

COVER FOR OFFICIAL FILE
SCHOOL DISTRICT BOUNDARY APPEAL BOARD

File No: 2024-18

From: Iowa-Grant School District

To: Mineral Point Unified School District

Appellant(s): Brian and Shonda Pete

Address: 2252 Rhoda Road
Mineral Point, WI 53565

SDBAB Hearing

Date: Wednesday, May 8, 2024

Time: 10:00 AM

Location: Via Videoconferencing on Microsoft Teams
+1 608-620-9781 , Conference ID: 658 974 167#

School District Boundary Appeal Panel (Board) Members:

1. Valorie Kulesa, CESA 10 (small)
2. Amy Riddle-Swanson, CESA 11 (medium)
3. Cory Sillars, CESA 9 (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 8, 2024
LOCATION	Via video conference on Microsoft Teams +1 608-620-9781 , Conference ID: 658 974 167#
PURPOSE	School District Boundary Appeal No. 2024-18 Iowa-Grant School District Mineral Point Unified 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

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.

(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 # 2024-18

Petitioner(s) Brian and Shonda Pete

Detaching District Iowa-Grant School District

Attaching District Mineral Point Unified School District

1/22/2024	The detaching district received the petition. The school board of the attaching district approved the reorganization.
2/12/2024	The school board of the detaching district denied the reorganization.
2/13/2024	The petitioner was notified about the right to appeal.
2/16/2024	An appeal request was received from the petitioner.
5/8/2024	Date of Appeal Hearing
10:00 AM	Time of Hearing
Virtual via Teams	Location of Hearing Hosted in Madison, Wisconsin
3	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) Brian and Shonda Pelt
 Address (street, city, zip) 2252 Rhoda Rd Mineral Point WI 53565
 Phone Number 608 574 2090 E-mail shondaess@yahoo.com

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:
Sec 20, T5N, R2E Parcel # 014 0784, A
PT NW 1/4 of NE 1/4
4.070 Acres @ 2252 Rhoda Rd Mineral Point WI 53565
 (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 Iowa Grant School District School District and to attach it TO the Mineral Point Unified School District 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.		1-7-24	X		
2.		1-7-24	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	NO
		X	
School District where territory is located	<u>Iowa Grant</u>	Value of Property	<u>331,200</u>
Municipality where territory is located	<u>Town of Linden</u>	Year Value was Determined	<u>2021</u>
County where territory is located	<u>IOWA</u>	Assessment Ratio	<u>.96912217</u>

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		Date:	<u>1-16-24</u>
Name of Clerk (please print)	<u>SAM PALZKILL</u>		
Mailing Address	<u>PO Box 446 Linden WI 53553</u>		
Phone Number	<u>608 574 7204</u>	E-mail Address	<u>TownClerk@townoflinden.wi.gov</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>Iowa-Grant School District</u>	Date received	<u>1/22/24</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).			
Name of School District Clerk (please print)	<u>Travis Wetter</u>	Phone	
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.)

SHELLY WENDHAUSEN, TREAS
 2215 COUNTY ROAD Q
 MINERAL POINT, WI 53565

**PROPERTY TAX BILL FOR 2023
 REAL ESTATE**

PETE, BRIAN C
 PETE, SHONDA K

**Parcel Number: 014 0784.A
 Bill Number: 304698**



304698/014 0784.A
 PETE, BRIAN C
 PETE, SHONDA K
 2252 RHODA RD
 MINERAL POINT WI 53565

Important: Be sure this description covers your property. Note that this description is for tax bill only and may not be a full legal description. See reverse side for important information.

Location of Property/Legal Description
 2252 RHODA RD
 Sec. 20, T5N, R2E
 PT NW1/4 OF NE1/4

4.070 ACRES

Please inform treasurer of address changes.

ASSESSED VALUE LAND 36,000	ASSESSED VALUE IMPROVEMENTS 284,900	TOTAL ASSESSED VALUE 320,900	AVERAGE ASSMT. RATIO 0.969102717	NET ASSESSED VALUE RATE 0.01578909 (Does NOT reflect credits)	NET PROPERTY TAX 4809.61
ESTIMATED FAIR MARKET VALUE LAND 37,200	ESTIMATED FAIR MARKET VALUE IMPROVEMENTS 294,000	TOTAL ESTIMATED FAIR MARKET VALUE 331,200	<input type="checkbox"/> A star in this box means unpaid prior year taxes.	School taxes also reduced by school levy tax credit 556.02	
TAXING JURISDICTION	2022 EST. STATE AIDS ALLOCATED TAX DIST.	2023 EST. STATE AIDS ALLOCATED TAX DIST.	2022 NET TAX	2023 NET TAX	% TAX CHANGE
IOWA COUNTY	54,235	71,846	1,855.13	1,871.29	0.9%
TOWN OF LINDEN	164,229	206,418	1,498.45	1,473.76	-1.6%
IOWA-GRANT SCHOOL	402,875	403,941	1,748.42	1,419.27	-18.8%
SW WI TECHNICAL COLLEGE	76,328	76,731	313.37	302.41	-3.5%
TOTAL	697,667	758,936	5,415.37	5,066.73	-6.4%
FIRST DOLLAR CREDIT			-59.68	-54.45	-8.8%
LOTTERY AND GAMING CREDIT			-195.89	-202.67	3.5%
NET PROPERTY TAX			5,159.80	4,809.61	-6.8%

TOTAL DUE: \$4,809.61
 FOR FULL PAYMENT
 PAY BY:
JANUARY 31, 2024

Warning: If not paid by due dates, installment option is lost and total tax is delinquent subject to interest and, if applicable, penalty.
Failure to pay on time. See reverse.

FOR INFORMATION PURPOSES ONLY • Voter Approved Temporary Tax Increases

Taxing Jurisdiction	Total Additional Taxes	Total Additional Taxes Applied to Property	Year Increase Ends	Taxing Jurisdiction	Total Additional Taxes	Total Additional Taxes Applied to Property	Year Increase Ends
---------------------	------------------------	--	--------------------	---------------------	------------------------	--	--------------------

PAY 1ST INSTALLMENT OF: \$2,303.61
 BY JANUARY 31, 2024

AMOUNT ENCLOSED _____

MAKE CHECK PAYABLE AND MAIL TO:

TOWN OF LINDEN
 SHELLY WENDHAUSEN, TREAS
 2215 COUNTY ROAD Q
 MINERAL POINT, WI 53565

PIN# 014 0784.A
 PETE, BRIAN C
 BILL NUMBER: 304698

PAY 2ND INSTALLMENT OF: \$2,506.00
 BY JULY 31, 2024

AMOUNT ENCLOSED _____

MAKE CHECK PAYABLE AND MAIL TO:

IOWA COUNTY TREASURER
 222 N IOWA STREET
 DODGEVILLE, WI 53533

PIN# 014 0784.A
 PETE, BRIAN C
 BILL NUMBER: 304698

PAY FULL AMOUNT OF: \$4,809.61
 BY JANUARY 31, 2024

AMOUNT ENCLOSED _____

MAKE CHECK PAYABLE AND MAIL TO:

TOWN OF LINDEN
 SHELLY WENDHAUSEN, TREAS
 2215 COUNTY ROAD Q
 MINERAL POINT, WI 53565

PIN# 014 0784.A
 PETE, BRIAN C
 BILL NUMBER: 304698

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): <u>Brian + Shonda - Pete</u>			
Mailing Address (street, city, zip): <u>2252 Rhoda Rd Mineral Point WI 53565</u>			
Phone Number	<u>608 574 2090</u>	E-mail Address	<u>Shondaess@yahoo.com</u>
In which School District is the property located?		<u>Iowa Grant School district</u>	
What is the File # for the Petition?		<u>2024-18</u>	

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. <u>Shonda Pet</u>	<u>2-13-24</u>	<u>X</u>		
2. <u>Brian Pet</u>	<u>2-13-24</u>	<u>X</u>		

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
--	---

**MATERIALS
FROM
DETACHING
DISTRICT**

To the Iowa Grant School District,

I, Brian and Shonda Pete, located at 2252 Rhoda Rd., Mineral Point WI 53565 are petitioning to detach from the Iowa Grant School District and would be joining the Mineral Point Unified School District. Our kids have been open enrolled in Mineral Point for the past 3 years. We have ever intent to keep them in the Mineral Point Unified School District through graduation. Our property is already on the boarder of the both school districts so this would not create an island in another district. We would like to take advantage of the services Mineral Point Unified School District have which would allow our kids to utilize Mineral Point Unified School District transportation services. I would ask that the Iowa Grant School District detach our property and allow us to fully take advance of the services and programs that Mineral Point Unified School District has to offer.

Thank you for your consideration,

Brian and Shonda Pete

6085742090

Shonda Pete



IOWA-GRANT SCHOOL DISTRICT

HOME OF THE PANTHERS

Michael Shimshak
Superintendent
498 County Road IG
Livingston, WI 53554
(608) 943-6311 x 3018
Fax: (608) 943-8438

Chris Gotto
High School Principal
462 County Road IG
Livingston, WI 53554
(608) 943-6312 x 2028
Fax: (608) 943-8707

Jennifer Gallagher
2-8 Principal
498 County Road IG
Livingston, WI 53554
(608) 943-6313 x 1002
Fax: (608) 943-8438

Jodi Bast
EC - 1 Principal
498 County Road IG
Livingston, WI 53554
(608) 943-6313 x 1040
Fax: (608) 943-8438

CERTIFIED MAIL

October 9, 2023

Mineral Point Schools
Board of Education
705 Ross St.
Mineral Point, WI 53565

Dear Members of the Mineral Point Schools Board of Education:

On October 3, 2023, I received the documents necessary to complete a petition requesting detachment of property from the Iowa-Grant School District to the Mineral Point School District. By all appearances, the petition meets the requirements listed in Wisconsin Statute 117.12 (2). The petitioners are Brian and Shonda Pete. The property for which Brian and Shonda Pete request detachment is in Iowa County, Wisconsin with a parcel number of 014078.A. This property is located at 2252 Rhoda Road, Mineral Point, WI 53565 and is described as (Sec. 20, T5N, R2E, PT NW $\frac{1}{4}$ of NE $\frac{1}{4}$). For purposes of real estate taxes the property is listed as 4.070 acres.

As Board Clerk for the Iowa-Grant School District, I certify that as of September 15, 2023, the 3rd Friday count date for 2023, there are three students who reside at 2252 Rhoda Road Mineral Point, WI 53565 which is within the boundaries of the Iowa-Grant School District. These three students are currently open-enrolled from the Iowa-Grant School District into the Mineral Point School District.

Please find enclosed the set of documents, which includes e-mail and written correspondence between the petitioner and the Iowa-Grant School District, and constitute the petition.

Sincerely,

Travis Wetter, Iowa-Grant School Board Clerk

C: Iowa-Grant School District Board of Education;
Brian & Shonda Pete

Enclosures: (6)

1. Email from petitioner(s) requesting detachment
2. September 25, 2023 follow-up correspondence from the Iowa-Grant School District to the petitioner requesting specific information.
3. Date follow-up email with attachments:
 - a. Tax bill with legal description
 - b. Copy of correspondence between petitioner and the Town of Linden, Wisconsin clerk.
 - c. Map of the property for which the petitioner requests detachment

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

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) Brian and Shonda Peck
 Address (street, city, zip) 2252 Rhoda Rd Mineral Point WI 53565
 Phone Number 608 574 2090 E-mail shondaess@yahoo.com
 Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:
Sec 20, T5N, R2E Parcel # 014 0784, A
PT NW 1/4 of NE 1/4
4.070 Acres @ 2252 Rhoda Rd Mineral Point WI 53565
 (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 Iowa Grant School District School District and to attach it **TO** the Mineral Point United School District 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.	<u>Shonda Peck</u>	<u>1-7-24</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<u>Brian Peck</u>	<u>1-7-24</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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. YES NO
 (If no, return the form to the petitioner.)

School District where territory is located	<u>IOWA GRANT</u>	Value of Property	<u>331,200</u>
Municipality where territory is located	<u>TOWN OF LINDEN</u>	Year Value was Determined	<u>2021</u>
County where territory is located	<u>IOWA</u>	Assessment Ratio	<u>.969102517</u>

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>Sam Palzkill</u>	Date:	<u>1-16-24</u>
Name of Clerk (please print)	<u>SAM PALZKILL</u>		
Mailing Address	<u>PO Box 446 Linden WI 53553</u>		
Phone Number	<u>608 574 7204</u>	E-mail Address	<u>TownClerk@townoflindenwi.gov</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>Iowa-Grant School District</u>	Date received	<u>1/22/24</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).			
Name of School District Clerk (please print)	<u>Travis Wetter</u>	Phone	
SIGNATURE OF SCHOOL DISTRICT CLERK	<u>[Signature]</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

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): <u>Brian + Shonda - Pete</u>	
Mailing Address (street, city, zip): <u>2252 Rhoda Rd Mineral Point WI 53565</u>	
Phone Number	<u>608 574 2090</u>
E-mail Address	<u>Shondaess@yahoo.com</u>
In which School District is the property located?	<u>Iowa Grant School district</u>
What is the File # for the Petition?	<u>2024-18</u>

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. <u>Shonda Pet</u>	<u>2-13-24</u>	<u>X</u>		
2. <u>Brian Pet</u>	<u>2-13-24</u>	<u>X</u>		

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
--	---



IOWA-GRANT SCHOOL DISTRICT

HOME OF THE PANTHERS

Michael Shimshak
Superintendent
498 County Road IG
Livingston, WI 53554
(608) 943-6311 x 3018
Fax: (608) 943-8438

Chris Gotto
High School Principal
462 County Road IG
Livingston, WI 53554
(608) 943-6312 x 2028
Fax: (608) 943-8707

Jennifer Gallagher
2-8 Principal
498 County Road IG
Livingston, WI 53554
(608) 943-6313 x 1002
Fax: (608) 943-8438

Jodi Bast
EC - 1 Principal
498 County Road IG
Livingston, WI 53554
(608) 943-6313 x 1040
Fax: (608) 943-8438

IOWA-GRANT SCHOOL DISTRICT
498 COUNTY IG
LIVINGSTON, WISCONSIN

NOTICE of PUBLIC HEARING

PETITION TO ALTER DISTRICT BOUNDARIES

Pursuant to Chapter 117, Wisconsin Statutes, the School Board of the Iowa-Grant School District has set February 12, 2024, for the public hearing on the petition of Brian and Shonda Pete to detach property from the Iowa-Grant School District and attach it to the Mineral Point School District. Iowa-Grant School District Board President Ross Leix has been designated to serve as chairperson of the hearing. The hearing is scheduled for 7:00 PM in IGEMS Room 100.

_____, Clerk

Travis Wetter

Iowa-Grant School District



IOWA-GRANT SCHOOL DISTRICT

HOME OF THE PANTHERS

Michael Shimshak
Superintendent
498 County Road IG
Livingston, WI 53554
(608) 943-6311 x 3018
Fax: (608) 943-8438

Chris Gotto
High School Principal
462 County Road IG
Livingston, WI 53554
(608) 943-6312 x 2028
Fax: (608) 943-8707

Jennifer Gallagher
2-8 Principal
498 County Road IG
Livingston, WI 53554
(608) 943-6313 x 1002
Fax: (608) 943-8438

Jodi Bast
EC - 1 Principal
498 County Road IG
Livingston, WI 53554
(608) 943-6313 x 1040
Fax: (608) 943-8438

In partnership with the community, the Iowa-Grant School District will empower all students to reach their full potential as responsible individuals who strive for life-long learning to successfully compete in an ever-changing global society.

**IOWA-GRANT SCHOOL DISTRICT
498 COUNTY IG
LIVINGSTON, WISCONSIN**

**REGULAR SCHOOL BOARD MEETING AGENDA
&
PUBLIC HEARING PETITION TO ALTER DISTRICT BOUNDARIES**

The regular meeting of the Board of Education is a meeting in public for the purpose of conducting the School District's business and is not to be considered a public hearing. This meeting will include a Public Hearing at 7:00 PM for a PETITION TO ALTER DISTRICT BOUNDARIES.

REGULAR MEETING TIME: 6:30 PM
DATE: February 12, 2024
PLACE: Iowa-Grant Elementary-Middle School Library
or virtually @ <https://zoom.us/j/5374517619>

1. Call to Order
 - A. Pledge of Allegiance
 - B. Roll Call
 - C. Certification of Meeting Notice February 9, 2024
2. Approval of Agenda
3. Approval of Consent agenda items:
 - A. Approval of Board Meeting Minutes:
 - i. Open and Closed Session Regular Board Meeting: January 8, 2024
 - B. Acknowledgment of contracts returned
 - i. Superintendent
 - ii. Director of Business and Finance
 - iii. High School Principal
 - iv. 2nd-8th Grade Principal
 - v. Early Learning Principal
 - vi. Long Term Substitutes (2)

- vii. Middle School Girls Basketball
 - viii. Middle School Girls Volleyball
 - ix. High School Head Cross Country Coach
 - x. High School Assistant Cross Country Coach
 - C. Approval of the Finance Committee Recommendations
 - i. Payment of monthly bills
 - ii. Acceptance of finance report
- 4. Acceptance of Donations and Grants
 - A. \$500 from Peace Lutheran Church to Panther Packs
 - B. \$500 from WEA to Panther Packs
 - C. \$500 from WEA to Helping Hands
 - D. \$200 from Barnscrapers Painting LLC to Iowa-Grant Girls Basketball
 - E. More than 20 gallons of paint from Hermsens Ace Hardware
- 5. Acceptance of Resignations
- 6. Administration Reports
 - A. Principal Reports
 - i. Ms. Bast
 - ii. Ms. Gallagher
 - iii. Mr. Gotto
 - 1. Student Council Representative to the School Board
 - 2. LNP Presentation
 - 3. Update - Electrical Upgrade at High School
 - B. Superintendent Report
 - i. Village of Livingston Waste-water Discharge Agreement
- 7. Public Hearing PETITION TO ALTER DISTRICT BOUNDARIES
- 8. Board Member Reports
- 9. Communications
- 10. Opportunity For Public Input:

The board welcomes the opportunity to hear from the public with comments about items of interest or concern that do or do not appear on the agenda this evening. We ask that you remember that Wisconsin law prohibits us from discussing specific employees or their job performance. Employee concerns should be referred through administrative channels in writing. Board members may ask questions regarding the information raised during public input; however, no decisions will be made unless it pertains to items on the posted agenda. Public input period comprises thirty minutes or less unless the board president grants additional time. Comments will be limited to three minutes so that we can keep the meeting moving in a timely fashion and allow others an opportunity to speak. Please begin by stating your name and address. Thank you for your support of our school district.

- 11. Old Business
 - A. Referendum Discussion
- 12. New Business

- A. Transportation Agreement(s)
- B. Wastewater discharge agreement with the Village of Livingston
- C. Purchase of the Baird Model School Finance and Enrollment Projections

13. Closed Session

The Board may move into closed session for consideration, (including action, as may be appropriate) of legal consultation or advice, employment, performance, evaluation data, financial, medical, social or personal histories or disciplinary date of specific persons, which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations, or relating to administrator contract per Wis. Stat. §19.85(1)(c, f, and g) relating to:

Section 19.85(1)(c): Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

- A. Volunteer Softball Coach(s)
- B. Volunteer Baseball Coach(s)
- C. High School Guidance
- D. High School Head Softball Coach
- E. High School Assistant Softball Coach
- F. High School Assistant Track Coach(s)
- G. Middle School Head Track Coach
- H. Middle School Assistant Track Coach
- I. Summer Recreation Liaison
- J. High School Football Coaching Positions

14. Reconvene to open session.

15. Adjournment

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the monthly regular meeting as indicated in the agenda. Persons needing special accommodations should call: (608) 943-6311, Extension 3020, at least 24 hours prior to the meeting.

Next Scheduled Regular Monthly Meeting will be on March 11, 2024
Reminder: The April Board meeting will be on Thursday, April 11, 2024.

Michael Shimshak
Superintendent

CERTIFICATE OF TRUE COPY

School Board Resolution

State of Wisconsin)
) ss
Iowa County)


I, Katrina Ricard, secretary of the meeting of the Iowa Grant 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 OF DENIAL

made and filed by said School Board on February 12, 2024, with the original which is now on file in the District office of Iowa Grant School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 12th day of February 2024


_____, Secretary
Katrina Rickard


_____, Clerk
Travis Wetter

Iowa Grant School District

SCHOOL BOARD RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER

WHEREAS, a meeting of the School Board of the Iowa-Grant School District was held on February 12, 2024, and

WHEREAS, a petition has been filed with the Clerk of the School Board, pursuant to Wis. Stat. §117.11-13, proposing detachment of the 4.07 acre property located at 2252 Rhoda Road, Mineral Point, WI 53565 and is described as Sec. 20, T5N, R2E, PT NW ¼ of NE ¼ in Iowa County, Wisconsin with a parcel number of 014078.A.;


WHEREAS, a public hearing has been held on the proposed reorganization by the School Board pursuant to Wis. Stat. §117.11-13;

NOW, THEREFORE, BE IT RESOLVED that an order be issued and filed denying the petition upon which said hearing has been held.


Introduced by Mary Schauff
Seconded by Katrina Rickard

Vote: Yes 5 No 0

Dated this 12th day of February, 2024


_____, Secretary

Katrina Rickard


_____, Clerk

Travis Wetter

Iowa Grant School District



IOWA-GRANT SCHOOL DISTRICT

HOME OF THE PANTHERS

Michael Shimshak
Superintendent
498 County Road IG
Livingston, WI 53554
(608) 943-6311 x 3018
Fax: (608) 943-8438

Chris Gotto
High School Principal
462 County Road IG
Livingston, WI 53554
(608) 943-6312 x 2028
Fax: (608) 943-8707

Jennifer Gallagher
2-8 Principal
498 County Road IG
Livingston, WI 53554
(608) 943-6313 x 1002
Fax: (608) 943-8438

Jodi Bast
EC - 1 Principal
498 County Road IG
Livingston, WI 53554
(608) 943-6313 x 1040
Fax: (608) 943-8438

Iowa-Grant School District Public Hearing on Petition to Alter District Boundaries

February 12, 2024

Meeting Minutes

Iowa-Grant School District Board President Ross Leix called the hearing to order at 7:00 PM on February 12, 2024, and stated that minutes should reflect he will serve as chair of the public hearing as noticed in the posting of the hearing. The Chair stated that it has been suggested that Board Treasurer Katrina Rickard serve as Secretary.

A motion was made by Board Vice-president Mary Schauff and seconded by board member Tim Lundell that Ms. Rickard serve as Secretary for the hearing. Upon hearing no other nominations, the Chair called the question and the motion carried on a voice vote with no opposition.

Upon request of the Chair, the Secretary read the notice of the hearing as follows:

Pursuant to Chapter 117, Wisconsin Statutes, the School Board of the Iowa-Grant School District has set February 12, 2024, for the public hearing on the petition of Brian and Shonda Pete to detach property from the Iowa-Grant School District and attach it to the Mineral Point School District. Iowa-Grant School District Board President Ross Leix has been designated to serve as chairperson of the hearing. The hearing is scheduled for 7:00 PM in IGEMS Library.

Iowa-Grant Superintendent Michael Shimshak stated, "Let the record indicate that School Board President Ross Leix, Vice-President Mary Schauff, Treasurer Katrina Rickard and board members Tim Lundell and Tony Ritchie are present and are represented by Shana Lewis as counsel.

The Chair provided an overview of the petition to provide a common background of developments and issues for the school board and those present at the meeting.

to include future students, who might reside in the property in question if the petitioners were to sell the property. The Iowa-Grant School District Board of Education has heard reports from Mr. Shimshak about the lack of housing in the district and how this is influencing the ability for new families to live in the Iowa-Grant School District. He opposes the loss of a single-family home in the district under these circumstances. Mr. Shimshak argued that the open enrollment law in Wisconsin is designed to afford parents choice in the school district they want their children to attend without having to go through a detachment process. Finally, Mr. Shimshak argued that approving one petition to detach a property on the border of the district could lead to other detachment requests, and the district's border would be whittled away, bit by bit.

Hearing no other opponents to the petition, the Chair invited any further information from the proponents. There was none.

The Chair then provided an opportunity for opponents to offer any further information. Iowa-Grant School Board President Ross Leix spoke in opposition to the detachment, noting first that as board members they each have a responsibility to look out for the best interest of the district. (talk to Ross). The Chair asked the board if there were any questions or further discussion.

The chair reviewed and explained alternative decisions.

Grant the request for transfer of the territory described in the petition. Or,
deny the request for transfer of the territory described in the petition; or
take no action, and by de facto deny the request of the territory described in the petition.

The chair entertained a motion and requested that any motion be read into the record. A motion was made by Schauff as follows:

I move to deny the transfer of the territory described in the petition. That the reorganization requested in the petition filed on January 22, 2024, to detach territory described in said petition from the Iowa-Grant School District and to attach it to the Mineral Point School District be denied and that said petition be dismissed.

The motion was seconded by Rickard.

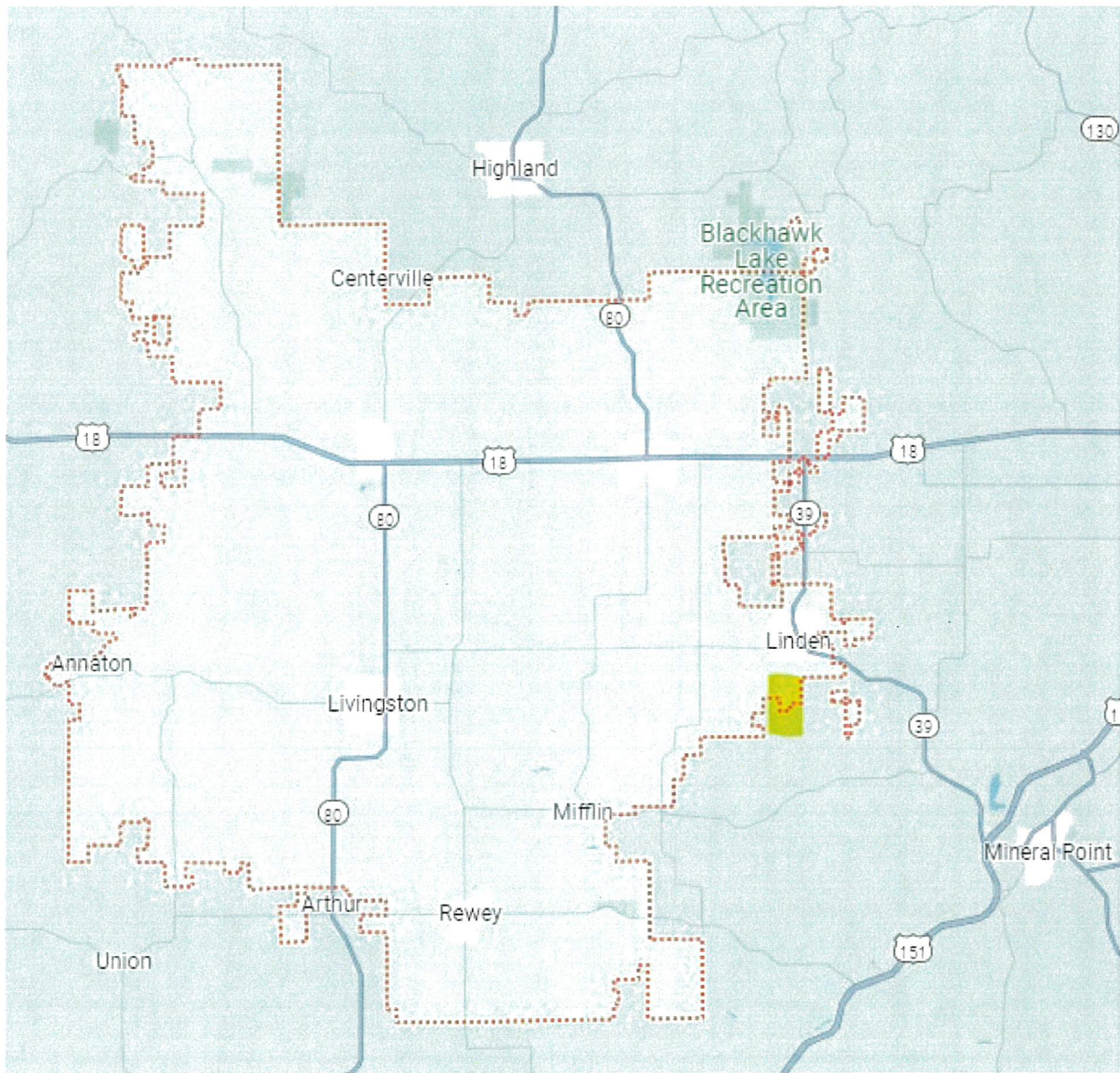
Exhibit A

Lists the factors required by statute that the school board will include in making a decision on the petition.

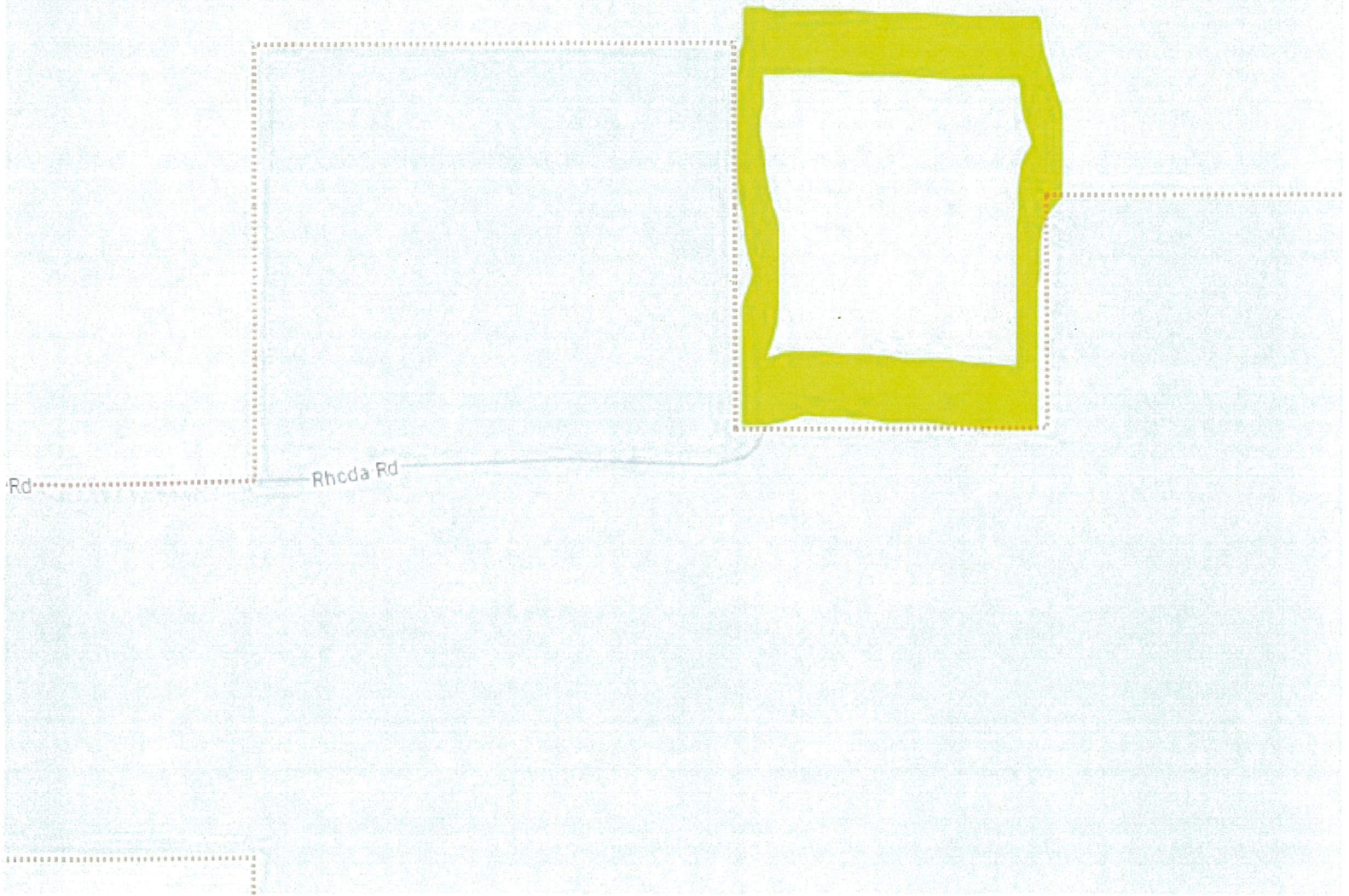
Evaluation Criteria

The following items--along with other appropriate factors--should be considered when assessing the effect of the reorganization on the educational welfare of all the children residing in all of the affected school districts:

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.
3. If territory is proposed to be detached from one school district and attached to an adjoining school district, 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.
4. The testimony of and written statements filed by the residents of the affected school districts.
5. The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.
6. Whether the proposed reorganization will make any part of a school district's territory noncontiguous.
7. 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 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.
8. The results of any referendum held under s. 117.10.
9. Other appropriate factors.



sudan



014-0704

RICHARDS REVOCABLE TRUS

35.930

4070

014-0784.A

014-0784.A

4070

014-0787

BAKER REVOCABLE LIVING TRUST

40.000

014-0792.01

CARL HENKE,

ET AL.

10.120

014-0792.02

CARL HENKE,

ET AL.

10.130

014-0785

LOT 1

TOWN OF LINDEN
 SHELLY WENDHAUSEN, TREAS
 2215 COUNTY ROAD Q
 MINERAL POINT, WI 53565

IOWA COUNTY - STATE OF WISCONSIN
 PROPERTY TAX BILL FOR 2021
 REAL ESTATE

PETE, BRIAN C
 PETE, SHONDA K

5

Parcel Number: 014 0784.A
 Bill Number: 229797

Important: Be sure this description covers your property. Note that this description is for tax bill only and may not be a full legal description. See reverse side for important information.

Location of Property/Legal Description
 2252 RHODA RD
 Sec. 20, T5N, R2E
 PT NW1/4 OF NE1/4

4.070 ACRES

229797/014 0784.A
 PETE, BRIAN C
 PETE, SHONDA K
 2252 RHODA RD
 MINERAL POINT WI 53565

Please inform treasurer of address changes.

ASSESSED VALUE LAND	ASSESSED VALUE IMPROVEMENTS	TOTAL ASSESSED VALUE	AVERAGE ASSMT. RATIO	NET ASSESSED VALUE RATE	NET PROPERTY TAX
21,500	252,500	274,000	0.883576315	0.02067555 <small>(Does NOT reflect credits)</small>	5385.34
ESTIMATED FAIR MARKET VALUE LAND	ESTIMATED FAIR MARKET VALUE IMPROVEMENTS	TOTAL ESTIMATED FAIR MARKET VALUE	<input type="checkbox"/> A star in this box means unpaid prior year taxes.	School taxes also reduced by school levy tax credit	
28,300	285,800	314,100		552.31	
TAXING JURISDICTION	2020 EST. STATE AIDS ALLOCATED TAX DIST.	2021 EST. STATE AIDS ALLOCATED TAX DIST.	2020 NET TAX	2021 NET TAX	% TAX CHANGE
IOWA COUNTY	37,138	42,292	1,889.63	1,978.64	4.7%
TOWN OF LINDEN	158,604	161,417	1,348.21	1,345.05	-0.2%
IOWA-GRANT SCHOOL	407,417	410,632	2,379.37	1,991.90	-16.3%
SW WI TECHNICAL COLLEGE	69,796	72,716	346.24	349.52	0.9%
TOTAL	672,955	687,057	5,963.45	5,665.11	-5.0%
FIRST DOLLAR CREDIT			-71.54	-61.53	-14.0%
LOTTERY AND GAMING CREDIT			-175.32	-218.24	24.5%
NET PROPERTY TAX			5,716.59	5,385.34	-5.8%

TOTAL DUE: \$5,385.34
 FOR FULL PAYMENT
 PAY BY:
 JANUARY 31, 2022

Warning: If not paid by due dates, installment option is lost and total tax is delinquent subject to interest and, if applicable, penalty.
 Failure to pay on time. See reverse.

FOR INFORMATION PURPOSES ONLY • Voter Approved Temporary Tax Increases

Taxing Jurisdiction	Total Additional Taxes	Total Additional Taxes Applied to Property	Year Increase Ends	Taxing Jurisdiction	Total Additional Taxes	Total Additional Taxes Applied to Property	Year Increase Ends

PAY 1ST INSTALLMENT OF: \$2,584.34
 BY JANUARY 31, 2022

AMOUNT ENCLOSED _____

MAKE CHECK PAYABLE AND MAIL TO:

TOWN OF LINDEN
 SHELLY WENDHAUSEN, TREAS
 2215 COUNTY ROAD Q
 MINERAL POINT, WI 53565

PIN# 014 0784.A
 PETE, BRIAN C
 BILL NUMBER: 229797

PAY 2ND INSTALLMENT OF: \$2,801.00
 BY JULY 31, 2022

AMOUNT ENCLOSED _____

MAKE CHECK PAYABLE AND MAIL TO:

IOWA COUNTY TREASURER
 222 N IOWA STREET
 DODGEVILLE, WI 53533

PIN# 014 0784.A
 PETE, BRIAN C
 BILL NUMBER: 229797



INCLUDE THIS STUB WITH YOUR PAYMENT



INCLUDE THIS STUB WITH YOUR PAYMENT

IOWA-GRANT SCHOOL DISTRICT

Education for Employment & Academic and Career Planning



498 County Road IG
Livingston, WI 53554
Phone: 608.943.6311

Rural Southwest Wisconsin
Grant County and Iowa County
Total Enrollment: 668

School Board Approved April 11, 2024

ACP Mission Statement

The Iowa-Grant School District is committed to providing students with opportunities to empower them for postsecondary success. In order to accomplish this, students will engage in an Academic and Career Planning (ACP) process, which consists of self-exploration, career exploration, and the development of career management and planning skills. By helping students engage in the ACP process, the Iowa-Grant School District will be working towards our mission “to work in partnership with the community to empower all students to reach their full potential as responsible individuals who strive for life-long learning to successfully compete in an ever-changing global society.”

This document is intended to help staff, students, parents, and community members understand the Iowa-Grant School District's Academic and Career Planning (ACP) process and how Education for Employment programs and services are being implemented at Iowa-Grant.

Consistent with the legislature requirements, our plan includes strategies to incorporate:

- Local, regional, and state labor market needs.
- Education and training requirements for occupations that will fill labor market needs.
- Professional development for Iowa-Grant School District staff to deliver ACP in Grades 6 -12.
- Consistent parent/guardian engagement in ACP.
- Businesses, post-secondary education institutions, and workforce development in overall planning in alignment with projected workforce needs.
- Career and technical education programming available.

Click on the link below to view a short video explaining ACP and why it has become an important part of education here at Iowa-Grant.

[Why ACP Matters](#)

Iowa-Grant School District is a school district headquartered in Livingston, Wisconsin, and named for the counties in which the district is located. The district encompasses the villages of Cobb, Linden, Livingston, Montfort, Rewey, the town of Mifflin, and the unincorporated communities of Edmund and Arthur.

Local, Regional, and State Labor Market Needs

- [Data USA](#): This link provides information on Edmund's economy, health and safety, demographics, education, and housing and living.
- [Data USA](#): This link provides information on Cobb's economy, health and safety, demographics, education, and housing and living.
- [Data USA](#): This link provides information on Linden's economy, health and safety, demographics, education, and housing and living.
- [Data USA](#): This link provides information on Livingston's economy, health and safety, demographics, education, and housing and living.
- [Data USA](#): This link provides information on Montfort's economy, health and safety, demographics, education, and housing and living.
- [Data USA](#): This link provides information on Rewey's economy, health and safety, demographics, education, and housing and living.
- [WisConomy](#): This website provides information on Wisconsin's economic and labor market.
- [Wisconsin Department of Workforce Development](#): This website serves job seekers, businesses, and employees.

Education and Training Requirements for Occupations That Will Fill Labor Market Needs

- [Southwest Wisconsin Workforce Development Board](#): This website provides information about the SWWDB, which is responsible for the planning and oversight of the workforce system in southwest Wisconsin - Grant, Green, Iowa, Lafayette, Richland, and Rock counties.
- [Southwest Wisconsin Workforce Development Plan 2020-2023](#): The 2020-2023 Local Plan describes labor market conditions in southwest Wisconsin, including workforce needs, programs and partnerships.

Professional Development for Iowa-Grant School District Staff

Staff members are trained in Xello and ACP to assist students with assignments. These training will occur during Professional Learning Community times and back-to-school in-service days.

Parent/Guardian Engagement in Academic and Career Planning

Consistent efforts will be made to keep parents and guardians informed on ACP services. Communication will occur through email, mail, parent/teacher conferences, registration, and school events. Communication efforts will also be made via posts on social media outlets such as the district's website and Facebook page.

Students in Grades 6-12 will have access to a Xello Profile. Xello is a software tool designed to help students build self-awareness, explore career options, and create a plan that is saved into a virtual portfolio. Students are encouraged to share this profile with parents and guardians.

Business, Post-Secondary Education, and Workforce Development

Our school district leaders intend to work with local businesses to develop plans and strategies that incorporate businesses with academic and career planning. The intent is to develop a plan that benefits the businesses as well as the students facilitating youth apprenticeships, shadow opportunities, and work-based learning experiences.

Additionally, we will continue to work with Southwest Wisconsin Technical College and the University of Wisconsin-Platteville to include Iowa-Grant students in postsecondary activities such as college and career fairs, tours, conferences, and participation in college level courses through transcribed credit and the Youth Options Program.

Career and Technical Education (CTE) Programming Available

Career and Technical Education (CTE) at Iowa-Grant School District develops students who are prepared for postsecondary education and career success. Our CTE teachers are critical in preparing the next generation of students for success in the global workforce. Our high quality CTE program, along with the opportunities to participate in programs at the technical college, enhances family, business, and community engagement.

Iowa-Grant School District

Academic and Career Planning: Grade Level Objectives

Students at the elementary grade levels will begin to explore careers at basic levels. Such subject matter will include but will not be limited to the following: why people work, the conditions under which people work, the levels of training and education needed for work, common expectations for employees in the workplace, and how expectations at school are related to expectations in the world of work.

Students at the middle school levels will continue **career exploration** by: understanding the continuum of careers across work environments, duties, and responsibilities, alignment of personal interests/skills related to those careers, work-based learning experiences, and career research to identify personal preferences.

Students at the high school levels will continue **career planning and preparation** by: conducting career research to identify personal preferences for specific occupations, school supervised, work-based learning experiences, instruction in career decision making, instruction that provides for the practical application of academic skills, applied technologies, economics, entrepreneurship, and personal financial literacy, access to career and technical education programs, including programs at technical colleges, access to accurate national, regional, and state labor market information, including labor market supply and demand, and instruction and experience in developing and refining the skills and behaviors needed by students to obtain and retain employment.

The following document outlines specific grade level expectations and activities that will be updated annually. Students in Grades 6-12 will employ “Xello” software to develop and track their Academic and Career Planning activities.

Middle School Academic and Career Planning Goal		
6th Grade	7th Grade	8th Grade
<p>WI Forward Exam MAPS Test</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> ● Upload a profile picture and cover photo. ● Add hobbies and at least 5 interests to Interests. ● Explore Career Clusters and save ones of interest. ● Save personal work or relevant files to Storyboard. <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> ● Explore careers and use filters to refine results based on specific school subjects. ● Research some career profiles and save at least 3 careers of interest. <p>LESSONS</p> <ul style="list-style-type: none"> ● Interests ● School Subjects at Work ● Decision Making ● Time Management 	<p>WI Forward Exam MAPS Test</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> ● Complete the Learning Styles quiz. ● Identify areas of expertise and add skills in Skills. ● Save personal work or relevant files to Storyboard. <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> ● Try out the filters and see how changing filters impacts results. ● Select a career profile and read interviews with real people currently in that career. ● Select a few career profiles, save ones that they might be interested in, and record their feelings about them. ● Check out the profiles for schools of interest. <p>LESSONS</p> <ul style="list-style-type: none"> ● Learning Styles ● Discover Learning Pathways ● Biases and Career Choices ● Jobs and Employers 	<p>WI Forward Exam MAPS Test</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> ● Complete the Matchmaker quiz. ● Update Skills, Interests, and Storyboard. ● Add life and education experiences to the Experience Timeline. <p>GOALS AND PLANS</p> <ul style="list-style-type: none"> ● Begin a four-year high school course plan. <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> ● Choose career profiles of interest and find out why certain options may be a better fit than others by reviewing Matchmaker results. ● Focus on the education section in a career profile and explore schools offering related training. ● Choose a career profile and save it, record feelings about saved careers, and further investigate those options. <p>LESSONS</p> <ul style="list-style-type: none"> ● Skills ● Explore Career Matches ● Transition to High School ● Self-Advocacy

High School Academic and Career Planning Goal

Freshman	Sophomore	Junior	Senior
<p>PreACT Exam MAPS Test</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> ● Update profile picture and cover photos. ● Complete the Personality Styles quiz. ● Save interesting and helpful resources to help bring plans to life in Storyboard. ● Add 3 experiences to the Experiences Timeline. <p>GOALS AND PLANS</p> <ul style="list-style-type: none"> ● Create one or more plans. ● Revisit and revise four-year course plan prior to registering for sophomore year courses (consider Transcribed courses). <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> ● Choose a career profile, save it and rate the Important Factors for that career. ● Start to explore programs and majors, see which programs are available at schools of interest. <p>LESSONS</p> <ul style="list-style-type: none"> ● Personality Styles ● Exploring Career Factors ● Getting Experience ● Study Skills and Habits 	<p>PreACT Exam WI Forward Exam MAPS Test</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> ● Complete Matchmaker Mission Complete questions. ● Add volunteer experiences to the Experiences Timeline. ● Complete Skills Lab questions. ● Create a professional resume using Resume Builder <p>GOALS AND PLANS</p> <ul style="list-style-type: none"> ● Revisit and revise four-year course plan prior to registering for junior year courses (consider AP, Transcribed, or Advanced courses). <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> ● Choose career profiles of interest and then look through the Earnings and Sample Career Path sections of those profiles. ● Review saved careers, upload list and further investigate preferred careers. ● Explore schools and majors, experiment with the filters to see how different factors affect the options. ● Save schools and majors of interest. <p>LESSONS</p> <ul style="list-style-type: none"> ● Work Values ● Careers and Lifestyle Costs ● Workplace Skills and Attitudes ● Program Prospects <p>INTRODUCE</p> <ul style="list-style-type: none"> ● Youth Apprenticeship and Work Release options 	<p>ACT Exam Wisconsin Civics Test</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> ● Add part-time and/or summer job experiences to Experience Timeline. ● Explore educator-provided links and resources for financial aid. <p>GOALS AND PLANS</p> <ul style="list-style-type: none"> ● Update and edit plans in My Plans-delete any plans that may no longer be relevant. ● Explore the College Planning Knowledge Hub for key information that supports the college-bound journey ● Browse Local Scholarships for valuable post-secondary financial aid opportunities. ● Revisit and revise four-year course plan prior to registering for senior year courses (consider AP, Transcribed, or Advanced courses). <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> ● Select at least 3 school profiles that are of interest and further explore academic options by looking at admission requirements for those schools and majors. ● Review saved schools and programs, update list based on new experiences or insights. <p>LESSONS</p> <ul style="list-style-type: none"> ● Choosing a College ● Career Demand ● Entrepreneurial Skills ● Work/Life Balance <p>REVIEW</p> <ul style="list-style-type: none"> ● Youth Apprenticeship and Work Release options 	<p>Retake ACT Exam, if needed</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> ● Review content and make any updates <p>GOALS AND PLANS</p> <ul style="list-style-type: none"> ● Identify a plan or plans to put into action and delete any plan that might be outdated. ● Select schools and programs and begin the application process. ● Review Local Scholarships and begin the application process. <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> ● Conduct a final exploration of schools and majors of interests--become familiar with campus locations, culture and program requirement <p>DASHBOARD</p> <ul style="list-style-type: none"> ● Explore educator-provided links and resources for financial aid <p>LESSONS</p> <ul style="list-style-type: none"> ● Defining Success ● Career Backup Plans ● Job Interviews ● Career Path Choices

Iowa Grant Elementary Middle School Course Guide 2023-2024



Iowa Grant Elementary Middle School

Grades Early Childhood - 8th grade

Iowa Grant Elementary and Middle School has received a five-star rating and is exceeding expectations per the Wisconsin School Report Card rating system for the 2018-2019, and the 2020-2021, 2021-2022, and 2022-2023 school years following the 2019-2020 school year in which no report card was issued. The teachers in the elementary school are ranked 162 of 1,029 schools per the best public elementary school teachers per the Niche rating. In the middle school, the teachers are ranked 81 of 556 of the best public middle school teachers in Wisconsin per the Niche rating scale.

The school district is actively participating in social and emotional wellness through the use of the elementary Sources of Strength curriculum and the middle school participates in Sources of Strength activities. The middle school participates in community-building activities during homeroom periods a few times per week.

The school offers art club, middle school forensics, band, choir, fund 80 football (fall of 2024), volleyball, cross-country, basketball, wrestling, track and field, Panther dancers, weightlifting, fund 80 summer baseball and softball, newly formed middle school FFA, and gifted and talented activities through CESA 3. The school offers Missoula theater during the summer for elementary and middle school students and a variety of enrichment summer school offerings. There are a variety of community engagement activities including but not limited to Thanksgiving program, Winter program, Grandparents Day, pen-pals, Wax Museum event, Reading Night, Math Night (new 2024), band and choir concerts, Drug Abuse and Resistance Education graduation, and Book Fair. Many field trips to extend the classroom and middle school outdoor education experiences.

The Iowa Grant Elementary Middle School is a Schoolwide Title I school. The school offers three staff members to provide intervention opportunities to students and support. Students in the elementary level grades kindergarten through fourth grade participate in "What I Need" (WIN) time for about thirty minutes per day. This time is designed to provide support to students in the instruction and remedial in tier two and tier three interventions.

Students in the middle school grades fifth through eighth grade participate in "What I Need" (WIN) time for about approximately forty minutes each day opposite band and choir opportunities. This time is designed to provide support to students in the instruction, homework, and tier two and three interventions as needed.

Iowa Grant Elementary Middle School offers comprehensive special education services including speech and language services, physical and occupational therapy, in addition to academic and emotional support based on a student's individual education plan.

English Language Learners receive programming with an instructor with Spanish-to-English translating abilities. Communication and involvement with Spanish-speaking parents are strengths of Iowa Grant Elementary Middle School.

Course Guide

Early Childhood

Students are eligible for early childhood education based on an individual education plan. Please contact the Iowa Grant Elementary Office if you have questions about this programming.

Pre-Kindergarten

Students attend Monday-Friday, for a full school day. Calendar/circle time, story and art project, free play, outdoor recess, snacks, and rest time are part of the daily schedule.

Weekly social science themes coordinate with the “letter of the week.” Structured activities are play-based and include centers/games; sensory tables; large motor games; music and movement, and imaginative play.

English and Language Arts: explicit phonics instruction utilizing Heggerty, Jolly Phonics, and Really Great Reading Launchpad. Play plan journals and graphic practice are integral parts of the writing curriculum. Staff are trained or are in the process of training in both LETRS I and II (Language Essentials for Teachers of Reading and Spelling).

Math: Math Expressions and math centers, focus on counting and number recognition, and other foundational skills such as patterns, shapes, and sorting.

PK students visit the school library weekly to listen to a story and select a book to borrow.

Kindergarten

English and Language Arts: Comprehensive reading instruction with explicit phonics instruction utilizing Heggerty and Really Great Reading Boost. Vocabulary and systematic reading and writing instruction utilizing the Wonders curriculum. Staff are trained or are in the process of training in both LETRS I and II (Language Essentials for Teachers of Reading and Spelling).

Math: Math Expressions, Xtra Math programming.

In addition, classroom teachers teach coursework in science, social studies, and technology. Students also participate in physical education every day and receive music, art, information literacy (library), and guidance instruction on a rotation.

First Grade

English and Language Arts: Comprehensive reading instruction with explicit phonics instruction utilizing Heggerty and Really Great Reading Blast. Vocabulary and systematic reading and writing instruction utilizing the Wonders curriculum. Staff are trained or are in the process of training in both LETRS I and II (Language Essentials for Teachers of Reading and Spelling).

Math: Math Expressions, Xtra Math programming.

In addition, classroom teachers teach coursework in science, social studies, keyboarding, and technology. Students also participate in physical education every day and receive music, art, information literacy (library), and guidance instruction on a rotation.

Second Grade

English and Language Arts: Comprehensive reading instruction with explicit phonics instruction utilizing Heggerty and Really Great Reading HD Word. Vocabulary and systematic reading and writing instruction utilizing the Wonders curriculum. Staff are trained or are in the process of training in both LETRS I and II (Language Essentials for Teachers of Reading and Spelling).

Math: Math Expressions, Xtra Math programming

In addition, classroom teachers teach coursework in science, social studies, keyboarding, and technology. Students also participate in physical education every day and receive music, art, information literacy (library), and guidance instruction on a rotation.

Third Grade

English and Language Arts: Comprehensive reading instruction with explicit phonics instruction utilizing Really Great Reading HD Word. Vocabulary and systematic reading and writing instruction utilizing the Wonders curriculum. Staff are trained or are in the process of training in both LETRS I and II (Language Essentials for Teachers of Reading and Spelling).

Math: Math Expressions, Xtra Math programming

In addition, classroom teachers teach coursework in science, social studies, keyboarding, and technology. Students also participate in physical education every day and receive music, art, information literacy (library), and guidance instruction on a rotation.

Fourth Grade

English and Language Arts: Vocabulary and systematic reading and writing instruction utilizing the Wonders curriculum. Staff are trained or are in the process of training in both LETRS I and II (Language Essentials for Teachers of Reading and Spelling).

Math: Math Expressions, Xtra Math programming

In addition, classroom teachers teach coursework in science, social studies, keyboarding, and technology. Students also participate in physical education every day and receive music, art, information literacy (library), and guidance instruction on a rotation.

Fifth Grade

English and Language Arts: Vocabulary and systematic reading and writing instruction utilizing the Wonders curriculum. Staff are trained or are in the process of training in both LETRS I and II (Language Essentials for Teachers of Reading and Spelling).

Math: Math Expressions, Simple Solutions

Science: Amplify and supplemental curriculum

Social Studies: Standard-based curriculum utilizing multiple mediums

Students also participate in physical education every day and receive music, art, information literacy (library), and guidance instruction on a rotation. Beginning band is offered to students in the second semester. Choir is offered to fifth-grade students.

Sixth Grade

English and Language Arts: Vocabulary, grammar, and systematic reading and writing instruction utilizing the Study Sync and supplemental grammar and novel materials.

Math: Math Expressions, Simple Solutions

Science: Amplify and supplemental curriculum

Social Studies: Standard-based curriculum utilizing multiple mediums

Students also participate in physical education every day and receive music, art, information literacy (library), and guidance instruction on a rotation. Both band and choir are offered to students all year.

Seventh Grade

English and Language Arts: Vocabulary, grammar, and systematic reading and writing instruction utilizing the Study Sync and supplemental grammar and novel materials.

Math: Math Expressions, Simple Solutions

Science: Amplify and supplemental curriculum

Social Studies: Standard-based curriculum utilizing multiple mediums.

Students also participate in physical education, health, and careers in a rotation. Students also receive instruction in family consumer education, agriculture, technical education, foreign language, and art in a rotation. Both band and choir are offered to students all year.

Eighth Grade

English and Language Arts: Vocabulary, grammar, and systematic reading and writing instruction utilizing the Study Sync and supplemental grammar and novel materials.

Math: Big Ideas Math and Simple Solutions - 8th Grade Math
Algebra 1 and Simple Solutions - 8th Grade Algebra

Science: Amplify and supplemental curriculum

Social Studies: Standard-based curriculum utilizing multiple mediums

Students also participate in physical education and careers in a rotation. Students also receive instruction in business education, agriculture, technical education, foreign language, and art in a trimester rotation. Students will have the opportunity to select some of the courses. Both band and choir are offered to students all year.



AGRICULTURE EDUCATION



Ag Exploration (1 Credit)

Freshman and Sophomore Level Course ONLY

This course is an introductory course designed to expose students to different facets of FFA and the agriculture industry. Students will gain basic knowledge in animal science, plant science, food science, natural resources, leadership skills, public speaking, FFA opportunities, agricultural mechanics, and welding. Instruction and student learning will occur through lectures, student projects, group discussions, hands on experiences, FFA experiences, CDE participation, and their SAE program. This is designed as a year long course, but students have the flexibility to take it as a semester course if needed to fit in their schedule.

Ag Leadership and Careers (1/2 Credit)

This class is geared for **junior and senior students** who want to work on their leadership skills and explore possible agricultural careers. Students will cover topics in the areas of learning and leadership styles, personality types, human behavior, goal setting, parliamentary procedure, public speaking, conducting successful meetings, problem solving, decision making, workplace ethics, conflict resolutions, and career exploration. Students will create a professional resume, cover letter, and list of references. They will also go through a formal interview process.

Agribusiness Management (1/2 Credit)

(Transcript Credit Agreement with the Wisconsin Technical College System)

Junior and Senior ONLY Level Course

Students will learn many of the skills associated with the management, marketing and business aspects of agriculture. The curriculum includes marketing, financing, cooperatives, and other business aspects associated with agriculture. Students will also learn about managing personal finances such as borrowing money, taxes, and savings.

Animal Science (1/2 Credit)

(Transcript Credit Agreement with the Wisconsin Technical College System)

Junior and Senior ONLY Level Course

Animal Science is designed for students who are interested in livestock animals such as cattle, sheep, goats, swine, and poultry. Course topics will include breed identification, providing a healthy environment for livestock, animal handling and care, animal genetics and reproduction, marketing of livestock, identifying proper body conditions, disease and disease prevention, and animal nutrition.

Companion Animal Care (1/2 Credit)

Students will explore companion animals such as horses, cats, dogs, and other companion animals. They will study pet industry trends, animal breeds, nutritional needs, proper care and treatment, disease and

disease prevention, food labels, vaccines, and parasites. Students will have the opportunity to work with animals and practice what they learned in class.

Food Science (1/2 Credit)

Food Science is designed to provide knowledge of food growth, processing, and nutrition. Students enrolled in this course will learn about the relationships among agriculture, science, food, nutrition, biology, microbiology, food preservation, processing, and packaging. Students will also explore the characteristics of safe food and the harmful effects of microorganisms. Student activities will include canning, freezing, dehydrating, cooking, baking, and smoking.

Greenhouse Management and Landscape Design (1/2 Credit) Spring Semester ONLY

Students will participate in this hands-on semester long course which covers the growth and management of greenhouse vegetable and ornamental plants and crops. Students will also take part in designing and management of home, school, and/or business landscapes. This course will put the students in the role of business manager and greenhouse worker. Students enrolled in the course will make decisions regarding pest management, annual floral arrangements, fertilizer applications, and business marketing. Students will be **required** to take part in selling plants and working with customers during the spring bedding plant sale in May.

Plant Science (1/2 Credit) Fall Semester ONLY

(Transcript Credit Agreement with the Wisconsin Technical College System)

Junior and Senior ONLY Level Course

Provides fundamental knowledge of plant components and their functions. Topics include pollinating and propagating plants, germinating seeds, plant nutrients, and factors affecting photosynthesis, respiration, and transpiration. Participants will experience plant components and their functions through the completion of hands-on activities.

Introduction to Ag Mechanics (1/2 Credit)

Introduction to Ag Mechanics is a semester long course geared towards junior and senior aged students. Course topics will include building skills in electricity, structures, and power systems. Students will also gain basic knowledge in the areas of simple electricity, engines, measurements, project construction and planning, and possible careers after high school. Students will work independently and in teams to solve the tasks at hand. Course fees will be charged for safety glasses, unless the student has their own pair.

Intro to Soils (1/2 Credit)

(Transcript Credit Agreement with the Wisconsin Technical College System)

Junior and Senior ONLY Level Course

This course is designed to provide fundamental knowledge of soils and growth media to students. Course topics include soil formation and development, soil components, soil profile, soil classification, and soil conservation. Participants will experience soil concepts through the completion of hands-on activities. Students interested in careers in agriculture, construction, reclamation, and engineering will benefit from the information covered in this course. Student activities will include soil management activities in the school gardens and local fields.

Veterinary Science (1/2 Credit)

Students taking this course must first complete either Animal Science or Companion Animal Care. This course will cover many different skills associated with the livestock and small animal science in the veterinarian area. The course will cover topics in depth in the areas of animal handling, physical exams, wound repair, bandaging, suturing, emergency response, nutrition and digestion, reproductive health, and grooming/clipping.

Welding (1/2 Credit)

Welding is a semester long course geared towards junior and senior aged students. Course topics will include building skills in Shielded Metal Arc Welding (Stick Welding), Gas Metal Arc Welding (MIG or Wire Feed Welding), Tungsten Metal Arc Welding (TIG welding), and Oxy-Acetylene Welding. Students will also gain knowledge in areas of welding different alloy metals, project construction, and related careers. Students will be required to construct a project using metal. Course fees will be charged for safety glasses, unless the student has their own pair.

Wildlife and Natural Resource Management (1/2 Credit)

Wildlife and Natural Resource Management will cover topics including stream, lake, land, wildlife and watershed management. Students will study the living organisms and the effects agriculture and human use have on the environment. Students in this class will construct a custom fishing rod and will also complete a unit on taxidermy. Course fees will be charged for taxidermy and rod project materials.



ART

Art Survey I & II

(1/2 credit) This is an excellent class for students who like to work with many different art mediums such as painting, drawing, sculpture, ceramics, etc. This is a multiple medium art class focusing on the Elements of Art and Design, contemporary artists, art movements, and experimentation with a wide variety of art materials. A student may take this class for a second time with the permission of the instructor and explore the same mediums and styles in greater depth and independence.

Drawing I & II

(1/2 credit) Focused on developing drawing skills, Drawing is the base for almost all art mediums. Skills learned in this class will ultimately help students in the variety of other art classes. . Drawing not only focuses on learning different techniques, from the realistic to the abstract, but also on learning how to use other drawing mediums such as pen and ink, graphite, pastels, charcoal, and oil pastels. A student may take this class for a second time with the permission of the instructor and explore the same mediums and styles in greater depth and independence. **Prerequisite:** Art Survey encouraged but not required.

Painting I & II

(1/2 credit) In this class students will focus on developing painting techniques in a variety of mediums. Students will learn the basics of acrylic and watercolor paint in an array of styles ranging from landscape and realism to abstract. A student may take this class for a second time with the permission of the instructor and explore the same mediums and styles in greater depth and independence. Art Survey encouraged but not required.

Ceramics & Sculpture I & II

(1/2 credit) With an emphasis on ceramics, you'll gain a clearer understanding of the functional vs sculptural art. We will work with hand-building techniques such as coiling, slab building, and wheel thrown work. Students will work with recycled and natural material to create sculptural projects along

with clay. A student may take this class for a second time with the permission of the instructor and explore the same mediums and styles in greater depth and independence. Class size is limited. **Prerequisite:** Art Survey encouraged but not required.

Digital Photography

(1/2 credit) In this class, students will learn the basics of digital photography. Students will then process the photographs using various editing programs. Students will learn about the difference between making great photos vs taking photos. We will also discuss current photography trends, photographers and the history of photography. Along with photography, students will learn about the basics of graphic design as well as possible career paths in the graphic and photography field. **Prerequisite:** Art Survey is encouraged, but not required.

Art Jewelry

(1/2 credit) Some of the earliest art forms are personal adornment and small objects. Students will work with sheet metal (pendants), beading, hemp jewelry and creative use of recycled materials in new and unique ways. **Prerequisite:** Art Survey encouraged but not required.

Studio Art

(1/2 credit) This class is a chance to problem solve with art as the medium. Students will be presented with a challenging subject, problem, or medium to explore. Students will be encouraged to reach beyond comfort zones to explore and express new imagery in new mediums. A student may take this class with the permission of the instructor and develop an artist contract for the semester. **Prerequisite:** Minimum of 2 art classes.



BUSINESS EDUCATION



Accounting I (Transcripted Credit Agreement with the Southwest Wisconsin Technical College)

(1 credit) This course provides an understanding of the basic principles of the double-entry accounting system. Activities include recording and posting transactions, preparing work sheets and financial statements, preparing payroll and tax data, managing a checking account and reconciling a bank statement, and developing the essential business traits of accuracy, neatness, orderliness, thoroughness, and responsibility. Students will also become acquainted with career opportunities in business. This course is open to sophomores, juniors, and seniors. Students who plan to major or minor in any business-related degree program should definitely be taking this course in high school! **Four college credits available!**

Accounting II

(1/2 credit) Accounting II is a continuation of Accounting I – it will result in a completion of the Multi-Column Journal textbook. We will explore the world of corporate accounting. In addition, QuickBooks accounting software may be used to do the accounting for a business. This class will take

you one step closer to a job as a bookkeeper or prepare you for college accounting.

Prerequisite: Accounting I

Advanced Accounting I

(½ Credit) Students will continue their studies in Accounting by learning about Departmentalized Accounting, Accounting Adjustments and Valuations, and Corporation Accounting. Emphasis will also be placed on Forensic Accounting where students will be introduced to the concepts of errors and fraud in a business.

Prerequisite: Accounting II

Advanced Accounting II

(½ credit) Advanced Accounting II is a continuation of Advanced Accounting I - it will result in a completion of the Century 21 Accounting: Advanced textbook. Students' focus will be on Management Accounting and Internal Control and Other Organizational Structures (Partnerships and Not-for-Profit Organizations). At the end of the semester, students will go head-to-head in competition. Each student will run a computer repair business that they get to name. Students' business choices will affect whether customers choose to go to their business or to a competitor.

Prerequisite: Advanced Accounting I

Principles of Business, Marketing & Finance

(1/2 credit) This course will present business concepts that are vitally important in today's workplace. The basics of business, marketing, and finance are introduced in an easy-to-understand manner that helps students connect the concepts of business to their everyday life. Digital citizenship will be explained in detail to prepare students for professional responsibilities in school and in a career. Math features will provide an opportunity for students to learn and apply math concepts in a context that applies to real-world scenarios. This course is open to all students.

Personal Finance (Transcripted Credit Agreement with Southwest Wisconsin Technical College)

(1/2 credit) Students will be provided with an understanding of the concepts and principles involved in managing one's personal finances. Topics will include savings and budgeting, credit and debt, financial planning and insurance, income and taxes. Students will also learn key personal financial skills and demonstrate competence in an online simulated world. Class members will participate in the Southwest Wisconsin Interactive Financial Literacy Event in the Spring. This class is the beginning of a student's journey to becoming an informed and responsible consumer. Open to juniors and seniors. ***Required course for juniors or seniors. One college credit available!**

WORLD LANGUAGE



Spanish I

(1 credit) Spanish is offered to all high school students. This course is designed to teach students to understand, speak, read and write **Basic** Spanish. Spanish culture and customs are studied and students participate in prepared and original conversations. The basic points of grammar are learned. Any student may sign up. The student **must pass** the first semester in order to continue in second semester.

Earning a 75% average or higher in SPANISH I is a prerequisite for Spanish II.

Spanish II

(1 credit) This course is offered to all high school students who have completed Spanish I. Designed as a continuation of Spanish I, this course will further the students' understanding of the language, its people, their culture and customs. Students participate in speaking, reading, and writing exercises, prepared and original. Further points of grammar are learned. The student **must pass** the first semester in order to continue in second semester.

Earning 80% average or higher in SPANISH II / teacher permission is required for Spanish III.

Spanish III

(1 credit) Spanish III is for students who have successfully (B or better) completed both Spanish I and II. More advanced points of grammar are learned as the student works with the text and famous Hispanic literature; poems, essays, short stories, etc. Culture is an important component combining knowledge of Spanish-speaking people and their customs. Commitment to maintain the immersion experience and communicate only in Spanish is required. The student **must pass** the first semester in order to continue in second semester.

Earning 80% average or higher in SPANISH III / teacher permission is required for Spanish IV.

Spanish IV

(1 credit) Spanish IV is a continuation of Spanish III, with a comprehensive review of grammar. Students will read Hispanic literature and explore a variety of Hispanic cultures. Students will also advance their knowledge of Spanish vocabulary and investigate career opportunities in the specified area of their choice. These include: Healthcare, Business and Technology, Hospitality and Tourism, Arts and Entertainment, and Agricultural fields of study. Students will prepare, create and present a variety of projects individually and collaboratively to demonstrate their language proficiency. Commitment to maintain the immersion experience and communicate only in Spanish is required.

HEALTH

Health

(1/2 credit) Health includes current health concepts and needs, with a concentration in first-aid and safety, personal health, and human growth and development. This is a required class for Freshmen.

LANGUAGE ARTS



Freshmen English

(1 credit) All freshmen are *required* to take this one-credit course. It is a survey course that includes units on the use of the Instructional Materials Center including Destiny software, writing research papers, grammar/usage, speech, independent reading, book conferences, and writing workshops. Students will read various genres of literature including fiction, nonfiction, poetry, and dramas. Students must receive full credit in freshmen English before they can proceed to sophomore English.

Sophomore English

(1 credit) Sophomore English is a core Language Arts course and a graduation requirement. All sophomores are *required* to take this one-credit course. Students are taught to analyze literature by learning the elements of literature and a myriad of other literary terms, using reading strategies, including quotation analysis and critical thinking. Students will read plays, novels, and selected short stories and nonfiction texts. The class uses a variety of classroom activities and encourages student responsibility and frequent student participation. Formal writing will emphasize the writing process, including peer sharing, editing, and proofreading. Writing assignments stress using “claim, reason, and evidence” and clear organization and specific details, including direct quotations. Modern Language Association (MLA) standards will be followed for research and documentation, including in-text citation and the works cited. Students will also receive instruction in grammar and writing style, including sentence structure. Students must receive credit in Sophomore English before they can proceed to Junior English.

Junior English

(1 credit) This course is designed for juniors. Writings from American authors are read, discussed, and evaluated using essay and objective examinations. Students read all genres from poetry and novels to drama and short stories. There are occasional projects that include research and oral presentations. Student involvement in interpretation and analysis is necessary. Independent reading and writing are required along with conferencing. Students must receive a full credit of junior English before they can proceed to a senior English course.

Senior English

(1 credit) Taught with a contemporary approach, this English course covers classical British literature and formal writing and will fulfill the last credit for graduation. The course provides many opportunities to read, discuss, analyze, and reflect on plays, such as *Camelot* and *Hamlet*, poetry, and novels, such as *Frankenstein*. Selected authors include Chaucer, Shakespeare, Mary Shelley, and others. This course emphasizes not only literary texts but also the life and culture of the authors. Through a variety of classroom activities, students will be active participants and will gain a traditional foundation in literature and will relate the material to their lives and current society.

Communication for Life and Work

(1 credit) This one-credit English course is designed for seniors planning to attend a secondary technical school or to enter the military or workforce directly. The course will fulfill the last credit for graduation and will emphasize career and personal planning. Communication skills, including interpersonal communication, workplace-related communication, public speaking, and class discussions, will be emphasized. Traditional grammar, sentence structure, research methods, and formal writing will be required. Students will also complete close reading of selected novels and nonfiction texts.

AP English Literature and Composition

(1 credit) As a senior-level honors course, the curriculum provides a college-equivalent literature and writing curriculum for motivated students with a solid background in English. Students who plan to attend a **four-year college/university** are encouraged to take AP English for the last English credit towards high school graduation. The class will read plays, novels, and poetry and will focus on clear writing with logical argumentation, thorough development, and a mature writing style. AP courses build a strong high school resume with a rigorous transcript and possible scholarships. College Board states that students who take AP courses also have a smoother transition to the expectations of college rigor and have better college success with higher college GPA's and higher four-year college graduation rates. The class allows dedicated students to prepare for college with a literature and writing course which emphasizes interpretative, evaluative, judgmental, and communicative skills. Students are highly

encouraged to take the AP exam in May and may directly qualify for college credit as determined by individual colleges and universities and may also qualify for additional benefits, such as AP Scholar designations. . Transferring credits provides more study options in college ~ double major, additional minor(s), a B.A./M.A. program, internships, a lighter course load as a student athlete, and/or study abroad programs. The following website has additional information:

<https://apstudents.collegeboard.org/getting-credit-placement/search-policies>.

Cost: AP Exam cost of \$80 will be paid for by the school district.

Applied Journalism

(This course is elective and will not count toward 4 required English Credits)

(1/2 credit) This course is designed to help students become producers of competent, useful desktop pages for the school yearbook and other applications. Students serve as reporters and learn techniques such as copywriting, deadline management, page layout, digital photography, and proofreading. Students use Jostens Yearbook Pro to create and edit pages for publication. Applied journalism is a time-intensive course. Applied journalism students learn marketing skills to sell yearbooks and business advertisements during the semester to help finance the yearbook. **This course is open to students who have completed freshmen English, received an A or B in all English courses, or been granted teacher approval.**



MATHEMATICS



Math Concepts

(1 credit) This course is the most basic math class offered to any student. This class is specifically designed for those students who struggle with math and need a little review of the basics before taking an Algebra class. This class is open to any student.

Algebra I (First ½)

(1 credit) This course deals with an introduction to algebra, rational numbers, equations, inequalities, polynomials, factoring, and rational expressions. This class is the first year of the slowed down version of Algebra I (Full Course). Students learn a new lesson every other day. This class covers the first half of the Algebra I book. Algebra I (First ½) is designed to prepare a student for Algebra I (Second ½). This class is open to any student.

Algebra I (Second ½)

(1 credit) This course deals with functions and graphs, graphing linear equations, systems of open sentences, radical expressions, quadratics, statistics and probability, and trigonometry. This class is the second year of the slowed down version of Algebra I (Full Course). Students continue to learn a new lesson every other day. This class covers the second half of the Algebra I book. Successful completion of Algebra I (First ½) and Algebra I (Second ½) is equivalent to a full year of Algebra I (Full Course).

Prerequisite: Successful completion of Algebra I (First ½).

Algebra I (Full Course)

(1 credit) This course deals with an introduction to algebra, rational numbers, equations, inequalities, polynomials, factoring, rational expressions, functions and graphs, graphing linear equations, systems of open sentences, radical expressions, quadratics, statistics and probability, and trigonometry. Students learn a new lesson every day. This is equivalent to a traditional Algebra I course. The entire Algebra I book is covered in the year. This is the most advanced Algebra I course offered to any student. This class is open to any student.

Geometry

(1 credit) Topics covered in this course include geometric figures and facts, principles, and the relationship between them. Construction skills are covered along with the use of the tools needed for construction. Postulates and theorems are introduced for use in proofs to develop a better understanding of deductive reasoning. Other topics include parallels, congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, and surface area and volume. **Prerequisite:** Successful completion of Algebra I (Full Course) or Algebra I (First ½) and Algebra I (Second ½)

Algebra II

(1 credit) Algebra II is a continuation of Algebra I. Topics covered in this course include matrices, polynomials, radical expressions, quadratic functions, analyzing conic sections, and logarithmic functions. This course is a prerequisite for Physics. This course is required for most college bound students. **Prerequisites:** Successful completion of Algebra I (Full Course) or Algebra I (First ½) and Algebra I (Second ½) and Geometry.

Statistics

(1/2 credit) This is a semester course designed for college bound students. Topics covered in this course include probability, statistics, and an introduction to calculus. **Prerequisites:** Successful completion of Algebra I (Full Course) or Algebra I (First ½) and Algebra I (Second ½), Geometry and Algebra II.

Trigonometry & Analytical Geometry

(1 credit) Trigonometry & Analytical Geometry is a continuation of Algebra II. Topics covered in this course include linear relations and functions, system of equations and inequalities, the nature of graphs, polynomial and rational functions, trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, vectors and parametric equations, polar coordinates and complex numbers, conic, exponential, and logarithmic functions. This course is recommended for college bound students. **Prerequisites:** Successful completion of Algebra I (Full Course) or Algebra I (First ½) and Algebra I (Second ½), Geometry, and Algebra II.

Trigonometry/Pre-Calculus

(1 credit) This course is a combination of the Trigonometry & Analytical Geometry and the Pre-Calculus classes. This course covers topics from each class and is taught at a much faster pace than the two individual ones. This course is geared towards those students who want to take AP Calculus their senior year. **Prerequisites:** Successful completion of Algebra I (Full Course) or Algebra I (First ½) and Algebra I (Second ½), Geometry, and Algebra II.

AP Calculus

(1 credit) This is a yearlong course designed for college bound students. It is especially important for students continuing their education in college in the fields of mathematics, engineering, accounting, and related scientific fields. Topics covered in this course include a detailed exploration of functions, graphs, limits, differentiation, application of derivative, exponential and logarithmic functions, and integration. A

student taking this course is encouraged to take the AP Calculus exam at the end of the year and **may earn college/university credit** based on his/her score.

Prerequisites: Successful completion of Algebra I (Full Course) or Algebra I (First ½) and Algebra I (Second ½), Geometry, Algebra II, and Trigonometry/Pre-Calculus. *Cost: AP Exam cost of \$80 will be paid for by the school district*

Applied Mathematics

(1 credit) This course is designed for juniors and seniors who are interested in going to a technical school. In this course students will do computation with rational numbers, make and convert various measurements, use formulas to solve problems, compute dimensions of geometric shapes, use statistical tools to represent and analyze data, analyze various financial situations and use basic right triangle trigonometry to solve problems. This class is open to any student who is a junior or senior.

MUSIC



Concert Band

(1 credit) Concert Band is an instrumental group open to all levels of students studying instruments; however, beginners or those who have not played consistently through middle school will be admitted only upon permission of the director. Concert band begins the year in Marching Band mode and will perform pep bands for various home sporting events, and the Homecoming field show & parade. Attendance is mandatory for all scheduled pep bands during the course of the school year unless the student is on the varsity team we are playing for that night. At the end of the first quarter, we will focus on Concert Band and have three concerts throughout the year, as well as graduation. The Concert Band rehearses every day & students are required to attend biweekly lessons throughout the quarter. If a study hall does not work out, this may require students to miss 20 minutes of a different class. There are also other playing opportunities for students in the form of several Honors Bands, clinics, and Solo & Ensemble Festival.

Jazz Band

(Not For Credit) Jazz Band members are required to be in Concert Band and will usually be the most experienced students at Iowa-Grant High School. This ensemble gives some students the opportunity to play a secondary instrument. This group begins rehearsing before school on Thursday mornings at 7:00am. The ensemble will perform for all band concerts. Because of the high musicianship required to perform in this ensemble and lack of rehearsal time, once committed, students missing rehearsals regularly may be asked to leave. This group does not receive credit.

Guitar I

(1/2 credit) Guitar I is a class for beginning guitar students only. Students will learn basic concepts and techniques used when playing the guitar, learn to read traditional music, tablature and chords, and may be asked to perform for various events throughout the year. You may only take this class once. Guitar I is a one *semester* course.

Guitar II

(1/2 credit) Guitar II is a class that continues what was learned in Guitar I. You must have successfully completed the entire semester of Guitar I in order to continue into Guitar 2. You may only take this class once. Guitar II is a one semester course. ***Guitar II may not be offered every semester depending on scheduling and interest

Concert Choir

(1 credit) Concert Choir is a performing vocal group open to all students interested in singing a mixture of styles of music. Choir is open to students of all levels of experience; however, beginners or those who have not participated in choir consistently through middle school will be admitted only upon permission of the director. Students need to be able to perform at 4 concerts each school year, as well as festivals,

clinics, and spring graduation ceremony. This group will rehearse every day and learn not only techniques, history and theory behind the music, but will also work to promote a positive team atmosphere. Good work ethic and a willing and positive attitude are requested. Students may be assigned homework or class work as part of their grade. Students may discover other opportunities throughout the school year for performance, including the Solo/Ensemble Festival held each Spring.

PHYSICAL EDUCATION

Physical Education

(1/2 credit) This is required co-educational course includes instruction and participation in general types of team sports (soccer, flag football, volleyball, basketball, and softball). Individual and dual sports are archery, badminton, pickle ball, cross country skiing, bowling, golf, tennis, running and wellness, racquetball, and weightlifting. A major emphasis of the course is on participation and instruction to improve the efficiency of cardiovascular system and the wellness and fitness of the young individual. Each fall and spring the classes are tested on a battering of AAHPERD fitness skills that are compared to the national norms.

Strength and Conditioning

(1/2 credit) This course is designed to improve overall body strength and conditioning. This will be done through a process of weight training three days a week, combined with a variety of conditioning activities two days a week. These activities will focus on muscular strength and muscular endurance. Conditioning will also be incorporated with the other principles of physical fitness; students will be able to develop their own personal fitness plan.



SCIENCE



Anatomy & Physiology

(1 credit) This Junior/Senior course is designed to explore the form and function of the human body.

Prerequisites: Biology and Chemistry

AP Biology

(1 credit) This intense class is designed to be the equivalent of an introductory college biology course. AP biology is intended for those college-bound students who may be pursuing a major in a biological field after high school. Students who do well in the course have the option of taking the AP Biology exam in the spring, which provides an opportunity to earn college science credits.

Prerequisites: Junior or Senior status and at least a B average in both Biology & Chemistry (or instructor consent) *Cost: AP Exam cost of \$80 will be paid for by the school district*

Physical Science

(1 credit) This course is a study of the properties and interactions of matter and energy. Topics covered include Newton's laws of motion, gravity, work and simple machines, electricity, sound, light, atoms and the periodic table, chemical compounds, and chemical reactions.

Biology

(1 credit) This course includes the study of the following: the nature of science, ecology, cells, genetics, evolution, classification, and the human body. Freshman must have Principal, Science Instructor or School Counselor approval to take this course.

This course is a prerequisite for Chemistry, AP Biology, Anatomy & Physiology.

Zoology

(1/2 credit) This course will take a more in depth look at biological concepts in the areas of zoology. Activities include independent research projects and dissections of different animal specimens.

Prerequisites: Biology and Chemistry or Physical Science

Ecology

(1/2 credit) Activities include prairie restoration work, nature journaling, readings from *A Sand County Almanac*, environmental issues debates, and independent research projects.

Prerequisites: Biology and Chemistry or Physical Science

Chemistry

(1 credit) This course is a study of the composition of matter and the changes in composition which matter undergoes. Topics covered are matter, solutions, acids, bases, and salts. Also covered is the "Why" of chemical behavior, chemical reactions, and organic chemistry. It is a course designed for college-bound students. **Prerequisites:** Biology and Geometry or current enrollment.

Chemistry is a prerequisite for AP Biology and Anatomy & Physiology.

Physics

(1 credit) Physics is open to all juniors and seniors but is intended to challenge college-bound students. Topics covered are astronomy, measurement, and nature of motion, forces, conversions of energy, properties of matter, work, heat, sound, light, magnetism, and electricity.

Prerequisites: Algebra II or current enrollment.



SOCIAL STUDIES



World Geography

(1 credit) This course is required for all freshmen is designed to help students understand the characteristics of the earth and the fundamental concepts/themes of geography. This class will study all aspects of geography including physical, place and economic geography as well as briefly exploring the history of different regions of the world. Special emphasis will be given to the following: maps and map skills, geography of population, climate, weather and vegetation patterns, and the industrial and democratic revolutions.

US History

(1 credit) This yearlong required class for sophomores is a basic course in United States history from the Civil War to the present time. All eras will be covered from 1877, but emphasis will be primarily on the twentieth century.

US History Survey: Government

(1 credit) This course is required for all juniors and consists of a yearlong study of government in America at all levels with a focus on our Federal Government, U.S. Constitution, and the Supreme Court. Units on Political parties and voting are also included. Current Events are intertwined throughout the year.

Psychology

(1/2 credit) This semester course is a survey course intended to touch on many aspects of the field of psychology including the following: Social Psychology, Abnormal Psychology, Developmental Psychology, and Theories of Personality. It is designed to provide students with an appreciation of psychology, including and understanding of fundamentals and technical vocabulary used in the field. It is hoped that the student will gain a better understanding of themselves so that they will be better equipped to live more complete lives. This course is open to juniors and seniors.

Intro to Sociology

(1/2 credit) This elective course will discuss the basic aspects of Sociology and help define what it is.

Topics to be covered will include culture, socialization, social status, stereotyping, crime and deviance, and many other related topics. This course is open to juniors and seniors.

Economics

(1/2 credit) Economics is a course for the student who wants to learn the basic workings of our economy: Unemployment, the theory of supply and demand, poverty, big business, free enterprise and money are ideas discussed in class. Emphasis is also placed on the importance of human relations in the job market. Recessions and inflation are other topics of current interest. This course is open to juniors and seniors.

World Civilizations I

(1/2 credit) A course covering the time period of ancient history to 1500. This course will cover the Mesopotamian Empires, Egyptian History, Greece, Rome, Medieval Europe, and Comparative Religions. This course is open to juniors and seniors.

World Civilizations II

(1/2 credit) A course covering the time period of 1500 to Modern Times. This course will cover the Reformation, Age of Revolution (French and Russian), Napoleon & Bismarck, NAZI Germany & the Holocaust, and Comparative Religions. This course is open to juniors and seniors.

Wisconsin

(1/2 credit) Wisconsin is a general survey course concerning the State of Wisconsin. This course is meant to highlight these things that describe what the State of Wisconsin is about both past and present. The student should acquire an understanding of the state they live in. Emphasis is placed on the following areas pertaining to Wisconsin: history, geography, industry, forest resources, population, agriculture, government, recreation, Native Americans, minerals, transportation, weather and climate. Open to juniors and seniors.

AP US History

(1 credit) This course is designed as part of the AP Program and is intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. History. The course is a full-year program that prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course will provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in US history. The course will rely heavily upon social studies and writing components. It is designed for very capable students who seek to waive unspecified college history credits by successfully completing the national AP in US History test upon course completion. The course is open to juniors and seniors who have received at least a 'B' in both semesters of U.S. History. **This course will be offered during the following academic years: 2020/21, 2022/23, 2024/25.**
Cost: AP Exam cost of \$80 will be paid for by the school district

Academic Decathlon

(1/2 credit) First semester course, which prepares students for the rigorous Academic Decathlon, a competition held each year in early January. Students will be exposed to a diverse curriculum which includes topics in Mathematics, Economics, Literature, Science, Social Science, Art and Music. Students will also prepare speeches, essays, and practice interview skills for this competition.



TECHNOLOGY EDUCATION



Car Care and Home Maintenance

(1/2 credit) Car Care and Home Maintenance is a course designed for the student that feels the need to know more about the care and maintenance of today's automobile. The course will also include units on selecting a competent service facility to help in maintaining a car, and practical home maintenance procedures such as: basic plumbing and electrical procedures, and the use of basic power and hand tools. At the completion of this course, the student will be more aware of the value of a good maintenance program for his/her own car and know how to perform basic maintenance tasks around his/her home.

Prerequisite: None

Construction

(1/2 credit) This is a block course that is open to grades 10-12. It is an introduction to current trends in today's energy efficient homes, basic residential construction, and entry-level carpentry skills. It will cover construction terminology, architectural drafting, framing, electrical, roofing, and masonry. These skills will be practiced through hands-on activities throughout the quarter.

Prerequisite: None

Manufacturing Lab

(1/2 credit) Description: This course provides extensive lab time to experience equipment and technology associated with processing various materials. Students will work with 3D printers, laser engravers, routers, mills, lathes, plasma cutters. Students will also use an injection molder, vacuum former, and strip heater in the processing of plastic materials. Various woodworking and metalworking will be used in the processing of wood and metal materials. **Prerequisite:** Sophomores, Juniors and Seniors

Independent Research in Tech Ed

(1/2 credit) This course is open to only seniors. Independent study is a semester course for an individual who wishes to explore areas of interest in the technology education field. The student must have taken and passed the highest-level course in that field of technology to be eligible for an independent study. A field that is not covered extensively in the Technology Department can also be taken up with the approval of the instructor. The student will write objectives for his/her area of study as well as homework, projects. Grading will be based on the completion of these objectives and final project.

Prerequisite: Seniors Only!! The student must come and fill out a Tech Ed Independent Research form, before he or she can enroll in the course.

Woodworking I

(1/2 credit) This is a skinny for a semester; course is open to grades 9-12. It is designed for the inexperienced wood worker that would like to investigate the world of woodworking. This course deals with introductory level carpentry and furniture making skills as well as an everyday use of measurement, machine safety and procedures. Students will build a preplanned, red oak footstool and a small end table which will cost the student **\$40.00**.

Prerequisite: None

Woodworking II

(1/2 credit) This is a block course which is open to grades 10-12. It deals with advanced level carpentry and furniture making skills and terminology. This course of study also includes blue print reading, measurement; machine safety procedures, woods throughout the quarter. Students will be building a preplanned, red oak, nightstand which will cost the student about **\$55.00**.

Prerequisite: Woodworking I

Multi-Media Photo and Video Editing

(1/2 credit) Students will develop skills related to the production of visual, audio, and electronic media. Students will apply these skills in a variety of projects that enhance the skills developed in the course. Students will become familiar with the basic elements of Photoshop. Students will learn to make and use selections, make color corrections, transfer bits from one image to another, combine several photos seamlessly and repair photos which have been the victims of neglect and indifference over many years. Students will also learn the differences between taking snapshots and making high quality photographs. Students will learn how, when and why to use the various filters and other plug-ins for Photoshop. Student projects may include the fabrication of an image in the style of a well-known painter/photographer, creating an image for a T-shirt design, a bumper sticker, un-visibly, inserting someone into another photo, CD or DVD cover art or restoration of a damaged photo. **This course is open to all students.**

Web Page Design & Management

(1/2 credit) Web pages will begin with an introduction to the basics of HTML (hypertext markup language) used to “write” web pages. Students will use the latest in web editing software (Dreamweaver/front page) to learn how to create a simple web page with text enhancements, links, anchors, e-mail addresses, and images. Ultimately the course will provide the opportunity to explore advanced table features, using styles, forms and inserting media. Exposure to image editing (Photoshop or Fireworks), and animations (Photoshop & Flash) for web use will also be provided. **This course is open to all students.**

Units of Study:

Web Page Planning & HTML code:

Creating and maintaining a personal home page formatting basics and inserting graphics (animated) ordered and unordered lists create and format tables create internal and External links exposure to frames.

Web Page Design (Dreamweaver):

Site design and management enhance web pages with color schemes edit and add images. Understand absolute/relative links use html code to problem-solve understand table Features in layout view explore templates and styles insert media into web pages develop forms

Animations (Photoshop and Flash):

Creating an animation working with colors editing images layers

Special Notes/Requirements: Students should possess a strong interest in learning web page, design and image editing.

Pre-Engineering/Intro to Engineering Design: Project Lead the Way

(1 credit) **Want to create your own invention; here is the class for you.** This is a semester block course, which is open to students in grades 9-12. This course covers designing, measurement, sketching & drawing, problem solving, solid modeling, and production of designs. Design activities include, creating a puzzle cube design, a chess/checker set, using the laser engraver and designing, 3D computer models, a

beverage container, marble maze, and your own invention or design. The majority of this half is project based. **Prerequisite:** None

****A possible, 3 elective college credits at Milwaukee School of Engineering may be granted; upon completion of this course with an 85% or better and an 70% or better on the college level test.****

Principles of Engineering

(1 credit) This is a semester block course, which is open to students in grades 9-12. This course covers designing, measurement, sketching & drawing, kitchen shelf, laser engraver designs, As well as exploring practical solutions to simple problems: such as the tower challenge, the boat float, paper chain competition, building a truss, and fluid powered arm, 3-D modeling, woodworking, simple machines, robotics, building a marble sorter or remote controlled vehicle, ping-pong launching devices, career opportunities in engineering. Many of the activities and/or designs will be demonstrated, then built and tested. **Prerequisite:** None

****A possible, 3 elective college credits at Milwaukee School of Engineering may be granted; upon completion of this course with an 85% or better and an 70% or better on the college level test.***

3D Animation and Video Game Design (relies a lot on programming/coding)

(1/2 credit) Description: Welcome to 3D Animation! We can only imagine where the next generation of artists, designers, engineers and inventors will take 3D applications in the future, but we do know the boundaries are blurring between the arts and sciences creating new connections and that students will need the skills to integrate their ideas across various disciplines. Using Autodesk 3D applications gives students the opportunity to explore these connections and learn to see information in a new way. In this course you are going to be introduced to 3D careers concepts and applications. This course is designed to get you through a minimum of 10 assignments and a final project; however the sky is the limit for you in this course. You may be surprised at what it takes to complete what seems to be such a simple task. We will cover modeling, environments, movement. **Prerequisite:** None

Academic & Career Planning,
Tutoring, ECC, SCNC,
COLLEGE Up, School to Work & Employability Skills



Academic and Career Planning

(1/4 credit) During the school year, students in grades 9-12 will engage in an Academic and Career Planning (ACP) process, which consists of self-exploration, career exploration, and the development of career management and planning skills. All students will have access to a Xello Profile, which is accessible through the school website. This is a pass/fail class that students will work on independently during the school year.

Elementary, Middle & High School Tutoring

(1/2 credit) This course is designed to provide high school juniors and seniors with the experience of working in an elementary, middle or high school setting. Students (tutors) will be assigned to a Iowa-Grant teacher and will assist with classroom activities or may tutor an individual student. To participate, high school students must be positive role models, have healthy attendance patterns, and be in good academic standing. This is a pass/fail class. The High School Administration reserves the right to deny the participation of any student. There will be a cap of 30 tutors per semester. Sign up will be on a first come first serve basis, with seniors having priority. **Juniors and Seniors only.**

Early College Credit (ECC) Program: A student in grades 9 through 12 attending a public school or a private school in the state of Wisconsin, will be permitted to enroll in a UW System institution, or a private, non-profit institution of higher education. If they are accepted for enrollment in such institution or college and there is space available in the registered course in order to take one or more nonsectarian courses, for which the student may earn high school credit, post-secondary credit, or both in accordance with state law (Wis Statute 118.55).

Start College Now Credit (SCNC) Program: District students enrolled in grades 11 and 12 may participate in the Start College Now Credit Program in accordance with state law and established procedures. The Start College Now Credit Program provides eligible students an opportunity to take one or more courses at a Wisconsin Technical College while in high school if they are accepted for enrollment in such institution or college and there is space available in the requested course. The Start College Now Credit Program replaces Youth Options beginning in the 2018-2019 school year pursuant to the program provided in Wis. Stat. ~~§~~ 38.12(14).

Early College Credit (ECC) & Start College Now (SCNC):

From time to time, conflicts will develop with high school and college classes. The following is a guide to assist students and staff in resolving class conflicts that may develop:

- I. IGHS required classes come first. All students need to take required courses in district and will need to attend IG courses 5 out of 5 days. If an ECC/SCNC course conflicts with a required IG course, the student will be encouraged to drop the ECC/SCNC course.
- II. If the student has maintained a 3.5 GPA at IGHS and the ECC/SCNC course is considered a chained course, an exception can be made if:
 - A student can attend the required IGHS course 4 out of 5 days and agrees to make up missed work/lessons on their own, they may then elect to remain in both courses. This exception is only available if the student has a conflict due to a chained ECC/SCNC course.
 - While the District discourages this option, the student may also elect to take the required high school course online. This exception is only available if the student has a conflict due to a chained ECC/SCNC course.
 - If there is a conflict with a high school elective course, the student must be able to attend that elective course 4 out of 5 days or drop either the elective course or the ECC/SCNC course.
 - IG Administration has the discretion to overlook these two provisions. Example but not limited to: If the ECC/SCNC course is needed for college admission and there are no other alternative courses.
 - The dropping of any ECC or SCNC course is the responsibility of the student/parent.
 - Transportation and parking (permit included), is the responsibility of the student/parent.
 - The dropping or failing of any ECC or SCNC course will result in the student/parent reimbursing the school district any course fee incurred.
- III. The District shall pay for no more than the equivalent of 18 postsecondary semester credits

(4 ½ high school credits) per student. The District shall not, however, limit the number of postsecondary semester credits a student may take at his/her own expense.

ColLEDGE Up:

Is an educational partnership between CESA 3 and Southwest Wisconsin Technical College. This partnership allows students to earn high school and college credits. Programs of study include: Laboratory Science Technician, Emergency Medical Technician (EMT)/ Firefighter, Gear Up, Computer Numerical Control (CNC) Machine Operator/Programmer, Nursing, Pistons to Pathways, Healthcare Careers

School to Work:

Iowa-Grant High School offers School to Work opportunities for junior and senior students, who meet the program requirements for participation, through the Youth Apprenticeship program and Employability Skills Certificate (ESC) program.

Youth Apprenticeship:

YA is a one- or two-year program for students interested in pursuing careers in the following areas:

- Auto Collision
- Auto Technician
- Agriculture – Animal Science
- Agriculture – Plant Science
- Financial Services
- Graphic Arts/Printing
- Health Services
- Lodging Management
- Logistics
- Tourism
- Welding

While participating in the Youth Apprenticeship program, students continue to take regular high school classes, and they attend a vocationally-related class at SWTC or another designated site each semester they are enrolled in the program. The Youth Apprenticeship classes are typically held in the early morning, late afternoon, or early evening to accommodate the student's regular class schedule. Students participating in the Agriculture – Animal Science or Agriculture – Plant Science program do not attend classes at SWTC, but they must be enrolled in an agriculture course at the high school each semester they are enrolled in the program.

In addition, students are employed at a worksite related to the apprenticeship. Students in the two-year program will work a minimum of 900 hours over the course of two years, and students in the one-year program will work a minimum of 450 hours over the course of one year. These work hours may take place during the school day or outside of the school day, or a combination of both.

Upon successful completion of the program, students will receive a certificate from the Governor's Work-Based Learning Board indicating they have mastered the skills for their particular Youth Apprenticeship program area. In addition, they will receive both high school credit and technical college credit. Iowa-Grant High School grants ¾ credit per semester for the Youth Apprenticeship course work (with the exception of the agriculture program, in which students receive regular credit for the agriculture course in which they are enrolled) and ½ credit per semester for the work experience portion of the program.

Employability Skills:

Employability Skills Certificate (ESC) Program is an opportunity for students to work at any job related to their career interests. While employed, students will work to strengthen employability skills that are needed to be successful in any career area (i.e., arriving at work on time, communicating effectively, dressing appropriately).

Students will be employed at a job related to their career interests for a minimum of 180 hours over a one-year time period. These work hours may take place during the school day or outside of the school day, or through a combination of both.

Upon successful completion of the program, students will receive a certificate from the Wisconsin Department of Public Instruction indicating they have mastered the employability skills necessary to be successful on the job. In addition, students will receive high school credit in the amount of ½ credit per semester for the work experience portion of the program.

The Career Clusters icons are being used with permission of the:

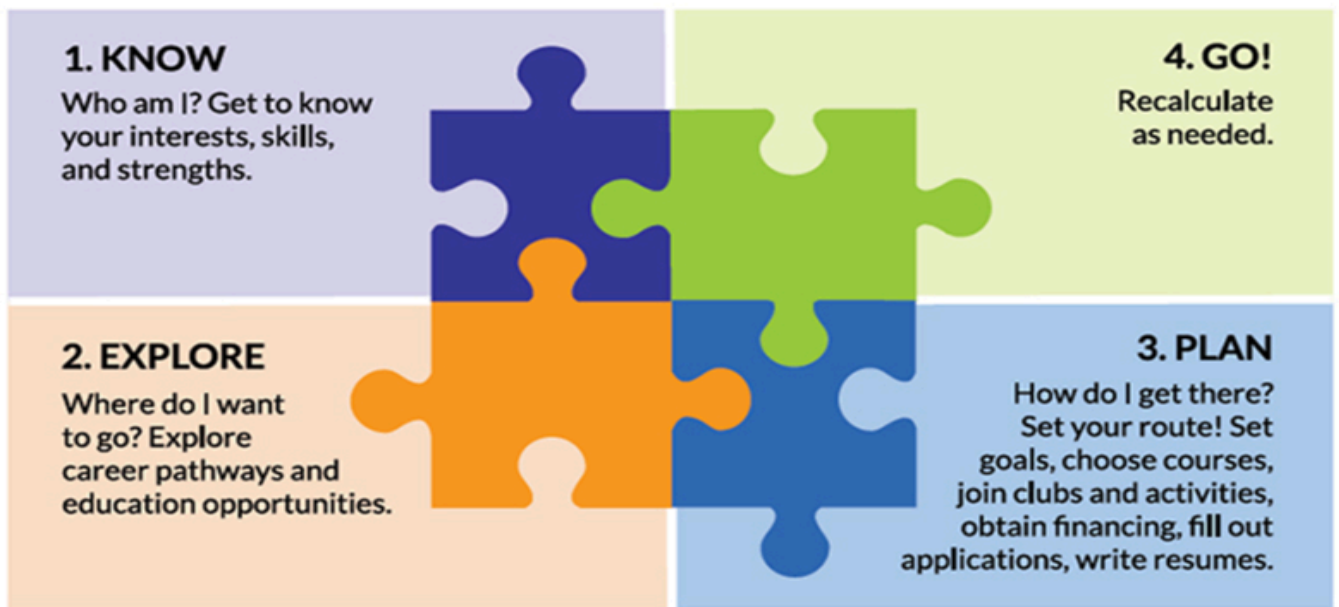


States' Career Clusters Initiative, 2011, www.careerclusters.org



High School Academic and Career Planning Goal			
Freshman	Sophomore	Junior	Senior
<p>ACT Aspire Exam</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> Update profile picture and cover photos. Complete the Personality Styles quiz. Save interesting and helpful resources to help bring plans to life in Storyboard. Add 3 experiences to the Experiences Timeline. <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> Choose a career profile, save it and rate the Important Factors for that career. Start to explore programs and majors, see which programs are available at schools of interest. <p>GOALS AND PLANS</p> <ul style="list-style-type: none"> Create one or more plans. Revisit and revise four-year course plan 	<p>ACT Aspire Exam</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> Complete Matchmaker Mission Complete questions. Add volunteer experiences to the Experiences Timeline. Complete Skills Lab questions. Create a professional resume using Resume Builder <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> Choose career profiles of interest and then look through the Earnings and Sample Career Path sections of those profiles. Review saved careers, upload list and further investigate preferred careers. Explore schools and majors, experiment with the filters to see how different factors affect the options. Save schools and majors of interest. <p>GOALS AND PLANS</p>	<p>ACT Exam</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> Add part-time and/or summer job experiences to Experience Timeline. Explore educator- provided links and resources for financial aid. <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> Select at least 3 school profiles that are of interest and further explore academic options by looking at admission requirements for those schools and majors. Review saved schools and programs, update list based on new experiences or insights. <p>GOALS AND PLANS</p> <ul style="list-style-type: none"> Update and edit plans in My Plans-delete any plans that may no longer be relevant. Explore the College Planning Knowledge Hub for key information that supports the college-bound journey. 	<p>Retake ACT Exam, if needed</p> <p>Xello Activities</p> <p>ABOUT ME</p> <ul style="list-style-type: none"> Review content and make any updates <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> Conduct a final exploration of schools and majors of interests--become familiar with campus locations, culture and program requirement <p>GOALS AND PLANS</p> <ul style="list-style-type: none"> Identify a plan or plans to put into action and delete any plan that might be outdated. Select schools and programs and begin the application process. Review Local Scholarships and begin the application process. <p>DASHBOARD</p> <ul style="list-style-type: none"> Explore educator- provided links and resources for financial aid <p>LESSONS</p> <ul style="list-style-type: none"> Defining Success

<p>prior to registering for sophomore year courses (consider Transcribed courses).</p> <p>LESSONS</p> <ul style="list-style-type: none"> • Personality Styles • Exploring Career Factors • Getting Experience • Study Skills and Habits 	<ul style="list-style-type: none"> • Revisit and revise four-year course plan prior to registering for junior year courses (consider AP, Transcribed, or Advanced courses). <p>LESSONS</p> <ul style="list-style-type: none"> • Work Values • Careers and Lifestyle Costs • Workplace Skills and Attitudes • Program Prospects <p>INTRODUCE</p> <ul style="list-style-type: none"> • Youth Apprenticeship and Work Release options 	<ul style="list-style-type: none"> • Browse Local Scholarships for valuable post-secondary financial aid opportunities. • Revisit and revise four-year course plan prior to registering for senior year courses (consider AP, Transcribed, or Advanced courses). <p>LESSONS</p> <ul style="list-style-type: none"> • Choosing a College or University • Career Demand • Entrepreneurial Skills • Work/Life Balance <p>REVIEW</p> <ul style="list-style-type: none"> • Youth Apprenticeship and Work Release options 	<ul style="list-style-type: none"> • Career Backup Plans • Job Interviews • Career Path Choices <p>REVIEW</p> <ul style="list-style-type: none"> • Youth Apprenticeship and Work Release options
--	--	---	---



**MATERIALS
FROM
ATTACHING
DISTRICT**

**MATERIALS
FROM
DPI FILE**



Date: March 28, 2024
To: Brian and Shonda Pete
From: Kathy Fry, Secretary
School District Boundary Appeal Board (SDBAB)
Subject: Request for SDBAB Review – File #2024-18

This memo acknowledges receipt of your request for review by a panel of the School District Boundary Appeal Board (SDBAB) of File 2024-18, a petition to detach property from the Iowa-Grant 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: Travis Wetter, Clerk, Iowa-Grant School District
Will Harris, Clerk, Mineral Point Unified School District

From: Kathy Fry, Secretary
School District Boundary Appeal Board

Subject: School District Boundary Appeal Board Hearing, File #2024-18

A request for review of File #2024-18, a petition to detach territory from the Iowa-Grant School District and attach it to the Mineral Point Unified 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.w.gov, or by mail:

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 Shimshak, District Administrator, Iowa-Grant School District
Mitch Wainwright, Superintendent, Mineral Point Unified School District
Angela Schubert, Administrative Assistant, Mineral Point Unified School District

2022-23 DATA

1. GENERAL INFORMATION	<u>Iowa-Grant</u>	<u>Mineral Point</u>
Type of District	Common	Unified
Grades Taught	K4-12	K4-12
Area in Square Miles	165.3	133.52
CESA	3	3

2. 2022-23 RESIDENT ENROLLMENT	September 2022 Pupil Count		Summer 2022 Pupil Count	
	<u>Iowa-Grant</u>	<u>Mineral Point</u>	<u>Iowa-Grant</u>	<u>Mineral Point</u>
Summer School F.T.E.			10	22
Pre-K / Kind	81	82		
Grades 1-12	638	639		
District Total	719	721		

3. 2022-23 ATTENDANCE CENTERS	Total Number of Centers	
	<u>Iowa-Grant</u>	<u>Mineral Point</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>Iowa-Grant</u>	<u>Mineral Point</u>	<u>Iowa-Grant</u>	<u>Mineral Point</u>	<u>STATE</u>	
Licensed Instruction	61.20	67.78	11.05	11.46	69509.45	11.84
Administrative	5.25	4.70	128.76	165.32	4472.89	183.95
Aides/Support/Other	30.93	53.35	21.86	14.56	39208.50	20.99
District Total	97.38	125.83	6.94	6.17	113190.84	7.27

5. MEMBERSHIP		
(Membership is resident enrollment adjusted for full-time equivalency.)		
	<u>Iowa-Grant</u>	<u>Mineral Point</u>
2022-23 Membership (Used for 2022-23 October Aid Certification)	702	740

6. DISTRICT VALUATION INFORMATION		
	<u>Iowa-Grant</u>	<u>Mineral Point</u>
Fall 2022 Tax Apportionment Value (TIF-OUT Valuation)	\$ 368,845,659	\$ 489,191,278
Fall 2022 Value Per FTE Member (Using 2022-2023 Membership)	\$ 525,421	\$ 661,069

7. 2022-23 ANNUAL TOTAL EXPENDITURES		
	<u>Iowa-Grant</u>	<u>Mineral Point</u>
FUND 10 - General	\$ 10,920,290	\$ 11,562,422
FUND 38- Debt Service	\$ 169,475	\$ 150,624
FUND 39- Debt Service	\$ -	\$ 711,026
FUND 80 - Community Service	\$ 18,895	\$ 69,333

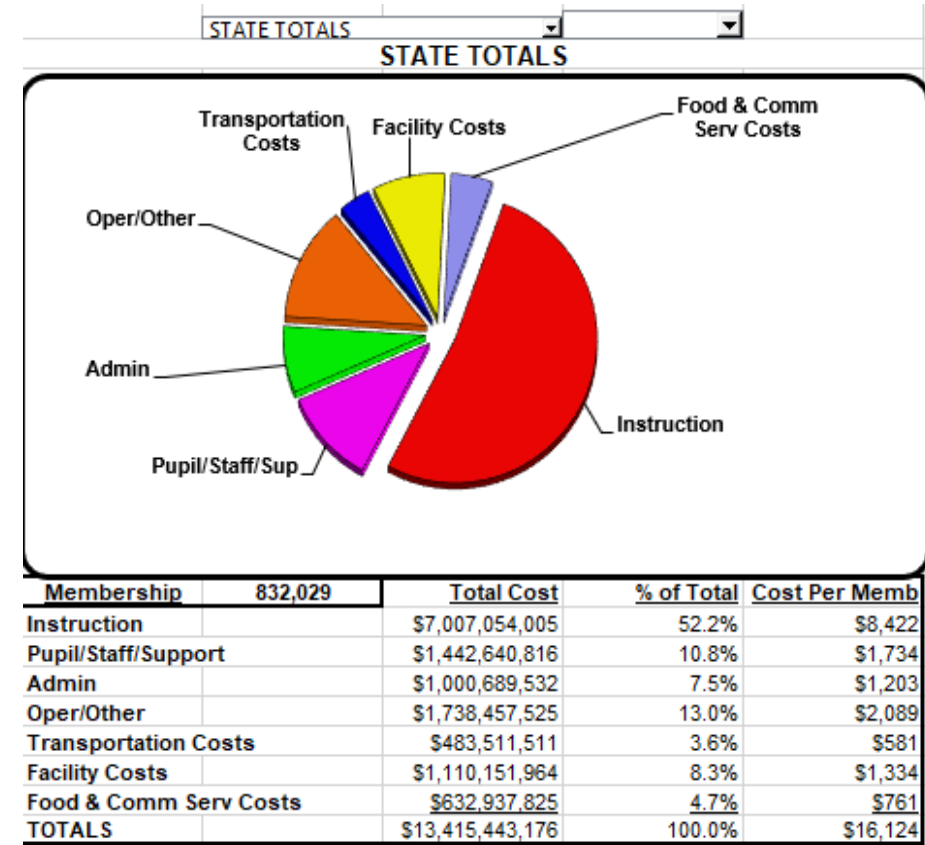
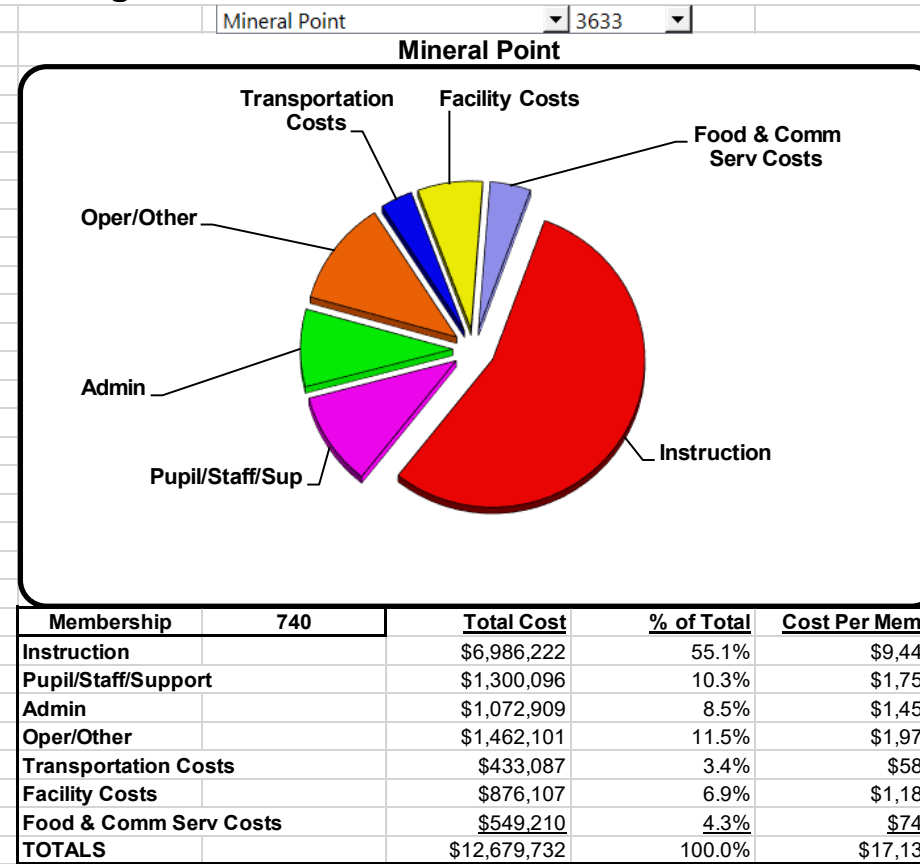
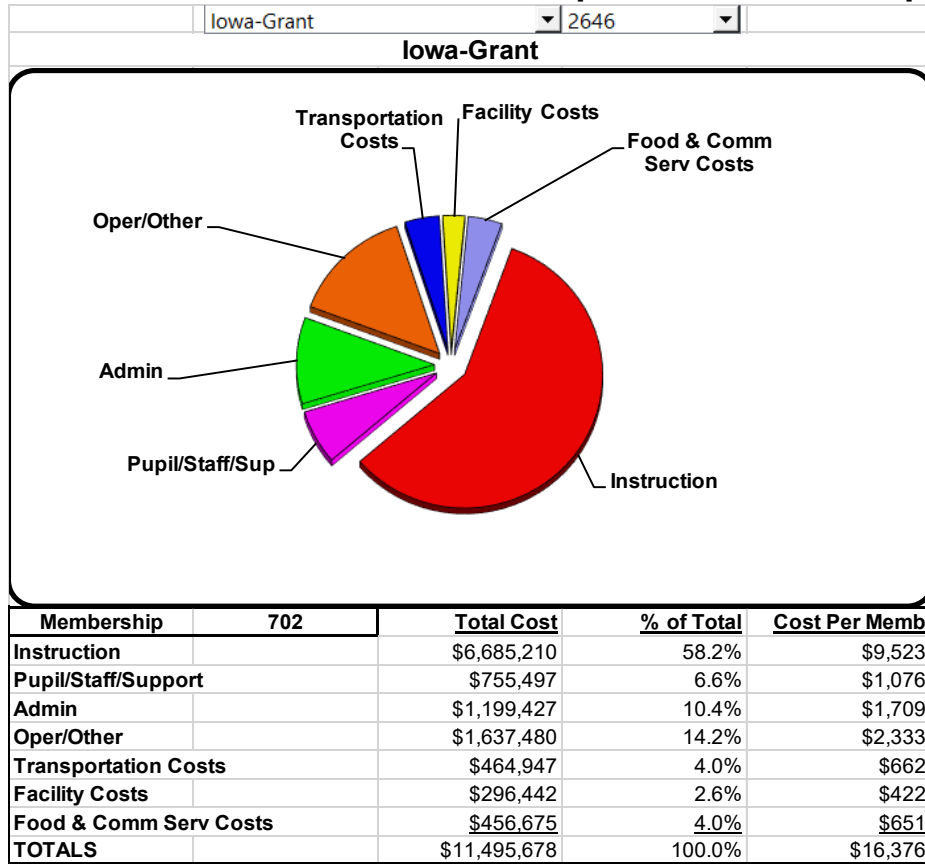
8. 2022-23 EQUALIZATION AID		(2022-2023 October Certification)	
(Based on 2021-2022 Expenditures & Membership)			
	<u>Iowa-Grant</u>		<u>Mineral Point</u>
Equalization Aid	\$ 6,015,395		\$ 5,724,088
Equalization Aid/Member	\$ 8,569		\$ 7,735

9. LONG-TERM INDEBTEDNESS & BORROWING POWER			
(As of October 2022)			
	<u>Iowa-Grant</u>		<u>Mineral Point</u>
Total Potential Borrowing Power	\$ 37,073,386		\$ 48,919,128
Long-Term Indebtedness	\$ -		\$ 10,716,859
Remaining Borrowing Power	\$ 37,073,386		\$ 38,202,269
Percent of Borrowing Power Remaining (%)	100.0%		78.09%
(Using 2022 TID-IN Valuation)	\$ 370,733,859		\$ 489,191,278

10. FALL 2022 SCHOOL TAX LEVY			
	<u>Iowa-Grant</u>		<u>Mineral Point</u>
FUND 10 - General	\$ 2,411,278.00		\$ 3,279,536.00
FUND 38 Non-Referendum Debt	\$ 163,500.00		\$ 82,993.00
FUND 39 - Debt Service	\$ -		\$ 951,026.00
FUND 80 - Community Service	\$ 15,000.00		\$ 91,000.00
Prior Year Tax Chargebacks	\$ -		\$ -
Total Tax Levied (ALL FUNDS)	\$ 2,589,778.00		\$ 4,404,555.00
Total Tax Levy Rate (Mill Rate)	7.02		9.00

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