely,

Michael Nate
Superintendent
Reedsville School District

Mailed on 2/14/24

Webster

**HEARING ON PETITION TO ALTER SCHOOL DISTRICT
BOUNDARIES
REEDSVILLE SCHOOL DISTRICT**

February 19, 2024

AGENDA

1. Call meeting to order
2. Identification of Chairperson
3. Secretary reads notice of meeting
4. Introduction of present school board members
5. Statutory basis for making a decision on the petition (Wis. Stat. 117.12) - Read
6. Overview of criteria for school board to consider in school district reorganizations (Wis. Stat. 117.15)
 - a. In making any decision under ss. 117.08 to 117.132, a school board, the board and an appeal panel shall consider the following factors as they affect the educational welfare of all of the children residing in all of the affected school districts, **and may consider other appropriate factors:**
 - i. The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.
 - ii. The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.
 - iii. If territory is proposed to be detached from one school district and attached to an adjoining school district or proposed to be included in a new school district under s. 117.105, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program.

Review

iv. The testimony of and written statements filed by the residents of the affected school districts.

v. The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.

vi. Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

vii. The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district, in territory proposed to be included in a new school district under s. 117.105 or in school districts proposed to be consolidated or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153 (1) (a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.

viii. The results of any referendum held under s. 117.10.

ix. In reaching its decision, the school board may consider and weigh other appropriate factors as needed.

7. Overview of the petition by the Chair including:

a. **General comments**

i. "Before taking testimony, I would like to review the rules applicable to this hearing. This is an informal hearing, but we will consider and document all of the information presented. Each person offering information will come to the table where you may either sit or stand. Please state your name, address, and school district. Speak distinctly so that we can be sure that your information is recorded. The procedure is to hear from the proponents and opponents of the petition. The proponents, those people asking the school board(s) to transfer the territory, will be

heard first. Following the proponents, the opponents of the petition, those people who do not want the territory transferred, will be heard. Following the initial presentation by the proponents and opponents, there will be a short time allotted for rebuttal and/or summation by both sides in the same order as before."

Elly Webster - read territory request

- b. Opportunity for proponents to address the board (As each proponent speaks, the Chair should ask them to first state their name, address, and school district of residence.)
- c. Opportunity for opponents to address the board (As each opponent speaks, the Chair should ask them to first state their name, address, and school district of residence.)
- d. Proponents' opportunity to provide additional information
- e. Opponents' opportunity to provide additional information

None

- None

- None

8. Chair closes public presentation

a. "At this time I will close the public presentations on this petition and open the school board's deliberations. The only information presented hereafter will be on request of the school board members concerning the information received by them or brought out in this meeting. Are there any questions or information that any board member would like answered or clarified? Each board member that would like to state their thoughts on this petition may do so now."

John E. - Can't justify doing it.

Austin - spoke

John S. Shively

9. Discussion of alternative decisions (i.e., board can deny/grant petition)

- a. The Chair reviews the decision alternatives and explains them.
 - i. Grant the request for transfer of the territory described in the petition and adopt a corresponding resolution, **OR**
 - ii. Deny the request for transfer of the territory described in the petition and adopt a corresponding resolution.

10. Motion to consider granting/denying petition

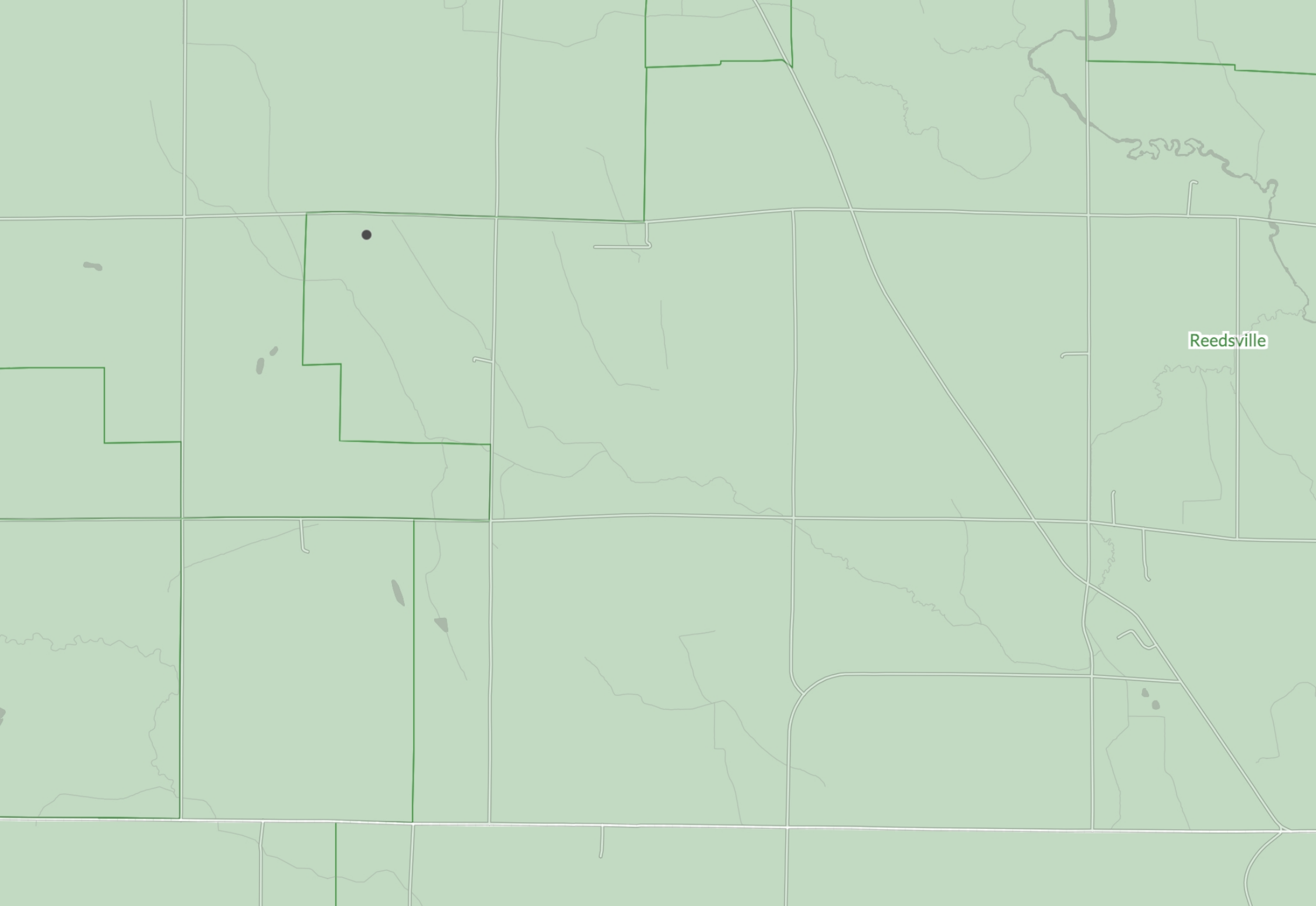
- a. Motion No. 1 - To grant the transfer of the territory described in the petition and adopt a corresponding resolution. That the reorganization requested in the petition filed on December 14, 2023, to detach territory described in said petition from the

Reedsville School District and to attach it to the Wrightstown Community School District be granted and that a corresponding order be issued. **OR**

- b. Motion No. 2 - To deny the transfer of the territory described in the petition and adopt a corresponding resolution. That the reorganization requested in the petition filed on December 14, 2023, to detach territory described in said petition from the Reedsville School District and to attach it to the Wrightstown Community School District be denied and that a corresponding order be issued and said petition be dismissed.

11. Chair entertains one of the above motions. **NOTE: Board members should articulate their reasoning for supporting or opposing whichever motion is made and, if possible, do so by referencing the statutory factors in Wis. Stat. § 117.15.**
12. Board votes on the motion.
13. [Adopt a resolution issuing an order of reorganization or of denial.]

John E - 1
Kahze 2nd
Aub
Roll call
5-0



Reedsville



KEVIN COLLINS
LISA COLLINS

KEVIN COLLINS
LISA COLLINS

KEVIN J COLLINS
LISA M COLLINS

COUNTRY AIRE
FARMS LLC

COUNTRY
AIRE
FARMS LLC

CARL C KLUG

CARL C KLUG

JULIE
AMBROSE

G & K PRO PERTIES
OF MORRISON LLC

LESA L KLUG

LESA L KLUG

AUSTIN P WEBSTER
EILEEN M WEBSTER

AUSTIN P WEBSTER
EILEEN M WEBSTER

CARL C KLUG

CARL C KLUG

MICHELLE LEIS
JACOB D EIS

M619

M616

PAUL R KLUG

PAUL R KLUG

G & K PRO PERTIES
OF MORRISON LLC

LESA L KLUG

LESA L KLUG

LESA L KLUG

KEVIN J COLLINS
LISA M COLLINS

CARL C KLUG

CARL C KLUG

Reedsville School District

DAVID J DACHLET
KATHARINE
ADACHLET

PAUL R KLUG

Wrightstown School District

VIER ECKEN
IRREVO CABLE
TRUST

RO BERT
W OTTO
ANN OTTO

LESA L KLUG

LESA L KLUG

BRADLEY J HANSON
ZARINE K HANSON

GLEN S MARTIN
MARGARET
B MARTIN

GLEN S MARTIN
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OTTO TRUST
OF 1997

VIER ECKEN
IRREVO CABLE
TRUST

RO BERT
W OTTO
ANN OTTO

PAUL R KLUG

E ROY DOWNHAM

PAUL R KLUG

GARY L & JOYCE
M BOEDER
TRUST OF 20 20

GLEN S MARTIN
MARGARET
B MARTIN

GARY L & JOYCE
M BOEDER
TRUST OF 20 20

N/A

N/A

MATTHEW M
EICHHORST

LISA A
FRIEBEL

NOAH D BLAUERT
BETH A BLAUERT

CURT J SKALETSKI
JILL M SKALETSKI

PAUL
AUER

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HOCKERS

COUNTRY AIRE
FARMS LLC

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FARMS L



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44000 AC
Parcel
M619



Parcel
M616



M-616
30 2074-0 4
44000 AC



LESAL
KLUG



Paula Freimuth

to me ▼

Good morning,

School start time 7:45
School End time 3:10

The 3066 Hill Road, Greenleaf pick up is 6:43 a.m. and drop off is 3:50 p.m.

8:5

Tax Summary

Bill #: 7020057

Net Mill Rate: 0.012401523

Installments

Due Date ▲	Amount
1/31/2024	5735.60
7/31/2024	4742.60

Details

Description	Amount	Paid	Due
Gross Tax	10728.04	-	-
School Credit	1185.07	-	-
Total	9542.97	-	-
BROWN COUNTY	2583.54		
LOCAL	2021.78		
NORTHEAST WI VTAE	523.88		
REEDSVILLE SCH DIS	4413.77		
First Dollar Credit	57.77	-	-
Lottery Credit	0.00	-	-
Net Tax	9485.20	4742.60	4742.60
Special Assessments	0.00	0.00	0.00
<input checked="" type="checkbox"/> Special Charges	993.00	993.00	0.00
Delinquent Utility	0.00	0.00	0.00
PrivateForest Crop	0.00	0.00	0.00
Woodland Tax Law	0.00	0.00	0.00
Managed Forest Land	0.00	0.00	0.00
Other Charges	0.00	0.00	0.00
Interest	-	0.00	0.00
Penalty	-	0.00	0.00
TOTAL	10478.20	5735.60	4742.60

Lottery Credits

Claims	Date	Amount
0		0.00

Payments

Status	Payment Date ▲	Type	Amount	Receipt #	Notes
Posted	12/30/2023	T	5735.60	1717	CK # 4017;

Key

: Property Type: RE - Real Estate, PP - Personal Property

Payment Type: A - Adjustment, R - Redemption, T - Current Tax, Q - Quit Claim, D - Write Off Deeded, B - Write Off Bankruptcy

Tax History

Year	Amount	Interest Paid	Penalties Paid	Paid	Last Paid	Amount Due	Status
2023	10478.20	0.00	0.00	5735.60	12/30/2023	4742.60	Balance Due
2022	9104.23	0.00	0.00	9104.23	12/29/2022	0.00	Paid
2021	11580.20	0.00	0.00	11580.20	7/8/2022	0.00	Paid
2020	11601.62	0.00	0.00	11601.62	7/13/2021	0.00	Paid
2019	6631.40	0.00	0.00	6631.40	7/20/2020	0.00	Paid
2018	11593.30	0.00	0.00	11593.30	7/25/2019	0.00	Paid
TOTAL	60988.95	0.00	0.00	56246.35	-	4742.60	

* The totals shown here represent only the items in the grid. For more detailed information see 'Tax Balance Report'.

[Print Tax Bill](#)[Property Summary Report](#)[Tax Balance Report](#)[Print Tax Details](#)Adobe Reader is required to view tax details and tax bills. [Download Adobe Reader](#)

TIME	Math Expr.	Specials	Panther Pride	Lunch/Recess	Science	Movement/Transition/Snack/Recess						
	5K	1st Grade	2nd Grade	3rd Grade	4th Grade	5A	5B	6A	6B			
8:10	Routine 8:10 - 8:30	Routine 8:10 - 8:30				Panther Pride Time 8:10 - 8:50						
8:20					Phy Ed							
8:30	CKLA Skills 8:30 - 9:30	CKLA Skills 8:30 - 9:30	CKLA Skills 8:10 - 9:10	CKLA 8:10 - 9:10	Art/Music 8:10 - 9:10							
8:40												
8:50												
9:00												
9:10												
9:20												
9:30	Recess 9:30 - 9:50	Recess 9:30 - 9:50	Math Expressions 9:20 - 10:20	Phy Ed	Art/Music 9:15 - 10:15							
9:40												
9:50	Panther Pride Time 9:50 - 10:30	Math Expressions 9:50 - 10:50			CKLA 9:15 - 10:50							
10:00												
10:10												
10:20	CKLA 10:30 - 10:55		Phy Ed	CKLA 10:25 - 11:25								
10:30												
10:40												
10:50												
11:00	11-11:25 Lunch	Panther Pride Time 10:50 - 11:30	Art/Music 10:25 - 11:25		Social Studies 11:00 - 12:00							
11:10												
11:20												
11:30	11:25-11:50 Recess		11:30-11:55 Lunch									
11:40												
11:50												
12:00			11:55-12:20 Recess									
12:10	CKLA					12-12:25 Lunch						
12:20	Phy Ed Art/Music 12:20 - 1:20	Phy Ed Art/Music 12:20 - 1:20	Panther Pride Time 12:25 - 1:05	Math Expressions 12:25 - 1:40						12:25-12:50 Recess		
12:30												
12:40												
12:50												
1:00												
1:10												
1:20	Math Expressions 1:25 - 2:25	CKLA Know. 1:35 - 2:35	CKLA Know. 1:20 - 2:20	Panther Pride Time 1:45 - 2:20	Math Expressions 12:50 - 2:05							
1:30												
1:40												
1:50												
2:00						Band/Choir/Art/Gen Music						
2:10												
2:20					Recess 2:05 - 2:25							
2:30												
2:40	CKLA 2:40 - 3:00		1st, 2nd, & 3rd Recess 2:30 - 2:50		Panther Pride Time 2:25 - 3:00							
2:50												
3:00												
						Phy Ed 1:50 - 3:00						

Reedsville Jr/Sr High School Master Schedule - 2023-2024 School Year

Term #1

	HS 1 (JH1/JH2)	HS 2 (JH3/JH4)	HS 3 (JH 5)	HR/Lunch	HS 4 (JH 6)	HS 5 (JH7/JH8)
Brinkman	Intervention	Alt Ed	Prep	HS/FX	Prep	Eng. 8
Cook	Prep	Math 7	Alg. 1	JH/JH	Geometry	Math 8
Dellemann	Prep	English 7	SS 8	JH/JH	SS 8	SS 7
Dirkmann	Fit Freshmen	Prep	Phy Ed. 7	HS/HS	Phy Ed. 7	Fit For Life
Grober	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Hanson	Jr. High STEM	Woods 1	Prep	HS/HS	Prep	MOS
Hynek	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Kelleher	Phy. Science	Science 8	Prep	JH/JH	Prep	Chemistry
Kilps	Jr. High Art	Art Foundations	3D Sculpture	HS/HS	Drawing	Prep
Kimmes	Jr. High	Jr. High	Jr. High	JH/JH	Jr. High	Jr. High
Ludemann	Welding 1	Mechanics	Mechanics	HS/HS	Jr. High	Prep
Luedtke	Composition	Prep	English 9/10	HS/HS	English 9/10	Special Ed.
Maertz	Jr. High	Prep	Band	Lessons	Choir	Elementary
McDaniel	American Lit.	English 9/10	Prep	HS/HS	Prep	Writing Drama
Moore						
Novak	Prep	Comp. Animal	Jr. High	HS/HS	Outdoor Rec.	Ag. Business
Ourada						
Seyler	Jr. High Intro. Bus.	Prep	World Studies	HS/HS	Entrepreneurship	Comp. Apps.
Shafer	Strength & Con.	Phy. Ed. 8	Prep	Elementary	Elementary	Elementary
Swim	Biology	Prep	Ecology	HS/HS	Earth Space	Science 7
VanEpern	Prep	Pop Culture	US Government	HS/HS	Sports & Soc.	US History
Wasmuth	Alg. 2	Prep	Alg. 2	HS/HS	Math Analysis	Alg. 1
Wiese		Acct. 1	Jr. High			
Zipperer	Family Relations	Food Service 1	Psychology	HS/HS	Jr. High	Prep

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Reedsville

Term #2						
	HS 1 (JH1/JH2)	HS 2 (JH3/JH4)	HS 3 (JH 5)	HR/Lunch	HS 4 (JH 6)	HS 5 (JH7/JH8)
Brinkman	Intervention	Alt. Ed	Prep	HS/FX	Prep	Eng. 8
Cook	Prep	Math 7	Alg. 1	JH/JH	Geometry	Math 8
Dellemann	Prep	English 7	SS 8	JH/JH	SS 8	SS 7
Dirkmann	Health	Prep	Phy Ed. 7	HS/HS	Phy Ed. 7	Team Sports
Grober	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Hanson	Jr. High STEM	Engineering 1	Prep	HS/HS	Prep	Woods 1
Hynek	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Kelleher	Phy. Science	Science 8	Prep	JH/JH	Prep	Chemistry
Kilps	Jr. High Art	Art Foundations	3D Sculpture	HS/HS	Drawing	Prep
Kimmes	Jr. High	Jr. High	Jr. High	JH/JH	Jr. High	Jr. High
Ludemann	Prep	Welding 2	Mechanics	HS/HS	Jr. High	Small Engines
Luedtke	Composition	Prep	English 9/10	HS/HS	English 9/10	Special Ed.
Maertz	Jr. High	Prep	Band	Lessons	Choir	Elementary
McDaniel	American Lit.	English 9/10	Prep	HS/HS	Prep	Writing Drama
Moore						
Novak	Prep	Outdoor Rec.	Jr. High	HS/HS	Outdoor Rec.	Agronomy
Ourada						
Seyler	Jr. High Intro. Bus.	WWII	World Studies	HS/HS	Ath. Director	Prep
Shafer	Team Sports	Phy. Ed. 8	Prep	Elementary	Elementary	Elementary
Swim	Biology	Prep	Ecology	HS/HS	Earth Space	Science 7
VanEpern	WI History	Prep	US Government	HS/HS	Sports & Soc.	US History
Wasmuth	Alg. 2	Prep	Alg. 2	HS/HS	Math Analysis	Alg. 1
Wiese	Prep	Acct. 1	Jr. High	HS/HS	Entrepreneurship	Personal Finance
Zipperer	Culinary Skills	Fashion & Sewing	Psychology	HS/HS	Jr. High	Prep

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Reedsville

Term #3						
	HS 1 (JH1/JH2)	HS 2 (JH3/JH4)	HS 3 (JH 5)	HR/Lunch	HS 4 (JH 6)	HS 5 (JH7/JH8)
Brinkman	Intervention	Alt. Ed.	Prep	HS/FX	Prep	Eng. 8
Cook	Prep	Math 7	Alg. 1	JH/JH	Geometry	Math 8
Dellemann	Prep	English 7	SS 8	JH/JH	SS 8	SS 7
Dirkmann	Health	Prep	Phy Ed. 7	HS/HS	Phy Ed. 7	Fit For Life
Grober	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Hanson	Jr. High STEM	Woods 2	Prep	HS/HS	Prep	Web Page
Hynek	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Kelleher	Phy. Science	Science 8	Prep	JH/JH	Prep	Physics
Kilps	Jr. High Art	Digital Art	Prep	HS/HS	Prep	Painting
Kimmes	Jr. High	Jr. High	Jr. High	JH/JH	Jr. High	Jr. High
Ludemann	Construction	Welding 1	Small Engines	HS/HS	Jr. High	Prep
Luedtke	Special Ed.	Prep	English 9/10	HS/HS	English 9/10	Composition
Maertz	Jr. High	Prep	Band	Lessons	Choir	Elementary
McDaniel	Writing Drama	American Lit.	Prep	HS/HS	Prep	English 9/10
Moore	Jr. High Intro. Bus.	World Studies	World Studies	HS/HS	Personal Finance	Prep
Novak	Dairy Science	Prep	Jr. High	HS/HS	Ag Food	Comp. Animal
Ourada	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Seyler	Computer Apps.	Acct. 2	Jr. High	HS/HS	AD	Prep
Shafer	Hand Eye Fitness	Phy. Ed. 8	Prep	Elementary	Elementary	Elementary
Swim	Prep	Biology	Ecology	HS/HS	Earth Space	Science 7
VanEpern	WI History	Prep	Social Issues	HS/HS	US Government	US History
Wasmuth	Geometry	Prep	Alg. 2	HS/HS	Math Analysis	Prob. & Stats
Wiese						
Zipperer	Prep	Food Service 1	Lifespan Dev.	HS/HS	Jr. High	Culinary Skills

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Reedsville

Term #4						
	HS 1 (JH1/JH2)	HS 2 (JH3/JH4)	HS 3 (JH 5)	HR/Lunch	HS 4 (JH 6)	HS 5 (JH7/JH8)
Brinkman	Intervention	Alt. Ed.	Prep	HS/FX	Prep	Eng. 8
Cook	Prep	Math 7	Alg. 1	JH/JH	Geometry	Math 8
Dellemann	Prep	English 7	SS 8	JH/JH	SS 8	SS 7
Dirkmann	Fit Freshmen	Prep	Phy Ed. 7	HS/HS	Phy Ed. 7	Hand Eye
Grober	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Hanson	Jr. High STEM	Woods 2	Prep	HS/HS	Prep	Engineering 1
Hynek	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Kelleher	Phy. Science	Science 8	Prep	JH/JH	Prep	Physics
Kilps	Jr. High Art	Ceramics	Prep	HS/HS	Prep	Drawing
Kimmes	Jr. High	Jr. High	Jr. High	JH/JH	Jr. High	Jr. High
Ludemann	Construction	Welding 2	Small Engines	HS/HS	Jr. High	Prep
Luedtke	Special Ed.	Prep	English 9/10	HS/HS	English 9/10	Composition
Maertz	Jr. High	Prep	Band	Lessons	Choir	Elementary
McDaniel	Writing Drama	American Lit.	Prep	HS/HS	Prep	English 9/10
Moore	Jr. High Intro. Bus.	World Studies	World Studies	HS/HS	Personal Finance	Prep
Novak	Ag. Food	Landscaping	Jr. High	HS/HS	Ag. Food	Prep
Ourada	Study Skills	Study Skills	Study Skills	HS/FX	Study Skills	Study Skills
Seyler	Prep	Acct. 2	Jr. High	HS/HS	AD	Intro. to Business
Shafer	Strength & Con.	Phy. Ed. 8	Prep	Elementary	Elementary	Elementary
Swim	Prep	Biology	Ecology	HS/HS	Earth Space	Science 7
VanEpern	Prep	Sports & Soc.	Social Issues	HS/HS	US Government	US History
Wasmuth	Geometry	Prep	Alg. 2	HS/HS	Math Analysis	Prob. & Stats
Wiese						Intro. to Business
Zipperer	World Cuisine	Prep	Lifespan Dev.	HS/HS	Jr. High	Early Childhood

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REEDSVILLE HIGH SCHOOL

2023-2024 COURSE REGISTRATION GUIDE



GRADUATION REQUIREMENTS & COURSE OFFERINGS / COURSE DESCRIPTIONS

Our Mission: Helping Every Individual Learn!

The Reedsville School District recognizes that each person is unique and will strive to provide experiences to develop each student to their fullest. The school provides a variety of opportunities so students may gain experiences in the basic skills of reading, writing and calculations according to their needs, values and abilities. Opportunities are available for students to assess their interests and explore a variety of career pathways throughout high school.

This Registration Guide includes a complete listing of the course offerings at Reedsville High School and the specific graduation requirements. For a more complete explanation of some courses, consult the principal, school counselor or the instructor teaching the course. Student and parent involvement in course selection is encouraged and valuable. Parents are encouraged to make appointments to discuss their children's academic program with the school counselor or principal.

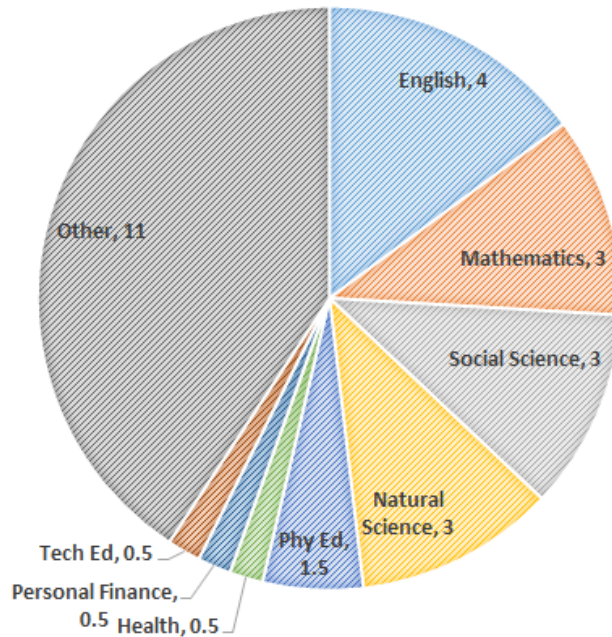
As you select courses keep in mind your present needs as well as your future plans. Recent years have seen a dramatic shift in the types of job skills required. While no curriculum can keep pace with these rapid shifts, Reedsville can provide a variety of vocational and academic courses to meet the changing needs of its students. It is important to keep exploring opportunities and creating options for your career planning.

Reedsville Public Schools does not discriminate on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Plan for all four years, not just one.

**REEDSVILLE HIGH SCHOOL
2022-2023 REGISTRATION GUIDE - COURSE OFFERINGS & REQUIREMENTS**

A diploma of graduation will be presented to each student who successfully completes a program of studies prescribed by the Board of Education and the State of Wisconsin. Graduation is based on 8 semesters of attendance.



GRADUATION REQUIREMENTS

total of 27 credits is required for graduation.

- English – 4 credits (including English 9/10 Fiction, English 9/10 Non-Fiction, as well as a writing and a literature course)
- Mathematics – 3 credits (including Algebra and Geometry)
- Social Science – 3 credits (including World Studies, U.S. History, and U.S. Government)
- Natural Science – 3 credits (including Biology and a physical science)
- Physical Education – 1.5 credits*
- Health Education - .5 credit
- Personal Finance - .5 credit
- Technology Education - .5 credit**
- Passing grade on Citizenship Test (given in U.S. Government)
- Successful completion of Senior Seminar

*Students that complete three WIAA sanctioned sports seasons in good standing may apply for a .5 credit PE waiver to take an additional English, Social Studies, Mathematics, or Science credit.

**Courses that could meet this requirement include: Microsoft Office Specialist, Web Page Design, Computer Applications, Multimedia Design I, Engineering I, and/or Digital Art.

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Note: text in blue throughout this book will hyperlink to the area described

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COURSE OFFERINGS

Agriculture Courses

- 13115 Ag Food Processing
- 13146 Companion Animal Science
- 13127 Principles of Large Animal Science (1st part)
- 13128 Principles of Large Animal Science (2nd part)
- 13151 Natural Resource & Wildlife Management
- 13165 Landscaping
- 13171 Ag Business & Leadership
- 13112 Plant Science
- 13154 Outdoor Recreation
- 13113 Soil Science
- 13126 Dairy Science

Art Courses

- 12100 Art Foundations (1st part)
- 12101 Art Foundations (2nd part)
- 12112 Drawing
- 12111 Drawing II
- 12114 Ceramics/Clay
- 12115 Ceramics II
- 12118 Painting
- 12119 Painting II
- 12122 3D Sculpture
- 12132 Digital Art
- 12196 Photography
- 12146 Commercial Art

Business Education Courses

- 13208 Microsoft Office Specialist
- 13210 Computer Applications
- 13225 Intro to Business
- 13230 Accounting I (1st part)
- 13231 Accounting I (2nd part)
- 13240 Accounting II (1st part)
- 13241 Accounting II (2nd part)

- 13250 Accounting III (1st part)
- 13251 Accounting III (2nd part)
- 13260 Intro to Marketing
- 13272 Personal Finance
- 13290 Entrepreneurship

English Courses

- 12225 English 9/10 Fiction (1st part)
- 12226 English 9/10 Fiction (2nd part)
- 12227 English 9/10 Non-Fiction (1st part)
- 12236 English 9/10 Non-Fiction (2nd part)
- 12228 American Literature (1st part)
- 12229 American Literature (2nd part)
- 12265 British Literature (1st part)
- 12266 British Literature (2nd part)
- 12262 Composition (1st part)
- 12263 Composition (2nd part)
- 12272 Writing: Prose (1st part)
- 12273 Writing: Prose (2nd part)
- 12274 Writing: Drama (1st part)
- 12275 Writing: Drama (2nd part)
- 12276 English Literature & Composition (1st part)
- 12277 English Literature & Composition (2nd part)

Family and Consumer Education Courses

- 13521 Intro to Lifespan Development
- 13526 Family Relationships & Parenting
- 13533 Fashion & Sewing
- 13545 Food Service I
- 13555 Culinary Skills I
- 13557 Culinary Skills II
- 13558 World Cuisine
- 13535 Interior Design
- 13511 Concepts, Issues, & Field Experience in Education
- 13571 Hospitality, Tourism & Event Management
- 13528 Early Childhood Learning Experiences

Math Courses

- 12430 Algebra I (1st part)
- 12431 Algebra I (2nd part)
- 12450 Geometry (1st part)
- 12451 Geometry (2nd part)
- 12460 Algebra II (1st part)
- 12461 Algebra II (2nd part)
- 12470 Math Analysis (1st part)
- 12471 Math Analysis (2nd part)
- 12486 Probability & Statistics (1st part)
- 12487 Probability & Statistics (2nd part)
- 12480 AP Calculus AB (1st part)
- 12481 AP Calculus AB (2nd part)
- 12482 Calculus II (1st part)
- 12483 Calculus II (2nd part)

Music Courses

- 56436 & 56438 Choir
- 56600 & 56602 Orchestra
- 16460 Piano Class
- 16462 Piano II
- 16463 Piano III
- 16464 Piano IV
- 16470 Theater-Stagecraft
- 16338 Music Theory

Physical Education and Health Courses

- 14110 Health Education
- 14313 Fit Freshmen
- 14355 Fit for Life
- 14361 Strength & Conditioning
- 14375 Hand-Eye Fitness
- 14370 Team Sports

Science Courses

- 12620 Physical Science (1st part)
- 12621 Physical Science (2nd part)

- 12630 Biology (1st part)
- 12631 Biology (2nd part)
- 12638 AP Biology (1st part)
- 12639 AP Biology (2nd part)
- 12634 Earth & Space Science (1st part)
- 12635 Earth & Space Science (2nd part)
- 12640 Chemistry I (1st part)
- 12641 Chemistry I (2nd part)
- 12687 Advanced Chemistry & Organic Chemistry (1st part)
- 12688 Advanced Chemistry & Organic Chemistry (2nd part)
- 12647 AP Chemistry (1st part)
- 12648 AP Chemistry (2nd part)
- 12650 Physics (1st part)
- 12651 Physics (2nd part)
- 12657 Anatomy/Physiology (1st part)
- 12659 Anatomy/Physiology (2nd part)
- 12661 Ecology & Environmental Science (1st part)
- 12662 Ecology & Environmental Science (2nd part)
- 12611 Science Careers (1st part)
- 12612 Science Careers (2nd part)

[Social Science Courses](#)

- 12706 World Studies (1st part)
- 12707 World Studies (2nd part)
- 12713 U.S. History (1st part)
- 12714 U.S. History (2nd part)
- 12718 Wisconsin History
- 12724 World War II
- 12730 Pop Culture
- 12731 Social Issues
- 12750 Economics
- 12755 U.S. Government
- 12780 AP U.S. History (1st part)
- 12781 AP U.S. History (2nd part)
- 12782 AP U.S. Government (1st part)
- 12783 AP U.S. Government (2nd part)
- 12764 Sports in Society
- 12774 Civic Engagement
- 12769 Team Building & Problem Solving
- 12790 Introduction to Sociology
- 12770 Introduction to Psychology

Technology Education Courses

- 13620 Wood Technology I
- 13625 Wood Technology II (1st part)
- 13626 Wood Technology II (2nd part)
- 13628 Furniture Design & Production (1st part)
- 13638 Furniture Design & Production (2nd part)
- 13631 Multimedia I
- 13632 Multimedia II
- 13652 Engineering I
- 13653 Engineering II
- 13686 Welding I
- 13688 Welding II & Metal Fabrication
- 13665 Construction
- 13695 Small Engines
- 13675 Web Page Design
- 13690 Mechanics

World Language Courses

- 12310 Spanish 1 (1st part)
- 12311 Spanish 1 (2nd part)
- 12320 Spanish II (1st part)
- 12321 Spanish II (2nd part)
- 12330 Spanish III (1st part)
- 12331 Spanish III (2nd part)
- 12340 Spanish IV (1st part)
- 12341 Spanish IV (2nd part)
- 12362 Spanish Speakers I (1st part)
- 12363 Spanish Speakers I (2nd part)
- 12372 Spanish Speakers II (1st part)
- 12373 Spanish Speakers II (2nd part)
- 12382 Spanish Speakers III (1st part)
- 12383 Spanish Speakers III(2nd part)
- 12392 Spanish Speakers IV (1st part)
- 12393 Spanish Speakers IV(2nd part)

Youth Apprenticeship

- 17010 Youth Apprenticeship

Senior Seminar

999SS Senior Seminar

Course Descriptions

Agriculture

Course	Length	Credit	To Be Offered			
			9	10	11	12
Ag Food Processing	1 term	.5	X	X	X	X
Companion Animal Science	1 term	.5	X	X	X	X
Principles of Large Animal Science	2 terms	1	X	X	X	X
Landscaping (odd year)	1 term	.5	X	X	X	X
Ag Business & Leadership	1 term	.5	X	X	X	X
Soil Science	1 term	.5	X	X	X	X
Plant Science (even year)	1 term	.5	X	X	X	X
Outdoor Recreation	1 term	.5	X	X	X	X
Dairy Science	1 term	.5	X	X	X	X
Natural Resource & Wildlife Management	1 term	.5	X	X	X	X

AG Course Pathway Offerings

Agribusiness Career Pathway	Animal Systems Career Pathways	Food Products & Processing Career Pathway	Natural Resource Systems Career Pathway	Plant Systems Career Pathway
Ag Business & Leadership	Companion Animals	Ag Food Processing	Natural Resource & Wildlife Management	Landscaping (odd years)
	Dairy Science		Outdoor Recreation	Plant Science (even years)
	Principles of Large Animal Science 1 & 2		Soil Science	

AG FOOD PROCESSING (Course #13115) .5 credit

Students will work in both classroom and lab settings studying topics in vegetable production, fruit & nut production, egg production, poultry production, lamb & mutton production, beef & veal production, pork production, and wildlife meat. Through this course students will explore carcass fabrication, production equipment, and quality & yield grading for the above units. Quality control, food safety, and food processing will be covered through hands-on labs, guest speakers, or industry tours.

COMPANION ANIMAL SCIENCE (Course #13146) .5 credit

In this course, students acquire knowledge and skills related to small animal handling, care, industry, training, and careers. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, dogs, and cats. There will be a number of hands-on opportunities through labs and inquiry based learning.

PRINCIPLES OF LARGE ANIMAL SCIENCE (Course #13127 & #13128) 1 credit

Students in Large Animal Science will learn everything from large animal breeds and traits, handling and safety, animal nutrition, animal systems, diseases & parasites, medical terminology, and first aid. Students will participate in hands-on learning, guest-speakers, and inquiry based learning. Students will have the opportunity to gain credit from FVTC or LTC.

LANDSCAPING (Course #13165) .5 credit

Students enrolled in Landscape Design will learn about landscaping from the site preparation to installation. Each student will gain a greater comprehension of plant identification, elements of landscape design, site analysis, interiorscaping, hardscaping, and edible landscapes. This course is offered in odd number years only.

AG BUSINESS & LEADERSHIP (Course #13171) .5 credit

In Agriculture Business and Leadership students will learn about different types of agriculture businesses, fundamental agricultural skills, parliamentary procedure, and sharing their knowledge with others. Students will do this by discovering more about themselves through self inquiry, working in groups, and educating others about agriculture topics through this course.

NATURAL RESOURCE & WILDLIFE MANAGEMENT (Course #13169) .5 credit

If you enjoy the outdoors and animals of the outdoors this class is for you! This course explores the history of wildlife, populations, habitats, disease, and protection. Units will also include hunting and fishing basics. Topic takes a detailed look at big and small game species of Wisconsin and the United States including endangered species globally. Students will discuss the civics and ethics of Wisconsin based Wildlife groups and engage with current topics within those groups.

OUTDOOR RECREATION

(Course #13154)

.5 credit

Students enrolled in Outdoor Recreation will complete the following DNR safety courses: Hunter Safety, Bow Safety, Snowmobile Safety, ATV/UTV Safety, and Boater Safety. There will be a visit from the local DNR warden and/or the DNR marine warden. We will also dive into different Wisconsin and National Parks and Forests. Each student in this course will create and develop a hands-on project that will support the Reedsville Community School Forest along the Mud Creek Trail.

SOIL SCIENCE

(Course #13113)

.5 credit

Students enrolled in Soil Science will explore the chemical and physical properties of soil. Through hands-on labs and guest speaker(s) students will learn how soil quality feeds the world. Students will have the opportunity to gain credit from LTC.

DAIRY SCIENCE

(Course #13126)

.5 credit

Students in Dairy Science will learn the basics of dairy cow and goat industries. With exploration in topics such as animal health, equipment, and dairy product development. Students will participate in hands-on labs that introduce them to the art of cheese making, ice cream and more.

PLANT SCIENCE

(Course #13112)

.5 credit

Are you interested in growing plants? Students will learn about plant nutrients, parts of a plant, plant reproduction, crop production and floral design. This course will be based on hands-on experiences, lectures, guest speakers, and inquiry based learning. This course is offered in even number years only. Students will have the opportunity to gain credit from FVTC.

NATURAL RESOURCE & WILDLIFE MANAGEMENT

(Course #13151)

.5 credit

This course will focus on exploring the history of our natural resources and wildlife. This class will be split into two main sections, one of natural resources and one of wildlife. Natural resources section will cover a section of soil science, stream health which will focus on six key quality assessments, and forestry management. The wildlife unit will focus on identification of tracks, scat and pelts, populations, habitats, diseases, taxidermy, and assembling your own fishing pole. Students will engage in hands-on labs and inquiry based learning throughout this course. Students will have the opportunity to gain credit from FVTC.

Art

Course	Length	Credit	To Be Offered			
			9	10	11	12
Art Foundations	2 terms	1	X	X	X	X
Drawing	1 term	.5	X	X	X	X
Drawing II	1 term	.5		X	X	X
Ceramics/Clay	1 term	.5	X	X	X	X
Ceramics II	1 term	.5		X	X	X
Painting	1 term	.5	X	X	X	X
Painting II	1 term	.5		X	X	X
3D Sculpture	1 term	.5	X	X	X	X
Digital Art	1 term	.5	X	X	X	X
Photography	1 term	.5		X	X	X
Commercial Art	1 term	.5		X	X	X

ART FOUNDATIONS (Course #12100 1st part ; Course #12101 2nd part) 1 credit

Art Foundations is an introductory course to the basics of visual art. This class will emphasize the principles of composition and the elements of design. This course will give the student a basic understanding of art and also a knowledge of skills and techniques in different areas. Studio activities will focus on painting, drawing, sculpture, graphics and clay. Great art and artists from the past and present will play an important role in each focus area.

DRAWING (Course #12112) .5 credit

This course will emphasize the further development of students' skills and techniques in drawing. Students will explore a variety of mediums. Students will be encouraged to broaden their horizons by exploring "new" areas for subject matter. Students will also look back in time at work from the "Great Masters."

DRAWING II (Course #12111) .5 credit

This course is for the art student who desires to further explore and develop their drawing skills by doing a deep dive into one of the following: Anatomy and Portraiture, Realism and Landscape drawing, and Storyboarding and/or Graphic Novel development. This student must pass Drawing with a "B" or above to qualify for this advanced level course.

CERAMICS/CLAY (Course #12114) .5 credit

Ceramics is a course for those students who enjoy or desire to work 3-dimensions. This course will deal with the skills needed for hand-building techniques. Emphasis will be placed on the development of form whether it would be functional or sculptural. Students will develop an understanding of the building, firing, and glazing processes. Ceramics attempts to explore and investigate its history of past and present and use it to create a form of expression.

CERAMICS II (Course #12115) .5 credit

Prerequisite: Successful completion of Ceramics/Clay.

This course is for the student who desires to learn how to create wheel thrown pottery. Emphasis will be placed on the development of skills for wheel throwing. Hand-building will also be included throughout the term.

PAINTING (Course #12118) .5 credit

This course will emphasize the further development of a student's skills and techniques in painting. Watercolor, acrylic and oil paints will be explored as their mediums. Students will look into the history of painting and the artists of the past and present.

PAINTING II (Course #12119) .5 credit

Prerequisite: Successful completion of Painting.

This course is for the serious art student who desires to further explore and develop their painting skills using oils and or the painting of murals. The student must successfully complete Painting with a suggested grade of "B" or above to qualify for this advanced level course.

3D SCULPTURE (Course #12122) .5 credit

This course is designed for the student who wants to explore the properties of height, width and depth using a variety of different mediums. The only drawing skills needed for this class is in the designing stage. This class will explore sculpture history from the beginning to where it is now. The student will have the opportunities to work with clay, wood, plaster, wire, paper, paper mache, cardboard and more.

DIGITAL ART (Course #12132) .5 credit

In this course students will learn to use the Adobe Creative Suite as a design tool and illustrative medium. Topics include elementary digital techniques as they relate to principles of design, color, composition, and spatial relationships. Students will create projects including: Vector and Raster illustrations, Photo manipulations, Animation, Visual Effects and Sculpting.

PHOTOGRAPHY

(Course #12196)

.5 credit

This course covers basic concepts and practice of digital photography, this course will explore the basic photographic techniques and artistic concerns involved in making photographs. These include camera handling, composition, effective use of light, file management, and developing a photographic vision. Basic digital manipulations of images will be taught in preparation for creating a photo portfolio of images. Recommendation that student has at least 0.5 credit of art before enrolling in the course.

COMMERCIAL ART

(Course #12146)

.5 credit

In this course students will be running their own studio as a commercial artist. Students will choose an area of focus and develop a project outline to explore their field. Students can explore careers in Book Illustration, Game Design, Industrial Design, Advertising, Fashion Design and Curation. Using a collaborative project based approach, students will gain experience simulating real world projects that support an understanding of the broad range of careers in visual design. Recommendation that student has at least 0.5 credit of art before enrolling in the course.

Business Education

Course	Length	Credit	To Be Offered			
			9	10	11	12
Microsoft Office Specialist	1 term	.5		X	X	X
Computer Applications	1 term	.5	X	X	X	X
Intro to Business	1 term	.5	X	X		
Accounting I	2 terms	1		X	X	X
Accounting II	2 terms	1		X	X	X
Accounting III	2 terms	1			X	X
Intro to Marketing	1 term	.5		X	X	X
Personal Finance	1 term	.5			X	X
Entrepreneurship	1 term	.5		X	X	X

MICROSOFT OFFICE SPECIALIST (Course #13208) .5 credit

Prerequisite: Successful completion of Computer Applications or prior instructor approval.

This course teaches in greater detail the software packages that will be essential for college and technical college and beyond. Students will master the features and capabilities of Microsoft Word, PowerPoint and Excel. At the completion of the course, students will have the option to earn Microsoft Specialist certification. This course is available for college credit.

COMPUTER APPLICATIONS (Course #13210) .5 credit

A one-term course that focuses on computers and their applications in today's home and business environments. Students will gain a working knowledge of computer terminology and have the opportunity for much hands-on experience. The course focuses on five software applications: word processing, database management, electronic spreadsheet, desktop publishing, and presentation software. Students will also learn how to use Internet search engines to locate useful and reliable information that will serve as sources for class projects.

INTRO TO BUSINESS (Course #13225) .5 credit

Are you ready to enter the fast-paced, competitive world of business? Introduction to Business is designed to provide students with a solid foundation of knowledge in a variety of business-related areas. This course provides an introduction to many topics that are explored in greater depth in other business courses. Students will gain an understanding of economic systems, business ownership, entrepreneurship, personal finance, and explore career opportunities. While exploring career opportunities, students will have opportunities to practice creating cover letters, resumes, and participate in an interview.

ACCOUNTING I (Course #13230 & #13231) 1 credit

Prerequisite: Successful completion of Introduction to Business is recommended.

Accounting has personal, social and vocational values. A business vocabulary is learned which is vital in today's society. A practice set is used and the student gets practice in writing checks, recording sales, purchases and preparing the necessary reports to determine if there has been a profit or loss in the business. The student learns the entire accounting cycle the first term. The second term deals with taxes, depreciation, and bad debts. Those students who are thinking of an accounting career should take this course no later than their junior year. This course is available for college credit.

ACCOUNTING II (Course #13240 & #13241) 1 credit

Prerequisite: A grade of "C" or better in Accounting I is recommended.

Students who wish to take this class must have completed Accounting I. Emphasis is placed on accounting for partnerships and corporations. This advanced course is specifically vocational and career oriented. It is planned for the student who has one or more of the following objectives:

1. To become an accountant's assistant upon graduation from high school.
2. To attend tech school or college and major in accounting, marketing, management, business administration or some other phase of business.
3. To know more about business procedures and business records that can be learned in a first year course so that, as a future business owner or manager, he/she can direct an organization and interpret business records.

This course is available for college credit.

ACCOUNTING III (Course #13250 & #13251) 1 credit

Prerequisite: A grade of "C" or better in Accounting II is recommended.

This class is open to juniors or seniors who have successfully completed Accounting II. The course will expand on the principles learned in Accounting I and II. Special arrangements must be made through the counselor and the Business Education Department to enroll.

INTRO TO MARKETING (Course #13260) .5 credit

Prerequisite: Successful completion of Introduction to Business is recommended.

Marketing is a one-term course open to students in grades 10-12. This class is recommended for students who are considering any kind of a career in business. The course offers a survey of market research, product research and development, product distribution, branding, advertising and selling. Management skills are learned and developed as students complete management tasks throughout the course during various business simulations. Career opportunities in various businesses will also be explored. This course will be offered in even years only.

PERSONAL FINANCE (Course #13272) .5 credit

The average college senior graduates with \$4,100 of credit card debt! The average annual income for high school teenagers is \$4,023! What are you going to do with this money? Personal Finance will help you to

learn financial strategies for a sound financial future. In this course, students will learn about budgeting, checking accounts, savings accounts, investment opportunities, credit cards, interest rates and insurance. The goal of this course is to prepare students to be better managers of their money, setting themselves up for personal financial success. This course is required for graduation.

ENTREPRENEURSHIP

(Course #13290)

.5 credit

Prerequisite: Successful completion of Introduction to Business is recommended.

Entrepreneurship is a one-term course for juniors and seniors interested in discovering how to start up a new business venture. This course introduces the student to the nature of entrepreneurship and its key role in the economy. It examines the characteristics, motivations, and behavior of successful entrepreneurs and provides students with the opportunity to complete a self-assessment to determine potential success as an entrepreneur. Key interpersonal skills relating to successful entrepreneurs are identified, discussed, and practiced. Students will conduct a research study to identify the feasibility of opening a business, develop a business plan, and present the proposal. This course will be offered in odd years only.

English

Course	Length	Credit	To Be Offered			
			9	10	11	12
English 9/10 Fiction	2 terms	1	X	X		
English 9/10 Non-Fiction	2 terms	1	X	X		
American Literature	2 terms	1			X	X
British Literature	2 terms	1			X	X
Composition	2 terms	1			X	X
Writing: Prose	2 terms	1			X	X
Writing: Drama	2 terms	1			X	X
English Literature & Composition	2 terms	1			X	X

ENGLISH 9/10: NON-FICTION (Course #12227 & #12236) 1 credit

This two-term course is required. English 9/10: covers such basics as grammar and introductory research as well as writing solid essays. Special emphasis will be placed on credible sources and understanding the author's purpose and perspective. Course study will include *Night* by Elie Wiesel, a variety of different types of nonfiction writing; some fiction works will be utilized as discussion starters for nonfiction and research topics. Speech and independent novel requirements are also part of this course. Successful completion of both terms is required before graduation. This course is offered in odd years only.

ENGLISH 9/10 FICTION (Course #12225 & #12226) 1 credit

This two-term course is required. English 9/10: Fiction focuses on the development of reading, speaking, listening, writing, and grammatical skills. Most activities are based on classic works of short story, novel, drama and poetry. *Julius Caesar* and *To Kill A Mockingbird* are read this year. Speech and independent novel requirements are also part of this course. Successful completion of both terms is required before graduation. This course is offered in even years only.

AMERICAN LITERATURE (Course #12228 & #12229) 1 credit

This two-term course can be taken during the junior or senior year. Students will study the works of American authors as they have expressed themselves in poetry, drama, essay, short story and the novel. Emphasis will be placed on analyzing how American history and American literature affect and reflect each other. Successful completion of both terms meets students' Literature graduation requirement.

BRITISH LITERATURE (Course #12265 & #12266) 1 credit

This is a survey course based on classic British literature with an emphasis on reading, writing, and discussion. Students will read British literature spanning from the Anglo-Saxon period to the Elizabethan period. Poetry, novel excerpts, short stories, and plays will be read. Students who enjoy literature, are planning on post-secondary schooling, and/or want a stronger literary background before taking AP English are encouraged to take this class.

COMPOSITION (Course #12262 & #12263) 1 credit

Composition is offered in conjunction with Lakeshore Technical College, and as such is eligible for credit through Reedsville High School and LTC. Composition is a writing-intensive course designed to help students improve their writing as well as prepare them for life after high school, be it college, technical school, or the workforce. Along with learning to write clearly and effectively, students will also build vocabulary and improve their understanding and application of grammar within their own writing. The course builds heavily upon the writing process, with an added focus on recognizing and utilizing high-quality sources. Students may also take this course for dual credit from LTC.

WRITING: PROSE (Course #12272 & #12273) 1 credit

Students will develop creative writing skills through the exploration of the human condition while studying and interpreting a variety of classic and/or contemporary prose pieces. Works used will primarily be novels. Short stories, poetry, memoirs, or essays will be paired with each novel unit. Utilizing various formats of creative writing, students will explore human motivations, actions, world events, and emotions as presented in the works read and interpreted through their own creative writing projects. This course is offered in even years only.

WRITING: DRAMA (Course #12274 & #12275) 1 credit

Students will develop creative writing skills through the exploration of the human condition while studying and interpreting a variety of classic and/or contemporary dramatic works. Utilizing various formats of writing, students will explore human motivations, actions, world events, and emotions as presented in dramatic works and interpreted through their own creative writing projects. The course will utilize both dramatic performances and scripts for analysis. This course is offered in odd years only.

ENGLISH LITERATURE & COMPOSITION (Course #12276 & #12277) 1 credit

Prerequisite: Successful completion of Composition required. Successful completion of British Literature is highly recommended.

**This class is a dual credit class in collaboration with the University of Wisconsin-Green Bay, taking the place of English 104. Students at Reedsville High School may choose to enroll for UWGB credits in addition to high school credit. The UWGB CCIHS prerequisites are listed above.

English Literature and Composition is designed as an introductory college-level English course, in both scope and rigor. Students will explore various literary texts at a deep level in an effort to understand the impact of literature and language on the world as we know it, both historically and currently. Our literary analysis will explore style, structure, diction, figurative language, imagery, detail, language, and syntax. Inherent within our exploration will be a study of vocabulary, writing, and grammar. Students will understand literary terms at a mastery level while learning to write about the literature they are coming to understand. Students will be required to write a variety of formal and informal essays. This course fulfills a graduation requirement of either composition or literature.

Family and Consumer Education

Course	Length	Credit	To Be Offered			
			9	10	11	12
Intro to Lifespan Development	1 term	.5			X	X
Interior Design (even year)	1 term	.5	X	X	X	X
Fashion & Sewing (odd year)	1 term	.5	X	X	X	X
Family Relationships & Parenting	1 term	.5	X	X	X	X
Food Service I	1 term	.5	X	X	X	X
Culinary Skills I	1 term	.5	X	X	X	X
Culinary Skills II (even year)	1 term	.5		X	X	X
World Cuisine (odd year)	1 term	.5		X	X	X
Concepts, Issues, & Field Experience in Education	1 term	.5			X	X
Hospitality, Tourism & Event Management	1 term	.5			X	X
Early Childhood Learning Experiences	1 term	.5	X	X	X	X

INTRO TO LIFESPAN DEVELOPMENT (Course #13521) .5 credit

Students will learn about human development from conception through death. Focus will be on physical, emotional, and psychological development. Students will learn about the process of learning and personality development through all ages as well. Students will observe and interact with infants, toddlers, and preschool or school-aged students. This course is available for college credit through UW-Green Bay.

INTERIOR DESIGN (Course #13535) .5 credit

This course consists of two parts. First, students will create a floorplan of their dream house. They will need accurate measurements in all rooms as well as work on some cost analysis to determine the cost of their house. The second part is learning about interior design and then choosing the overall concept of the house. Students will then choose all the components they will need inside the house: paint colors, flooring, window treatments, furniture, decorations, and cabinets. This class will be offered in odd years only.

FASHION & SEWING (Course #13533) .5 credit

Students will learn the basics of hand sewing and machine sewing. Students will sew a clothing item from a template as well as a T-shirt quilt or other large sewing project the teacher approves of. The two sewing projects will be at the expense of the student. This class will be offered in even years only.

FAMILY RELATIONSHIPS & PARENTING (Course #13526) .5 credit

This course is designed to study the family in a changing society and the role an individual plays in today's family. The course will promote a better understanding of oneself, interpersonal relationships, the family unit, family lifestyles, dating, marriage, and family crisis and change. They will learn about the process of parenting - how adults and caregivers influence and are influenced by children. They will be required to "parent" the RealCare Baby infant for a 60 hour period. The course is designed to encourage healthy fulfilling relationships and to develop skills that enable a satisfying lifestyle now and in the future.

FOOD SERVICE I (Course #13545) .5 credit

This course is designed to give students knowledge and skills needed for entry level employment in the expanding Food Service industry. Customer service and safety and sanitation will be emphasized. Students will become aware of the wide variety of careers in the Food Service/Hospitality industry and the skills and rewards involved. A restaurant simulation will provide actual "hands on" work involving short order cooking, waiter/waitress training, menu creation and pricing.

CULINARY SKILLS I (Course #13555) .5 credit

This course will review the concepts of food preparation, safety and sanitation. The course will then build on these skills and students will learn advanced cooking techniques. Students will learn how to plan, budget and prepare a weekly menu. Many cooking methods will be learned including food preservation, baking, and grilling. Students will also learn how to use a variety of kitchen appliances and equipment.

CULINARY SKILLS II (Course #13557) .5 credit

Prerequisite: Successful completion of Culinary Skills I.

This course will expand upon skills learned in Culinary I. Units will include meal planning and the preparation of appetizers, entrees, side dishes, and specialty desserts. Attractive plating and garnishing will be practiced. Students will also plan and prepare items for a catered event. The course will culminate with a themed buffet. This class will be offered in even years only.

WORLD CUISINE (Course #13558) .5 credit

Prerequisite: Successful completion of Food Service I and/or Culinary Skills I.

This course will focus on the types of dishes that are typical of various regions of the United States, and the meal patterns of countries throughout the world. Students will research how geography, climate, and culture affect cuisine, and then will prepare a variety of dishes. Meal planning and table setting will be practiced with the intent of hosting several cultural meals that will be shared with guests. This class will be offered in odd years only.

CONCEPTS, ISSUES, & FIELD EXPERIENCE IN EDUCATION (Course #13511) .5 credit

Prerequisite: Independent Study (Teacher/Administrator pre-approval) for Juniors/Seniors in good standing.

This course teaches the practical skills and dispositions needed to effectively work with children, teachers, staff and administrators in a K-12 setting. Through extensive field work, students learn the necessary behaviors needed to develop successful relationships with other students and experience early classroom involvement and individual interactions. This course is designed to introduce new and informed ways of thinking about teaching and learning. The class requires 35 hours of service in a public school. This course is available for college credit through UW-Green Bay.

HOSPITALITY, TOURISM & EVENT MANAGEMENT (Course #13571) .5 credit

This course provides a general overview of hospitality management. You will learn about development, organization and structure, and all of the functional areas of the hospitality industry, including travel and tourism, lodging, food services, and recreation.

EARLY CHILDHOOD LEARNING EXPERIENCES (Course #13528) .5 credit

In this course students will learn about child care services including the center environment, food and nutrition, health and safety, lesson planning, and the special needs of children. Students will learn how to provide a safe and educational experience for children.

Math

Course	Length	Credit	To Be Offered			
			9	10	11	12
Algebra I	2 terms	1	X	X	X	X
Geometry	2 terms	1	X	X	X	X
Algebra II	2 terms	1		X	X	X
Probability & Statistics	2 terms	1			X	X
Math Analysis	2 terms	1			X	X
AP Calculus AB	2 terms	1				X
Calculus II	2 terms	1				X

ALGEBRA I (Course #12430 & #12431) 1 credit

A complete Algebra course in two terms dealing with the relations and properties of numbers using symbols and letters to represent those numbers. Topics include solving equations, factoring, graphing and problem solving. Algebra is the foundation of all higher mathematics. A “C” or better in this class may lead to a more successful experience in Geometry.

Note: Exceptional math students may take a placement test during 8th grade at the parents’ request. A successful score will place the student in geometry. The student will then have to take geometry and advanced algebra to fulfill the graduation requirements.

GEOMETRY (Course #12450 & #12451) 1 credit

Prerequisite: Successful completion of Algebra or successful score on placement test as incoming freshman.

A course designed to develop logical thought. Beginning with definitions, assumptions and truths gained by inductive reasoning, a whole system of logical thought is built up on geometric ideas (triangles, circles, polygons, lines, parallel lines and perpendicular lines). These ideas have many applications in the sciences, architecture, and art fields. But aside from all these, deductive thinking necessary to build this system of mathematics can help the student to strengthen their ability to communicate their ideas more effectively.

ALGEBRA II (Course #12460 & #12461) 1 credit

Prerequisite: Successful completion of Geometry (a “C” or better is recommended) and Algebra I or successful placement score.

A continuation of Algebra I. The first term is basically a review of Algebra I, taking a more thorough approach to topics discussed previously. The second term is a combination of trigonometry and analytic geometry. These topics are essential to those students planning to take Physics and/or Math Analysis.

PROBABILITY AND STATISTICS (Course #12486 & #12487) 1 credit

Prerequisite: Successful completion of Algebra and Geometry

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision making process. Topics include: Gathering and Exploring data, Probability and Probability Distributions, Inferential Statistics, and Analyzing Association.

MATH ANALYSIS (Course #12470 & #12471) 1 credit

Prerequisite: A grade of "C" or better in Algebra II or teacher recommendation is required

A course for those who intend to take further mathematics courses in college. This course takes an in-depth look at Algebra, Geometry, and Advanced Algebra that are covered in college mathematics courses and also covers topics already familiar to the student, but with an entirely different approach. Group study will be stressed to prepare the student for college.

AP CALCULUS AB (Course #12480 & #12481) 1 credit

Prerequisite: A grade of "C" or better in Math Analysis or teacher recommendation is required

A first course in college calculus. Calculus is used to solve problems with changing quantities. It takes a more in-depth look at topics studied in Advanced Math. Calculus is also used to solve problems involving motion. Calculus is required for such majors as math, business and engineering.

This course has been authorized by the college board to use the designation AP. Students will have the opportunity to take the Advanced Placement test in May. There is a fee of approximately \$100 if the student decides to take the Advanced Placement test. Many colleges will offer college credit in the course if the student scores well enough. See AP website for information.

CALCULUS II (Course #12482 & #12483) 1 credit

Prerequisite: A grade of "C" or better in AP Calculus AB or teacher recommendation is required

This is a typical second semester calculus course. Topics investigated: applications of integrals, integration techniques, sequences and series, conic sections, parametric equations and polar coordinates.

Music

Course	Length	Credit	To Be Offered			
			9	10	11	12
Concert Orchestra	2 semesters	1	X	X	X	X
Concert Choir	2 semesters	1	X	X	X	X
Piano Class	1 term	.5	X	X	X	X
Piano II	1 term	.5		X	X	X
Piano III	1 term	.5		X	X	X
Piano IV	1 term	.5		X	X	X
Theater-Stagecraft	1 term	.5	X	X	X	X
Music Theory	1 term	.5			X	X

CONCERT ORCHESTRA (Course #56600 & #56602) 1 credit

Students will explore the subject of music through instrumental performance while developing a strong sense of quality and pride. Students will have a variety of performance opportunities, including playing in the pep band, performing at concerts throughout the year, a variety of honors band opportunities and participating in Solo and Ensemble Festival. Open to any student who has band experience or by the consent of the instructor. Students must sign up for an entire semester.

CONCERT CHOIR (Course #56436 & #56438) 1 credit

Concert Choir is an ensemble that prepares and presents concerts throughout the year. Students who would like to participate in a large ensemble and learn a variety of types of music are encouraged to enroll. Students may also participate in Solo and Ensemble Festival. Students must sign up for an entire semester.

PIANO CLASS (Course #16460) .5 credit

A course for the beginner or advanced piano student. The class will teach the basics of piano and theory. This is definitely a “hands-on” class with students practicing and learning the techniques of the piano everyday. Intermediate and advanced players are encouraged to bring the most recent materials studied so you may advance from there.

PIANO II (Course #16462) .5 credit

Prerequisite: Successful completion Piano Class.

PIANO III (Course #16463) .5 credit

Prerequisite: Successful completion of Piano II.

PIANO IV (Course #16464) .5 credit

Prerequisite: Successful completion of Piano III.

THEATER-STAGECRAFT (Course #16470) .5 credit

Do you enjoy theater but want to know more about what happens behind the scenes to make a show work? Performing in front of people not quite your thing, but you want to be creative and build things? Stagecraft will explore all the aspects of what goes on to make a show run smoothly from beginning to end. This class will include set design and set building, stage maintenance, running a soundboard and creating sound design, light board and light design, costuming, special stage effects, makeup, blocking, budgeting, and creating PR through posters, programs, and social media.

MUSIC THEORY (Course #16338) .5 credit

Students in this course will gain the foundational knowledge of music theory fundamentals including pitch, rhythm, meter, and key. During the course, students will also be able to explore form, composition, and the use of Digital Audio Workstation software by arranging and composing their own musical compositions. Further exploration can be had with aural skills, basic instrument fundamentals, and score study.

Physical Education and Health

Course	Length	Credit	To Be Offered			
			9	10	11	12
Health Education	1 term	.5	X			
Fit Freshmen	1 term	.5	X			
Fit for Life	1 term	.5		X	X	X
Strength & Conditioning	1 term	.5		X	X	X
Hand-Eye Fitness	1 term	.5		X	X	X
Team Sports	1 term	.5		X	X	X

HEALTH EDUCATION (Course #14110) .5 credit

The intent of this health course is to help young people make independent, informed decisions concerning their emotional, physical, mental and social well-being. It encourages the student to discover his/her unique capability and responsibility for developing attitudes and patterns of behavior that will promote a full and satisfying life. The course will include units on wellness, mental/emotional health, healthy eating, alcohol, tobacco, and other drugs, sexual health, and first aid/CPR. This course is required for all freshmen.

FIT FRESHMEN (Course #14313) .5 credit

This course is required for all freshmen. Students will experience a variety of activities that will enhance personal fitness levels through physical movement. Emphasis will be placed on sportsmanship, teamwork, development of basic skills, and improvement in fitness levels.

FIT FOR LIFE (Course #14355) .5 credit

This course will have students exploring ways to enhance fitness levels while participating in a variety of activities in and out of the classroom. Students will participate in individual/lifetime activities and health related fitness activities such as: step aerobics, resistance bands, fitness walking, Pilates, circuit training, and yoga. Students will also be required to design and implement their own personal fitness program.

STRENGTH & CONDITIONING (Course #14361) .5 credit

Prerequisite: Successful completion of Fit For Life, summer Speed & Strength or teacher recommendation is required

This course is designed for students who are interested in improving strength, speed, flexibility, agility, and managing their overall physical fitness levels. It is designed to teach the students the fundamentals of weight training and enhance fitness levels through lifting, agility workouts, plyometrics, speed, flexibility workouts, and in class activities.

HAND-EYE FITNESS

(Course #14375)

.5 credit

This course will focus on fitness by emphasizing activities that utilize hand-eye coordination while increasing heart rate. Students will participate in the following units: badminton, pickleball, floor hockey, softball/wiffle ball, lacrosse, table tennis/indoor tennis, spikeball, and Frisbee games. Health related fitness activities and fitness assessments will also be incorporated into this course.

TEAM SPORTS

(Course #14370)

.5 credit

This course offers a variety of competitive and recreational activities involving a focus on fitness and team play. Students will learn in depth skills, strategies, and rules of activities while working on their interpersonal relationships in a cooperative environment. Students will identify personal health benefits from a variety of activities. Team building, volleyball, basketball, flag football, team handball, eclipse ball, ultimate sports, floor hockey, soccer, and softball are activities offered in this course.

Science

Course	Length	Credit	To Be Offered			
			9	10	11	12
Physical Science	2 terms	1	X	X	X	X
Biology	2 terms	1	X	X	X	X
AP Biology	2 terms	1			X	X
Earth & Space Science	2 terms	1		X	X	X
Chemistry I	2 terms	1		X	X	X
Advanced & Organic Chemistry	2 terms	1			X	X
AP Chemistry	2 terms	1			X	X
Physics	2 terms	1			X	X
Anatomy/Physiology	2 terms	1		X	X	X
Ecology & Environmental Science	2 terms	1		X	X	X
Exploring Science Careers	2 terms	1		X	X	X

PHYSICAL SCIENCE (Course #12620 & #12621) 1 credit

This two term course covers a variety of topics related to chemistry and physics. Topics may include lab safety, study of matter, chemical reactions, forces, work and energy, and waves. All students are required to take either Physical Science as a freshman or a physical science class (Chemistry or Physics) in grades 10-12.

BIOLOGY (Course #12630 & #12631) 1 credit

Biology is a course dealing with the study of living things. Topics include the structure and function of cells, genetics, evolution, microbiology, botany (the study of plants) and zoology (the study of animals). All students are required to take biology.

ADVANCED PLACEMENT BIOLOGY (Course #12638 & #12639) 1 credit.

Prerequisite: A grade of "C" or better in Biology is recommended.

Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Offered in even years only.

EARTH & SPACE SCIENCE (Course #12634 & #12635) 1 credit

This course explores the structure of the Earth and its place in the universe. Topics of study include: Geology focusing on rocks and minerals, plate tectonics, hydrology, geologic time and fossils and Atmosphere which includes weather and climate, structure, and Astronomy including earth and moon, solar system, stars and galaxies.

CHEMISTRY I (Course #12640 & #12641) 1 credit

Prerequisite: A grade of "C" or better in Algebra I is recommended.

Science dealing with the composition of matter, the chemical changes which matter undergoes and the energy involved in these chemical changes. Experimentation is part of the course.

ADVANCED & ORGANIC CHEMISTRY (Course #12687 & #12688) 1 credit

Prerequisite: A grade of "C" or better in Chemistry I is recommended.

This two-term course expands on inorganic concepts from Chemistry I and extends the student's chemistry background. This course will progress with the topics of thermochemistry, nuclear chemistry, analytical chemistry; and will culminate with the topics of organic chemistry and biochemistry.

ADVANCED PLACEMENT CHEMISTRY (Course #12647 & #12648) 1 credit

Prerequisite: A grade of "C" or better in Chemistry I is recommended.

A two-term course which will prepare students for the AP chemistry test. Students will have the opportunity to earn college credit by taking the AP exam in May. Offered in odd years only.

PHYSICS (Course #12650 & #12651) 1 credit

Prerequisite: A grade of "C" or better in Algebra I is recommended.

Science dealing with the study of mechanics, properties of matter and energies of heat, sound, light and electricity. Mathematics is used to interpret the scientific principles.

ANATOMY / PHYSIOLOGY (Course #12657 & #12659) 1 credit

Prerequisite: A grade of "C" or better in Biology is recommended.

This two-term course is open to juniors and seniors and focuses on the structure and functions of the human body. Topics include the skeletal, respiratory, nervous, digestive, and reproductive systems. This course is intended for any students wishing to learn more about the human body and would be especially beneficial to those students wishing to pursue a career in the medical field.

ECOLOGY & ENVIRONMENTAL SCIENCE (Course #12661 & #12662) 1 credit

Prerequisite: Successful completion of Biology is recommended.

This one-term course uses biological principles to look at the relationships between humans and the earth. Topics include the study of ecosystems, populations, natural resources, and pollution. Hands-on projects and community involvement are stressed.

EXPLORING SCIENCE CAREERS

(Course #12611 & #12612)

1 credit

This two-term course is designed to help students explore the wide variety of occupations in science-related fields and the many employment possibilities that exist. Students will become familiar with entry level terms, procedures, practice and knowledge related to careers in healthcare, the environment, and forensic science. The primary purpose of this exploratory class is to assist students in making wise career decisions about science-related occupations.

Social Science

Course	Length	Credit	To Be Offered			
			9	10	11	12
World Studies	2 terms	1	X	X		
U.S. History	2 terms	1	X	X		
Wisconsin History	1 term	.5			X	X
World War II	1 term	.5			X	X
Pop Culture	1 term	.5			X	X
Social Issues	1 term	.5			X	X
Economics	1 term	.5			X	X
U.S. Government	1 term	.5		X	X	X
Intro to Psychology	1 term	.5			X	X
Sports in Society	1 term	.5		X	X	X
Civic Engagement	1 term	.5			X	X
Team Building & Problem Solving	1 term	.5		X	X	X
AP U.S. Government	2 terms	1			X	X
AP U.S. History	2 terms	1			X	X
Intro to Sociology	1 term	.5			X	X
Entrepreneurship	1 term	.5		X	X	X

WORLD STUDIES (Course #12706 & #12707) 1 credit

****Must be completed prior to Junior year****

The most diverse Social Studies course offered at Reedsville High School. Within this World History course, students can anticipate to learn about a plethora of different topics including both physical and human geography, economics, and sociology. A regional studies approach will be taken in the course as we explore the unique history and characteristics of the areas of the world.

U.S. HISTORY (Course #12713 & #12714) 1 credit

****Must be completed prior to Junior year****

This two-term course is required unless a student is approved to take AP U.S. History instead. Students in U.S. History will learn the history of our country and how it came to be. The course will teach citizenship/civics and cover pre-colonial America to the present. Students will develop valuable presentation,

critical thinking, writing, reading, and analyzing skills while taking this course. Students will take the required citizenship test within the civics unit of this course.

WISCONSIN HISTORY (Course #12718) .5 credit

When you say Wisconsin, you've said it all! Join this course to take an in depth approach at local history. Students will use a variety of primary and secondary sources, along with videos, discussions, debates, and projects to learn about the great state of Wisconsin. This class will cover Wisconsin before European settlement to the present day.

WORLD WAR II (Course #12724) .5 credit

Prerequisite: Successful completion of U.S. History.

There are a handful of events that historians believed changed our world dramatically. World War II is one of them. Join this course to learn about the technology, battles, generals, leaders, homefront, and much more during the war that shaped the world we know today. Students will use WWII films as well as a variety of primary and secondary sources along with videos, discussions, debates, and projects to learn about World War II.

POP CULTURE (Course #12730) .5 credit

This one-term sociology course will focus on the history of the media along with pop culture and their impact on society. Students will explore different elements of the entertainment industry: film, sports, television, music, and magazines. Emphasis will also be placed on the study of media and its influence on people. This is an action-based research class with many different projects, viewings, and activities. This is a tenth through twelfth grade level course.

SOCIAL ISSUES (Course #12731) .5 credit

Open to juniors and seniors in good academic standing

19% of Americans have a fear of public speaking, don't be part of the statistics! Take this course to develop your public speaking, debate, and discussion skills while learning about social issues that exist in our world today. In Social Issues, students can expect to learn about subjects such as obesity, childhood poverty, and the rising cost of education while growing in their abilities to present viewpoints verbally. This course will grade students on their speaking ability in order to refine their speaking skills.

ECONOMICS (Course #12750) .5 credit

This one-term course will cover basic micro and macro economic concepts dealing with the American Free Enterprise system and Global economics. Emphasis will be on business organizations, corporations, stocks, bonds, different economic markets and systems, supply, demand, money, the banking industry, the government's role in the economy, taxation, tax law, and different indicators for economic prosperity.

Skills stressed include the ability to recognize the fundamental economic problem of scarcity and how economies solve it, compare and contrast the American Free Enterprise system with that of other nations and

other economic systems, distinguish between the three types of business organizations, evaluate the apparent success or failures of business and economies, outline the current government income and expenditure programs, evaluate the different economic indicators to discuss the relative strength or weakness of the current economic markets, examine and scrutinize economic trade policy and critique their effectiveness.

U.S. GOVERNMENT (Course #12755) .5 credit

“Oldest democracy in the world!” often a term political leaders use to describe the U.S. government. But is that true? Do you even really know what a democracy is? Well the truth is it is not and if you can’t explain democracy you’re not alone as 40% of Americans can’t even pass the immigration citizenship test. Discover what this country is really all about as we explore the American Government. In U.S. Government, you’ll learn about the history of your government through the study of the Constitution. Using the Constitution as a course outline, you’ll learn about the three branches of Government, powers of the Federal and State governments and your rights as granted in the Bill of Rights. Lastly, it will introduce you to government at the state and local level. This is a tenth through twelfth grade course.

INTRO TO PSYCHOLOGY (Course #12770) .5 credit

Want to know what is going on inside that brain of yours? Then Psych is the course for you. This one-term course, offered to Sophomores through Seniors, teaches the fundamentals of Psychology (study of human behavior). The student will understand more about the behaviors of others and themselves by learning how humans interact, develop, learn and think. Other topics covered in this course are human behavior, memory, abnormal behavior, and health. Small experiments, studies, tests and observations will be conducted in class. This course is available for college credit through UW-Green Bay & LTC.

SPORTS IN SOCIETY (Course #12764) .5 credit

Whether you are a current athlete, a crazy sports fan, or just want to learn more about the wonderful world of sports in our society, this is the course for you! Sports are all around us, yet we hardly ever take the time to examine it at a deeper level. This course will look at how sports play a role in our society at psychological, sociological, historical, and economic levels. Some of the topics that will be covered include: race and gender issues, the impact of culture, drugs, and media on sports, and the economic impact sports have. Students should be expected to openly discuss and share their thoughts, as well as be prepared to research a variety of topics.

CIVIC ENGAGEMENT (Course #12774) .5 credit

Prerequisite: Successful completion of U.S. History, World Studies, and U.S. Government or prior instructor approval.

Looking for a way to use what you have learned and apply it to your everyday life? If so, Civic Engagement may be the class for you. The course will give students the opportunity to apply their skills and knowledge to real life, community situations. In the class students will be expected to oversee a project(s) from beginning to end. Students will have to plan and execute a variety of different ideas that help impact their local communities. Some examples of projects may include planning a fundraising event, helping their local

community improve a park or building, and creating blankets for a local assisted living center. Students must be self-motivated and comfortable interacting with peers, community members, and local officials. This course will most likely require students to occasionally leave school during class time and attend events/meetings outside of normal school hours. Due to the nature of the course and it being highly student driven, students will have to get 2 staff members to sign off and recommend them for the class based on the student's intrinsic motivation. It is recommended to take Civic Engagement your junior or senior year.

TEAMBUILDING & PROBLEM SOLVING (Course #12769) .5 credit

Students will examine and apply the skills and tools necessary to facilitate problem solving in a team environment. Each learner will demonstrate the application of the benefits and challenges of group work, necessary roles in a team, different approaches to problem solving, consensus, developing alternative solutions and evaluation.

ADVANCED PLACEMENT SOCIAL SCIENCE COURSES

Students are encouraged to take these courses before senior year to preserve schedule space for other AP courses.

ADVANCED PLACEMENT U.S. GOVERNMENT (Course #12782 & #12783) 1 credit

Prerequisite: Successful completion of U.S. History and World Studies, or instructor approval.

AP U.S. Government is a great way to save money and earn college credit while still in high school. AP U.S. Government is a great way to quickly learn about how your national government operates. This is an accelerated course that will cover the ins and outs of the United States government. The course moves at a faster pace, and covers significantly more material than your average course. However, the fast pace and large amount of content is necessary to prepare students for the optional AP test later in the year. Students will be expected to be self-motivated, examine different sources, research, master vocabulary, and be able to express their thoughts and ideas through frequent written and oral responses. This course is recommended during your junior or senior year.

ADVANCED PLACEMENT U.S. HISTORY (Course #12780 & #12781) 1 credit

Prerequisite: A recommended grade of "B" or better in U.S. History or instructor approval.

Attention History buffs! This course will provide a great opportunity to gain college credit or further challenge those who enjoy history. AP U.S. History will be fast paced and cover a significant amount of content in order to prepare students for the AP test that will give students the opportunity to gain college credits. Students who take AP U.S. History will be expected to research, write frequently, debate, be self-motivated, and analyze difficult types of sources.

INTRODUCTION TO SOCIOLOGY (Course #12790) .5 credit

Introduces students to the basic concepts of sociology: culture, socialization, social stratification, and the five institutions, including family, government, economics, religion, and education. Other topics include

demography, deviance, technology, environment, social issues, social change, social organization, and workplace issues. This course is available for college credit through UW-Green Bay and LTC.

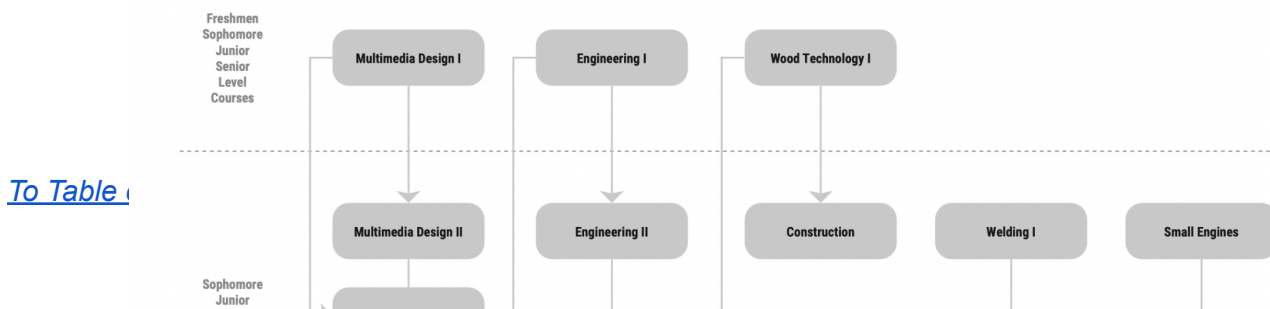
ENTREPRENEURSHIP (Course #13290) .5 credit

Prerequisite: Successful completion of Introduction to Business is recommended.

Entrepreneurship is a one-term course for juniors and seniors interested in discovering how to start up a new business venture. This course introduces the student to the nature of entrepreneurship and its key role in the economy. It examines the characteristics, motivations, and behavior of successful entrepreneurs and provides students with the opportunity to complete a self-assessment to determine potential success as an entrepreneur. Key interpersonal skills relating to successful entrepreneurs are identified, discussed, and practiced. Students will conduct a research study to identify the feasibility of opening a business, develop a business plan, and present the proposal. This course will be offered in odd years only.

Technology Education

Course	Length	Credit	To Be Offered			
			9	10	11	12
Wood Technology I	1 term	.5	X	X	X	X
Wood Technology II	2 terms	1			X	X
Furniture Design & Production	2 terms	1			X	X
Multimedia Design I	1 term	.5	X	X	X	X
Multimedia Design II	1 term	.5		X	X	X
Engineering I	1 term	.5	X	X	X	X
Engineering II	1 term	.5		X	X	X
Welding I	1 term	.5		X	X	X
Welding II & Metal Fabrication	1 term	.5			X	X
Construction	1 term	.5		X	X	X
Small Engines	1 term	.5		X	X	X
Web Page Design	1 term	.5		X	X	X
Mechanics	1 term	.5			X	X



[To Table 1](#)

WOOD TECHNOLOGY I (Course #13620) .5 credit

Course/Materials Fees: \$40 project fee & safety glasses

This one-term introductory woodworking course will introduce the student to basic woodworking design and wood fabrication techniques. Students will learn to safely operate and use common woodworking machines (jointer, table saw, radial arm saw, planer, and miter saw) along with measuring and layout tools/processes. Students will complete an assigned woodworking project. Safety glasses are required.

WOOD TECH II (Course #13625 & #13626) 1 credit

Prerequisite: Wood Technology I

Course/Materials Fees: Project fee based on student choice & safety glasses

This semester long junior/senior advanced woodworking course is one in which students will select, design, and draft a project, with the instructor's approval, and construct it. Emphasis will be placed on design elements and principles, construction techniques employed, safety, and proper machine use. Expected course/materials fee is over \$100. Safety glasses are required.

FURNITURE DESIGN & PRODUCTION (Course #13628 & #13638) 1 credit

Prerequisite: Successful completion of Wood Technology I, Wood Technology II, and CAD I.

Course/Materials Fees: Project fee based on student choice & safety glasses

This course is designed to allow students to design, engineer, and build furniture. Students will be using CAD software to design blueprints for their project. Throughout the class, students also get exposure to different woodworking machines specifically designed for sawing, with a strong emphasis given to machining exact

specifications. Students are encouraged to design pieces of furniture that are new and furniture that is one-inch scale concentrated using standard framing methods. Safety glasses are required.

MULTIMEDIA DESIGN I (Course #13631) .5 credit

Course/Materials Fees: \$10 project fee

This one-term course provides a basic understanding of the fundamental processes of graphic and digital design. Students will gain creative and technical skills, along with critical thinking skills, by using several of the techniques and methods currently being practiced in these fields today. A wide variety of work will provide students with an engaging hands-on experience. Students will spend a majority of their time utilizing Adobe Photoshop, Illustrator, XD, and Dreamweaver.

MULTIMEDIA DESIGN II (Course #13632) .5 credit

Prerequisite: Multimedia Design I (Graphic Communications I)

Course/Materials Fees: \$25 project fee

This one-term course will build off of the knowledge gained in Multimedia Design I. Students will use their knowledge of Photoshop and Illustrator to create graphics for a wide variety of applications, both print and digital. Students will spend a majority of their time in Adobe InDesign and gain layout skills in the industry standard page layout program. A wide variety of classwork, along with possible client-based work, will provide the student with engaging real-world experiences.

ENGINEERING I (Course #13652) .5 credit

Course/Materials Fees: \$10 project fee

This introductory one-term course will focus on using the design process to solve problems. Students will brainstorm, sketch out, and 3D model their ideas using the industry standard Vectorworks Design. Students will gain basic drafting skills, learn to communicate ideas through drawings and written instructions, how to determine measurements, and materials for a project. Basic additive manufacturing (3D printing) skills will also be discussed.

ENGINEERING II (Course #13653) .5 credit

Prerequisite: Engineering I (CAD I)

Course/Materials Fees: \$25 project fee

In this one-term course students will build on the skills learned in Engineering I and further their understanding of engineering and the design process. This course will primarily consist of projects that students will plan, design, build, and test. Skills that students will acquire include advanced drafting techniques, complex 3D modeling skills, architectural drawing, and civil engineering.

WEB PAGE DESIGN (Course #13675) .5 credit

Prerequisite: Multimedia Design I (Graphics I)

This is a hands-on project based one-term course focused on basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Students will learn to build web sites using industry-standard programs and processes. Throughout the course students are introduced to planning and

designing effective web pages while implementing web pages by writing HTML and CSS code. Students will be required to use page layout techniques, graphics, text formatting, multimedia, and images throughout the course.

CONSTRUCTION (Course #13665) .5 credit

Prerequisite: Woods I

Course/Materials Fees: Project fee based on student project & safety glasses

This course is designed to provide students with practical knowledge and experience applicable to the construction field. They will develop basic skills such as measurement, tool identification, reading and interpreting plans and specs, calculating a bill of materials, electrification, carpentry, plumbing and masonry. Content may be enhanced with appropriate computer aided design. Safety glasses are required.

WELDING I (Course #13686) .5 credit

Course/Materials Fees: Project fee based on student project, welding gloves & safety glasses.

Welding I will provide students with an introduction to the properties of metal and the transformation of standard stock into finished products. Students gain hands-on experience by learning shielded metal arc welding (SMAW), gas metal arc welding (GMAW or MIG), plasma cutting, and oxygen-acetylene torch use. Students will apply these techniques to perform basic metal fabrication. Shop safety will be learned and practiced throughout the course. A materials fee is required.

WELDING II / METAL FABRICATION (Course #13688) .5 credit

Prerequisite: Successful completion of Welding I.

Course/Materials Fees: Project fee based on student project, welding gloves & safety glasses

This is a one-term course that provides students with enhanced welding instruction and practice. The basic skills and machine safety are reviewed and refined. Students will learn additional metal processing techniques and utilize additional tools, including milling, lathe-work, and programming coordinates for use with the plasma table. Students will do multiple required projects and then be allowed to create a project of their choice using the materials supplied in class. They must make a drawing of the project, develop a proper plan of procedures for the project, and finish the project in an agreed amount of time. Due to district liability, students will not be allowed to bring in their own projects to work on unless pre-approved by the instructor. A materials fee is required.

SMALL ENGINES (Course #13695) .5 credit

In this one-term course, students will learn a fundamental understanding of internal combustion engine operation, components, and mechanical systems. The topics of this course will cover safety, fluid powers, lubrication, cooling, fuel, and exhaust systems. It will also include a fundamental understanding of basic power equipment operation and applications. This course will include introductory understanding and use of technician's troubleshooting techniques. Safety glasses are required.

MECHANICS (Course #13690) .5 credit

Prerequisite: Successful completion of Small Engines or instructor approval.

Course/Materials Fees: Project fee based on student project & safety glasses

This is a one-term course that provides students with basic mechanical and safety skills. Students will learn by their “hands-on” projects on engines, machinery, and equipment. Students will bring in and work on projects related to the mechanics field using welding, torching, plasma cutting, metal fabrication, hydraulics, and related practices. Students will also be learning and developing key understanding of technological improvements of vehicles, as well as modern industrial standards involving vehicle repair and maintenance. Student projects are required before enrollment in the course.

World Language

Course	Length	Credit	To Be Offered			
			9	10	11	12
Spanish I	2 terms	1	X	X	X	X
Spanish II	2 terms	1	X	X	X	X
Spanish III	2 terms	1		X	X	X
Spanish IV	2 terms	1			X	X
Spanish for Spanish Speakers I	2 terms	1	X	X	X	X
Spanish for Spanish Speakers II	2 terms	1	X	X	X	X
Spanish for Spanish Speakers III	2 terms	1		X	X	X
Spanish for Spanish Speakers IV	2 terms	1			X	X

SPANISH

Learn a second language the same way you learned your first language: Naturally and easily, with repeated exposure to language that you can understand!

Rather than memorizing long lists of vocabulary and grammar rules, Spanish students are taught with comprehensible input, or spoken and written language that is simplified so they can understand it. Students listen and participate in class discussions on topics chosen by the class. Gestures, pictures, and translations are provided to help all students understand the discussion. Entertaining, silly Spanish videos and music are also used as a fun way to interact with simple Spanish. The language used in class slowly increases in complexity and students will be surprised by how much Spanish they can understand after only a brief amount of time in class!

In Spanish 1, students will interact in class discussions; learning about each other and building community. They will also begin reading in Spanish and use a variety of online video resources to provide them with more exposure to comprehensible Spanish. They will create characters and stories together, further exploring language and topics of interest to them. They will explore the culture of Spanish speaking countries, current events, and topics chosen by the class. They will prepare and taste foods from Spanish-speaking countries. They will play games and have fun together in class, all while steadily and easily improving their comprehension of Spanish and their ability to speak it.

In Spanish 2, 3, & 4, students will continue all Spanish 1 activities, further building up their ability to understand and use more complex language. Classes will participate in discussions on a variety of topics, including culture of Spanish-speaking countries, and topics chosen by the class. Students will read and write in Spanish about topics of their choice.

SPANISH I	(Course #12310 & #12311)	1 credit
SPANISH II	(Course #12320 & #12321)	1 credit
Prerequisite: Successful completion of Spanish I or instructor approval.		
SPANISH III	(Course #12330 & #12331)	1 credit
Prerequisite: Successful completion of Spanish II.		
SPANISH IV	(Course #12340 & #12341)	1 credit
Prerequisite: Successful completion of Spanish III.		

SPANISH FOR SPANISH SPEAKERS

Prerequisite: Permission from the instructor

Do you speak Spanish at home? Do you wonder if Spanish 1 is really the class where you should start? Do you worry that you don't read and write well in Spanish, but you know that you don't need to start from the very beginning on speaking and understanding Spanish? If so, this is the class for you!

Students will participate in class discussions every day, first learning about each other and building community in the class. After learning about each other, the class will choose discussion topics. Students will each choose their own reading materials and writing topics, allowing each student to work at his or her own level, and with topics that are interesting to him or her. Students will learn the value of their bilingual skills and explore careers where their bilingual skills will be of benefit to them.

SPANISH FOR SPANISH SPEAKERS I	(Course #12362 & #12363)	1 credit
SPANISH FOR SPANISH SPEAKERS II	(Course #12372 & #12373)	1 credit
SPANISH FOR SPANISH SPEAKERS III	(Course #12382 & #12383)	1 credit
SPANISH FOR SPANISH SPEAKERS IV	(Course #12392 & #12393)	1 credit

Youth Apprenticeship

YOUTH APPRENTICESHIP

(Course #17010)

2-4 credits

Open to juniors and seniors in good academic standing.

1.0 Credit/term (Up to Four Terms – Elective)

Youth Apprenticeship is an intensive one-year or two-year program which combines class work with work-based learning in a business or industry. Students who achieve the program competencies earn a certificate of occupational proficiency from the Department of Workforce Development along with their high school diploma. The students participate in hands-on learning at the job site combined with classroom instruction (either at the technical school or high school level) to help students make the connection between school and the world of work. Students can apply for the Youth Apprentice program in February of their Sophomore or Junior year. After an initial online program application review, applicants will be interviewed by employers and employment decisions will be made at that time.

Currently the following programs are offered through the apprenticeship programs.

- Agriculture- Large or Small Animal, Water Resource Management, Ag Mechanics, Landscaping
- Construction- Carpentry, Electrical, Masonry/Concrete, Plumbing, HVAC
- Financial Services- Banking, Accounting
- Healthcare- Dietary Aide, CNA, Resident Aide
- Hospitality- Food & Beverage
- Information Technology- IT Essentials
- Marketing- Marketing Communications, Professional Sales
- Manufacturing- Welding, Machining, Industrial Maintenance, Machining, Assembly/Packaging
- STEM- Engineering
- Transportation- Auto Tech, Diesel Tech

*If you are already employed and would like to do the Youth Apprenticeship program or if there is a program you are interested in and do not see it listed, talk to your school counselor.

Kari Mueller, Manitowoc County Youth Apprenticeship Coordinator

920-323-5705 or kmueller@cesa6.org

Senior Seminar

SENIOR SEMINAR

(Course #999SS)

0 credit

Senior Seminar will consist of four sessions each 1-2 hours in length. It will be offered various times during the school year. All seniors must successfully complete the following sections: documents including letter of application, resume', application form; performance including employability skills, body language, dress; and mock interview. This is a required course for all seniors. Successful completion of this course is required for graduation.

College Connections

Transcribed Courses (TC): Courses that are labeled TC are courses taught by RHS staff at the technical college level and follow the curriculum established by a Lakeshore Technical College instructor. Students completing courses identified as TC, will earn both high school credit and technical college credit. To earn the technical college credit, students must successfully complete these courses with a “C” or better. Completion of these courses will be noted as TC on the Reedsville High School transcript and will follow the same procedures for grading, credits earned, and GPA as all other RHS courses. Additionally, students will receive a grade, credit, and will have an established GPA at Lakeshore Technical College upon completion of these courses and may choose to apply these credits to a degree from LTC OR may choose to transfer these credits according to each individual Technical College/or University’s transfer policy. Below is a chart showing the current RHS courses and equivalent course and credit granted from LTC.

RHS Course(s): Microsoft Office Specialist, Accounting I, Accounting II

Advanced Standing Courses (AS): Courses that are labeled AS are courses taught by RHS staff at the technical college level where the curriculum has been approved by a technical college instructor. If a student successfully completes this type of course with a “B” or better, the student will earn credit for completing the course and will gain advancement to the next level course required in his/her college-level coursework. If this course is not required for the student’s degree program, they can be used to fulfill elective credit. These courses are recorded and noted on the high school transcript according to the same grading, credit, and GPA policies as all other RHS courses. These courses are not recorded on a college transcript. The Advanced Standing agreement may be honored at Wisconsin technical colleges or universities of the student’s choosing according to the college’s transfer policies.

RHS Course(s):

Advanced Placement Courses (AP): Courses follow a 4-year college-level course curriculum approved by the College Board. These courses contain a high level of rigor and require a high level of independent learning outside of the classroom setting. At the conclusion of these courses, students are given the option to complete an Advanced Placement Exam. College credit is only awarded on the basis of student performance on the exam. The exam score is not tied to the classroom grade. The amount of college credit awarded varies from college to college. To be eligible for college credit consideration, an exam score of 3 or higher must be achieved. Testing fees for the exam vary from year to year and are to be covered by the student. Any student may elect to complete an Advanced Placement exam for any subject area regardless if a preparation course is completed. A list of AP exams is available at

http://apcentral.collegeboard.com/apc/public/exam/dates_fees/index.html

RHS Course(s): English Literature and Composition, AP Calculus AB, AP Biology, AP Chemistry, AP U.S. History, AP U.S. Government

General University of Wisconsin's Systems Requirements

English	4 credits	Required: English 9/10 Fiction, English 9/10 Non-Fiction, Composition, American Literature or British Literature Recommended: AP English Literature & Composition
Mathematics	3 credits	Required: Algebra I, Geometry, Algebra II Recommended: Math Analysis and AP Calculus AB
Social Science	3 credits	Required: World Studies, U.S. History, Social Science electives
Natural Science	3 credits	Required: Biology, Chemistry I Recommended: Physics, Anatomy/Physiology, Ecology & Environmental Science, Advanced Chemistry & Organic Chemistry
World Language	2 credits	Two credits of a single World Language are required for admission to UW-Madison. Some schools and programs require a world language for graduation.
Other	4 credits	Other electives chosen from the above areas, world language, fine arts, computer science and other academic and vocational areas.

For specific institutional requirements, see Introduction to the University of Wisconsin System which is available for students in the high school guidance office. When in doubt, please check with the school counselor.

NEW COURSE OFFERINGS

[Introduction to Sociology](#)
[Soil Science](#)
[Plant Science](#)
[Multimedia I & II](#)
[Engineering I & II](#)
[Natural Resource & Wildlife Management](#)
[Principles of Large Animal Science](#)

DUAL CREDIT OPPORTUNITIES

[Introduction to Sociology](#)
[Introduction to Psychology](#)
[Intro to Lifespan Development](#)
[Concepts, Issues, & Field Experience in Education](#)
[Composition](#)
[English Literature & Composition](#)
[Soil Science](#)
[Plant Science](#)
[Principles of Large Animal Science](#)
[Natural Resource & Wildlife Management](#)
[Outdoor Recreation \(*certification\)](#)
[Microsoft Office Specialist \(*certification\)](#)

Reedsville Summer School Programing Guide

Dear Students & Parents,

The Reedsville School District offers a comprehensive summer school program filled with diverse learning opportunities, hands-on projects, physical activities, fun and engaging lessons daily. Students will have opportunities to go swimming, join camps, take field trips, and more. We are excited to continue and add to the tradition of our 15-day program. This year we are offering full day, half day morning, and half day afternoon options. Classes will be offered to all children in grades 4K-8 who reside in the Reedsville School District. The classes will provide enrichment opportunities designed to enhance what is being taught during the regular school year. A priority goal for summer school teachers is to design lessons that get students actively involved in learning.

[CLICK HERE TO REGISTER](#)

Summer School Dates:

June 3rd - June 21st (Monday -Friday)

Registration Opens

Tuesday, April 2nd

Time:

8:00 AM - 3:00 PM

Registration Closes

Friday, May 3rd

Registration & Sign Up Options

Online Registration Form

Click [HERE](#) to complete registration
Registration deadline is 5/3/24

Full Day Summer School:

8:00 AM - 3:00 PM
Bus available for AM & PM transportation

Half Day Morning Summer School:

8:00 AM - 12:00 PM OR
8:00 AM - 11:00 AM (no lunch/recess)
Bus available for morning transportation
Parent pickup required at 11AM or Noon

Half Day Afternoon Summer School

11:00 AM - 3:00 PM OR
12:00 PM - 3:00 AM (no lunch/recess)
Bus available for afternoon transportation
Parent drop off required at 11AM or Noon

4K & 5K Summer School

Cost: \$15 (Used to cover the cost of 3 field trips.)

Students must have been in a 4K classroom during the 2023-24 school year to enroll in the summer school program.

Get ready for 15 days of interactive learning! We will be moving, exploring math concepts, reading stories, and doing hands-on activities. We will be taking 3 field trips. The field trips will be to Neshota Beach (Two Rivers), Lincoln Park Zoo (Manitowoc) and Collins State Bank/Brillion Public Library.

Teachers: Ms. Laura Ziemer, Mrs. Tabitha Hetue, and Mrs. Debbie Gardner

1st & 2nd Summer School

Cost: \$18 (Used to cover 1 field trip)

Our offering for 1st and 2nd grade features fun, and engaging lessons with projects designed to reinforce the skills that were introduced during the school year. Students will be traveling to the NEW Zoo in Green Bay on Friday, June 14th. Be sure to check out the special offerings sections below which includes more learning opportunities for students.

Teachers: Ms. Smit, Ms. Grober, & Mr. Ourada

3rd, 4th, and 5th (Course Selection)

Grades 3-5 will be given a schedule. Students will be able to choose up to four classes from the course offering list. Students selecting the full day option will have four 90 minute classes. Students selecting a half day option will have two 90 minute classes. Review the attached [Course Description Guide](#) and fill out your course requests during the registration process. Students in these grades will also have 3 optional field trips to attend. Field trips are explained later in the packet

Teachers: Various, See Guide

6th, 7th, & 8th Summer Fun Summer School

In this version of summer school, students will cook, do STEM activities and crafts, play sports and games, do transition and team building activities, have the option to attend fun field trips, and more! Join us for 15 days of fun with friends!

Students will have the ability to attend Strength and Conditioning class and camps if they would like and we will have lunch at the Elementary School. This offering is for current 6th-8th grade students and will take place at the high school. Field trips are explained later in the packet

Teacher: Mrs. Melissa Zipperer

Optional Field Trips (3rd - 8th)

We offer 3 field trips for students in grade 3-5 and 3 field trips to students in grades 6-8. The field trips at this level are optional. Students not electing to go on the trips, will follow an alternate summer school class schedule on Fridays. All trips will have a cost for transportation and admission. Sign up during registration using the Google Form. Trips will all be in the morning and students are dismissed from their normally scheduled class. Send in cash or check made out to Reedsville Elementary School to pay for the trip. Families with multiple students, attending multiple trips, may make a single payment to the Elementary Office.

3rd, 4th, & 5th Grade Field Trip Options

Friday June 7th

Skate City (Appleton)

Cost: \$13

Friday June 14th

Ashwaubenon Bowling Alley

Cost: \$13

Friday June 21st

Altitude Trampoline Park

Cost: \$25

6th, 7th & 8th Field Trip Options

Friday June 7th

Ashwaubenon Bowling Alley &
Title Town District

Cost: \$13

Friday June 14th

Manitowoc Aquatic Center

Cost: \$8

Friday June 21st

Altitude Trampoline Park

Cost: \$25

Attendance

Students are expected to follow the same policy as during the school year. If your child will be absent, please call the school office at 754-4341 by 8:00 the day of the absence. Being summer, if vacations are planned, please take them and just let us know if your child will be missing school.

Transportation

Kobussen will provide transportation using the same guidelines they follow during the regular school year. If your child will not be picked up/dropped off at your home address used for registration, please contact Kobussen directly at (920) 875-7800. Kobussen also asks that you provide us with only one pick-up point and one drop-off point for the duration of summer school.

Breakfast/Lunch/Snack

School breakfast and lunch will continue to be provided at a cost listed below. Parents are responsible for sending a snack supply. Students selecting the all day or half day morning option, will have a short window of time that they can leave their first class to eat breakfast. All students selecting the all day option will have a 30 minute lunch period. A hot lunch menu will be available, or students should pack their own lunch.

Breakfast - \$2 (3K-6) & \$2.50 (7 & 8)

Lunch - \$3 (3K-6) & \$3.50 (7 & 8)

Swimming

We have limited swimming options for students in grades 1- 8. Students that sign up will be enrolled in 12 instructional/free swim sessions at the Brillion Community Center. Sessions will be 45 minutes in length and run Monday-Thursday during summer school. Come join us for this very popular summer school option. Fee (\$45) includes transportation. Checks should be written to the Reedsville School District. Please fill out the [attached BCC waiver](#) and return to school. Printed copies of the waiver are available in the Elementary Office if needed.

Grade 1 and 2:

25 openings. 9:30 - 10:15 AM (Mon - Thur). All 2nd grade students will be allowed to attend. 1st graders will be drawn at random to fill the remaining 25 slots.

Grade 3 - 8

50 openings. 8:30 - 9:15 AM (Mon - Thur). If we have more than 50 requests, we will fill spots from oldest grade to youngest.

Camp Offerings

You can register for all the camps listed below by using the Summer School Registration form. If you are not enrolling in summer school, and still wish to attend one of our sports camps, you may do so using the summer school registration form.

[Girls Basketball Camp](#): June 3rd - June 7th

[Boys Basketball Camp](#): June 10th - June 14th

[Girls Volleyball Camp](#): June 17th - June 21st

[Disc Golf Camp](#): June 17th - 21st

[Football Camp](#): June 18th - June 21st (Tue - Friday)

[Golf Camp](#): June 10th, 17th, 24th, & July 1st

Summer Musical

Students going into grades 5-12 are able to participate in this year's production of Shrek, Jr. There are lots of roles to fill! Shrek, Fiona (3 of them!), Donkey, Dragon, Lord Farquaad, Pinocchio, Gingy, the Three Pigs, and all the fairy tale characters you can imagine!

Rehearsals are Mon-Thur 8:00-12:00 starting July 1st (no rehearsal July 4th).

Show dates are Friday, August 2nd, Saturday, August 3rd, and Sunday, August 4th.

Bus transportation is available and can be signed up for in the registration form.

THERE IS NO COST TO JOIN!

[Registration Form Linked Here](#)

After School Childcare

Do you need your childcare beyond 3PM during summer school? We will offer extended day aftercare until 5:00 PM on Monday-Thursday during summer school. Students can be picked up anytime between 3:15 and 5:00. Sign up is included in the registration form.

Cost: \$36 for 12 days

Payments

All money is due prior to the start of summer school. You may make a single payment for multiple students. Please add up the fees owed as they are listed in this guide and on the registration form. Payments can be made 4 ways.

1. Pay online using the Rev Track "Summer School Tab" at this link <https://reedsvilleschools.revtrak.net/> (service fee will apply)

2. Send cash or check to school with your child in a labeled envelope and have them drop it off in the main office.
3. Mail check to Reedsville Elementary. Atten: Kristi Strenn. 350 Park St. Reedsville, WI, 54230
4. Stop in the Elementary School Office to make cash/check payment

Questions

For questions about our Summer School Program, please contact Andy Miller, Summer School Coordinator at amiller@reedsville.k12.wi.us or call the Elementary Office @ 920-754-4341

**MATERIALS
FROM
ATTACHING
DISTRICT**



Wednesday, February 14, 2024
Wrightstown Board of Education Public Hearing

Wrightstown Community School District
"Quality Education for Every Student"
351 High Street - Wrightstown WI 54180
WES MULTI-PURPOSE ROOM - 6:00 PM
Board of Education

Opening of Meeting

Call to Order

Roll Call

Public Hearing Regarding Approval of Resolution to Modify School District Boundaries by the Attachment/Detachment of Territory.

The Wrightstown Community School District received a petition pursuant to Wisconsin Statute §117.12, which allows for the detachment of territory from one school district and its attachment to an adjoining school district by petition. In this case, the adjoining school district is Reedsville School District. The properties to be detached/attached are located at 3066 Hill Road, Greenleaf, WI 54126 and 7898 Morrison Road, Greenleaf, WI 54126.

A petition for detachment of a small territory may be filed by a majority of the electors residing in the territory proposed to be detached or the owner(s) of 50 percent or more of the territory proposed to be detached

The school boards of the Wrightstown Community School District and Reedsville School District may order the territory be detached from the school district in which it is located and attach it to the adjoining school district by the adoption of a resolution by each school board ordering the reorganization. The Wrightstown Community School District and Reedsville School District have proposed a resolution to alter the school district boundaries pursuant to Wisconsin Statute §117.13, which would detach the specific territory from the Reedsville School District and attach it to the Wrightstown Community School District.

The Wrightstown Community School District will conduct a public hearing on this matter on February 14, 2024 at 6:00 PM in the Wrightstown Elementary School Multi-Purpose Room, located at 351 High Street, Wrightstown, WI. The school district welcomes any feedback from the owners, residents and other community members regarding this detachment and anticipates taking board action on the resolution between the Wrightstown Community School District and Reedsville School District at the February 14 school board meeting.

Adjournment

02/21/2024 Agenda was noticed to public per s19.84 Email: Posted: Elem., Middle, High Schools, District Office, GreenLeaf Bank-Wrightstown.

**WRIGHTSTOWN COMMUNITY SCHOOL DISTRICT BOARD
RESOLUTION APPROVING PETITION TO ALTER SCHOOL DISTRICT
BOUNDARIES**

WHEREAS, Wis. Stat. § 117.12 allows a majority of the electors residing in a territory as described in Wis. Stat. § 117.12(1) or owners of 50 percent or more of such a territory to file a written petition with the clerk of the school district in which the territory is located requesting the detachment of the territory from that school district and its attachment to an adjoining school district; and,

WHEREAS, a meeting of the School Board of the Wrightstown Community School District was held on February 14, 2024, and,

WHEREAS, the Wrightstown Community School District has considered the petition, attached hereto, to detach the following territory: Parcel M-616, located at 3066 Hill Road, Greenleaf, WI 54126 and owned by Eileen and Austin Webster **and** Parcel M-619, agricultural land that does not presently include a residence and that is owned by Lesa Klug, who resides at 7898 Morrison Road, Greenleaf, WI 54126, **from** the Reedsville School District and **attach said property** to the Wrightstown Community School District; and,

WHEREAS, the description of the property has been certified as accurate by Colleen Magley, Municipal Clerk of the Town of Morrison; and,

WHEREAS the value of the property as of the most recent assessment on December 14, 2023, was \$769,500.00; and,

WHEREAS the number of pupils residing on the territory as of the last count date was three (3); and,

WHEREAS, the above-identified property owners were properly noticed, by a communication dated February 8, 2024, and the item appeared on the school board agenda for the public hearing dated February 14, 2024, for board action.

NOW, THEREFORE, BE IT RESOLVED that an order be issued and filed **approving** the petition to alter school district boundaries described herein and attached hereto.

Introduced by: Jeff Nelson

Seconded by: Angela Hansen-Winker

Vote: Yes 5 No 0

Dated this 14th day of February, 2024.

Maggie Boland

Maggie Boland, Clerk

Wrightstown Community School District

CERTIFICATE OF TRUE COPY
School Board Resolution

State of Wisconsin)
)ss
Brown County)

I, Maggie Boland, secretary of the meeting of the Wrightstown Community School District, following a school board vote for the purpose of adopting a resolution, hereby certify that I have carefully compared the attached copy of the:

- Resolution Approving Petition to Alter School District Boundaries
- Resolution of Denial
(check one)

made and filed by said school board on February 14, 2024, with the original which is now on file in the district office of Wrightstown Community School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 14th day of February, 2024.

Maggie Boland, Clerk
Wrightstown Community School District

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/sfs/support/reorganization/detachment/small-territory-owner> on the DPI website for more information. The petition must be submitted to the school district **BEFORE FEBRUARY 1**.

SECTION 1 - TO BE COMPLETED BY THE PERSON SUBMITTING THIS PETITION (please print or type)

Petitioner Name(s) Austin & Eileen Webster
 Address (street, city, zip) 3066 Hill Road Greenleaf, WI 54126
 Phone Number 920-680-5732 E-mail austinellieweb@gmail.com
 Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS: (m/b) 44.036 AC m/L NW 1/4 NE 1/4 Sec 30 T1N R21E EX RD + PRT OF NE 1/4 NW 1/4 Sec 30 AS DESC IN 2743 (M-619) 15.543 AC m/L E 1/2 NE 1/4 NW 1/4 Sec 30 T1N R21E EX RD EX 2743195

(If more space is needed to describe the property, attach additional pages) printed attached for clarity

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the above described territory, file this petition to detach the above described territory FROM the Reedsville School District and to attach it TO the Wrightstown School District.

SIGNATURE(S)	DATE	(For each signature check one)		
		Property Owner	Elector	Both Owner and Elector
1. <u>Eileen M. Webster</u>	12/12/23			X
2. <u>Austin P. Webster</u>	12/12/23			X

SECTION 2 - TO BE COMPLETED BY THE CLERK OF THE MUNICIPALITY IN WHICH THE TERRITORY IS LOCATED - (please print or type)

The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
School District where territory is located	<u>Reedsville</u>	Value of Property	<u>\$769,500</u> ⁶¹⁴
Municipality where territory is located	<u>Town of Morrison</u>	Year Value was Determined	<u>2023</u>
County where territory is located	<u>Brown</u>	Assessment Ratio	

I, the undersigned, certify that the property description in Section 1 is sufficient to determine its location and value and that the information entered above in Section 2 is correct.

SIGNATURE OF MUNICIPAL CLERK	<u>Colleen Magley</u>	Date:	<u>12-14-23</u>
Name of Clerk (please print)	<u>Colleen Magley</u>		
Mailing Address	<u>4207 Hill Rd Greenleaf WI 54126</u>		
Phone Number	<u>920-804-2388</u>	E-mail Address	<u>morrison-townhall@gmail.com</u>

SECTION 3 - TO BE COMPLETED BY THE CLERK OF THE SCHOOL DISTRICT IN WHICH THE TERRITORY IS LOCATED - (please print or type)

District receiving petition	<u>Wrightstown Community School District</u>	Date received	<u>12-14-23</u>
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 rd Friday in September or 2 nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>3</u>
Name of School District Clerk (please print)	<u>Maggie Boland</u>	Phone	<u>920-532-5551</u>
SIGNATURE OF SCHOOL DISTRICT CLERK	<u>Maggie Boland</u>		

After completing Section 3 the clerk of the detaching school district must send a certified copy (a document with original signatures or a photocopy accompanied by a Certificate of True Copy) of this petition to the school board of the school district to which the property is proposed to be attached and also to :

Secretary, School District Boundary Appeal Board
 Department of Public Instruction
 PO Box 7841
 Madison, WI 53707-7841

(For more information contact Kathy Fry, (608) 224-5343, Kathleen.Fry@dpi.wi.gov. Both districts must act on this petition by March 1.)

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Reedsville School District and to attach it TO the Wrightstown School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>Jessa Kling</i>	M-619	12-12-23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Address (street, city, zip): 7898 Morrison Rd Greenleaf 54126					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
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Signature:	Municipality:	DATE	Owner	Elector	Both
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Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

BrownDog Official GIS map of Brown County WI
More maps/data Help Zoning Surveys Change Address Scale Map

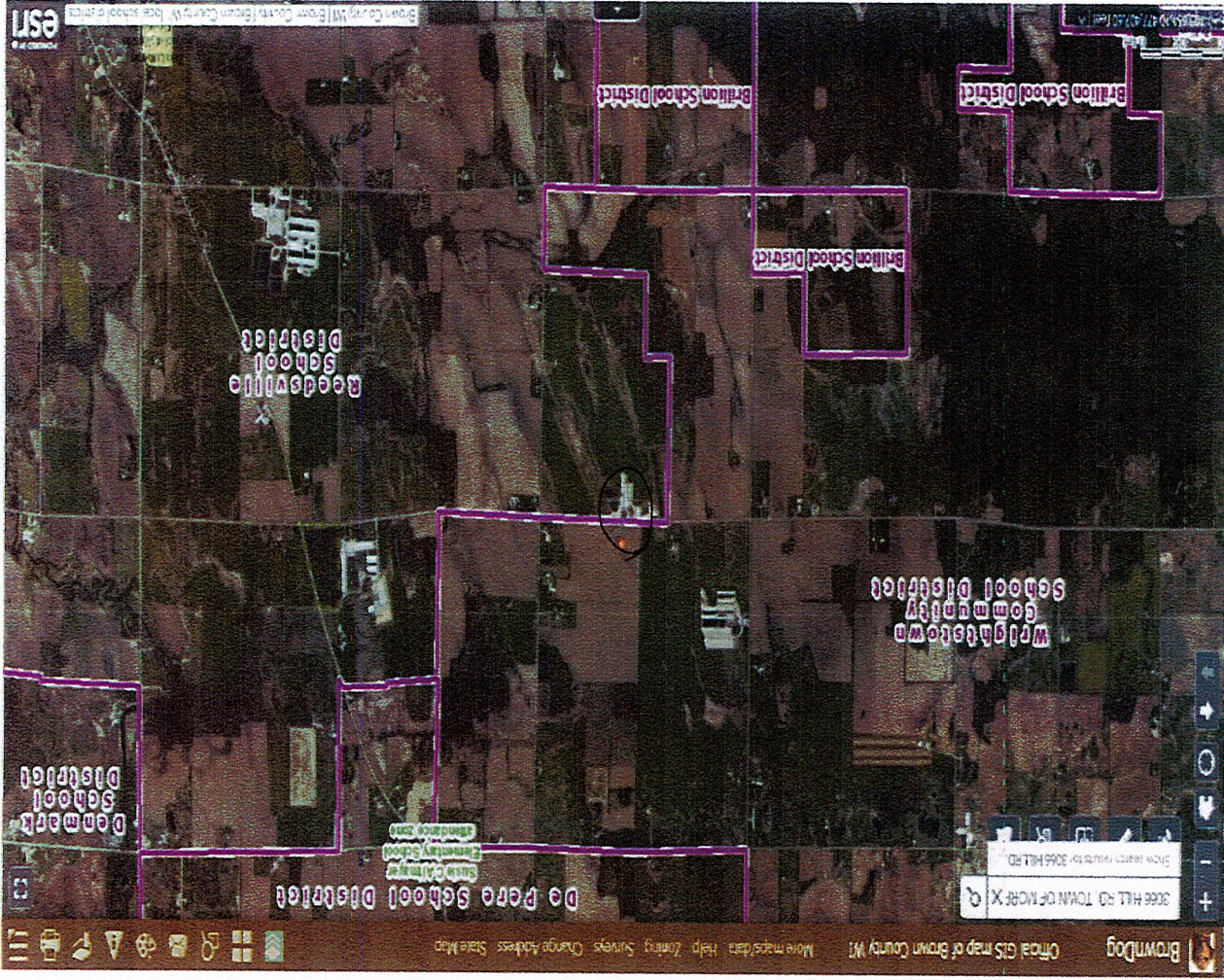
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Show search results for 3066 Hill Rd...

Wrightstown Community School District
Reedsville School District

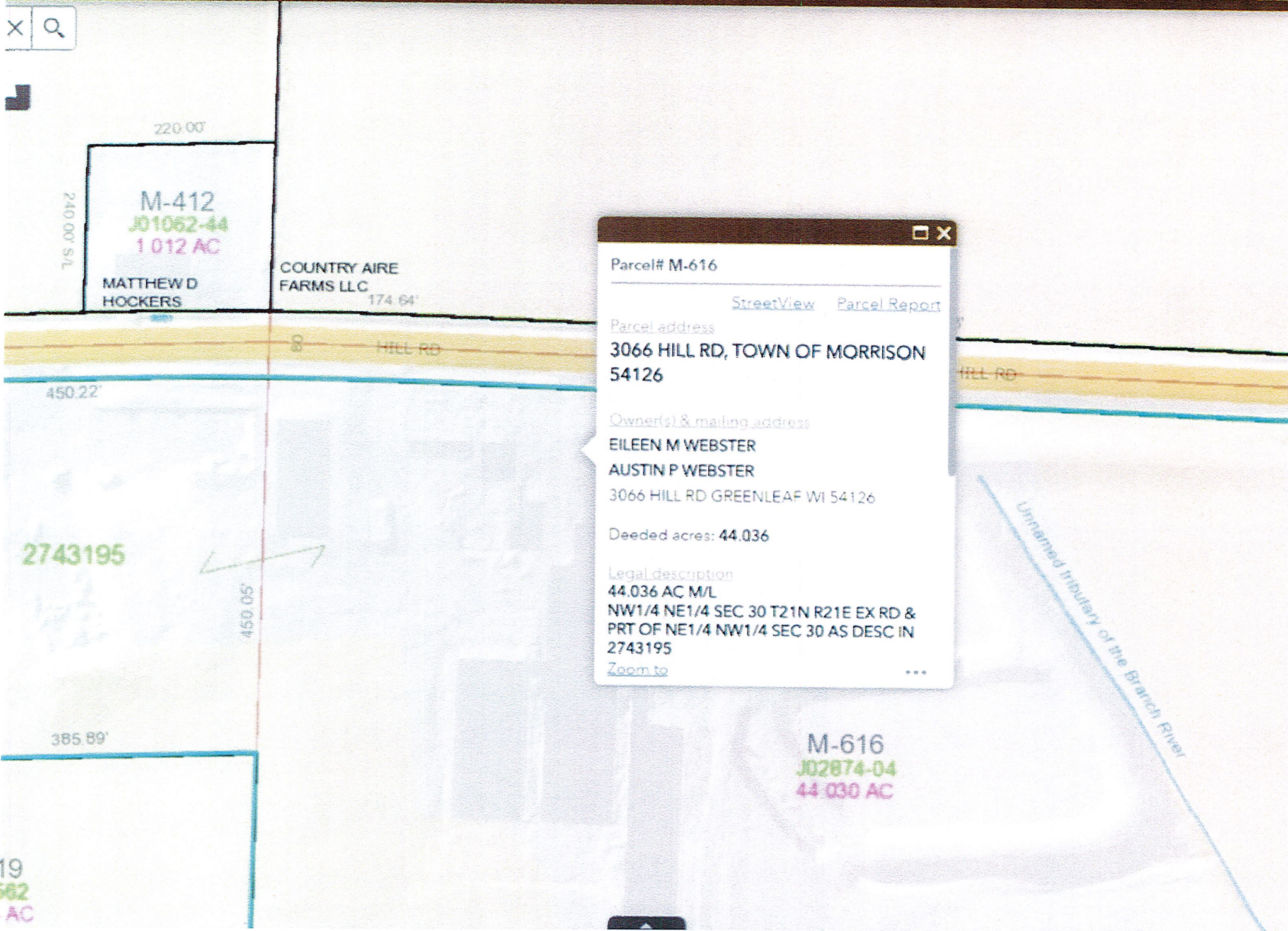
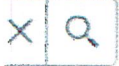
esri

Brown County WI | Brown County | Brown County WI local school districts

107,951.11 47,876.25 Feet







Parcel# M-616

[StreetView](#) [Parcel Report](#)

Parcel address
 3066 HILL RD, TOWN OF MORRISON
 54126

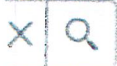
Owner(s) & mailing address
 EILEEN M WEBSTER
 AUSTIN P WEBSTER
 3066 HILL RD GREENLEAF WI 54126

Deeded acres: 44.036

Legal description
 44.036 AC M/L
 NW1/4 NE1/4 SEC 30 T21N R21E EX RD &
 PRT OF NE1/4 NW1/4 SEC 30 AS DESC IN
 2743195

[Zoom to](#) ...

19
62
AC



LISA M COLLINS

MATTHEW D HOCKERS

COUNTRY AIRE FARMS LLC 174.64'

HILL RD

HILL RD

Parcel# M-619

[StreetView](#) [Parcel Report](#)

[Parcel address](#)

0 HILL RD, TOWN OF MORRISON

[Owner\(s\) & mailing address](#)

LESA L KLUG
7898 MORRISON RD GREENLEAF WI 54126

Deeded acres: 15.543

[Legal description](#)

15.543 AC M/L
E1/2 NE1/4 NW1/4 SEC 30 T21N R21E EX
RD EX 2743195

[School district](#)

REEDSVILLE SCHOOL DISTRICT

[Zoom to](#)



-620
732-11
171 AC

M-619
904R562
15.543 AC

450.05'



Detachment and Attachment of Small Territory Request

December 14, 2023

To: Andy Space, Superintendent and Wrightstown School Board

From: Austin & Eileen Webster
3066 Hill Road
Greenleaf, WI 54126

We are making a request to have our property detached from the Reedsville School District and attached to the Wrightstown School District. We have made this decision by carefully thinking about our children's lives, interest, and the communities we are involved in already.

Our home is located in Brown County, Town of Morrison, parcel NW1/4 NE1/4 Sec30 T21N R21E M616. We own the parcel M615 as well but are only requesting to detach the parcel our home is on. Additionally, there is a small property (Farm Land 15 Acres) M619, that is to the west of ours that is between our home and the Wrightstown District. The landowner has signed and agreed to change the school district. We are right on the border of Reedsville and Wrightstown School Districts (see attached map). Our relatives have lived in this house since it was built and have documentation of the history to prove residency. The property we are requesting to detach was in the Wrightstown School District in the 1970's and my grandfather decided to petition to change it. The change of school district was made following that petition. Times have changed and no one in this house has been in any 4K-12 schools in Reedsville since 2008 (Sam Klug graduated Reedsville High School). The houses that are closest to us, with school age kids, all go to Wrightstown Schools.

Our children are 11 (5th grade), 8 (3rd grade), 6 (5K), and 4 (4K) and to this point have gone to a private Lutheran school, Zion Wayside. Our plan was to send our children until 8th grade to the private school and thought we would open enroll, in high school, to Wrightstown. Due to recent changes, we have made the hard decision to change schools. Knowing that we have made the decision to send our children to Wrightstown High School in the future, we decided the right thing to do was to send them to Wrightstown Elementary and Wrightstown Middle Schools. We believed this would be a simple task because the Wrightstown bus goes past our house every school day, twice a day to pick up neighboring children for school in Wrightstown. The Reedsville bus does not travel past our home on a normal route; the only reason the Reedsville bus ever comes our way is to drop our kids off.

We inquired about sending our children to Wrightstown and found our only option was to open enroll them into the Wrightstown District. While we assumed this would not be a big deal, we were wrong. Wrightstown is a growing school district, and it is not so easy to open enroll there. There are several grade levels that do not have any seats available for open enrollment. We were told the only reason our 4K & 5K daughters were accepted for Open Enrollment was because the district added another teacher in each of those grades. Our 3rd grader was also accepted based on available space, but our 5th grader was not accepted due to space limitations. So, we made another hard decision and decided to send them to 2 different schools this year. Our 5th grade is still at Zion Wayside and our 3 others are at Wrightstown Elementary. It is not ideal, but we are making it work for this year. So why not just keep open enrolling? In following Open Enrollment guidelines, Wrightstown requires families to reapply once during their school career. This happens when a child changes to a different school. Following these guidelines, when our younger 3 children reach grade 5 and move to the middle school, we would have to reapply for Open Enrollment. What if there is not space available for our children in the future? Then we would have to take our children out and change schools again?

Why is it so important to us that our children go to the Wrightstown School District? We are dairy farmers and one of our summer hobbies is showing cattle at the fair. Since we live in Brown County, we go to the Brown County Fair. While there, our kids meet and connect with children and families from the

Wrightstown area and school district. These connections make us feel like we should be a part of that community to maintain those relationships. We are also part of the Brown County Junior Holsteins, and it is the same thing there with many families from the Wrightstown area. The school-age children and families who live in our rural 'neighborhood' also attend Wrightstown Schools. Finally, everything we do is toward Appleton or Green Bay; we rarely do things in Manitowoc or Reedsville.

We have heard nice things about the Reedsville School District, and we are sure it is a great school to attend. Eileen attended high school in Reedsville and was a 2010 graduate, but in our minds and hearts it does not make sense to have our children attend Reedsville Schools when we clearly live so close to Wrightstown Schools and our family activities and connections are with the Wrightstown School District and the Wrightstown Community. Historically our property was in the Wrightstown District and children who live near us attend Wrightstown and the buses for the district pass right by our house.

We are hopeful you will approve this request to detach our parcel of property from the Reedsville School District and allow it to be attached to the Wrightstown School District. We will continue to open enroll our children to the Wrightstown District, and if open enrollment were no longer an option, or if our detachment petition is denied, we would come up with a different plan for our children for school attendance. Reedsville Schools is not an option we would pursue. We are simply more connected academically and socially, through relationships and activities, to the Wrightstown community and Wrightstown Schools.

Thank you for your time and consideration,
Austin and Eileen Webster

May 1, 2024

DPI School District Boundary Appeal Board- Attention Kathy Fry, Secretary

Dear Appeal Board Members,

As you consider the petition of Austin and Eileen Webster and Lisa Klug to detach their property from the Reedsville School District and attach to the Wrightstown Community School District, please consider the following information:

- Wrightstown Community School District is agreeable to accepting and supports the transfer of the Webster/Klug property to the district.
- The Wrightstown Community School District is capable of supporting the children that would be transferring to our district along with those already open enrolled to our district. We believe we have the staff, facilities, and programs to meet the children's educational needs.
- In considering the criteria set forth in the Wisconsin Statute 117.12, most criterion are either neutral or supports the transfer to the Wrightstown School District. With the Webster/Klug property falling totally within district boundary lines, and being formerly attached and part of the school district prior to 1973 detachment, also supports re-attachment to the Wrightstown Community School District.
- Strong student achievement data exists for Wrightstown Community School District that would support attachment to the district, along with Austin and Eileen Webster indicating that proximity, distance, community connections, and school district offerings are also important in their decision to request to attach their property to Wrightstown.
- For many families, open enrollment is an option for parents who wish their children to attend school in a non-resident district. Due to the state funding formula and the districts desire to maintain class sizes, the Board of Education has had to cap open enrollment seats in our school district. The only guaranteed way of attending the Wrightstown Community School District would be to reside within the district boundaries. Attachment of the Webster/Klug property would make them district residents assuring them attendance in our schools for their children.

In considering the aforementioned points and the application for the attachment of the property owned by Austin and Eileen Webster and Lisa Klug, the Wrightstown Community School District respectfully requests that the School District Boundary Appeal Board grant the petition for detachment of property from the Reedsville School District and subsequent attachment to the Wrightstown Community School District.

Respectfully Submitted,

Andy Space

District Administrator

2023/2024

	A						B						C						D						Friday														
8:15 - 9:15	Musi	PE	Guid	Lib	Com	Art	Musi	PE	Guid	Lib	Com	Art	Musi	PE	Guid	Lib	Com	Art	Musi	PE	Guid	Lib	Com	Art	Musi	PE	Guid	Lib	Com	Art	Musi	PE	Guid	Lib	Com	Art			
4th Grade	4FN	4FS		4M		4A	4M	4A			4FS	4FN		4FN		4A	4M	4FS	4FS			4FN	4A	4M	4A	4M			4FS	4FN									
9:20 - 10:20																																							
2nd Grade	2K			2V	2P	2C	2C	2K			2V	2P	2P	2C		2K		2V	2V	2P			2C	2K				2V		2P	2C	2K							
10:20 - 11:20																																							
3rd Grade	3ME	3S		3P	3MM			3ME		3S	3P	3MM	3MM			3ME	3S	3P	3P	3MM			3ME	3S	3S	3P			3MM		3ME								
11:20 - 12:20																																							
11:20 1st Grade			1E	1F			1E	1F					1R	1W				1F	1E		1E	1F	1R	1W				1R	1W			1E	1F						
11:50			1F	1E			1F	1E					1W	1R				1F	1E		1E	1F	1W	1R				1W	1R			1E	1F						
LUNCH																																							
1:10 - 1:40	Rec	PE	G/L				Rec	PE	G/L				Rec	PE	G/L				Rec	PE	G/L				PHY. ED														
week 1 - 1:10	R		L				R/G		L				L		R				L	G	R				RECESS														
4K																									GUIDANCE/LIBRARY														
week 2 - 1:10	L	R					L	R	G				R	L					R/G	L																			
1:50 - 2:50																																							
1:50 Kindergarten	KH	KD		KV	KF	KW	KV	KW		KF	KH	KD	KF	KD		KH	KV	KW	KH	KV			KW	KF	KD	KF	KW			KD	KH	KV							
2:20	KD	KH	KV		KW	KF	KW	KV	KF		KD	KH	KD	KF	KH		KW	KV	KV	KH	KW		KD	KF	KW	KF	KD		KV	KH									

Teacher

8:00 AM
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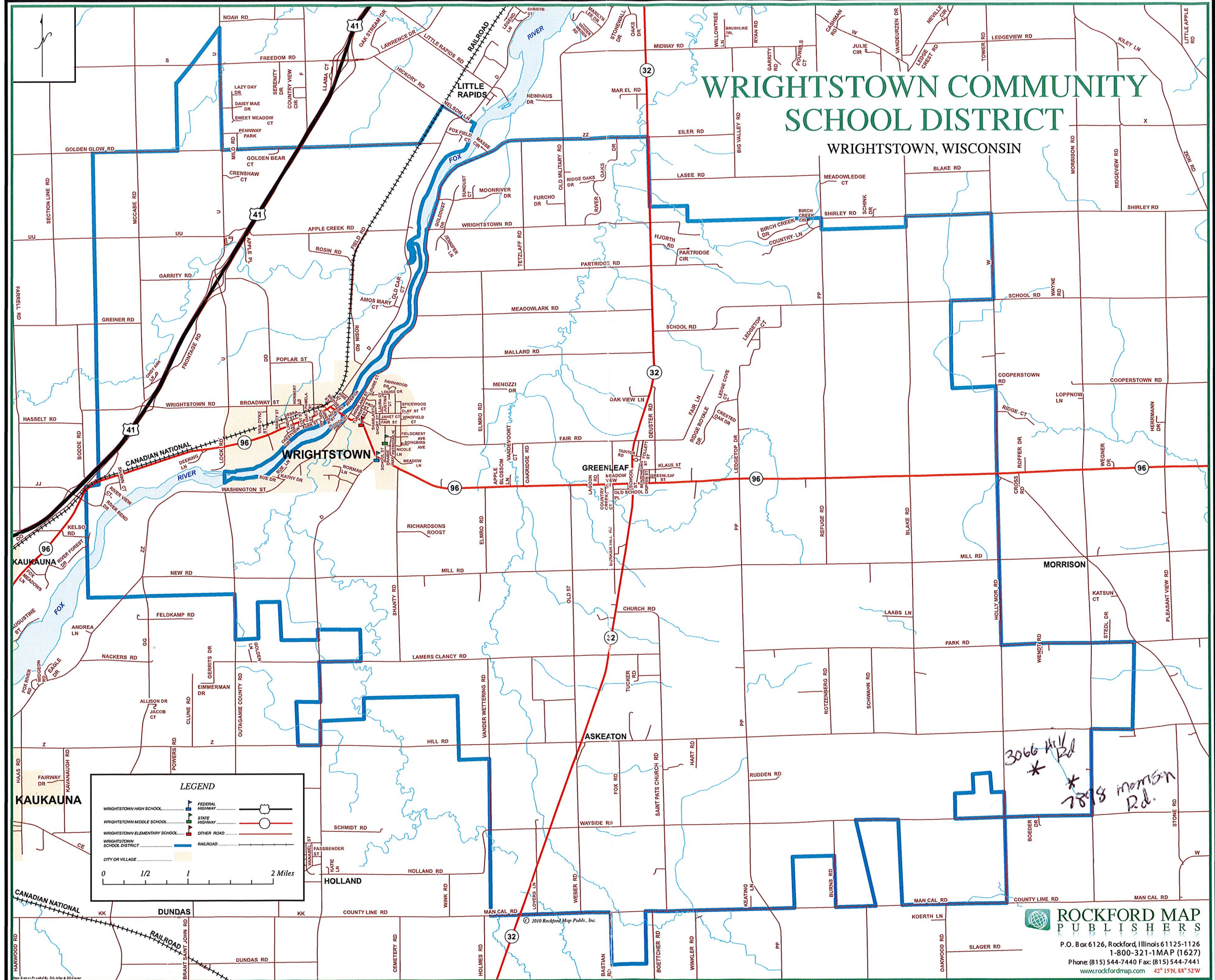
	K	Soft start	MM	Writing	Recess 9:10 - 9:30	ELA	Phonics	Lunch 10:50 - 11:15	Quiet Time	Math	Recess 12:40 - 1:10	Snack Read Aloud	Num Cr	Encore 1:50 - 2:50
	1	MM	Nm Cr	Writing	Recess 9:10 - 9:30	Math 75		Lunch 10:45 - 11:10	Encore 11:20 - 12:20	ELA	Recess 1:30 - 2:00	ELA	Phonics	
	1	MM	Nm Cr	Writing	Recess 9:10 - 9:30	ELA 75		Lunch 10:45 - 11:10	Encore 11:20 - 12:20	Math	Recess 1:30 - 2:00	Math	Phonics	
	2	MM		Write 45	Phonics	Encore 9:20 - 10:20	ELA 90	Lunch 11:55 - 12:20	Math 70	Recess 1:30 - 2:00	Sci/SS WIN	Num Cr		
	2	MM		Reading 65	Encore 9:20 - 10:20	ELA	Write 45	Phonics	Lunch 11:55 - 12:20	Math 70	Recess 1:30 - 2:00	Sci/SS WIN	Num Cr	
	3	MM		Math 75	SCI	Num Cr	Encore 10:20 - 11:20	Phonics	Lunch 11:45 - 12:05	Recess 12:10 - 12:40	Write 45	ELA 90		
	4	MM		Encore 8:15 - 9:15	SCI	Num Cr	Math 90	Lunch 11:35 - 12:00	Recess 12:10 - 12:40	Write 45	ELA 90			
	4K	MM			Recess 10:30 - 11:00		Lunch 11:10 - 11:35		Encore 1:10 - 1:40					

WMS Master Schedule

Grade 5	ext.	7:45	8:00	8:30	8:33	9:00	9:03	9:30	9:33	10:15	10:18	11:00	11:03	11:30	11:45	12:00	12:30	12:33	1:10	1:13	1:40	1:43	2:20	2:23	3:10		
Krina Madson-Neuville	4503																										
Otto Sukow	4504																										
Justin Blauert	4506																										
Kelsey Noskowiak	4505																										
Grade 6	ext.	WMS BAND/CHR																									
Ashley Smar	4106																										
Michelle Gerend	4200																										
Connor Edwards	4206																										
Beth Van Rossum	4201																										
Grade 7	ext.	WMS BAND/CHR																									
Emmy August-Biselx	4209																										
Ali Van Remortel	4205																										
Andy Hopfensperger	4207																										
Erin Schell	4104																										
Grade 8	ext.	WMS BAND/CHR																									
Justine Brochtrup	4406																										
Angela Fischer	4407																										
Anita Gregg	4400																										
Ben Ruffing	4401																										
ENCORE STAFF	ext.																										
Ken Delebreau	4402	Homeroom	Prep	Computer-5	Computers-6	Computers-6	Prep	Lunch	Prep	Computer-5	Computers-8	Computers-8															
Tom Devine	4501	Homeroom	Prep	Phy. Ed-5	Phy. Ed-6	Computers-6	Phy. Ed-7	Lunch	Phy. Ed-7	Phy. Ed-5	Prep/Phy. Ed-8	Phy. Ed-8/Prep															
Aaron Schaefer	4502	Homeroom	Health-5	Prep	Health-6	Study Skills-6	Health-7	Lunch	Health-7	Health-5	Phy. Ed-8/Prep	Prep/Phy. Ed-8															
Jessica Johnson	5003	Prep	Art-5	Art-5	Art-6	Prep	Art-7	At WHS					Art-8														
Travis Mueller	4210	At WHS										Tech Ed-7	Prep	Tech Ed-8	Prep												
Brian Pinchart	6307	At WHS										At WHS					Ag Science-8										
Judy Ward	5011	At WHS										Spanish-7	Prep	Spanish-8	Prep												
Eileen Carlton	5013	WMS Band			At WHS/Lessons																						
Lindsay Tippins	5009	WMS Choir			Music-5	Music-5	Prep	Music-6	Music-7	At WHS																	
Angela Ederer	4103	Homeroom	Guidance-5	Counseling				Lunch	Counseling	Guidance-5	Counseling																
Tina Leick	4405		Library-5	RTI Instruction - Pull-out and Push-in										Library-5													
Jill Riske	4107	RTI Instruction - Pull-out and Push-in																									
Katie Gaffney	4202	Homeroom	Special Education Services																								
Kayla Maass	4105	Homeroom	Special Education Services																								
Ben Schultz	4040	Homeroom	Special Education Services																								
Nikki Zwiers		Homeroom	Special Education Services																								
Emma Wallander	5015	EL Services										At WHS															
Debbie Wishart	5016	Health Aide Services at WMS/WHs																									
Pamela Hutchinson	4003	Library Aide 9:15-3:15 Monday-Thursday																									
Amanda Mollen												Recess Duty															
Jessica Boudreau												Recess Duty															
Carrie Hooyman												Recess Duty															
Adrianna Barajas												Recess Duty															
Brea Bernklau												Recess Duty															
Juana Castro	FI	District Wide EL Services																									

WRIGHTSTOWN COMMUNITY SCHOOL DISTRICT

WRIGHTSTOWN, WISCONSIN



LEGEND

- WRIGHTSTOWN HIGH SCHOOL
- WRIGHTSTOWN MIDDLE SCHOOL
- WRIGHTSTOWN ELEMENTARY SCHOOL
- WRIGHTSTOWN SCHOOL DISTRICT
- CITY OR VILLAGE
- FEDERAL HIGHWAY
- STATE HIGHWAY
- OTHER ROAD
- RAILROAD

0 1/2 1 2 Miles

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**MATERIALS
FROM
DPI FILE**



Date: February 20, 2024

To: Austin and Eileen Webster

From: Kathy Fry, School Administration Consultant
School Financial Services, DPI

Subject: Small Territory Detachment; Right to Appeal **File 2024-10**

The petition, **file 2024-10**, to detach property from the Reedsville School District and attach it to the Wrightstown Community School District, has been denied. Petitioners whose property detachment requests have been denied have a right to appeal under the provisions of section 117.12(4), Wisconsin statutes.

The law provides that a majority of the electors residing in the territory, or the owners of 50% or more of the territory, may appeal the denial to an appeal panel by filing notice of appeal with the secretary of the School District Boundary Appeal Board **before** the March 15 following the denial. See s.115.01 (13), Wisconsin statutes, for a definition of electors.

The law further provides that the State Superintendent may charge a filing fee for such appeals. The appeal filing fee is \$750.00 – see <https://dpi.wi.gov/sms/school-district-boundary-appeal-board> for the fee schedule.

Enclosed is a form that may be used to file a notice of appeal. The request should be sent to the address noted and must be accompanied by the required filing fee. **The request and required filing fee must be received at the DPI, 125 S. Webster Street in Madison, by 4:30 p.m. on Thursday, March 14.** You may wish to consider Priority Mail or in-person delivery to ensure timely arrival. Materials received after March 14 will be returned as not timely.

If you have any questions, feel free to contact me at (608) 224-5343. Thank you.

Enclosure
KF



Date: March 28, 2024
To: Austin and Eileen Webster
From: Kathy Fry, Secretary
School District Boundary Appeal Board (SDBAB)
Subject: Request for SDBAB Review – File #2024-10

This memo acknowledges receipt of your request for review by a panel of the School District Boundary Appeal Board (SDBAB) of File 2024-10, a petition to detach property from the Reedsville School District. We have also received your check in the amount of \$750.00.

SDBAB hearings are generally held during May so that final orders may be issued by June 15, as required by state statute. For us to try to accommodate your schedule, please inform us by **Friday, April 12** which of the following dates you would be available: May 7, 8, 9, 13, 14, 15, 22, 23, or 24. **NOTE: In most cases, hearings will be held virtually.**

Hearings are typically held between 8:30 a.m. and 4:00 p.m. Hearings generally take between two and four hours and two or three may be scheduled on the same day. We will do our best to schedule the hearing for a day you are available but cannot guarantee that will occur. **When the hearing schedule is finalized, you will be notified in writing of the date, time and location of your hearing before the SDBAB panel.**

Petitioners have the right to submit materials that will be provided to the SDBAB members and district representatives before the hearing. If you plan to submit such material, please email it to me no later than three days before the hearing. Additional information regarding materials and procedures will be provided when notice of the hearing date is sent.

If you have any questions about the hearing or the procedures, please contact me by phone at (608) 224-5343, or email at kathleen.fry@dpi.wi.gov. Materials may be sent to my attention at DPI, P.O. Box 7841, Madison, WI 53707-7841.

Thank you.

Kathy Fry

School Administration Consultant
School Financial Service Team



Date: March 28, 2024

To: Andrew Maertz, Clerk, Reedsville School District
Maggie Boland, Clerk, Wrightstown Community School District

From: Kathy Fry, Secretary
School District Boundary Appeal Board

Subject: School District Boundary Appeal Board Hearing, File #2024-10

A request for review of File #2024-10, a petition to detach territory from the Reedsville School District and attach it to the Wrightstown Community School District, has been filed with the Secretary of the School District Boundary Appeal Board (SDBAB). A copy is enclosed for your information. The petitioner has paid the required \$750 filing fee.

SDBAB hearings are generally held in May so that final orders may be issued by June 15. For us to try to establish hearing dates most convenient to the schedules of all participants, please inform us by **April 8, 2024** which of the following dates a representative from your district would be available: May 7, 8, 9, 13, 14, 15, 22, 23, or 24. **NOTE: At this time, we are planning to hold all meetings virtually via Microsoft Teams.**

Hearings are typically scheduled between 8:30 am and 4:00 pm. Hearings generally take between two and four hours and two or three may be scheduled on the same day. We will do our best to schedule the hearing for a day a district representative is available, but cannot guarantee that will occur. **When the hearing schedule is finalized, the district will be notified, in writing, of the date, time and location.** If no district representative is available to attend on that day, written information may be submitted.

PI 2.04, Wisconsin Administrative Code, directs that the **clerk of the school board of an affected school district** shall submit the following materials to the Secretary of the School District Boundary Appeal Board at the Department of Public Instruction (DPI):

1. A certified copy of any resolution related to any reorganization proceeding under Chapter 117, Wis. Stats. **(If a resolution has already been sent to the DPI, it is not necessary to send another copy.)**
2. Any reorganization order filed as required under sec. 117.17, Wis. Stats. **(If there is no reorganization order or a reorganization order has already been sent to the DPI, it is not necessary to provide a copy.)**
3. A copy of the notice of any school board hearing on a petition or a resolution for reorganization; transcribed minutes, transcribed stenographic record, or transcribed electronic recording of hearing; and, a correct copy of all exhibits and data submitted at the hearing. If the hearing was a joint hearing, the clerk of the school board from which said territory is proposed to be detached shall submit the information.
4. Any written statement of facts and other relevant matters relating to a proposed reorganization.

Both districts are also asked to provide the following two items:

5. A class schedule showing the course offerings available in the school or schools that the children of the petitioners attend or would attend. This might be a two-to-three-page summary for the elementary school – or a link to the course catalogue.

Page 2

6. School district map clearly indicating the location of property or properties under appeal.

These materials and summary information prepared by the Department from district data already on file will be made available in advance of the hearing to the SDBAB panel members, the petitioners, and district representatives.

The required materials in electronic form are needed no later than three days before the scheduled hearing. If you wish to provide materials that are not available in electronic form, please **submit eight (8) copies** at least two weeks before the scheduled hearing so we have time to mail them to the SDBAB panel members.

Please send the materials to me via email at Kathleen.fry@dpi.wi.gov, or mail to:

Secretary, School District Boundary Appeal Board
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Your timely response to this request will ensure that the panel members have sufficient time before the hearing to read and review the material. The panel will deliberate and make its decision immediately after the conclusion of the testimony and any rebuttal that is presented on the day the hearing is held.

Presentations using digital materials may also be possible if provided in advance.

Additional information about the SDBAB panel hearing process can be found at <https://dpi.wi.gov/sfs/support/reorganization/disputes/sdbab-hearings>. If you have any questions about the hearing or the procedures, please contact me at (608) 224-5343, or via email at Kathleen.Fry@dpi.wi.gov.

Thank you.

Kathy Fry
School Administration Consultant
Wisconsin Department of Public Instruction

Enclosures

cc: Michael Nate, Superintendent, Reedsville School District
Andy Space, Superintendent, Wrightstown Area School District
Hillary Sweere, District Administrative Assistant, Wrightstown Area School District

2022-23 DATA

1. GENERAL INFORMATION	<u>Reedsville</u>	<u>Wrightstown</u>
Type of District	Common	Common
Grades Taught	K4-12	K4-12
Area in Square Miles	111.53	80.06
CESA	7	7

2. 2022-23 RESIDENT ENROLLMENT	September 2022 Pupil Count		Summer 2022 Pupil Count	
	<u>Reedsville</u>	<u>Wrightstown</u>	<u>Reedsville</u>	<u>Wrightstown</u>
Summer School F.T.E.			31	22
Pre-K / Kind	85	153		
Grades 1-12	543	1,145		
District Total	628	1,298		

3. 2022-23 ATTENDANCE CENTERS	Total Number of Centers	
	<u>Reedsville</u>	<u>Wrightstown</u>
Elementary	1	1
Intermediate		
M.S./Jr. High		
Academy		
Charter		
Middle/ High School		1
High Schools	1	1
District Total	2	3

4. 2022-23 STAFF INFORMATION						
	<u>District F.T.E.</u>		<u>District Pupil/Staff Ratio</u>			
	<u>Reedsville</u>	<u>Wrightstown</u>	<u>Reedsville</u>	<u>Wrightstown</u>	<u>STATE</u>	
Licensed Instruction	50.82	102.42	11.49	12.58	69509.45	11.84
Administrative	5.75	6.60	101.57	195.15	4472.89	183.95
Aides/Support/Other	25.12	56.71	23.25	22.71	39208.50	20.99
District Total	81.69	165.73	7.15	7.77	113190.84	7.27

5. MEMBERSHIP		
(Membership is resident enrollment adjusted for full-time equivalency.)		
	<u>Reedsville</u>	<u>Wrightstown</u>
2022-23 Membership (Used for 2022-23 October Aid Certification)	676	1,355

6. DISTRICT VALUATION INFORMATION		
	<u>Reedsville</u>	<u>Wrightstown</u>
Fall 2022 Tax Apportionment Value (TIF-OUT Valuation)	\$ 472,483,653	\$ 986,341,134
Fall 2022 Value Per FTE Member (Using 2022-2023 Membership)	\$ 698,940	\$ 727,927

7. 2022-23 ANNUAL TOTAL EXPENDITURES		
	<u>Reedsville</u>	<u>Wrightstown</u>
FUND 10 - General	\$ 9,984,180	\$ 16,829,891
FUND 38- Debt Service	\$ 211,463	\$ -
FUND 39- Debt Service	\$ -	\$ 4,520,872
FUND 80 - Community Service	\$ 298,301	\$ 117,328

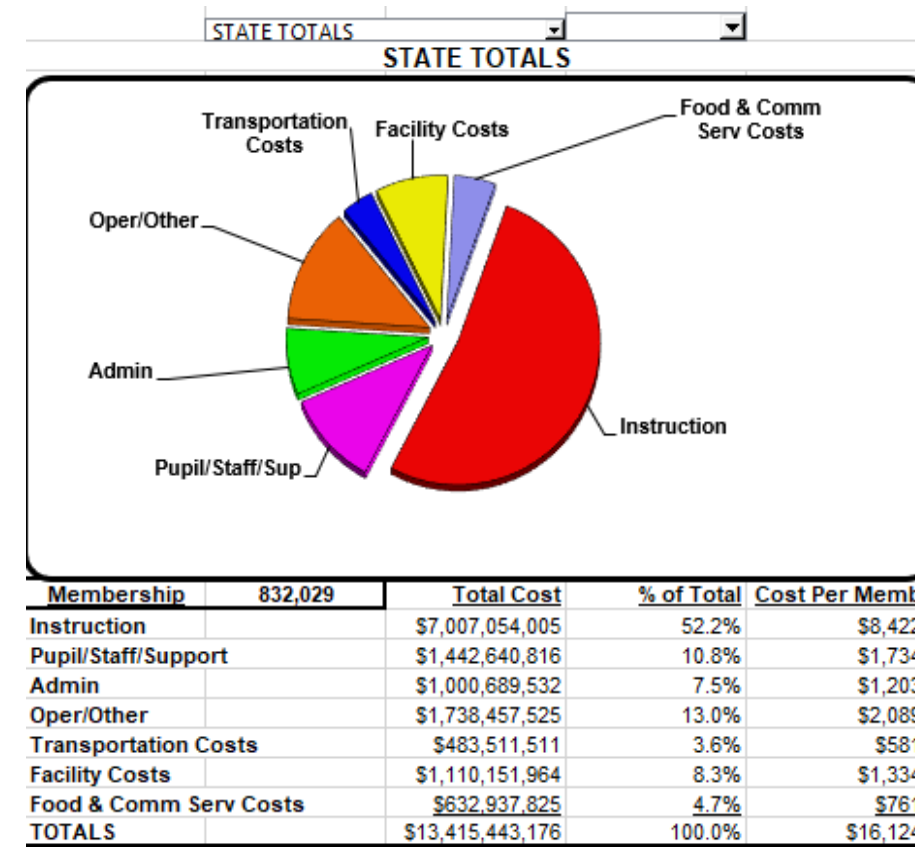
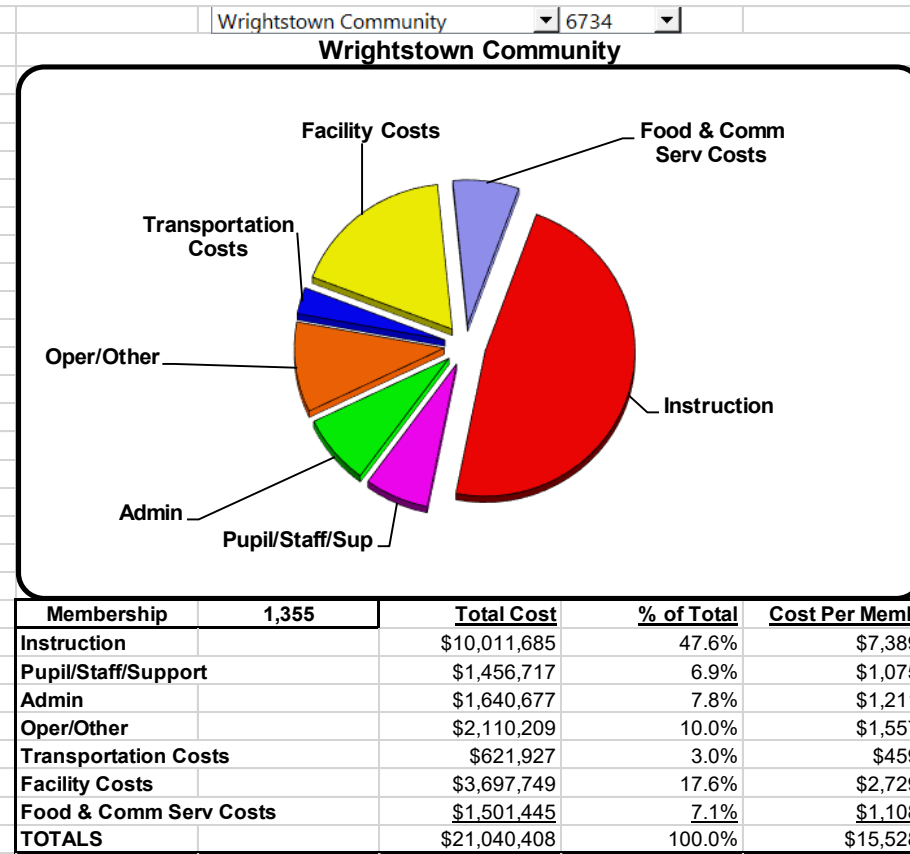
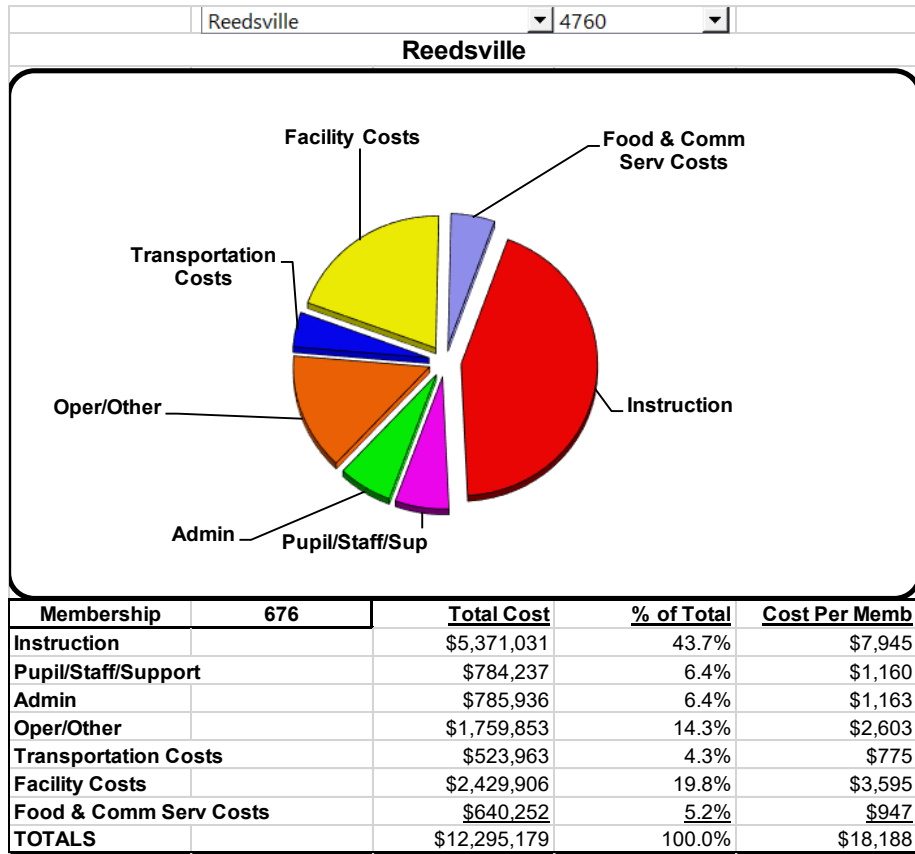
8. 2022-23 EQUALIZATION AID		(2022-2023 October Certification)	
(Based on 2021-2022 Expenditures & Membership)			
	<u>Reedsville</u>	<u>Wrightstown</u>	
Equalization Aid	\$ 5,348,307	\$ 9,571,684	
Equalization Aid/Member	\$ 7,912	\$ 7,064	

9. LONG-TERM INDEBTEDNESS & BORROWING POWER			
(As of October 2022)			
	<u>Reedsville</u>	<u>Wrightstown</u>	
Total Potential Borrowing Power	\$ 47,320,805	\$ 106,974,743	
Long-Term Indebtedness	\$ 300,000	\$ 18,680,000	
Remaining Borrowing Power	\$ 47,020,805	\$ 88,294,743	
Percent of Borrowing Power Remaining (%)	99.4%	82.54%	
(Using 2022 TID-IN Valuation)	\$ 473,208,053	\$ 1,069,747,434	

10. FALL 2022 SCHOOL TAX LEVY			
	<u>Reedsville</u>	<u>Wrightstown</u>	
FUND 10 - General	\$ 2,027,178.00	\$ 4,055,420.00	
FUND 38 Non-Referendum Debt	\$ 21,950.00	\$ -	
FUND 39 - Debt Service	\$ -	\$ 4,475,000.00	
FUND 80 - Community Service	\$ 500,000.00	\$ 200,000.00	
Prior Year Tax Chargebacks	\$ -	\$ -	
Total Tax Levied (ALL FUNDS)	\$ 2,549,128.00	\$ 8,730,420.00	
Total Tax Levy Rate (Mill Rate)	5.40	8.85	

11. 2022-2023 ACADEMIC COURSE OFFERINGS	
Master teaching schedule for the high school has been provided by each school district. Schedules can be found under each district's tab.	

Multi-District Comparative Cost Comparison Using Audited 2021-22 Annual Data*



* Beginning with 2012-13, data for the Norris School District, a K-12 reform school, is excluded.



February 2, 2023

School District Boundary Appeal Board
125 South Webster Street
Madison WI 53703

Pursuant to PI 2.05(4), Wis. Admin. Code, I hereby appoint Kathy Fry secretary of the School District Boundary Appeal Board. In this capacity, Kathy Fry will serve as non-voting chair of the School District Boundary Appeal Board Panel.

Sincerely,

A handwritten signature in blue ink that reads "Jill Underly".

Jill K. Underly, PhD
State Superintendent



WISCONSIN DEPARTMENT OF
Public Instruction

Jill K. Underly, PhD, State Superintendent

April 3, 2024

RE: Appointment

Pursuant to Wis. Admin. Code § PI 2.05(4), I appoint Kathleen Fry as the non-voting chair and secretary to assist each of the following Appeal Panels that have been convened to hear appeals filed with the School District Boundary Appeal Board.

- 2024-01: Jefferson – Oconomowoc
- 2024-04: Stoughton – Oregon
- 2024-07: Reedsville – Denmark
- 2024-08: Palmyra-Eagle – Mukwonago
- 2024-10: Reedsville – Wrightstown
- 2024-11: Durand – Eau Claire
- 2024-13: Cambria-Friesland – Markesan
- 2024-16: Fall Creek – Altoona
- 2024-18: Iowa-Grant – Mineral Point
- 2024-19: West Allis-West Milwaukee – New Berlin
- 2024-27: Eau Claire – Fall Creek
- 2024-30: Poynette – Lodi

I further delegate to Kathleen Fry any additional duties under Wis. Admin. Code ch. PI 2 for which I am responsible in connection with the Appeal Panels identified above, including, but not limited to: appointing Board members to sit on each Appeal Panel; setting a time and place for each Appeal Panel to meet; and any notification to school districts and other interested parties regarding each Appeal Panel.

DocuSigned by:

Carey Bradley

568774090E26487

Carey Bradley

Chair, School District Boundary Appeal Board