

COVER FOR OFFICIAL FILE
SCHOOL DISTRICT BOUNDARY APPEAL BOARD

File No: 2024-30
From: School District of Poynette
To: School District of Lodi

Appellant(s): Jamie and Andrew Puckett
Address: N3160 Hooker Road
Poynette, WI 53955

SDBAB Hearing

Date: Monday, May 13, 2024
Time: 10:00 AM
Location: Via Videoconferencing on Microsoft Teams
+1 608-620-9781 , Conference ID: 335 499 851#

School District Boundary Appeal Panel (Board) Members:

1. Clifford Gerbers, CESA 8 (small)
2. Dawn Van Aacken, CESA 1 (medium)
3. Barbara Herzog, CESA 6 (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 13, 2024
LOCATION	Via video conference on Microsoft Teams +1 608-620-9781 , Conference ID: 335 499 851#
PURPOSE	School District Boundary Appeal No. 2024-30 School District of Poynette School District of Lodi 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 # 2024-30

Petitioner(s) Jamie and Andrew Puckett

Detaching District School District of Poynette

Attaching District School District of Lodi

1/19/2024	The detaching district received the petition. The school board of the attaching district approved the reorganization.
2/19/2024	The school board of the detaching district denied the reorganization.
3/4/2024	The petitioner was notified about the right to appeal.
3/10/2023	An appeal request was received from the petitioner.
5/13/2024	Date of Appeal Hearing
10:00 AM	Time of Hearing
Virtual via Teams	Location of Hearing Hosted in Madison, Wisconsin
2	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) Jamie and Andrew Puckett

Address (street, city, zip) N3160 Hooker Rd, Poynette, WI, 53955

Phone Number 608-469-7942 E-mail iceekersten@gmail.com

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS: _____

Location: SE-NE, Sect. 35, T11N, R8E

Tax Parcel ID Number: 1030.B

(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 Poynette School District and to attach it TO the Lodi School District.

SIGNATURE(S)	DATE	(For each signature check one)		
		Property Owner	Elector	Both Owner and Elector
1. <i>[Signature]</i>	11/5/24	X		
2. <i>[Signature]</i>	11/5/24	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. YES NO
(If no, return the form to the petitioner.)

School District where territory is located	<u>Poynette</u>	Value of Property	<u>635,000.00</u>
Municipality where territory is located	<u>Town of DeKorra</u>	Year Value was Determined	<u>2023</u>
County where territory is located	<u>Columbia</u>	Assessment Ratio - Average	<u>0.696440108</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: Holly J Priske Date: 1/18/2024

Name of Clerk (please print) Holly J Priske

Mailing Address W8225 County Road IV, Poynette WI 53955

Phone Number 608-635-2014 E-mail Address townclerk@dekorra-wi.gov

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 School District of Poynette Date received 01/19/2024

Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3rd Friday in September or 2nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include). 2

Name of School District Clerk (please print) Randy Tomlinson Phone 608-635-4347

SIGNATURE OF SCHOOL DISTRICT CLERK: [Signature]

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

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): <i>Andy & Jamie Puckett</i>			
Mailing Address (street, city, zip): <i>N3160 Hooker Rd, Paynette, WI 53955</i>			
Phone Number	<i>608-469-7942</i>	E-mail Address	<i>iceekersten@gmail.com</i>
In which School District is the property located?	<i>Paynette</i>		
What is the File # for the Petition?	<i>2024-30</i>		

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. <i>[Signature]</i>	<i>3/13/24</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>[Signature]</i>	<i>3/13/24</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

MAR 14 2024

BUSINESS OFFICE

**MATERIALS
FROM
DETACHING
DISTRICT**

RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER RELATING TO SCHOOL DISTRICT BOUNDARIES

WHEREAS, a meeting of the School Board of the School District of Poynette was held on February 19, 2014; and

WHEREAS, a petition has been filed with the Clerk of the School Board pursuant to Wis. Stat. sec. 117.12, proposing that the parcel of property more particularly described below be detached from the School District of Poynette and attached to the School District of Lodi; and

WHEREAS, a public hearing has been held on the proposed reorganization by this School Board as required by law;

NOW, THEREFORE, BE IT RESOLVED BY THE SCHOOL BOARD OF THE SCHOOL DISTRICT OF POYNETTE AS FOLLOWS:

1. That an order be issued and filed denying the petition upon which said hearing has been held.
2. That a copy of this resolution be served together with a certified copy of the order provided for herein on any person or entity required by law to be served.
3. That the property which is the subject of this resolution is more particularly described as follows, said description being taken in its entirety from the petition filed in this matter:

SE-NE, Sect. 35, T11N, R8E

Tax Parcel ID No. 1030.B

Property Address: N3160 Hooker Road,
Poynette, WI 53955

Adopted and approved this 19th day of February 2024.


Jeff Noble, School District President

ATTEST:


Randy Tomlinson, School District Clerk

It was moved by Sally Stewart and seconded by Jamie Pauli:

that the foregoing resolution be adopted. Upon roll call, the following voted Yes:

Joby Bartnick, Jamie Pauli, Amber Frieden,
Jeffery Noble, and Sally Stewart

The following voted No: Ruth Ann Lee, Randy Tomlinson.

The School District President declared the resolution adopted.

**SCHOOL BOARD OF THE SCHOOL DISTRICT OF POYNETTE
ORDER OF DENIAL**

The School Board of the School District of Poynette under the authority of Wis. Stat. sec. 117.12 and in compliance with a resolution adopted at a meeting of said School Board held at Poynette High School IMC, 108 North Cleveland Street, Poynette, WI 53955 at 7:00 p.m. on the 19th day of February 2024, hereby orders that action requested in a petition upon which a hearing was held, specifically, that a parcel of property more particularly described as follows be detached from the School District of Poynette and attached to the School District of Lodi, be and is hereby denied.

SE-NE, Sect. 35, T11N, R8E

Tax Parcel ID No. 1030.B

Property Address: N3160 Hooker Road,
Poynette, WI 53955

The resolution is incorporated into this Order by reference as if fully set forth herein.

This order shall take effect on July 1, 2024.

SCHOOL BOARD OF THE SCHOOL DISTRICT OF POYNETTE

Date: February 19, 2024

<u>Jeffrey Noble</u>	, President
<u>Jamie Pauli</u>	, Vice President
<u>Randy Tomlinson</u>	, Clerk
<u>Sally Stewart</u>	, Treasurer
<u>Jody Bartnick</u>	, Member
<u>Amber Frieden</u>	, Member
<u>Ruth Ann Lee</u>	, Member

A certified true copy of this Order shall be filed within five (5) days after it is issued with:


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

CERTIFICATE OF TRUE COPY

STATE OF WISCONSIN)
)
COUNTY OF COLUMBIA)

I, Randy Tomlinson, Clerk of the School District of Poynette, hereby certify that I have carefully compared the attached copies of the resolution and order granting a petition to alter school district boundary lines made and filed by the School Board of the School District of Poynette on February 19th, 2024, with the originals which are now on file in the district office of said School District as required by law. I further certify that the same are true and correct copies of the originals.

Signed this 19th day of February 2024.



Randy Tomlinson
School District Clerk
School District of Poynette

NOTICE OF PUBLIC HEARING ON PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

To: Jamie and Andrew Puckett
N3160 Hooker Road
Poynette, WI 53955

Ms. Terry Haag, Clerk
School District of Lodi
115 School Street
Lodi, WI 53555

From: School District of Poynette
108 North Cleveland Street
Poynette, WI 53955

PLEASE TAKE NOTICE that the School Board of the School District of Poynette will hold a hearing on February 19, 2024, at 7:00 p.m., in the Poynette High School IMC, 108 North Cleveland Street, Poynette, WI 53955, on a Petition to Alter School District Boundaries.

Specifically, the School Board will hear the petition of Jamie and Andrew Puckett to detach the following-described property from the School District of Poynette and attach the property to the School District of Lodi.

This hearing will be held during the School Board meeting to be held at the above location on the date and time set forth above.

The property is described as:

SE-NE, Sect. 35, T11N, R8E

Tax Parcel ID No. 1030.B

Property Address: N3160 Hooker Road,
Poynette, WI 53955

PLEASE TAKE FURTHER NOTICE that the School Board will discuss and act on this matter at the School Board meeting on February 19, 2024. A copy of the agenda for that meeting listing the agenda item is attached to this notice.

Dated this 13th day of February 2024.


Randy Tomlinson, School District Clerk

**SCHOOL DISTRICT OF POYNETTE
REGULAR MEETING OF THE BOARD OF EDUCATION
HIGH SCHOOL IMC
MONDAY, FEBRUARY 19, 2024
7:00 PM
AGENDA**

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 meeting as indicated in the agenda. Members of the Board may be in attendance virtually or telephonically. The Mission of the School District of Poynette is to provide an education that treats each person as an individual. We will instill within each student the love of learning and foster self-esteem and civic responsibility. Our educational program will impart the necessary skills to excel in a changing society.

Call Meeting to Order and Roll Call

- I. Notice of Meeting per WI s.s.19.84/Declare a Legal Meeting
 - A. Approval of Agenda
- II. Public Hearing as required by State Statute 117.12 (3): Public hearing to consider a petition by Jamie and Andrew Puckett to detach a parcel of property from the School District of Poynette and attach it to the School District of Lodi.
 - A. Public Hearing Period, specific to detachment petition
 - B. Discussion on a resolution authorizing the issuance of an order relating to school district boundaries on the petition filed by Jamie and Andrew Puckett.
- III. Approval of the Minutes of the Board of Education Meeting
- IV. Community Forum
- V. Treasurer's Report
 - A. Financial Report
 - B. Vouchers Payable Approval
 - C. Donations
- VI. Reports
 - A. Administrator Reports
 - B. Student Council Representative Report
 - C. Board Member Reports
 1. Curriculum Committee
 2. Facilities Committee
 3. Policy/Finance Committee
- VII. Information and Study
 - A. Out of state and overnight field trip requests
 - B. Second Friday (January) Enrollment Update
 - C. New High School Course Proposal
 - D. Curriculum Resource Proposal
 - E. Acknowledgement of Academic Excellence and Technical Excellence scholarship recipients
 - F. Summer School discussion
 - G. Second Reading of Mentor Program Coordinator Job Description
 - H. First Reading of Policy Updates
 - I. Establish the date of the Annual Meeting and Budget Hearing
 - J. Personnel update: an update on filling open positions and staff retirements and resignations
- VIII. Action Items
 - A. Consideration of action on a resolution authorizing the issuance of an order relating to school district boundaries on the petition filed by Jamie and Andrew Puckett.
 - B. Consideration of action to accept donations
 - C. Consideration of action to approve the out of state and overnight field trip requests
 - D. Consideration of action to approve the new high school course proposal
 - E. Consideration of action to approve the proposed curricular resources
 - F. Consideration of action to approve and acknowledge the Technical Excellence Scholarship and Academic Excellence Scholarship recipients
 - G. Consideration of action to approve summer school programming and the hiring of necessary staff
 - H. Consideration of action to approve the second reading of the Mentor Program Coordinator Job Description

- I. Consideration of action to approve the first reading of policy updates
- J. Consideration of action to establish the date of the annual meeting and budget hearing
- K. Consideration of action on accepting staff retirements and resignations
- L. Consideration of action on offering contracts and/or wage agreements for open positions
- IX. Consideration of convening closed session of the board of education pursuant to Wisconsin State Statutes 19.85 (1)
 - (f) Considering financial, medical, social or personal histories or disciplinary data of specific persons: specifically, student concern
- X. Adjourn

The Community Forum provides an opportunity for input from school district residents. The people who wish to address the Board of Education are required to register prior to the start of the meeting. The Agenda allocates fifteen minutes for the Community Forum and three minutes for individual speakers. The Agenda does not include action by the Board on items presented during the Forum. The Forum is not intended to address personnel matters or individual students. Upon request to the District Administrator, the District shall make reasonable accommodations including the provision of information material in an alternative format as necessary for a disabled person to be able to participate in this activity. At least twenty-four (24) hours advance notice of the need for accommodation is appreciated.

**SCHOOL DISTRICT OF POYNETTE
REGULAR MEETING OF THE BOARD OF EDUCATION
HIGH SCHOOL IMC
MONDAY, FEBRUARY 19, 2024
MINUTES**

President Noble called the meeting to order at 7:00 pm. The meeting was noticed per WI s.s.19.84 and was declared a legal meeting.

Roll Call: Bartnick, Lee, Noble, Pauli, Stewart, Tomlinson. Frieden: 7:03 pm

Administration: Fischer, Hausser, Hazard, Hoernke, Hunter, Nehmer, Pritzl

Press was also present

Motion by Pauli/Stewart to approve the agenda, with an amendment to move item VIII. A. to II. C. Motion carried to approve the amended agenda with all present voting yes.

Public Hearing as required by State Statute 117.12 (3): Public hearing to consider a petition by Jamie and Andrew Puckett to detach a parcel of property from the School District of Poynette and attach it to the School District of Lodi.

President Noble reviewed the process of the Public Hearing Period specific to the detachment petition.

Jamie Puckett, petitioner, addressed the board as to the reason(s) for the request.

- The family chose to open enroll their two students into the Lodi district due to relationships (friends and family, daycare etc.) within the Lodi district.
- The daughter came to Poynette for Early Childhood last year and did fine. It was a good program.
- The family wanted to have both students enrolled in the same school, but had a delay in getting their daughter into OE into Lodi the first year (22-23).
- Lodi School Board Policy states eligibility to open enroll depends on space in the program.
- The family wants to keep the daughter in an environment she is used to with the same teachers etc.
- Trying to be proactive by moving the property into the Lodi District so there is not the possibility of her not being able to attend Lodi.

The board members had an opportunity to ask Ms. Puckett and Poynette School Administration questions in relation to the petition:

- Does Lodi bus to and from that location? Buses travel that area. Not sure what long term bussing will look like as she may require additional needs.
- Youngest child (Early Childhood age) and elementary aged child of the family are currently accepted in Lodi. Are there instances where schools can accept open enrollment for some family members but not others? Yes, boards can accept some but not others within a family that may have needs the district cannot provide in-district.
- The board has to look at what is best for the district no matter who owns the property.
- South and east borders of the Poynette district have many cut outs and are not a continuous line.
- During administrative conversations with Lodi, did they say that though they cannot guarantee open enrollment they do not anticipate denying her at this time? Yes they said that.
- There is no guarantee that her needs do not change or the district needs do not change.
- How is open enrollment funded? Non-resident districts pay the resident district for educating their students (approximately \$8,600 for 1.0 FTE). Long term effect is we would be giving up the property tax base.
- If needs ever change, how frequently can you petition to detach? Once a year.
- Is this the only homeowner that is petitioning in the area? Yes.
- How long has the family owned property? It has been 4 years.

President Noble closed the public hearing at 7:18pm.

Discussion on a resolution authorizing the issuance of an order relating to school district boundaries on the petition filed by Jamie and Andrew Puckett.

The board discussed the impacts of granting or denying the petition request with additional questions for Poynette School Administration:

- What is the budgetary impact? We pay Lodi the cost of educating the students (the state changes this yearly). The open enrollment payments are based on the number of days the student is enrolled.
- Is state funding above or below the amount that we pay out for open enrollment?
- What is the property tax implication? We would be giving up the annual property tax base for that property.
- If another petition is submitted can the other district deny? Yes.
- Poynette residents always have a spot in the district no matter the needs of the student.
- When we deny open enrollment to the district it is denied due to space in the program? This would be for new students, not students currently enrolled.
- If the student gets bumped from Lodi, we would not remove an open enrolled student to make room for a resident student.
- Would we be setting a precedent if we say yes, would other families want to petition? Yes, a possibility.
- There are three households on the street (Hooker Road) that are Poynette residents.
- There are multiple school choice families all along that road depending on which side. Some open enroll in Poynette.
- If property changes hands, then the district no longer has the property tax base or potential students. Correct.
- Is there a recommendation from legal?
- We want to do what is best for our students - is this student receiving what is best?
- Currently both districts are providing what is wanted for the family.
- If a petition is denied, nothing will immediately change for the family.
- Petitions can be resubmitted if circumstances change.

Motion by Stewart/Pauli to adopt a resolution denying the petition for detachment of the land described in the petition filed by Jamie and Andrew Puckett from the School District of Poynette and attaching it to the School District of Lodi. Roll call vote: Bartnick: yes, Lee: no, Pauli: yes, Noble: yes, Tomlinson: no, Stewart: yes. Motion carries with 5 yes, 2 no.

Motion by Pauli/Frieden to approve the minutes of the January 15, 2024 meeting. Motion carried with all present voting yes.

Community Forum - not needed

Motion by Tominson/Pauli to approve the Treasurer's report as presented. Motion carried with all present voting yes.

Reports

Administrator Reports

- Mr. Hausser updated the board about the use of the IXL software as a screener/assessment tool in the elementary to measure student progress, and how the Professional Learning Community is using the information to improve skills in real time as they assess which students are currently struggling and specific subjects.
- Dr. Hoerneke shared with the board regarding the goal of connecting high school kids with their specific interests through co-curriculars and clubs, such as the ice fishing club that just competed in the state fishing tournament resulting in very close results.
- Mr. Hunter updated the board about a very busy month in middle school including a national history day contest where an 8th grade team presented a project on a Wisconsin milk strike, and the work of two staff members on improving co-teaching practices.
- Mr. Fischer reported to the board about the month of February being a hard month for students in regard to mental health and how student groups are actively supporting their fellow students with special activities.
- Mr. Nehmer shared with the board about business office forecasting for the next fiscal year taking into consideration insurance and transportation increases while looking at pay increases and grants. He will be sharing budget worksheets with administrators to anticipate needs for next year and meeting next week with ASI to determine insurance rates.
- Dr. Pritzl informed the board of a fitness center update and the status of the process which is on track for the anticipated timelines,

Student Council Representative Report

- Student Council Representative, Teagan, updated the board about the drama club's work on spring performance that includes 25+ students, the Hope Squad (a student led group created to help reduce teen suicide) sponsoring "Hope

Week" activities, multiple Science Olympiad competitions where every Poynette student medaled, and the results of the state Curling competition where the Poynette boys placed 2nd and girls won the championship. The board asked her about her experience in the youth olympic trials for curling and her qualifying to go on to Korea.

Board Member Reports

- The Curriculum Committee reported to the board of discussion and recommendations regarding overnight or out-of-state field trip(s) for FFA Day on the Hill and Fine Arts Weekend, a Summer School presentation, a new high school course proposal: Assistant Childcare (certification), a curricular resource proposal: History of Theatre & Drama Resource, Leadership 8 Resources, and ELA 8 Fantasy Unit Resources, and a 24-25 Staffing Plan discussion.
- The Facilities Committee reported to the board of discussion and recommendations regarding a staffing update, a McKinstry Partnership update, and Football/Soccer facility update, a vehicle purchase update, a bleacher replacement update, and the Fitness Center planning update.
- The Policy/Finance Committee reported to the board of discussion and recommendations regarding a Fitness Center update, a Fund 46 long range planning update, a petition to alter school district boundaries, a second Friday enrollment update, acknowledgement of Academic Excellence and Technical Excellence scholarship recipients, a Summer School discussion, a second reading of the Mentor Program Coordinator job description, a first reading of policy updates, and to establish the date of the Annual Meeting and Budget Hearing.

Information and Study

The board reviewed out of state and overnight field trip requests.

The board heard a Second Friday (January) Enrollment update.

The board heard a new high school course proposal.

The board reviewed a curriculum resource proposal.

The board discussed the Acknowledgement of Academic Excellence and Technical Excellence scholarship recipients.

The board had a Summer School discussion.

The board reviewed a second reading of the Mentor Program Coordinator job description.

The board discussed a first reading of policy updates.

The board discussed establishing the date of the Annual Meeting and Budget Hearing.

The board heard a personnel update on filling open positions and staff retirements and resignation.

Action Items

Motion by Noble/Frieden to accept the following donations: \$40,000 from the PACE (Poynette Area Community Endowment) 2024 Grant to the School District of Poynette for 8 scholarships at \$3,000 for students going to a 4-year college or university, and 8 scholarships at \$2,000 for students going to a technical or trade school; \$5,000 from Jason & Michele Koopmans to the Poynette High School Drama Club for microphones and supplies; \$181.00 from the Jones' Dairy Queen - Portage; Junior Class Prom donations of \$450 from the Elsing Oil Company, Inc., Poynette Amoco Food Shop, Inc., and Elsing's Food Shop, Inc. Poynette and \$50 from the Green Stem. Motion carried with all present voting yes.

Motion by Noble/Tomlinson to approve the overnight field trip request for FFA Students to Madison and the Fine Arts weekend in Spring Green. Motion carried with all present voting yes.

Motion by Noble/Stewart to approve the new high school course proposal as presented. Motion carried with all present voting yes.

Motion by Noble/Lee to approve the proposed high school and middle school curricular resources as presented. Motion carried with all present voting yes.

Motion by Noble/Stewart to approve and acknowledge the Technical Excellence Scholarship and Academic Excellence Scholarship recipients as presented. Motion carried with all present voting yes.

Motion by Noble/Stewart to approve summer school programming and the hiring of necessary staff. Motion carried with all present voting yes.

Motion by Noble/Frieden to approve the second reading of the Mentor Program Coordinator job description as presented. Motion carried on a roll call vote with all present voting yes.

Motion by Stewart/Pauli to approve the first reading of amended policy updates: Policy 0100 - Definitions, Policy 0122 - Board Powers, Policy 0171.3 - Clerk, Policy 2250 - Innovative and Pilot Programs, Policy 2413 - Health Education (with a change in language replacing examined with assessed), Policy 2415 - Tutoring for Credit, Policy 2460.03 - Independent Educational Evaluation (IEE), Policy 3431 - Employee Leaves, Policy 4431 - Employee Leaves, Policy 5517 - Student Anti-Harassment, Policy 5610 - Suspension and Expulsion, Policy 6325 - Procurement - Federal Grants/Funds, Policy 6610 - Non District-Supported Student Activity Accounts, Policy 6611 - District-Supported/Sponsored Student Activity Accounts, Policy 7440 - Facility Security, Policy 7540 - Technology, Policy 7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY, Policy 7540.04 - STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY, Policy 7540.07 - District-Issued Student Email Account, Policy 8120 - Volunteers, Policy 8310 - Public Records, Policy 8407 - School Resource Officer Program, Policy 8431 - Preparedness for Toxic Hazards, Policy 8700 - Lactating Employees, Policy 9130 - Public Requests, Suggestions, or Complaints, Policy 9140 - Citizens' Advisory Committees. Motion carried on a roll call vote with all present voting yes.

Motion by Noble/Stewart to set the date of the annual meeting and budget hearing to Monday October 28, 2024. Motion carried with all present voting yes.

Motion by Noble/Frieden to accept the resignation of Bailey Wakefield, High School Spanish teacher, at the end of the 2023-24 school year. Motion carried on a roll call vote with all present voting yes.

Consideration of action on offering contracts and/or wage agreements for open positions - none needed

Motion by Noble/Lee to convene into a closed session of the board of education at 8:07pm pursuant to Wisconsin State Statutes 19.85 (1) (f) Considering financial, medical, social or personal histories or disciplinary data of specific persons: specifically, student concern. Motion carried on a roll call vote with all present voting yes.

Meeting adjourned at 8:28 pm.

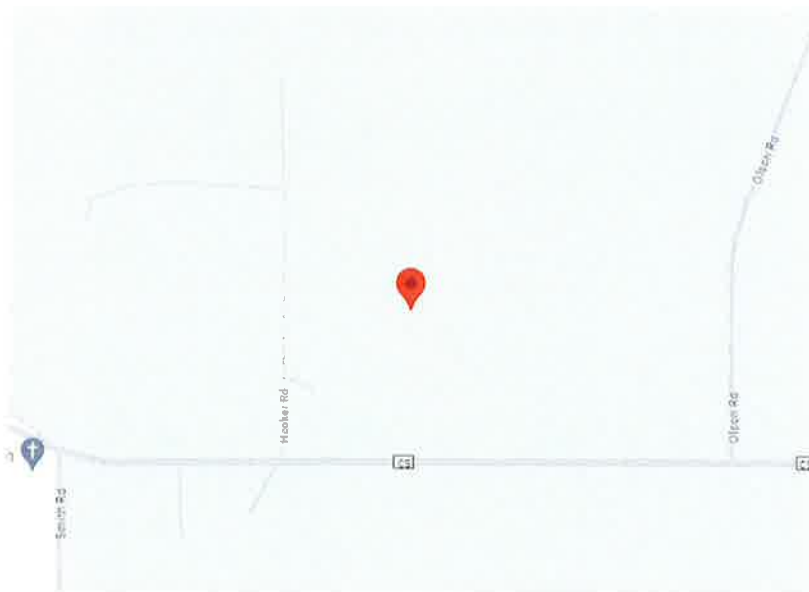
Randy Tomlinson, Board of Education Clerk.

Detachment Petition & Resolution to Alter School District Boundaries

The district received a detachment petition from a family that lives on the border of the Poynette and Lodi School District. By state statute, the request must be approved or denied by each district's board of education. A public hearing (must be held during the month of February) is the means by which the boards consider the petition and make a determination via resolution and order. The petitioners have an opportunity to address the board as to the reason for the request. The board may choose to grant or deny the petition. See resolution below. (No action is an automatic denial.)

The board will be asked to sign an order, whether the petition is [granted](#) or [denied](#).

[Here are the public hearing procedures.](#)



Google Map showing location of N3160 Hooker Rd.



District boundaries: Lodi (left) & Poynette (right)

RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER RELATING TO SCHOOL DISTRICT BOUNDARIES

WHEREAS, a meeting of the School Board of the School District of Poynette was held on February 19, 2014; and

WHEREAS, a petition has been filed with the Clerk of the School Board pursuant to Wis. Stat. sec. 117.12, proposing that the parcel of property more particularly described below be detached from the School District of Poynette and attached to the School District of Lodi; and

WHEREAS, a public hearing has been held on the proposed reorganization by this School Board as required by law;

NOW, THEREFORE, BE IT RESOLVED BY THE SCHOOL BOARD OF THE SCHOOL DISTRICT OF POYNETTE AS FOLLOWS:

1. That an order be issued and filed (granting) (denying) the petition upon which said hearing has been held.
2. That a copy of this resolution be served together with a certified copy of the order provided for herein on any person or entity required by law to be served.
3. That the property which is the subject of this resolution is more particularly described as follows, said description being taken in its entirety from the petition filed in this matter:

SE-NE, Sect. 35, T11N, R8E

Tax Parcel ID No. 1030.B

Property Address: N3160 Hooker Road,
Poynette, WI 53955

Adopted and approved this _____ day of February 2024.

Jeff Noble, School District President

ATTEST:

Randy Tomlinson, School District Clerk

It was moved by _____ and seconded by _____ that the foregoing resolution be adopted. Upon roll call, the following voted Yes:

_____.

The following voted No: _____ The School

District President declared the resolution adopted.



SCHOOL DISTRICT OF
Poynette

PO Box 10, Poynette, WI • (608) 635-4347
www.poynette.k12.wi.us

April 12, 2024

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

RE: School District Boundary Appeal Board Hearing – File #2024-30

Dear Ms. Fry:

This letter is in response to your March 28, 2024, letter to the School District of Poynette. Your letter concerned a petition to detach territory from the School District of Poynette and attach it to the School District of Lodi. The petition was filed by Andy and Jamie Puckett. The School District of Poynette denied the request. The Pucketts have requested review, and this review is the subject of the above pending File #2024-30. The School District of Poynette remains opposed to the request for detachment.

We have submitted with this letter a number of exhibits for distribution to the members of the appeal panel. At the time of the hearing, we may provide some additional supplementary exhibits. An index accompanies the exhibits that we have filed today. We have already sent a copy of the resolution related to any reorganization proceeding and a copy of any reorganization order, so these documents are not included with this letter. If you have any questions about these exhibits, please contact me.

In the event that you need additional information, please contact me. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jerry Pritzi', written over a white background.

Jerry Pritzi
District Administrator
School District of Poynette

Written Statement of Facts
Presented by the School District of Poynette
April 12, 2024

In making any decision, the appeal panel is to 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. Please find below the School District of Poynette's initial comments with respect to these factors. Additional comments may be offered at the hearing.

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

The requested detachment of the Petitioners' parcel in this case will have the effect of creating the school district's territory noncontiguous. The requested detachment does border the School District of Lodi, however detachment of the proposed property would force the property to the northwest to become an "island parcel", no longer connected to the School District of Poynette's property. The Petition should be denied in order to avoid such results.

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.

The School District of Poynette believes that both the School District of Poynette and the School District of Lodi offer a wide array of professional and enriching educational opportunities. The School District of Poynette has an excellent educational program, its district educational activities are well supported, it has adequate facilities with space to handle the area in question, and there is no inadequacy in the educational program, facilities, effort or support in the School District of Poynette to justify detachment in this case.

The Petitioners do not raise any issue with the educational program of the School District of Poynette at all. In fact, they indicated that their request should not be construed as a negative judgment on the School District of Poynette and that their request was simply based on their preference for their children to attend the Lodi schools. The Petitioners further indicate that the students currently impacted by this Petition are open-enrolled to Lodi, and as a result, it will not have any impact on the educational needs of students in either district. Thus, there is no justification based on this factor to support a reversal of the District's denial of the petition.

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.

Of course, the School District of Poynette will be better able to support its curricular and extracurricular programs if it had the children who are anticipated to reside in the area in question remain within its school district boundaries in the future. As with any Wisconsin school district operating in today's budgetary environment, maintaining a school district's tax base is critical to the ongoing financial health and well-being of a school district. Although Petitioners' may argue that there would be no impact because the Petitioners' already open-enroll their students to the School District of Lodi, this detachment would impact the School District of Poynette for the long term, especially if the Petitioners would ever choose to sell their property. The Petition must be denied in order for this detachment not to have any adverse effect on the programs currently offered by the School District of Poynette.

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

To date, except for the Pucketts, no residents have provided testimony or written statements regarding the proposed detachment.

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

As noted above, granting the proposed reorganization would result in the erosion of needed tax base from the School District of Poynette and would be detrimental to the School District of Poynette. There is no other property transfer being considered at this time which would offset Poynette's loss of this property and equalized value.

Petitioners may argue that the fiscal effect is small enough to be inconsequential to the District. However, the School District of Poynette believes that any detachment would be significant to it. Further, this detachment may also lead other surrounding properties to also seek detachment. Because of the fiscal effect that this detachment may have on the School District of Poynette, the Petition should be denied.

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 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 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.

This factor should weigh in favor of a denial of the Petition. Considering the value of the Petitioners' parcel of property, arguably the detachment will have the effect of taking more affluent students from the School District of Poynette and placing them within the School District of Lodi. Thus, this detachment would impact the socioeconomic status of students in the School District of Poynette. Such an impact,

however, must be avoided, and as a result, the panel should deny any Petition.

7. 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.

The travel time from the property to each district is very similar. The Petitioners currently open-enroll their children to Lodi, and therefore, and the overall travel distance is irrelevant. Other than that, the geographical and topographical characteristics of both districts are very similar.

8. Other appropriate factors.

The current open enrollment process in the State of Wisconsin provides a remedy for families who wish to send their children to a non-resident school district. The Pucketts noted that their children are currently open enrolled out of Poynette to Lodi. As a result, there is no reason to detach their property from the School District of Poynette in order to achieve a result, which is already taking place – that is, their students are already attending the School District of Lodi.

To adjust a boundary in this and similar instances will lead to unending destabilization of school district boundaries in areas where new plats are being developed near school district boundaries. It is destabilizing for school district finances and school planning to move property from one school district to another based upon the preferences or desires of parents, when there is no problem with the educational program or transportation arrangements with regard to the district from which the detachment is proposed. In order to maintain and encourage stabilization within the Districts, the panel must deny the Petition in this case.

Based on the above, we believe that there are no reasons whatsoever, using the statutory factors, to transfer the parcel in question from the School District of Poynette to the School District of Lodi. In fact, every one of the statutory factors is either irrelevant, has equal merit between the two districts, or favors the School District of Poynette.

Accordingly, the School District of Poynette requests that the appeal be dismissed or denied.

School District of Poynette Elementary School Schedule:

Poynette Elementary - Second Grade Classes

	T1 (9/5/2023 - 12/1/2023)	T2 (12/4/2023 - 3/7/2024)	T3 (3/8/2024 - 6/4/2024)
AM	2nd Grade Math 8:10 AM - 12:00 PM Room: 328 Endle	2nd Grade Math 8:10 AM - 12:00 PM Room: 328 Endle	2nd Grade Math 8:10 AM - 12:00 PM Room: 328 Endle
	2nd Grade Language Arts 8:10 AM - 12:00 PM Room: 328 Endle	2nd Grade Language Arts 8:10 AM - 12:00 PM Room: 328 Endle	2nd Grade Language Arts 8:10 AM - 12:00 PM Room: 328 Endle
	2nd Grade Social Studies 8:10 AM - 12:00 PM Room: 328 Endle	2nd Grade Social Studies 8:10 AM - 12:00 PM Room: 328 Endle	2nd Grade Social Studies 8:10 AM - 12:00 PM Room: 328 Endle
	2nd Grade Puma Pride 8:10 AM - 12:00 PM Room: 328 Endle	2nd Grade Puma Pride 8:10 AM - 12:00 PM Room: 328 Endle	2nd Grade Puma Pride 8:10 AM - 12:00 PM Room: 328 Endle
PM	PM Attendance 12:01 PM - 3:10 PM Endle	PM Attendance 12:01 PM - 3:10 PM Endle	PM Attendance 12:01 PM - 3:10 PM Endle
	2nd Grade Science 12:01 PM - 3:10 PM Room: 219 Endle - Berglund	2nd Grade Science 12:01 PM - 3:10 PM Room: 219 Endle - Berglund	2nd Grade Science 12:01 PM - 3:10 PM Room: 219 Endle - Berglund
	2nd Grade Music 12:01 PM - 3:10 PM Room: 412 Endle - Bagwell	2nd Grade Music 12:01 PM - 3:10 PM Room: 412 Endle - Bagwell	2nd Grade Music 12:01 PM - 3:10 PM Room: 412 Endle - Bagwell
	2nd Grade Art 12:01 PM - 3:10 PM Room: 409 Endle - Schmudlach	2nd Grade Art 12:01 PM - 3:10 PM Room: 409 Endle - Schmudlach	2nd Grade Art 12:01 PM - 3:10 PM Room: 409 Endle - Schmudlach
	2nd Grade Physical Education 12:01 PM - 3:10 PM Room: 107 Gym Endle - Kartos	2nd Grade Physical Education 12:01 PM - 3:10 PM Room: 107 Gym Endle - Kartos	2nd Grade Physical Education 12:01 PM - 3:10 PM Room: 107 Gym Endle - Kartos

BOARD OF EDUCATION

Jeff Noble, President
Jamie Pauli, Vice President
Randy Tomlinson, Clerk
Sally Stewart, Treasurer
Ruth Ann Lee, Member
Jody Bartnick, Member
Amber Frieden, Member

School District of Poynette

P.O. Box 10
108 N. Cleveland St.
Poynette, WI 53955-0010
(608) 635-4347
www.poynette.k12.wi.us

ADMINISTRATION

Jerry Pritzi, District Administrator
Ryan Nehmer, Director of Business Services
David Fischer, Director Student Services
Mark Hoernke, High School Principal
Melissa Paynter, Athletic Dir./HS Asst. Principal
Jacob Hunter, Middle School Principal
Jay Hausser, Elementary Principal
Lynn Sisco, Elementary/Middle School Asst. Principal

April 17, 2024

RE: Student Schedule for School District Boundary Appeal Board hearing for File # 2024-30

The student currently enrolled in the early childhood program at Lodi School District would be served according to the Individualised Education Plan in the Poynette School District. The District IEP team would do the following:

- 1) adopt the current IEP from the previous District and provide parent notice

or

- 2) convene an IEP team to consider revisions to the IEP with the parent present.

Due to the fact that the student is enrolled in an early childhood program, it is difficult to provide a schedule since this would be determined by an IEP team uniquely designed to address a student's special education needs.

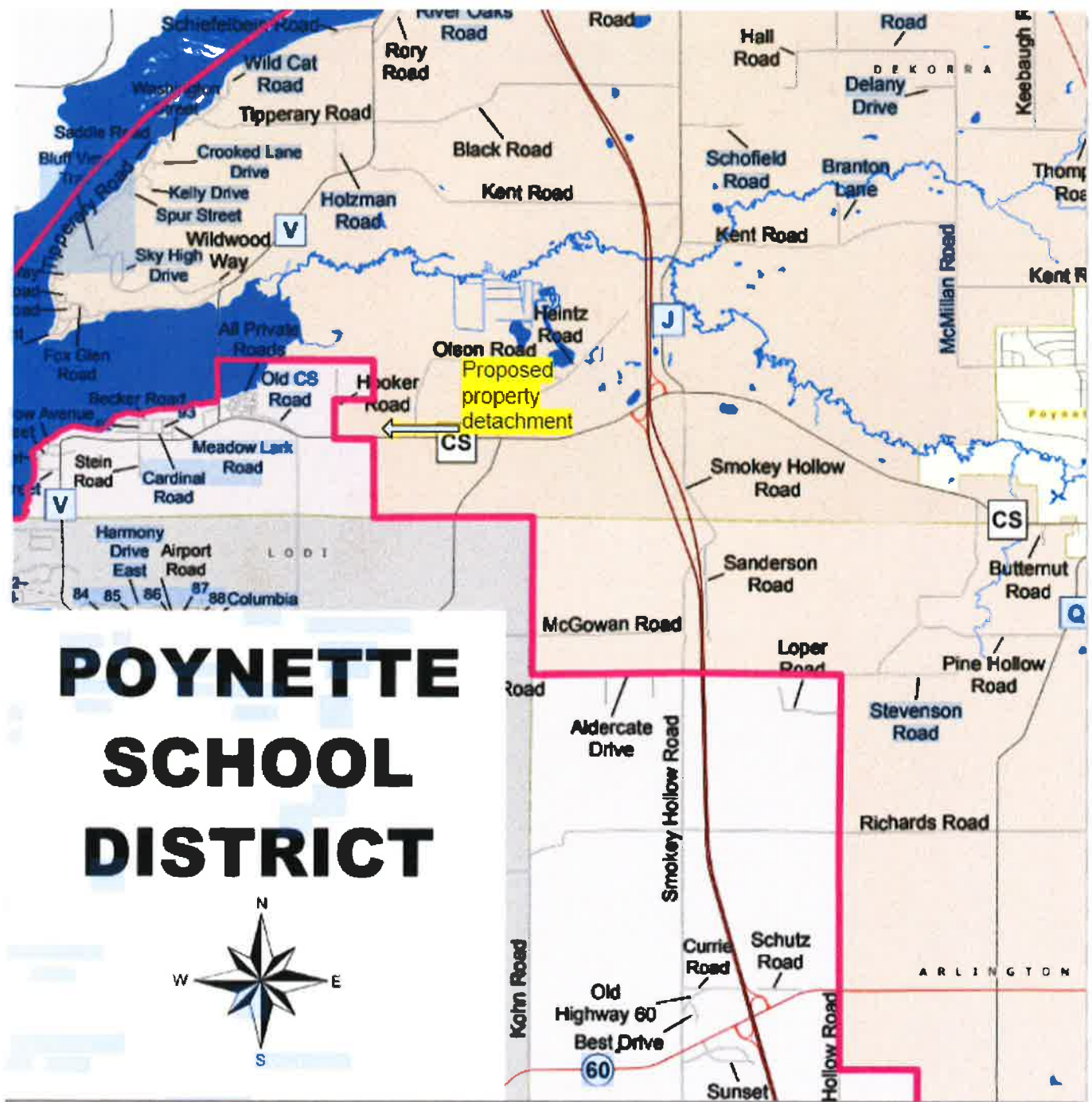
Respectfully submitted,

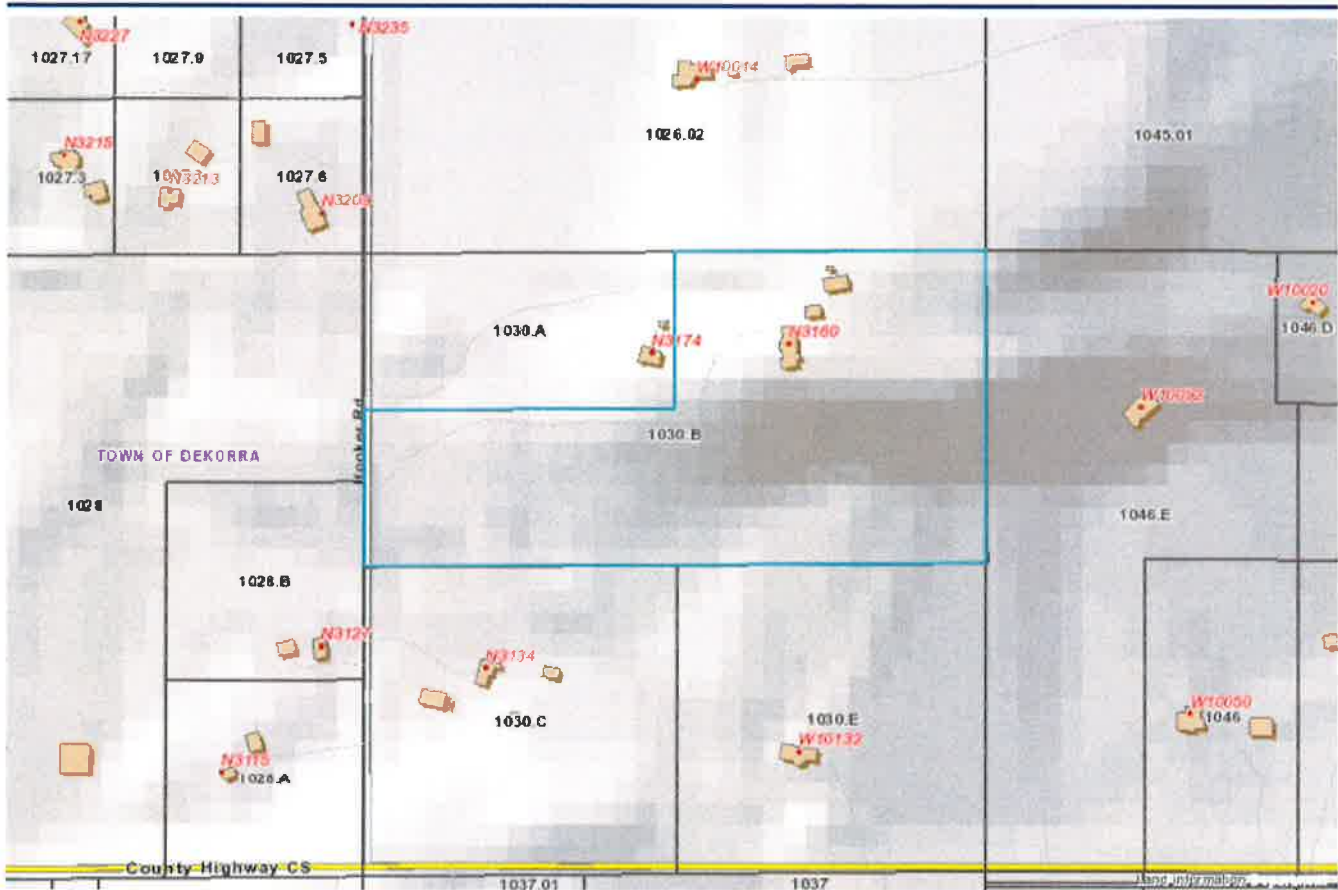


David Fischer
Director of Student Services
School District of Poynette

2/19/24 Petition to Alter School District Boundaries - Tax Parcel Area on Map
Andrew & Jamie Puckett #1030.B - N3160 Hooker Rd., Poynette WI

Closeup of Proposed Property Detachment Area:





Columbia County
Ascent Land Records Suite

User: **Public** Choose Product: **Land Records Suite** Choose Category: **Real Estate Property** What do you want to do: **Search**

[Return to search results](#)

Owner (s): Puckett, Jamie L Puckett, Andrew L		Location: SE-NE, Sect. 35, T11N, R8E	
Mailing Address: Jamie L Puckett Puckett, Andrew L N3160 Hooker Road Poynette, WI 53955		School District: 4536 - Poynette School District	
Tax Parcel ID Number: 1030.B		Tax District: 11010-Town of Dekorra	Status: Active
Alternate Tax Parcel Number:		Government Owned:	Acres: 15.0000
Description - Comments (Please see Documents tab below for related documents. For a complete legal description, see recorded document.): Lot 1, CSM 159-1-159			
Site Address (es): (Site address may not be verified and could be incorrect. DO NOT use the site address in lieu of legal description.) N3160 Hooker Rd			

[Request Mailing Address Change](#)

**MATERIALS
FROM
ATTACHING
DISTRICT**

REVISED SINCE PUBLICATION

Revision #3

Board of Education Meeting

Monday, February 12, 2024

School District of Lodi

115 School Street

Lodi, WI 53555

Closed Session 6:00 pm

Open Session 6:30 pm

Link to live recording: <https://www.youtube.com/channel/UCtdZ3ooT1VzFu28BUiFGpsQ/> this link will be active for the open session parts of the meeting.

Request to do Public Input information is on <https://www.lodi.k12.wi.us/our-district/board-of-education> or contact Maureen Palmer at palmema@lodischoolswi.org or 608-592-1060

1. Call to Order

1.01 Call to Order

Public notice of this meeting was posted at School District Office and Website, All School Buildings, the Lodi Enterprise, the Portage Daily Register, Lodi City Hall, Lodi Town Hall, the Dane Village Hall and Dane Township Hall, West Point Town Hall, Vienna Town Hall, Lodi Public Library, and mailed to clerks at Arlington, Dekorra and Roxbury Townships.

2. Approval of Agenda - Action

3. Contemplation to adjourn to closed session

3.01 Closed Session

Motion to adjourn to closed session pursuant to Wisconsin Statutes secs. 19.85 (1) (c) (f) (g) to consider financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons except where par (b) applies which, if discussed in public, would be likely to have substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations, and to consider employment and compensation and performance evaluation data of Administrators, Teachers, Support Staff, Coaches, CREW;

- A. Review Individual Teacher/Administrator/ Administrative Support Contract Recommendations
- B. Review Individual Co-Curricular/C.R.E.W. Contract Recommendations
- C. Review Individual Support Staff/Custodial Contract Recommendations
- D. Review Resignations and Retirements
- E. Petition to Alter School District Boundaries

3.02 Reconvene into Open Session

4. Taking Positive Steps of Service Award - Presentation

5. Presentation – Gallery Walk

6 Public Input

6.01 Public Input

Request to do Public Input information is on <https://www.lodi.k12.wi.us/our-district/board-of-education> or contact Maureen Palmer at palmema@lodischoolswi.org or 608-592-1060

7. Consent Agenda Items in this section will be adopted as a group unless a board member requests a specific item be removed from consent agenda and addressed separately - Action

7.01 Approval of Minutes

- Minutes for the January 8, 2024, Board of Education Regular Meeting
- Minutes for the January 29, 2024 Board/Administrative Retreat

7.02 Vouchers

7.03 Fund Raiser Requests

- Stride with Pride
- Wrestling – Sale and Delivery of Softener Salt
- Primary School Jump for Heart

7.04 Fund Raiser Reports

- None

7.05 Field Trip Requests

- None

7.06 Committee Recommendations for Approval

- Facility & Finance Committee
 - Network Switches
 - Staff Chromebooks
 - MS Cafeteria Tables
 - Credit Card Fees
- Curriculum Committee
 - Education for Employment

7.07 Other

- PS Behavior Report
- ES/OSC Behavior Report
- MS Behavior Report
- HS Behavior Report

7.08 Resignations/Retirement

- Retirements
 - 2nd Grade Teacher
 - LCAT Program Director
- Resignations
 - Middle School Assistant Volleyball Coach

7.09 Co-Curricular

- Assistant Varsity Volleyball Coach
- Assistant Girls Soccer Coach
- Volunteer Wrestling Coach

7.10 Community Program – CREW

- Lifeguard (3)

7.11 Regular Staff

- LTE Speech & Language Therapist
- Long Term Agricultural Substitute Teacher
- Long Term English and STEAM Substitute Teacher

7.12 Personnel Other

- Leave without Pay Requests

8. Communications - Information

8.01 Administrative Reports - Information

- Curriculum
- LCAT
- Student Representative
- Student Services
- Lodi Primary School
- Lodi Elementary/OSC School
- Lodi Middle School
- Lodi High School

8.02 District Administrator Report – Information

8.03 Board President Report - Information

9. Agenda

9.01 Petition to Alter School District Boundaries

9.02 CESA5 Contract – Discussion/Action

9.03 Administrator/Director Contract Extension Approval – Discussion/Action

9.04 State Convention Update – Discussion

9.05 Policy – 1st Reading (Includes Related Procedures, if any) (Policy Committee recommendation to review/approve on first reading) – Information/Action

- ag0124 – Exhibit – Self Evaluation Instrument
- ag1240A – Superintendent Evaluation
- ag1240B – Timeline for District Administrator’s Evaluation Process
- ag1630.01 – Family or Medical Leave Request Form
- ag2240 – Guidelines for Addressing Controversial Issuers with Students in Classes and other School Activities
- ag2271 – Guidelines for Awarding High School Credit for Early College Credit Program Courses
- ag2271.01 – Guidelines for Awarding High School Credit for Start College Now Program Courses
- ag2340A – Field Trip Form
- ag2340B – Non-Extended Field Trip Permission Form
- ag2340C – Student Travel
- ag3120.08 – Reduction/Addition of Extracurricular Program Offerings Guidelines
- ag3120.08 (Rule 2) - Co-Curricular Code of Conduct Procedures
- ag3120.08 (Rule 3) – Co-Curricular Charter Application Guidelines
- ag3430.01 – Family or Medical Leave Request Form
- ag3440 – Professional Organization Dues
- ag4114 – Admission of Foreign Exchange Program Students
- ag4430.01 – Family or Medical Leave Request Form
- ag4440 – Professional Organizations Dues
- ag5112 – Entrance Age (Including Early Admission)
- ag5330 – Administrative Guidelines and Procedures for the Safe Administration of Medications
- ag5330.01 – Prescription Medication Form
- ag5330.02 – Non-Prescription /Over-the-Counter Form
- ag5330.03 – Permission to Self-Carry Non-Prescription/Over-the-Counter Medication
- ag5330.04 – School District of Lodi Overnight Field Trip Medication Form for the Middle School
- ag5330.05 – School District of Lodi Overnight Field Trip Medication Form for the High School
- ag5330.06 – Parent Responsibilities Regarding Medication at School
- ag5340 – Concussion Management Plan

- ag5410 – Transfer Students
- ag5410A – 4K Retention Procedures
- ag5410B – Acceleration Procedures – Exhibit
- ag5330 – Suspected/Confirmed Alcohol or Drug Use
- ag5830A – District Fundraising Procedures
- ag5830B – Student Fundraising Activities

9.05 Policy Review - 2nd Reading (Procedures require only one reading) – Information/Action

- None

9.06 Gifts/Donations – Information/Action

- First Presbyterian Church donated \$500 for lunches for students in need

10 Committee Reports/Meetings

10.01 Committee Reports

- CESA 5 Representative
- Co-Curricular Items/Report
- Ouisconsing Charter Report
- Board Committee Reports: Personnel, Curriculum, Facility/Finance, and Policy (Chairperson)

10.02 Future Meetings and Agenda Items

- Next Regular School Board Meeting – Monday, March 11, 2024 at 5:30 p.m. closed, 6:30 p.m. open session
- Curriculum Committee – Wednesday, February 21, 2024 at 4:30 p.m.
- Policy Committee – **Tuesday, February 20, 2024 at 5:30 p.m.**
- Facility/Finance Committee – Wednesday, March 6, 2024 at 6:00 p.m.
- Personnel Committee – Wednesday, March 6, 2024 at 4:30 p.m.

11. Closed Session if Necessary

11.01 Reconvene into Closed Session (if Needed)

Motion to adjourn to closed session pursuant to Wisconsin Statutes secs. 19.85 (1) (c) (f) (g) to consider financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons except where par (b) applies which, if discussed in public, would be likely to have substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations, and to consider employment and compensation and performance evaluation data of Administrators, Teachers, Support Staff, Coaches, CREW;

- Review Individual Teacher/Administrator/ Administrative Support Contract Recommendations
- Review Individual Co-Curricular/C.R.E.W. Contract Recommendations
- Review Individual Support Staff/Custodial Contract Recommendations
- Review Resignations and Retirements
- Petition to Alter School District Boundaries

11.02 Return to Open Session

11.03 Action if Necessary on Any Items Discussed in Closed Session

Action, if necessary, on any closed session items.

12. Adjourn

12.01 Adjourn

Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the School District of Lodi office at 115 School Street, Lodi, WI 53555, 592-3851, ext. 5480, at least twenty-four hours prior to the commencement of the meeting/performance/game so that necessary arrangements can be made to accommodate the request.

**Board of Education Meeting
Monday, February 12, 2024
6:00 PM**

**Location
School District of Lodi
115 School Street
Lodi, WI 53555**

1. Call to Order

President Baron called the meeting to order noting Public Notice of this meeting was posted at School District Office and website, all school buildings, the Lodi Enterprise, the Portage Daily Register, Lodi City Hall, the Dane Village Hall, and Dane Township Hall, West Point Town Hall, Vienna Town Hall, Lodi Public Library and mailed to the clerks of Arlington, Dekorra and Roxbury Townships.

Time: 6:00 p.m.

Roll Call:

Present: Mrs. Baron, Mrs. McMorris, Mrs. Haag, Mrs. Raemisch, Ms. Lathrop and Mr. Steinberg, Mr. Bilsse, Student Representative: Mr. Rotzoll (open session only)

Also Present: Mr. Breunig, Mr. Jelinek, Dr. Karls, Mr. Richter, Ms. Schroeder, Mr. Scheunemann, Mrs. Fassbender, and Mr. Pertzborn

2.01 Approval of Agenda

Motion Steinberg/McMorris to approve agenda as presented.

Vote: Motion carries 7-0 on voice vote

3. Contemplation to adjourn to closed session

3.01 Closed Session

Motion McMorris/Steinberg to adjourn to closed session pursuant to Wisconsin Statutes secs. 19.85 (1) (c) (f) (g) to consider financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons except where par (b) applies which, if discussed in public, would be likely to have substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations, and to consider employment and compensation and performance evaluation data of Administrators, Teachers, Support Staff, Coaches, CREW;

- A. Review Individual Teacher/Administrator/Administrative Support Contract Recommendations
- B. Review Individual Co-Curricular/C.R.E.W. Contract Recommendations
- C. Review Individual Support Staff/Custodial Contract Recommendations
- D. Review Resignations, and Retirements
- E. Petition to Alter School District Boundaries

Vote: Motion carries 7-0 on Roll Call vote

Time: 6:02 p.m.

3.02 Reconvene into Open Session

Motion McMorris/Steinberg to reconvene into Open Session to take action on items discussed.

Vote: Motion carries 7-0 on roll call vote

Time: 6:30 p.m.

Open session resumed at 6:33 p.m.

4. Taking Positive Steps of Service Award - Andy Heimerman and Joe Birkholz were recognized for their outstanding service as teacher, special Education EA, coaches and advisors of Dungeons and Dragons club. Many of these students that are involved in dungeon and dragons were not connected to co-curriculars but now have a connection to our school and staff. They have built strong connections to these students. Thank you for bringing this opportunity to our students.

5. Presentation - Gallery walk was presented to the board and those attending by staff from all 4 buildings.

6. Public Input - None

7. Consent Agenda Items: Items in this section will be adopted as a group unless a board member requests a specific item be removed from consent agenda and addressed separately

7.01 Approval of Minutes

- Minutes for the January 8, 2024
- Minutes for the January 29, 2024 Board/Administrative Retreat

7.02 Vouchers

- Payroll Checks: Direct Deposits: 9000024648-9000025197 in the amount of: \$644,245.15
- Accounts Payable Checks: 193133-193164, Accounts Payable ACH Payments: 134-137, 9192007895-9192008044 in the amount of \$1,183,388.23
- Automated Clearing House Payments (payroll invoices): \$386,678.92
- Credit Card payments in the amount of \$36,291.47

7.03 Fund Raiser Requests

- Stride with Pride
- Wrestling - Sale and Delivery of Softener Salt
- Primary School Jump for Heart
- Track and Field Fundraiser - Direct donations and sale of coffee, popcorn and snacks
- Girls Soccer Fundraiser - Popcorn and cookie sale

7.04 Fund Raiser Reports

- None

7.05 Field Trip Request

- None

7.06 Committee Recommendations

- Facility & Finance Committee
 - Network Switches
 - Staff Chromebooks
 - MS Cafeteria Tables
 - Credit Card Fees
- Curriculum Committee
 - Education for Employment Plan

7.07 Other

- PS Discipline Report
- ES/OSC Discipline Report
- MS Discipline Report
- HS Discipline Report

7.08 Resignations/Retirement

- Retirements:
 - 2nd Grade Teacher - Stone
 - LCAT Program Director - Enger
- Resignations:
 - Middle School Assistant Volleyball Coach - Meyer
 - PS Special Education Assistant - Wilken

7.09 Co-Curricular

- Assistant Varsity Volleyball Coach - Rego
- Assistant Girls Soccer - Sagami
- Volunteer Wrestling Coach - Ripp
- MS PBIS Advisors (4) - Gulbranson, Gleiss, Pertzborn, Landolt

7.10 Community Program - CREW

- Lifeguard (3) - Bishop, Burmester, Gruel

7.11 Regular Staff

- LTE Speech & Language Therapist - Deans
- Long Term Agricultural Substitute Teacher - Rawlings-Davis
- Long Term English and STEAM Substitute Teacher - Lowry

7.12 Personnel Other

- Leave without Pay Requests: Hargraves, Ballweg, Rhode, Schroeder, Bailey, Ness, Sagami, Zauche, Caulder

Motion McMorris/Steinberg to approve the consent agenda as presented with the addition of approval of the resignation of PS Special Education Assistant Sara Wilken, approval of 4 Middle School PBIS Advisors, MS Girls Assistant Basketball Coach and fundraisers for Track and Field and Girls Soccer.

Vote: Motion carries 6-0-1 on voice vote (Raemisch abstain)

8. Communications

8.01 Administrative Reports

- Curriculum - Dr. Karls shared over the past few weeks, I have been conducting unannounced educator mini-observations at the Primary School. These observations are part of the state-required Educator Effectiveness (EE) system. After each mini-observation, the educator receives an evidence log aligned with the [EE evaluation rubric](#) and additional written feedback. In addition, a short debrief meeting occurs. I appreciate educators allowing me to visit their classrooms. These observations help me to understand better the teaching and learning going on in our district. It's also an excellent opportunity for me to connect with educators about the various ways I can continue to support them. Over the next month, I will start observations at the middle school and high school.

Two weeks ago, second and third-grade teachers had the opportunity to observe each other's classrooms over the course of two half days. The goal of the experience was to help teachers better understand how to support the transition from the primary school to the elementary school. Teachers were able to see what the routines and structures looked like at the primary school and what was expected when they reached the elementary school. During our debrief meeting, teachers reported this was a very positive experience that will further support our students.

Beyond our typical structures (building meetings, grade-level/department PLCs, K-12 content meetings, & teacher prep), we had several important sessions occurring last Friday. A big thank you to our staff for engaging in this important work!

- High School Math & Special Education Department - ACT math test training with ACT representative
- Middle School - Suicide Prevention Presentation by Columbia County Department of Health and Human Services
- Elementary School - MyView Literacy check-point with Savvas representatives (Teacher Q&A)
- OSC - Ready Magnetic Reading preview with iReady representative
- After each assessment window, we share grade-level and building-level data (Example: iReady) with teacher teams for review during their PLC meetings. I've attached the Google Presentation providing some of this same information. The Curriculum Committee of the Board typically reviews this information in detail after each fall, winter, and spring window.
- Middle School Language Arts Department - MyPerspectives pilot check-in with Savvas representatives
- Physical Education Department - Lifeguard recertification
- DPI Office of Educational Accountability Forward Exam training and accommodations setting

Winter 23/24 iReady Data Summary: After each assessment window, we share grade-level and building-level data (Example: iReady) with teacher teams for review during their PLC meetings. Dr. Karls shared the google Presentation providing some of the same

information. The Curriculum Committee of the Board typically reviews this information in detail after each fall, winter and spring window.

- LCAT - Mrs. Haag shared LCAT is sponsoring a one-day (DITEP) training on May 29th, 2024 from 8:30 a.m. to 4:30 p.m. at the Lodi High School LGI room. DITEP stands for Drug Impairment Training For Educational Professionals. This training will provide information on current drug trends among youth and will teach the attendee to recognize signs of individuals who are possibly using/abusing drugs and alcohol in the school environment. School staff, the School Board, Emergency Services and community members who work with youth are encouraged to attend! Sign up information will be available soon.

The Summer Safety Fair Committee met for the first time on Thursday, February 1st. The Safety Fair will take place in conjunction with Summer School Registration Night. This second annual event will focus on prevention and safety tips for families as we are moving into summer.

AODA Grant Update - Adria has signed up for Trauma informed care training. This will enable us to have a certified Trauma Informed Care trainer for our staff and community. This gives Lodi School District another tool in our toolbox for working with mental health concerns that we know often go hand in hand with substance use and abuse. We have had an initial meeting with Blessings in a Back Pack because one of the concerns in the last YRBS Data is students reporting food insecurity. We know that children who struggle with any kind of trauma are at a greater risk for substance use.

- Student Representative - Mr. Rotzell shared Lodi Mock Trial is going to State! At their regional tournament last weekend Lodi's Varsity Team took first place, JV Blue took third place, and JV White took sixth place. Of the 12 ballots Varsity could have won, they took all 12 and several perfect scores were given. They will participate in the State Tournament on March 1 and 2. Well Done by all!

The Lodi Community earned the WIAA Sportsmanship Award for football! The award was presented to members of the high school student body, staff, and community members. State Representative Jon Plummer also presented former head football coach Dave Puls with the flag that flew over the United States Capital the night of their State Championship.

- Student Services - Ms. Schroeder shared representatives from the Lodi School District participated in the Sauk Prairie Community Input Listening Session on February 6, 2024 at the Lodi Clinic. Sauk Prairie Healthcare is in the early stages of developing their next community health needs assessment and updating their strategic plan. We participated in a focus group to identify high priority needs of the community and to begin crafting the pillars for their next strategic plan.

The Future Blood Donors drive was a huge success. Lodi Middle School was able to surpass their goal of collecting 41 units of blood with 43 units. This amount of donated blood helped to save up to 129 lives and there were 4 first time donors at the drive. Thanks to Nicole Rundahl from the American Red Cross, student leaders from the FFA, and Pat Miller

for his assistance setting up and tearing down the event.

Lindsey Deans has joined the special education team as a speech language therapist and will be working at the Primary School and servicing students at Blessed Trinity. Lindsey has been a great addition to the team and has jumped right into the role.

- Lodi Primary School - Mrs. Fassbender shared:
 - Pillar 1 Preparing for the Future
 - PS SLO and Building Goal - We are extremely proud of our students after the winter assessment window. We have seen tremendous growth in our students, especially in the area of phonics and phonemic awareness. This is due to all of the efforts we have made with Heggerty, Phonics to Reading, and our small group instruction.
 - School Learning Objective:
 - 4K - During the 2023-2024 school year, 85% of students in 4K will increase their baseline letter identification by 10 or more letters or hit the benchmark of knowing 20 uppercase letters.
 - Mid Year Data: 69% of students are meeting the goal
 - Grade K - By May 2024, 80% of Kindergarten students will read and spell 30 sight words from the Jan Richardson guided reading model.
 - Mid Year Data: 92% of students are meeting the goal.
 - Grade 1 - During the 2023-24 school year, the percent of students testing at or above proficiency according to iReady phonics strand will increase to 71% by implementing Phonics to Reading Grade 1.
 - Mid Year Data: 58% of students testing at or above proficiency according to the iReady Phonics strand.
 - *We started the year with 19%*
 - Grade 2 - During the 2023-2024 school year, the percentage of students testing at or above proficiency according to iReady Phonics strand will increase to 70% by implementing Phonics to Reading Grade 2.
 - Mid Year Data: 51% of students testing at or above proficiency according to the iReady Phonics strand.
 - *We started the year with 32%.*
 - Universal Screening meeting after our winter assessment window, we brought staff together to reflect on our current support for students during WIN (intervention period) but also determine what additional students might need support academically, behaviorally, or socially.
 - Thursday, January 25 - 4K Round Up - Thank you to all of the families that attended our 4K Round up on January 25. This was a great opportunity for them to come learn more about 4K as well as to see what our school and their classrooms look like and meet the staff.
 - Pillar 2 Nurturing the Whole Student
 - Citizen Recognition Award: On Wednesday, January 17 Ian Nicolay, a first grader, received this special award from the Columbia County Sheriff's Office. This past fall, Ian helped his mother during an accident by talking to 911 and sharing information on where they live and what happened.
 - Global School Play Day - February 7: As a school we are participating in Global School Play Day. The idea is to set aside the regular curriculum for the day, including electronics, and take the opportunity to enjoy observing your students learning valuable skills through play. Here are some of the ideas for staff.
 - Play in the classroom
 - Building materials
 - Open ended coloring
 - Team drawing on BIG paper (design a school, a zoo, a park, a playground, etc.)
 - Free Choice time
 - STEAM time
 - Play with toys
 - Board games
 - Learning games
 - Ideas about how to make literacy play based
 - Reader's theater
 - Sight word games
 - CVC word games
 - Rhyming games
 - Reading fort
 - Ideas about how to make math play based
 - Math Explorations
 - Puzzles
 - Math games
 - Pillar 3 Innovative Communication Connection
 - Community Connections: Mrs. Kalscheur's class had the opportunity to meet with Mrs. Haag, another one of their Community Business partners. Mrs. Haag, the former school nurse, and current school board member owns Gentle Release, LLC in Lodi. Gentle Release, LLC specializes in Cranial Sacral Therapy, Acupressure, and Brain Gym. Mrs. Haag not only shared about her business but also showed the students some "moves" to help with focusing, energizing, relaxing, and remembering. It was great to have Mrs. Haag back in the classroom.
 - Pillar 4 District Workforce

- February Kindness Calendar: As a way to let staff know how much we appreciate them, Mr. Scheunemann and Mrs. Fassbender sent out a February-Calendar of Kindness. This include quotes of encouragement, fun videos for staff to watch, special treats and then a special Gratitude Video Message from students and families. Our staff are amazing and we wanted to remind them that we see what they do and can't say thank you enough!
- Lodi Elementary/OSC School - Mr. Scheunemann shared
 - Pillar 3 Innovative Communication
 - Guardians of Lodi Pride: LES/OSC students and staff have taken the district's revitalized Lodi Pride initiative and implemented it into our daily practices. Not only do we have signs up but we have the expectation of being Guardians of Lodi Pride in all we do.
 - Monthly Lodi P.R.I.D.E. Community Values: Mr. Scheunemann shared some pictures of the students that were recognized for being Guardians of Lodi P.R.I.D.E. in the area of "Including Everyone" during the month of January. These students recognize that each individual has unique abilities and characteristics that help make our learning environment, community and world a better place. We are thankful for their example and the positive impact they have on our LES/OSC learning community. We are very proud of them! Our focus for the month of February is being Empathetic & Encouraging".
 - Other Communication Tools/Efforts: He was excited about the other communication tools we have in place and have been utilizing this year. Like you learned at the board retreat, Amy and I have worked to create pre-school census information that will be sent to every household in our area. Beyond that LES/OSC staff have been great at sending pictures and information to be posted on our social media outlets. The monthly Guardians of Lodi P.R.I.D.E. pictures and information is sent to the Lodi Enterprise. This is very important to us because we know that if we are not telling our story, someone else will. Plus we are very proud of all that is happening at LES/OSC. Smore and Peachjar have been great tools in our efforts to communicate in a manner that is easy for all of our families and community members to access. Even as we work to expand our communications to those beyond our LES/OSC families we know our most important communication is with the families we serve. Grade level teams communicate with their families often. Beyond the countless emails they send to their families they also work together to send weekly or bi-weekly grade level communications.
 - Pillar 4 District Workforce
 - Monthly Celebrations Calendar: Our Impact Team along with office staff have created a calendar of opportunities for staff to celebrate each other and the work we are doing monthly. Along with this we have organized opportunities for staff to connect and have some fun together at school and outside of school. Last week we had a staff outing to the Riviera Bowl and Pizzeria. It was well attended and a fun time was had by everyone.
 - District Policies/Approach and Behavior Support Matter: I didn't ask who tried to explain this information at the board retreat but even though there wasn't a picture or description to go along with it at the retreat it is a bigger deal than you might think. Let me explain how all of this matters when it comes to creating and maintaining a culture and climate that helps attract and retain staff. I can do all I can as building leader but the policies and approaches of the district impact how satisfied staff are and their stress level. I appreciate how the district communicates with staff and demonstrates how much they value staff. District leadership and us as building leaders work hard to be consistent and make decisions with students and staff in mind. We have skilled staff that incorporate our district initiatives while creating their specific learning environments to set students up for success.
 - December and February Support: December and February can be difficult months in education. We have put supports in place to help staff during this time of year. I have mentioned this before, but with the help of DeeAnn and Kathy staff received small gifts from me on every Friday in December. This year they received a chapstick, popcorn, stress wafer, and cookies/pizza. Each of these gifts came with an encouraging message. Mr.Scheunemann shared February Kindness Calendar for this year. The calendar consists of some kindness videos, humor videos, encouraging messages and special events that hopefully encourage staff and help us think outside of ourselves during the month of February.
 - MOU Signing Event: On Thursday, February 1st they held a Memorandum of Understanding signing ceremony in the Little Theater. It was a great event. It showcased the continued collaboration the MOU will foster between OSC and the Ice Age Trail Alliance, community groups and the School District of Lodi. These experiences will enhance students' knowledge-building in one of nature's most fascinating, hands-on, learning environments while deepening their understanding of the forces that created Wisconsin's distinctive landscape. This is truly exciting, as the Ice Age Trail was recently designated as an official unit of the National Park Service and by signing this MOU the School District of Lodi has become the first K-12 district to be designated as an Ice Age Trail Campus. The district will be putting up some signage throughout the district and will have an event celebrating this designation later this spring when the weather is warmer. Special thanks goes out to Kathy Klinke for helping organize this event and Audrey Parpart for the pictures.
- Lodi Middle School: Mr. Pertzborn shared the district wide spelling bee competition that was held on January 8th at the Middle school was a tremendous success. The event brought together some of the best spellers from grades 5th-8th, making it a highly competitive and exciting competition. The top two winners of the competition are: Caiden Rea, a 5th grade student from Lodi Elementary School, who secured the first portion with an impressive performance. Emily Varney, a 6th grade student from Lodi Middle School, secured the second position with a remarkable performance. All spellers

displayed exceptional spelling skills in front of an audience filled with teachers, staff, parents, and other family members. Congratulations to both winners on their remarkable achievements.

Thanks to Patty Heinzmann for organizing the district spelling bee. Thank you to Laurie Gwynne, Luis Flores, Ceanna Caelwaerts and Angie Calder for being judges.

On January 30th, 5th grade student Emily Varney faced tough, competitive spellers from our area at the Regional Level Spelling Bee hosted by CESA5 at the Portage High School Performing Arts Center. All spellers faced one of the more challenging rounds of spelling words in recent history--even the announcer said this multiple times throughout the Spelling Bee. Caiden and Emily showed their Lodi Pride with poise and effort.

Lodi Elementary School and Lodi Middle School are very proud of our two unBEElievable spellers

Thanks to everyone who participated in Student vs Staff Volleyball games. Our kids were extremely excited for this event and have been asking about it for months. Thank you to the Student Celebration Team for organizing the festivities. Thanks to Dwain for being the photographer for the event. Congratulations staff on bringing home the trophy for the second year in a row.

Lt. Governor Sara Rodriguez visited Lodi Middle School today. Her first stop was in Mr. Schirra's technical education class where she interacted with sixth grade students, asked them questions about their projects, and learned more about Lodi's career and technical education department and STEAM programming (Science, Technology, Engineering, Art, and Music).

Following her time with 6th grade students, Lt. Governor then took a few moments to join the volunteer members of the Lodi Coffee Cart and helped serve coffee and other treats to staff in several different classrooms.

Lt. Governor Rodriguez moved on to Mr. Freese's 8th grade social studies class where she participated in a question and answer session with students. The Lt. Governor enjoyed the interaction with students and encouraged students to consider running for office and serving their fellow Wisconsinites.

Lt. Governor Rodriguez ended her visit by meeting with Bryan Bilse from the Lodi Community Action Team (LCAT) where she was encouraged with the effectiveness of the community approach to prevention in the School District of Lodi.

The School District of Lodi is so thankful that Lt. Governor Sara Rodriguez took time out of her busy schedule to visit Lodi Middle School.

On Friday, January 19, Lodi Middle School hosted a community blood drive. The blood drive collected a total of 43 units of blood, which exceeded our goal of 41, and will help to save 129 lives.

- Lodi High School - Mr. Jelinek shared our Field Ecology class is completing our unit on white-tailed deer. Students have done a lab on pellet sampling to complete population estimates for woods in our area. The student did a habitat evaluation walk where students were looking for different facets for good deer habitat including: food availability, cover, water, and sign (scrapes, rubs, beds, pellets, tracks) in order to score habitat suitability.

Advance Placement US History is designed for students whose skills are above benchmark for college readiness. It offers a more in-depth study of world history and will prepare students for the Advanced Placement exam, which may allow students to earn college credit.

On January 19, at the annual Lodi Athletic Booster Club "Rock the Gym" fundraiser night, Todd Clark from the WIAA presented the Fall Football Sportsmanship Award to Lodi High School and our community. Representatives from the student body, booster club, district administration, football team, football parents, cheer squad and band were present to accept the award. LHS would like to thank the entire high school community as well as the Lodi community for their efforts in making Lodi's appearance at the state finals this past fall one that will not only be remembered for the play on the field by our student athletes, but also the behavior and support everyone displayed that night and the days leading up to bringing home a state championship.

On the same night that LHS received the WIAA Sportsmanship Award, former head football coach Dave Puls and the football team was recognized by Representative Jon Plummer and the State Legislature for their 2nd state football championship. He also presented to Coach Puls the United States flag that flew over the Capitol the night of the game.

On March 12th, our juniors will once again be taking the ACT. In addition, students in 9th and 10th grade will be given the opportunity to take the practice ACT. In the coming month, and as we did last year, most of our energy will be towards working with juniors to be sure they are prepared.

The following students were selected as "student of the month" for November. Every month, staff from each department have the opportunity to nominate a student who has gone above and beyond in the past month. Award winners are presented with a certificate, enjoy some breakfast snacks, and receive a personal thank you note from the nominating teacher.

Vivian Beld - Social Studies
Riley Follis - Office/Custodial/LMC
Shelby Ripp - Math
Caleb Rotzoll - Music

Scarlett Reppen - Science
Jayce Kolinski- Office/Custodial/LMC
Blake Meier - Office/Custodial/LMC
Eli Schneider - English
Jaylin Breunig - Spanish
Mikayla Dachel - CTE
Vanessa Haugen - Art
Josie Varney - Physical Education

The LHS PBIS team recently organized a Friday Fun Day in which students could sign up to do a teacher generated fun activity on Feb. 2. Some of the activities were Mat Ball, Karaoke and Trivia, Giant Jenga, Trivia and Ping Pong. Thank you Mr. Olson and Mr. Puls for leading our PBIS team in this activity for our students

Patchwork Enterprise recently had their Valentine Sale on Wednesday, February 7, 2024. The theme for this sale was "Sweets, Savory, and Soups". They again partnered with the Fab Lab and offered Lodi Blue Devil mugs for sale with your choice of individual serving sizes of hot cocoa mix or chai tea inside the mug.

Now is the time to apply for scholarships! Seniors received the local scholarship booklet at the beginning of the new year. Most of those scholarship applications are due March 1st. Other scholarship opportunities are listed on the [High School website-Counseling](#) page.
Stop in the CRC for more info or if you have any questions!

Thank you Ms. Treinen, Mr. Lembcke and Ms. Kinonen for providing this important information to our Seniors and their parents. The Visual Arts Classic Team will attend their UW Whitewater regional on February 16th. There they will present their long-term projects and work onsite in the university's studios alongside 11 other high school teams, which consist of 12 students each. Those who place in the first category will move on to state at UW Madison late March.

Our amazing roster includes Charlotte Leu, Scarlett Reppen, Adrianna Gonzalez, Olivia Tirrel, Arrow Schilling, Keleigh Bannach, Kai Hall, Audrey Dallman, Annika Smith, Alannah Moen, Jester Smith and Camila Becerril.

The Capitol Conference Art Show is just around the corner! Any student is welcome to submit a piece of art by February 20th, Eight students will be selected from each school in our conference to exhibit their art in a prestigious show at the UW Pyle Center throughout April, with a family reception to conclude.

Thank you Maya Ashbeck, Jason Murray, Leo Olson and Kyle Mack for helping our SPIRIT SQUAD increase the participation and energy in our student section at a recent boys basketball game. They were able to meet with some of our students during an intervention period to help plan some basic cheers that they implemented at the game.

- District Administrator Report - Mr. Breunig thanked the staff and the administration for being there for the gallery walk.

Mr. Breunig thanked the Board and the administrative team for participating in a retreat on January 29. It was good for the Board and the administration to spend time together outside the formality of a Board meeting or Board committee meeting.

Mr. Breunig took the opportunity to encourage parents/guardians to attend parent teacher conferences. These are important opportunities to connect with your child's teachers. Mr. Breunig also thanked staff for being here for parent/teacher conference nights and other nights. He shared that the district appreciates the amount of time and effort staff put into conferences for families, while taking time away from their own families.

The District is hosting a Principal Advisory Council meeting on Monday night, February 19 at 6 PM in the high school LGI. The principals will all present some common sense guidelines when it comes to parents/guardians working with their child and their cell phone use to kick off the evening. This will be followed by a presentation by Bill Nichols from the Lodi Police Department discussing internet safety.

February 12-16 is Wisconsin School Bus Driver Appreciation Week! The District is so grateful to have such an amazing bus company, Kobussen, and such fantastic people getting our kids to and from school safely each day.

WASB recognized School District of Lodi Board of Education member Angie Lathrop for earning a level II leadership award. The levels help to signify Board members continued leadership development through participating in WASB leadership opportunities. Congratulations to Angie Lathrop.

- Board President Report - [report](#)

9.01 Petition to Alter School District Boundaries - Discussion/Action

There is a request to alter the school district boundaries to have the property moved from Poynette School District to Lodi School District.

Motion Steinberg/Raemisch to move to approve the petition filed by Jamie and Andrew Puckett to detach a small parcel Se-NE, Sect.35, T11N,R8E Tax parcel ID # 1030.B from the Poynette District to the School District of Lodi pursuant to Wisconsin Statute 117.12

Vote: Motion carries 7-0 on voice vote

9.02 CESA5 Contract - Discussion/Action

Ms. Schroeder, Dr. Karls, and Mr. Breunig have reviewed the annual contract with CESA and recommend approval of the contract.

Motion McMorris/Haag to approve the CESA5 Contract

Vote: Motion carries 7-0 on voice vote

9.03 Administrator/Director Contract Extension Approval - Discussion/Action

Motion Raemisch/Haag to approve Administrator and Director contracts with one-year extension through June 2026 for Ms. Fassbender, Mr. Scheunemann, Mr. Pertzborn, Mr. Jelinek, Ms. Schroeder, Dr. Karls, Mr. Richter, Mr. Marshall, Ms. Karls, Mr. Potter, Mr. Horan, Ms. Price, Mr. Lo, and Ms. Sachtjen with compensation levels to be determined prior to issuing of formal contracts.

Vote: Motion carried 7-0 on voice vote

Motion Raemisch/Haag move to approve the issuing of a two-year contract District Administrator contract to Mr. Breunig commencing on July 1, 2024 and extending through June 30, 2026 with compensation level to be determined prior to issuing a formal contract.

Vote: Motion carried 7-0 on voice vote

9.04 State Convention Update - Information

Board members who attended the State Education Conference gave a report on the sessions they attended.

No Action Needed

9.05 Policy - 1st Reading (Includes Related procedures, if any) - Information/Action

- o ag0124 - Exhibit - Self Evaluation Instrument
- o ag1240A - Superintendent Evaluation
- o ag1204B - Timeline for District Administrator's Evaluation Process
- o ag1630.01 - Family or Medical Leave Request Form
- o ag2240 - Guidelines for addressing Controversial Issues with Students in Classes and Other School Activities
- o ag2271 - Guidelines for Awarding High School Credit for Early College Credit Program Courses
- o ag2271.01 - Guidelines for Awarding High School Credit for Start College Now Program Courses
- o ag2340A - Field Trip Form
- o ag2340B - Non-Extended Field Trip Permission Form
- o ag2340C - Student Travel
- o ag3120.08 - Reduction/Addition of Extracurricular Program Offerings Guidelines
- o ag3120.08 - (Rule 2) Co-Curricular Code of Conduct Procedures
- o ag3120.08 - (Rule 3) - Co-Curricular Charter Application Guidelines
- o ag3430.01 - Family or Medical Leave Request Form
- o ag3440 - Professional Organization Dues
- o ag4114 - Admission of Foreign Exchange Program Students
- o ag4430.01 - Family or Medical Leave Request Form
- o ag4440 - Professional Organizations Dues
- o ag5112 - Entrance Age (Including Early Admission)
- o ag5330 - Administrative Guidelines and Procedures for the Safe Administration of Medications
- o ag5330.01 - Prescription Medication Form
- o ag5330.02 - Non-Prescription/Over-the-Counter Form
- o ag5330.03 -Permission to Self-Carry Non-Prescription/Over-the-Counter Medication
- o ag5330.04 School District of Lodi Overnight Field Trip Medication Form for the Middle School
- o ag5330.05 - School District of Lodi Overnight Field Trip Medication Form for the High School
- o ag5330.06 - Parent Responsibilities regarding Medication at School
- o ag5340 - Concussion Management Plan
- o ag5410 - Transfer Students
- o ag5410A - 4K Retention Procedures
- o ag5410B - Acceleration Procedures - Exhibit
- o ag5530 - Suspected/Confirmed Alcohol or Drug Use
- o ag5830A District Fundraising Procedures
- o ag5830B - Student Fundraising Raising Activities

9.06 Policy Review - 2nd Reading (Procedures require only one reading) - Information/Action

- o None

9.07 Gifts/Donations - Information/Action

- First Presbyterian Church donated \$500 for lunches for students in need

Motion Steinberg/Lathrop to accept with great gratitude the donation from First Presbyterian Church for \$500 for lunches for students in need.

Vote Motion carries 7-0 on voice vote

10. Committee Reports/Meetings

1. CESA 5 Representative - Mr. Steinberg shared they discussed the board that oversees districts that want to switch properties. They reviewed Jeremy Biehl's evaluation.
2. Co-Curricular Items/Report - Mrs. Raemisch shared Lodi Wrestling has had a successful last few weeks of competition. On January 31st Lodi took home their 31st straight Capitol Conference Championship. This past weekend they began postseason competition, heading to Dodgeville for regionals. The team took home the Regional Championship, with Mason Lane, Isaiah Groskopf, and Henry Koeppen taking home individual Regional Championships. The team will head to team sectionals on Tuesday at River Valley, with wrestling set to kick off at 6:00 PM. Additionally, wrestlers will compete at individual Sectionals this Saturday at Wisconsin Dells High School.

The boy's basketball team has an overall record of 12-8 and a conference record of 3-3. Last Thursday night, both the boys and girls basketball teams headed to Poynette for their Rock the Gym event, with the boys team earning a big 61-49 win. Other recent highlights include a 61-52 win over neighboring Sauk Prairie and a 80-60 win over Waterloo. The boys will host Columbus tonight before heading to the Wisconsin Dells tomorrow.

The girl's basketball team has an overall record of 9-14 and a conference record of 2-9. Recent highlights include a 54-37 win over Markesan and a 56-40 win over Evansville. The girls team will wrap up the regular season tonight at Pardeeville. The girls earned a #9 seed in the WIAA playoffs and will take on #8 East Troy on Tuesday, February 20th.

The Norski hockey team finished the regular season with an overall record of 3-18 and a conference record of 1-6. Recent wins include a 6-4 win over Milton and a 3-1 win over Pacelli. They secured a #13 seed in the WIAA playoffs. They will compete in the first round of the playoffs tomorrow night, taking on Madison Memorial at the Madison Ice Arena.

The Iceberg's co-op hockey team finished the regular season with an overall record of 3-19-1 and a conference record of 3-9. Recent wins include a 2-1 overtime win against Viroqua. They secured a #6 seed and will take on #3 Beaver Dam on Thursday, February 15.

On Saturday, February 3rd, Lodi Mock Trial competed in Regionals at the Dodge County Courthouse. Lodi finished the day with the varsity team taking home the Regional Championship and advancing to state, and Lodi's JV blue team taking home 3rd. The Varsity team will compete at the state tournament on March 1st and 2nd at the Dane County Courthouse.

On Monday, February 5th the Forensics team participated in the Capitol Conference Tournament with 3 students earning all-conference honors, and 7 students earning 2nd place. This past weekend the team competed in the Madison West Tournament with Miranda Risher taking home 1st place in Solo Acting Serious, and Andy Lembcke, Blake Simpson, Bentley Smith, Caleb Rotzoll, and Grant Beyer taking home 1st place in Group Interpretation. The forensics team will host the Lodi Tournament this coming Saturday at the high school.

Students in the play have been busy rehearsing for this Spring's production of "Boeing, Boeing." Performances will be held on Friday, March 8th and Saturday, March 9th at 7:00 PM and Sunday, March 10th at 2:00 PM.

3. Ouisconsing Charter Report - Ms. Lathrop shared Eric and Cliff Thompson walked through the charter renewal process. They plan to do a parent and student survey, survey 8th graders and alumni of OSC. The board talked about ways to recruit and onboarding of new OSC board members. Project night schedule has been changed from previous years due to the change in the projects being linked to the Ice Age Trail. Fine arts night is coming up.
4. Board Committee Reports:
 1. Personnel - Ms. Lathrop shared she has been meeting with a group of support staff to review the compensation model. She shared some of this information with the personnel committee. Ms. Lathrop is also meeting with a group of staff members to confer on potential handbook items for

future discussion at the committee level.

2. Curriculum - Mrs. McMorris shared Michelle Howe from the science department gave report on the science curriculum. The school forest committee have an annual update to committee. Adam Sheldon presented on starting a powerlifting club. The committee reviewed the updates for the Education for Employment Plan.
3. Facility & Finance - Mr. Bilse shared they reviewed the following items that were on the agenda: IT network switches and staff chromebooks, credit card fees and MS cafeteria tables. The committee also had a presentation from Kim Zabel of RW Baird. She presented information on the next year's budget projection. Scott Groholski from Point of Beginning shared the results of the soil surveys done on Hwy 60 parcel. They reviewed the current school fees. They requested more information and will review them again next month. They reviewed the pool situation and option for the district to have an assessment done. Mr. Breunig shared an update on LES/OSC roofing project.
4. Policy - Mrs. Haag shared the policies reviewed were on tonight's agenda. They only have approximately 33 more administrative guidelines left to review.

10.02 Future meetings/Agenda Items

- Next Regular School Board Meeting - Monday, March 11, 2024, at 5:30 p.m. closed, 6:30 p.m. open session
- Curriculum Committee - Wednesday, February 21, 2024 at 4:30 p.m.
- Policy Committee - **Tuesday, February 20, 2024 at 5:30 p.m.**
- Facility/Finance Committee - Wednesday, March 6, 2024 at 6:00 p.m.
- Personnel Committee - Wednesday, March 6, 2024 at 4:30 p.m.

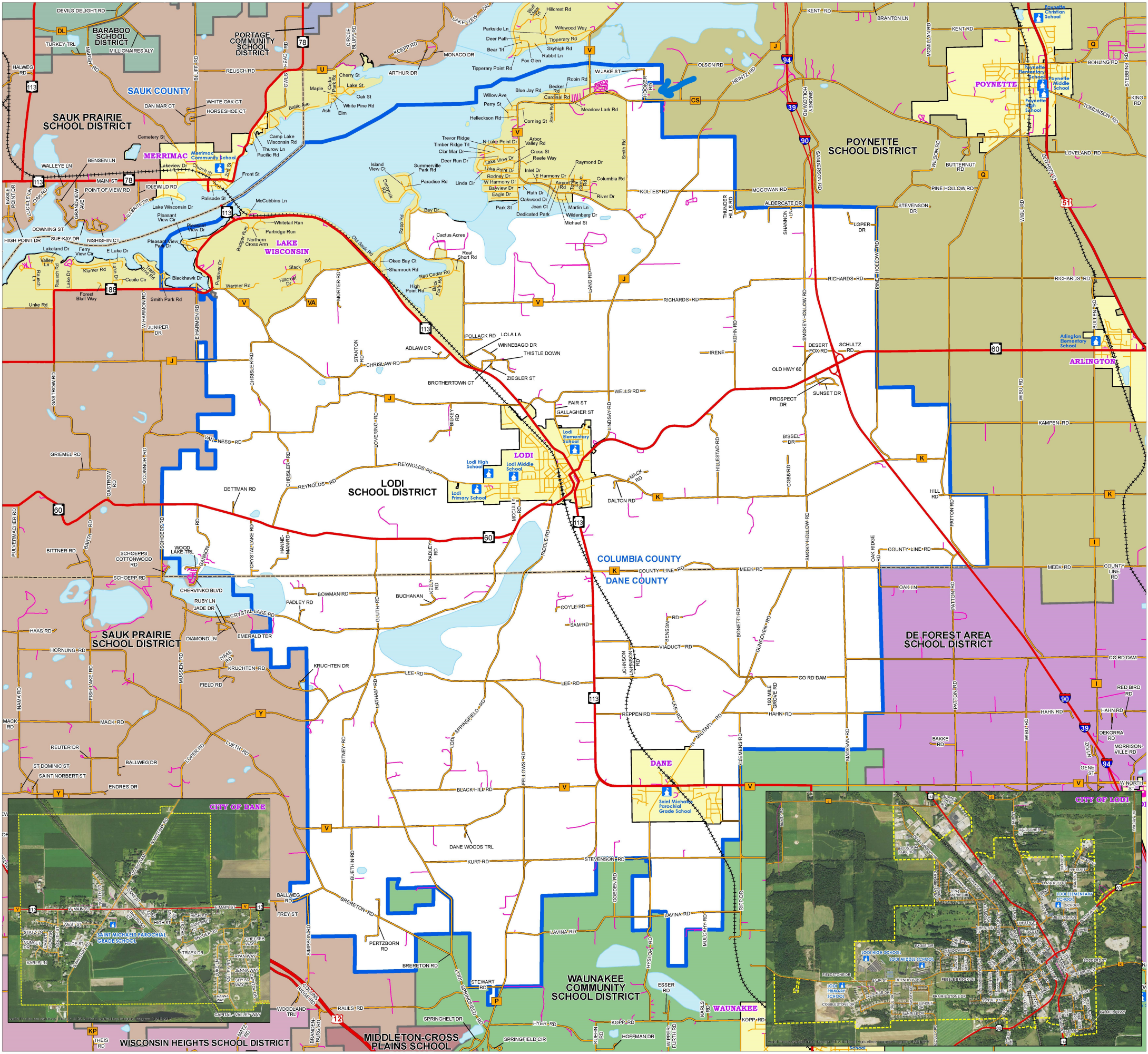
11. Closed Session - not needed

12. Adjourn

Motion Raemisch/Haag to adjourn

Vote: Motion carries 7-0 on voice vote

Time: 8:50 pm



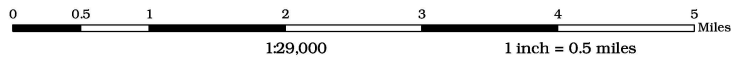
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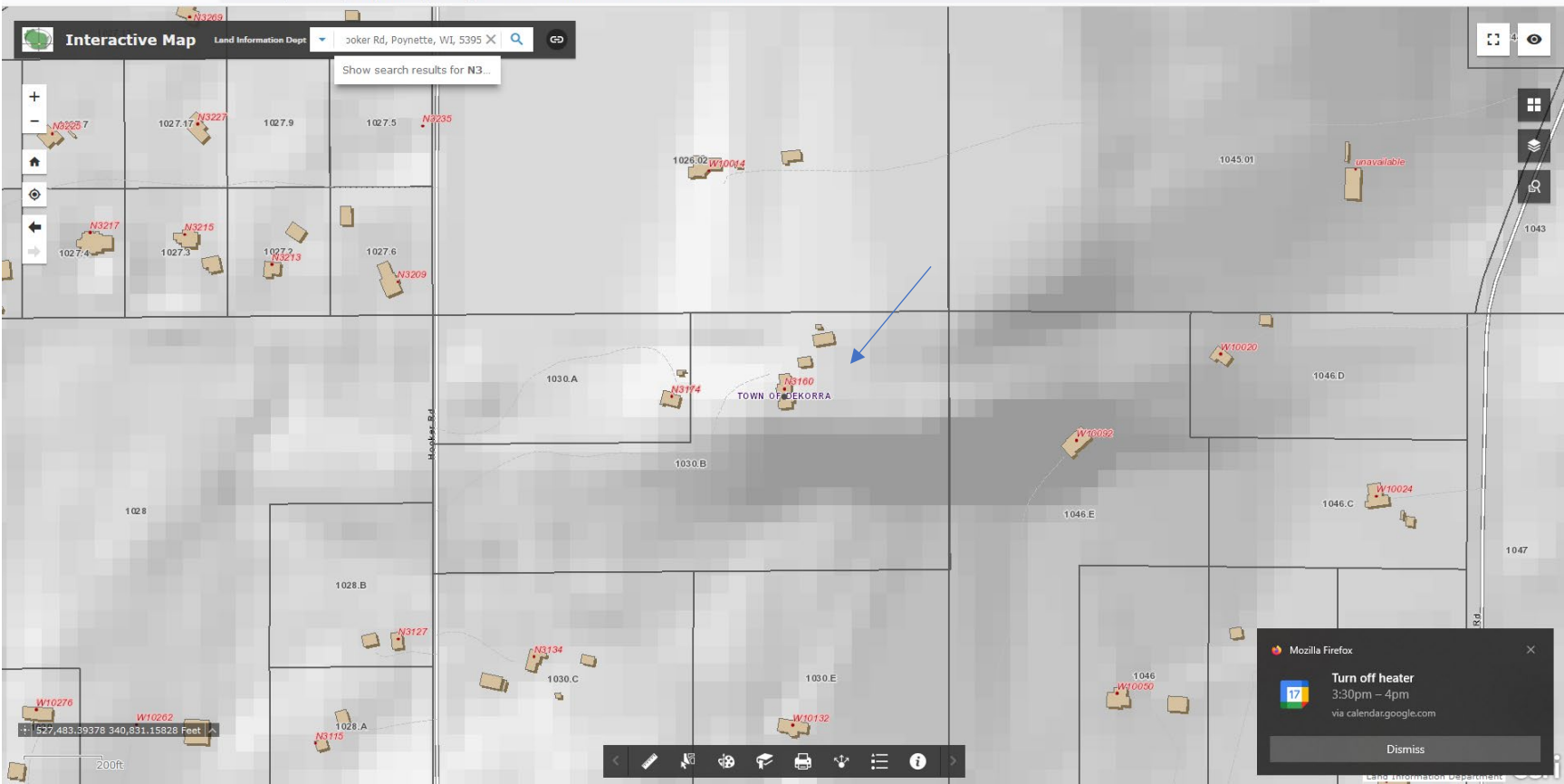
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August 2018

School District of Lodi, Wisconsin



	City		Interstate Highway
	County Line		U.S. Highway
	Highway		State Highway
	County Road		County Highway
	Unnamed Roads		Schools
	School District Boundary	SCHOOL DISTRICT NAME	
	Water Feature	CITY NAME	
		COUNTY NAME	





Date: April 18, 2024

To: DPI School District Boundary Appeal Board

From: School District of Lodi

Subject: School District Boundary Appeal Board Hearing, File #2024-30
Course Offerings

The Puckett's children will be in 4K and 3rd grade for the 2024-2025 school year. Below are links to course offerings and learning targets by grade for their students upcoming year(s):

[4-year-old Kindergarten](#)

[Kindergarten](#)

[1st Grade](#)

[2nd Grade](#)

[3rd Grade](#)

[4th Grade](#)



4K Learning Targets

Here is an overview of what your student will be learning this year in 4K.

Health & Physical Development

- Have a safe body in the classroom.
- Dress myself to go outside.
- Stay healthy by washing my hands with soap and water.
- Use a crayon to draw shapes and write letters.
- Cut on lines and curves with a scissors.
- Use my hands to play with small toys.
- Move from one activity to the next activity with a safe and calm body.

Social Emotional Learning

- Say “Please” and “Thank you.”
- Ask my teacher for help.
- Ask and wait for a turn.
- Calm down by using Tucker Turtle.
- Talk about how I am feeling.
- Tell how other people are feeling.
- Be proud of things that I do.
- Share with my friends.
- Follow my teachers directions.
- Learn how to be a good friend.
- Trust the grown ups in my school.
- Follow the rules/expectations of school.
- Be respectful and kind.

Language Development & Communication

- Listen to a book.
- Answer questions about a book.
- Listen when others are speaking.
- Talk with my friends/teacher.
- Follow directions from a grown up.
- Raise my hand when I want a turn to talk.
- Hear/say rhyming words.
- Hear/say beginning sounds.
- Name letters.
- Hear/say letter sounds.
- Read my name.
- “Read” a book.
- Write my name.
- Draw pictures.

Approaches to Learning

- Play and have fun with friends.
- Work together with friends.
- Play in different centers.
- Pretend while playing.
- Try new things.
- Dance and move to music.

Cognition & General Knowledge

- Name/write numbers to 10.
- Count to 20.
- Make a pattern.
- Name shapes and colors.
- Sort colors, shapes, and sizes.
- Put pictures in order to tell a story.
- Show what has more or less.
- Show what is same or different.
- Put things in order by size.



Kindergarten Learning Targets

Here is an overview of what your student will be learning this year in Kindergarten.

Reading

- Name the letters.
- Hear and say beginning, middle and end sounds.
- Tell you what happened in a story.
- Follow words in a book.
- Sound out words.
- Reads CVC words.
- Rhymes
- Reads and spells the first 30 sight words from the Jan Richardson sight words list.
 - [Resource: Teaching New Sight Words](#)
- Tell the characters and setting in a story.

Writing

- Write my letters.
- Write words by using my sounds.
- Write a sentence.
- Write a story about one idea.
- Add details to my stories.
- Draw, write, and tell about my life.
- Draw, write, and tell a story about my opinion.
- Draw, write, and tell an information story.

Math

- Counts groups of objects to 20.
- Count to 100 by 1s and 10s.
- Read numbers to 20.
- Compose and Decompose numbers to 20.
- Write numbers to 20.
- Compare numbers.
- Use 10 frames.
- Name the 2D & 3D shapes.
- Adds to sums 5.
- Subtract within 5.
- Solves addition and subtraction word problems within 5.
- Find the partners of 10.

Social Studies

Describe how groups of people are alike and different.

Assess the importance of rules and laws at home, in school, and in the community.

Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.

Explain how something happening outside of your home can affect your family.

Differentiate between a “want” and a “need”.

Describe resources that are important or useful to you, your family, community, and country.

Review and ask questions about books, photos, artifacts, websites, and other sources that will

give insight into the inquiry.

Create one primary source about your life.

Understand state observance days.

Science

- Identify living things and what they need to survive.
- Take care of the environment.
- Understand weather.
- Name and describe the seasons.
- Describe how tools and machines help people.
- Give examples of force and motion.

Social Emotional Learning

- Control myself.
- Show empathy.
- Tell how I am feeling.
- Use expected behaviors.
- Be responsible for myself and my work.
- Work and play with my classmates.
- Take care of my things.
- Dress myself.
- Be safe.
- Solve small problems by myself.



Kindergarten Learning Targets

Here is an overview of what your student will be learning this year in Kindergarten.

Art

- Talk about colors, lines, shapes, form and design and why I use them in art.
- Describe what an image is and what it stands for.
- Understand and identify the different art materials, tools, and equipment that are safe for me.
- Explore and use my imagination.
- Grow my art skills, talk about my art, and recognize art around me.
- Create art that is natural and handmade.
- Create art that tells a story about me.

Music

- Recognize and perform a steady beat.
- Recognize music that is fast or slow.
- Sing in a group.
- Sing music loudly and softly.
- Identify the instrument families.

Physical Education

- Play safe and cooperate with others while doing activities.
- Try my best and not give up when doing activities that require coordination.
- Follow game rules and be a good sport when playing a team game.
- Use my hands and my feet while using many different kinds of balls.
- Balance and roll many different ways on folding mats.
- Try to improve whenever I do a physical fitness test.
- Hear a song and know how to move my body to the music.

- Students practice problem solving, creative thinking, and collaboration through a variety of unique activities.
- Robotics-Modify and program robots to complete specific tasks.
- Coding-Learning basic coding skills
- Circuitry and Lasers-Create and manipulate simple circuits and laser mazes.
- Structures and Machines-Design and build structures to meet height and strength challenges.
- 3D Design-Create useful products with 3D printing pens.

[STEAM Education website](#)



Grade 1 Learning Targets

Here is an overview of what your student will be learning this year in 1st Grade.

Reading

- Reads and spells the first 60 sight words from the Jan Richardson sight words list.
 - [Resource: Teaching New Sight Words](#)
- Answer/ask questions and describe important details of text.
- Read first grade stories and literature.
- Read and write 3-5 letter words.
- Tell the difference between long and short vowels.
- Identify and write parts of a sentence when appropriate.
- Segment one syllable into individual sounds.
- Match a sound to the correct digraph (th, sh, ch) and blends (cl, bl, cr, etc).
- Use nouns and verbs.

Writing

- Write opinion, informative, and narrative pieces.
- Recount two or more appropriately sequenced events.
- Use meaningful words to signal event order.
- Write a beginning and ending that makes sense for my story.
- Use words like and, then and so.
- Write a multiple page story.
- Put the pages of my story in order.
- Label and/or illustrate my story.
- Use appropriate spacing in my writing.

Math

- Add and subtract to solve word problems.
- Understand addition and subtraction equations within 10.
- Count to 120 by 1's.
- Count by 2's, 5's, and 10's.
- Identify ones and tens in a 2 digit number.
- Tell and write time to the nearest hour and to the half hour.
- Compose two dimensional shapes.
- Define attributes of shapes.
- Understand and apply fact families.

Social Studies

- Describe how groups of people are alike and different.
- Compare rights and responsibilities within the classroom, school, and community.
- Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.
- Explain how something happening outside of your home can affect your family.
- Differentiate between buyers (consumers) and sellers (producers).
- Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.
- Understand state observance days.
- Create one primary source about your life.

Science

- Consider the movement of shadows.
- Understand the pattern of the sun's movement in the sky.
- Consider the relationship between vibrations and sound.
- Consider cause and effect relationship between light and being able to see objects.
- Consider characteristics of animals for survival and their patterns.
- Learn and observe a plant in growth and it's parts (root, stem, flower).

Social Emotional Learning

- Recognize and name my feelings.
- Practice some strategies to manage my big emotions.
- Focus on my work and use strategies to deal with some distractions.
- Show empathy.
- Identify skills I am good at and what activities I need some help with.
- Set goals to work on the things I need help with.
- Recognize that my family and I do things differently from others.
- Recognize and respect that everyone is different.



Grade 1 Learning Targets

Here is an overview of what your student will be learning this year in 1st Grade.

- Describe how people communicate using their words, tone of their voice and body language.
- Solve small problems on my own.
- Get help from a trusted adult at school, in the community and at home when I need it.
- Show expected behavior most of the time.

Art

- Talk about colors, lines, shapes, form and design and why I use them in art.
- Explore, observe and investigate before I make a work of art.
- Use art materials tools, and equipment safely when creating art.
- Use art vocabulary to talk about my choices when creating art.
- Identify everyday objects through drawing, diagrams, sculptures, and other visual ways.
- Ask and answer questions about art.

Music

- Recognize and perform a steady beat.
- Identify whole, half, quarter and eighth notes.
- Identify notes on a line or in a space.
- Sing in a group.
- Identify the instrument families and explain how the sound is made.

Physical Education

- Play safe and cooperate with others while doing activities.

- Try my best and not give up when doing activities that require coordination.
- Follow game rules and be a good sport when playing a team game.
- Use my hands and my feet while using many different kinds of balls.
- Balance and roll many different ways on folding mats.
- Try to improve whenever I do a physical fitness test.
- Hear a song and know how to move my body to the music.

STEAM Education

- Students practice problem solving, creative thinking, and collaboration through a variety of unique activities.
- Robotics-Modify and program robots to complete specific tasks.
- Coding-Learning basic coding skills
- Circuitry and Lasers-Create and manipulate simple circuits and laser mazes.
- Structures and Machines-Design and build structures to meet height and strength challenges.
- 3D Design-Create useful products with 3D printing pens.

[STEAM Education website](#)



Grade 2 Learning Targets

Here is an overview of what your student will be learning this year in 2nd Grade.

Reading

- Reads and spells sight words from the Jan Richardson sight words list.
 - [Resource: Teaching New Sight Words](#)
- Use different strategies to read words.
- Ask and answer questions about important details in a book.
- Read books with purpose and understanding.
- Read books with accuracy and expression.
- Find and understand the beginning, middle and end of the story.
- Retell the story and include important details.
- Tell about the characters in a story.
- Use the text features in a nonfiction book to find information.
- Use different strategies to understand the meaning of words.

Writing

- Write my opinion with reasons about a book or topic.
- Write to explain with a topic and facts.
- Write a small moment story with details, a beginning, middle and an end.
- Revise and edit my story with help.

Math

- Use strategies to solve word problems within 100 using addition and subtraction.
- Add and subtract within 20.
- Understand and use hundreds, tens and ones.
- Count by 5s, 10s and 100s.
- Add and subtract 2-digit numbers.
- Add and subtract within 1000 using manipulatives.
- Add or subtract 10 or 100 to any number under 1000 in my head.
- Explain why adding and subtracting strategies work using what I know about place value.
- Use different tools to measure objects.
- Make and use a number line.

Social Studies

- Understand we are individuals influenced by our relationships and environments.
- Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).
- Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.
- Explain how something happening outside of your home can affect your family.

- Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.
- Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.
- Create one primary source about your life.
- Understand state observance days.

Science

- Identify patterns in animals' characteristics in order to group them.
- Consider the cause and effect relationship between a plant's needs and the habitat it survives best in.
- Understand that changes to the Earth's surface can occur quickly or slowly.
- Test the effect the material's properties have on the way it's used.

Social Emotional Learning

- Focus on my work and use strategies to deal with some distractions.
- Recognize and respect that everyone is different.
- Solve small problems on my own.
- Show expected behavior most of the time.



Grade 2 Learning Targets

Here is an overview of what your student will be learning this year in 2nd Grade.

Art

- Talk about colors, lines, shapes, form and design and why I use them in art.
- Use different tools, art spaces, and materials safely and keep them clean while creating art.
- Use different tools and materials to create works of art that interest you.
- Discuss and reflect about art.
- Think about and create art at home, school and in other places and how it contributes to a community.
- Describe art through its subject matter, mood, and characteristics that stand out while using art vocabulary.

Music

- Sing with others a varied repertoire of music.
- Identify the music staff, barline and measure.
- Identify whole, half, quarter, eighth and sixteenth notes.
- Name the notes on the treble staff from middle C to high G.
- Identify the instrument and place them in the correct instrument family.

Physical Education

- Play safe and cooperate with others while doing activities.
- Try my best and not give up when doing activities that require coordination.
- Follow game rules and be a good sport when playing a team game.
- Use my hands and my feet while using many different kinds of balls.
- Balance and roll many different ways on folding mats.
- Try to improve whenever I do a physical fitness test.
- Hear a song and know how to move my body to the music.

STEAM Education

- Students practice problem solving, creative thinking, and collaboration through a variety of unique activities.
- Robotics-Modify and program robots to complete specific tasks.
- Coding-Learning basic coding skills
- Circuitry and Lasers-Create and manipulate simple circuits and laser mazes.
- Structures and Machines-Design and build structures to meet height and strength challenges.
- 3D Design-Create useful products with 3D printing pens.



Grade 3 Learning Targets

Here is an overview of what your student will be learning this year in 3rd Grade.

Reading

- Apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension in all genres, including informational.
- Retell what I have read including all the key details in the text.
- Give my own point of view, different from that of the narrator or those of the character.
- Compare and contrast the themes, settings, and plots of stories written by the same author or with similar characters.
- Understand time, sequence, and cause/effect in informational text.
- Use illustrations and the words in a text to demonstrate understanding of the text.
- Read and comprehend all forms of literature at the high end of the grades 2-3.

Writing

- Write opinion pieces supporting a point of view with reasons and information.
- Write informational texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences using effective technique, descriptive details, & clear sequence.
- Produce clear and coherent writing with correct organization, task, purpose, and audience.

- Plan, revise, edit a piece of writing (with guidance from adults).

Math

- Understand multiplication and division strategies up to 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Understand fractions, especially unit fractions.
- Understand the structure of rectangular arrays and their area and perimeter.
- Describe and analyze two-dimensional shapes.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.

Science

- Observe that organisms have structure and function in a particular environment.
- Recognize environments as a system and the cause and effect relationships within a changing environment.
- Identify patterns and structures within a life cycle.
- Recognize cause and effect relationships when observing wind and cloud patterns and structures.

- Observe the relationship between different bridge structures and designs.
- Recognize the cause and effect relationship between the forces acting on an object and the direction of the object, and a material's surface and the amount of friction it has.
- Consider the cause and effect relationship among magnets: the distance of a magnet and the strength of the force, the push and pull of a magnet depending on its direction, and considering magnet energy in the engineering process.

Social Studies

- Identify landforms in our region, state, and country.
- Compare and contrast how the Wisconsin First Nations are the same and different from First Nations in other parts of the United States.
- Describe when and where Europeans first met American Indians in Wisconsin and in the United States.
- Understand where, when, and by whom was Wisconsin and the United States colonized.
- Explain how the fur trade influenced the relationships between groups of people.
- Analyze and explain the causes of the French & Indian War.

Social Emotional Learning

Building foundational skills to:

- I will learn strategies to help me learn, focus my attention, listen carefully and be assertive when asking for help with schoolwork.
- Identify and understand my own and others' feelings. I will practice and discover strategies that allow me to demonstrate a "growth mindset."
- Calm myself down when experiencing strong feelings and learn about ways I can manage stress, control impulses, keep my thoughts objective and body regulated.
- Identify and solve problems independently as well as with others in a positive way.
- Establish and maintain healthy and rewarding relationships and better understand social and ethical norms.

Art

- Use lines in a variety of ways.
- Use geometric and organic shapes in my artwork..
- Talk about colors in the color wheel.
- Use high level words to communicate my ideas/thoughts.
- Demonstrate texture in my art.
- Elaborate on my imaginative idea.
- Apply knowledge of available resources, technology and tools to show personal ideas in the art making process.
- Create satisfying artwork using a variety of materials.
- Understand and demonstrate the safe and proficient way to use materials and tools during a variety of artistic processes.
- Elaborate visual information by adding details in artwork to enhance meaning.

Music

- Sing alone and with others a varied repertoire of music.
- Correctly count, clap, and write a 4 beat pattern.
- Accompany simple songs on the classroom instruments within a group or independently.
- Recognize instruments of the brass, woodwind, string, and percussion families and describe how their sounds are made.
- Define the following music elements: ABA, repeat signs, verse/chorus.

LMC

- Take responsibility as a digital citizen.
- Create strong passwords to help protect my privacy.
- Explain how what I post online affects my online identity.
- Explain what makes a strong online community.
- Know what to do when someone uses mean or hurtful language on the internet.
- Explain why people alter digital photos and videos.
- Find library locations and explain the Dewey Decimal system (holiday books, graphic novels, picture books, paperback books, fiction books, nonfiction books).
- Get to World Book Online, know that it is an online encyclopedia, and have some experience using it.
- Tell you about some book suggestions, authors, and stories that I have enjoyed.
- Find online resources for research.
- Use Destiny to find books in the library, place books on hold, and see what I have checked out.

Physical Education

- Handle tough situations as I have faced some of my fears in PE and been motivated to do my best.
- Do basic motor skills and fundamental skills in many different sports.
- Play games with others using sportsmanship and teamwork.
- Find my heart rate and use a heart rate monitor to see the level of performance I am working at.
- Tell what heart rate zone my body is in to count as my 30-60 minutes a day of physical activity.
- Tell if I am in an aerobic or anaerobic sport or activity.
- Identify my major bones and muscles.

STEAM Education

- Students practice problem solving, creative thinking, and collaboration through a variety of unique activities.
- Robotics-Create and program robots to complete specific tasks.
- Coding and Computers-Learning basic to intermediate coding skills and how computers work.
- Circuitry-Create and manipulate simple and complex circuits.
- Structures and Machines-Design and build structures to meet height and strength challenges.
- Digital Communications-Develop storyboards and create unique video projects.
- Digital Design-Use a simple CAD program to design projects for 3D printing.

[STEAM Education website](#)



Grade 4 Learning Targets

Here is an overview of what your student will be learning this year in 4th Grade.

Reading

- Read with sufficient accuracy and fluency to support comprehension.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text.
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Read and comprehend informational texts, including history/social studies, science, and technical texts
- Read and comprehend literature, including stories, dramas, and poetry.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective

technique, descriptive details, and clear event sequences.

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Math

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Science

- Explore my senses and consider how the information we process helps us understand and react to our environment.
- Develop an appreciation for the processes that shape the Earth's surface.
- Develop the idea that sound is an actual thing, a wave of vibrations traveling through the air.
- Think about the energy that things need to move.
- Engage in authentic problem solving where they will work collaboratively to design and create solutions to hands on problems.

Social Studies

- Learn about geography through the study of the relationships among people, places, and environments.
- Identify events that led to the settlement of the people in Wisconsin and culture of the American Indian nations in Wisconsin.
- How can the four core social sciences help us learn about our region of the country?
- Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
- Learn about the study of the interactions among individuals, groups, and institutions; and the study of cultures in various times and settings.

Social Emotional Learning

Reviewing previously learned SEL information and building capacity to:

- Demonstrate skills that help me learn, focus my attention, listen carefully and be assertive when asking for help with schoolwork.
- Identify and understand my own and others' feelings. I can take the perspective of and empathize with others to show compassion and a "growth mindset."
- Calm myself down when experiencing strong feelings by using strategies I have learned to manage stress, control impulses, keep my thoughts objective and body regulated.
- Identify and solve problems independently as well as with others in a positive way.
- Establish and maintain healthy and rewarding relationships, understand social and ethical norms and recognize family, school and community resources and supports.

Art

- Brainstorm several ways to create art.
- Set goals to create artwork that is meaningful.
- Explore and invent art making techniques and approaches.
- Utilize and take care of materials, tools and equipment in a manner that prevents danger to myself and others.
- Analyze how past, present and emerging technologies have impacted the preservation and presentation of artwork.
- Create works of art that reflect community traditions.

Music

- Sing alone and with others a varied repertoire of music.
- Correctly count, clap, and write a 2, 3, and 4 beat pattern.
- Play simple tunes on the Recorder.
- Sing and play simple rhythmic or tonal patterns by reading simple music notation.
- Demonstrate while performing, piano (p), forte (f), mezzo forte (mf), and mezzo piano (mp) dynamic levels.

LMC

- Explain what makes a healthy media choices.
- Explain what information about myself is OK to share online.
- Explain how my online activity affects the digital footprints of myself and others.
- Be positive and have fun while playing online games and help others do the same.
- Know how to be an upstander when I see cyberbullying.
- Explain what rights and responsibilities we have as creators.
- Find library locations and explain the Dewey Decimal system (holiday books, graphic

- novels, picture books, paperback books, fiction books, nonfiction books
- Get to World Book Online, know that is an online encyclopedia, and have some experience using it.
- Tell you about some book suggestions, authors, and stories that I have enjoyed.
- Make a low-tech/no-tech project.
- Evaluate online resources for research.
- Use Destiny to find books in the library, place books on hold, and see what I have checked out.

Physical Education

- Handle tough situations as I have faced some of my fears in PE and been motivated to do my best.
- Do basic motor skills and fundamental skills in many different sports.
- Play games with others using sportsmanship and teamwork.
- Find my heart rate and use a heart rate monitor to see the level of performance I am working at. I can tell what heart rate zone my body is in to count as my 30-60 minutes a day of physical activity.
- Tell if I am in an aerobic or anaerobic sport or activity.
- Identify my major bones and muscles.

STEAM Education

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- Digital Communications-Develop storyboards and create unique video projects.
- Digital Design-Use a simple CAD program to design projects for 3D printing.

[STEAM Education website](#)

Human Growth & Development

- Understand the physical and emotional changes experienced during puberty and acknowledge these changes are a normal part of growth and development
- Understand the importance of good personal hygiene
- Learn about making good decisions and how powerful words can make a positive impact
- Learn how to stay healthy and confident from the changes that occur during puberty (Example: Eating well and making safe decisions)
- Understand the importance of talking to parents/trusted adults about feelings and questions during puberty (to better understand and get the support that may be needed)

**MATERIALS
FROM
DPI FILE**



Date: March 4, 2024

To: Jamie and Andrew Puckett

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

Subject: Small Territory Detachment; Right to Appeal **File 2024-30**

The petition, **file 2024-30**, to detach property from the School District of Poynette and attach it to the School District of Lodi, has been denied. Petitioners whose property detachment requests have been denied have a right to appeal under the provisions of section 117.12(4), Wisconsin statutes.

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

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

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

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

Enclosure
KF



Date: March 28, 2024
To: Jamie and Andrew Puckett
From: Kathy Fry, Secretary
School District Boundary Appeal Board (SDBAB)
Subject: Request for SDBAB Review – File #2024-30

This memo acknowledges receipt of your request for review by a panel of the School District Boundary Appeal Board (SDBAB) of File 2024-30, a petition to detach property from the School District of Poynette. 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: Randy Tomlinson, Clerk, School District of Poynette
Terry Haag, Clerk, School District of Lodi
From: Kathy Fry, Secretary
School District Boundary Appeal Board
Subject: School District Boundary Appeal Board Hearing, File #2024-30

A request for review of File #2024-30, a petition to detach territory from the School District of Poynette and attach it to the School District of Lodi, has been filed with the Secretary of the School District Boundary Appeal Board (SDBAB). A copy is enclosed for your information. The petitioner has paid the required \$750 filing fee.

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

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

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

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

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

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

Page 2

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

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

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

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

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

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

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

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

Thank you.

Kathy Fry
School Administration Consultant
Wisconsin Department of Public Instruction

Enclosures

cc: Dr. Jerome Pritzl, District Administrator, School District of Poynette
Lisa Hazard, Executive Assistant, School District of Poynette
Vince Breunig, District Administrator, School District of Lodi
Maureen Palmer, Executive Assistant to the District Administrator, School District of Lodi

2022-23 DATA

1. GENERAL INFORMATION	<u>Poynette</u>	<u>Lodi</u>
Type of District	Common	Common
Grades Taught	K4-12	K4-12
Area in Square Miles	111.53	140.88
CESA	7	7

2. 2022-23 RESIDENT ENROLLMENT	September 2022 Pupil Count		Summer 2022 Pupil Count	
	<u>Poynette</u>	<u>Lodi</u>	<u>Poynette</u>	<u>Lodi</u>
Summer School F.T.E.			20	56
Pre-K / Kind	138	198		
Grades 1-12	889	1,269		
District Total	1,027	1,467		

3. 2022-23 ATTENDANCE CENTERS	Total Number of Centers	
	<u>Poynette</u>	<u>Lodi</u>
Elementary	1	3
Intermediate		
M.S./Jr. High		
Academy		
Charter		
Middle/ High School		1
High Schools	1	1
District Total	2	5

4. 2022-23 STAFF INFORMATION						
	<u>District F.T.E.</u>		<u>District Pupil/Staff Ratio</u>			
	<u>Poynette</u>	<u>Lodi</u>	<u>Poynette</u>	<u>Lodi</u>	<u>STATE</u>	
Licensed Instruction	50.82	124.95	11.49	12.88	69509.45	11.84
Administrative	5.75	7.60	101.57	211.71	4472.89	183.95
Aides/Support/Other	25.12	80.21	23.25	20.06	39208.50	20.99
District Total	81.69	212.76	7.15	7.56	113190.84	7.27

5. MEMBERSHIP		
(Membership is resident enrollment adjusted for full-time equivalency.)		
	<u>Poynette</u>	<u>Lodi</u>
2022-23 Membership (Used for 2022-23 October Aid Certification)	1,043	1,490

6. DISTRICT VALUATION INFORMATION		
	<u>Poynette</u>	<u>Lodi</u>
Fall 2022 Tax Apportionment Value (TIF-OUT Valuation)	\$ 472,483,653	\$ 1,063,119,101
Fall 2022 Value Per FTE Member (Using 2022-2023 Membership)	\$ 453,004	\$ 713,503

7. 2022-23 ANNUAL TOTAL EXPENDITURES		
	<u>Poynette</u>	<u>Lodi</u>
FUND 10 - General	\$ 13,686,013	\$ 21,264,206
FUND 38- Debt Service	\$ 126,784	\$ 101,809
FUND 39- Debt Service	\$ 3,682,288	\$ 1,107,431
FUND 80 - Community Service	\$ 22,957	\$ 535,008

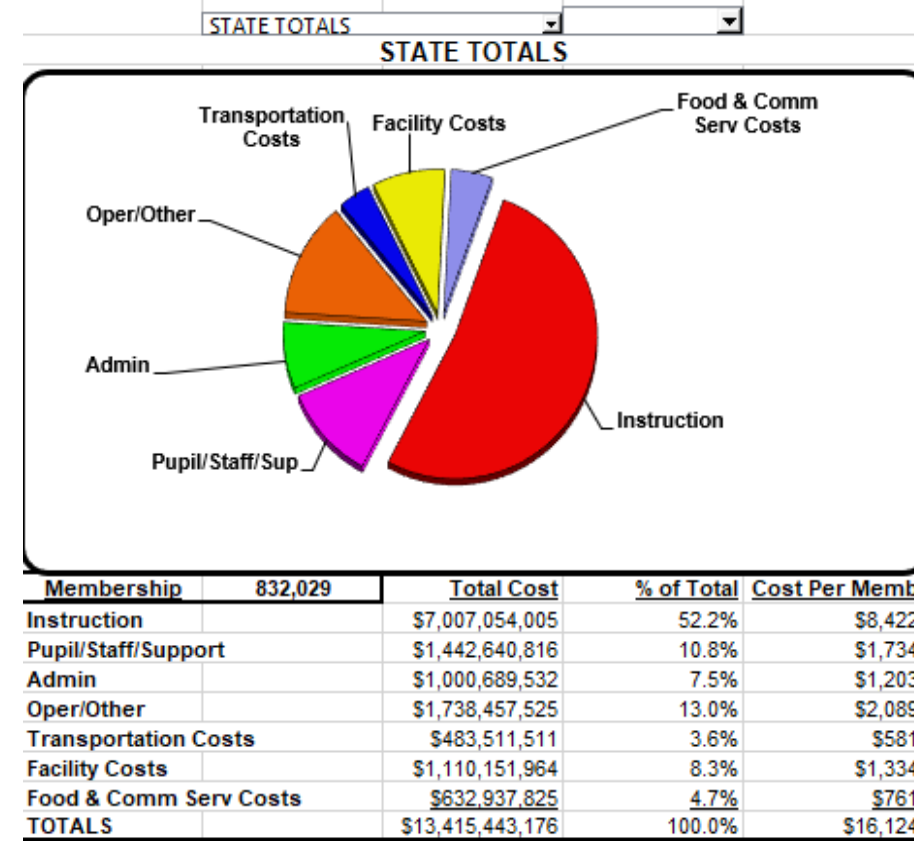
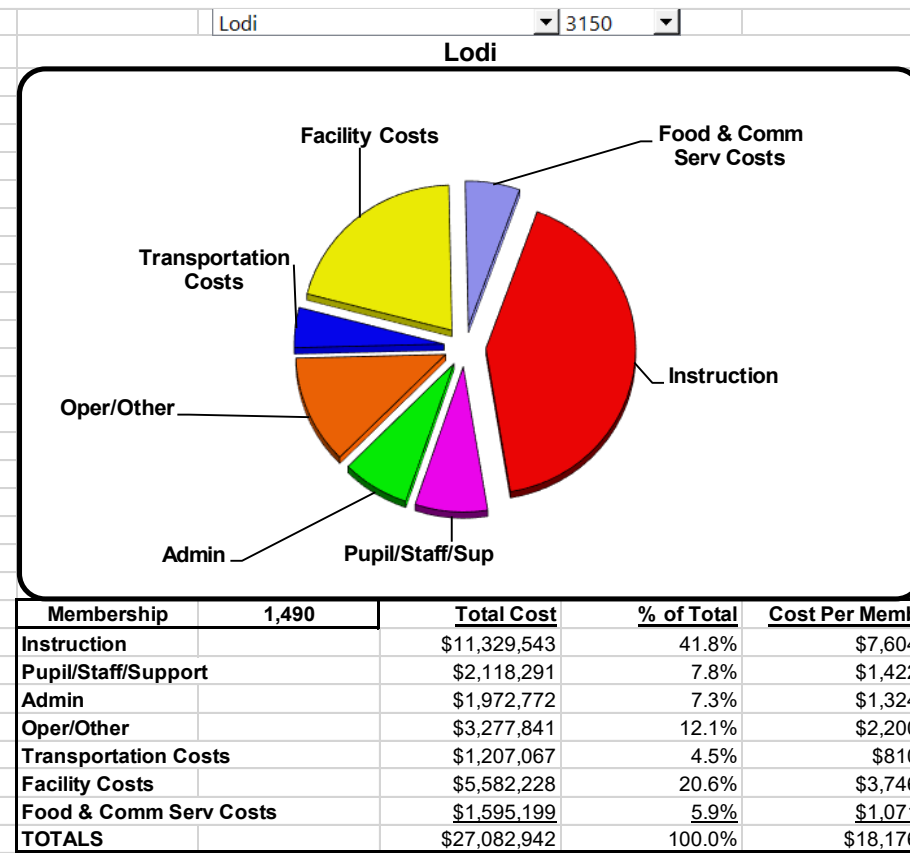
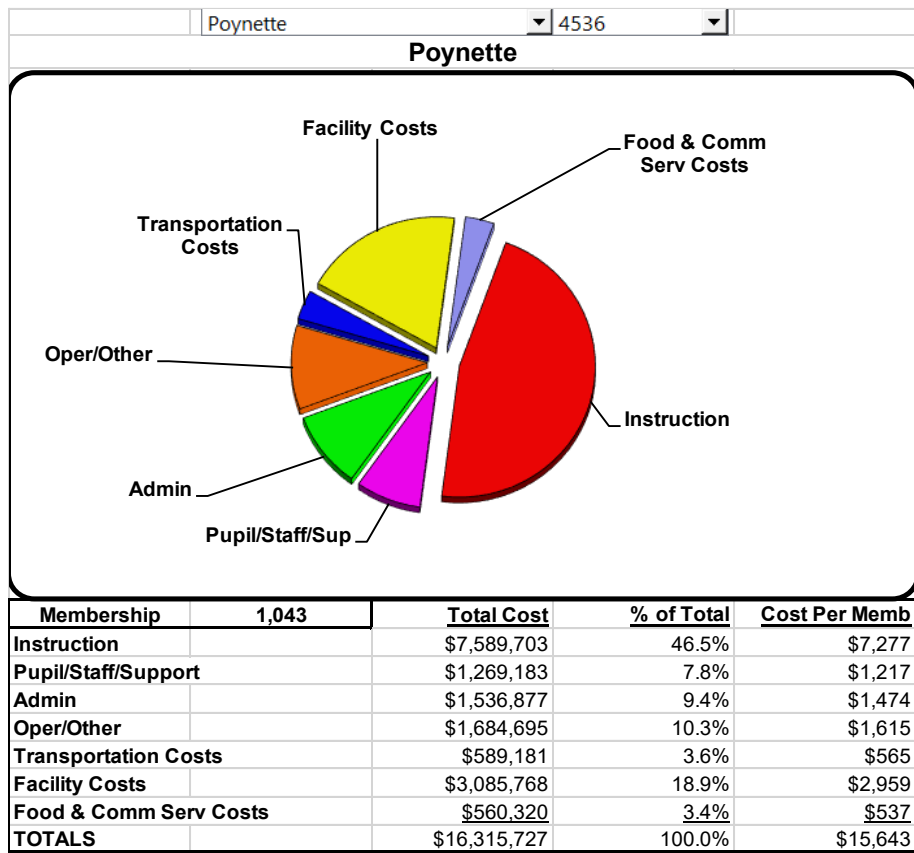
8. 2022-23 EQUALIZATION AID		(2022-2023 October Certification)	
(Based on 2021-2022 Expenditures & Membership)			
	<u>Poynette</u>		<u>Lodi</u>
Equalization Aid	\$ 6,080,330	\$	5,446,418
Equalization Aid/Member	\$ 5,830	\$	3,655

9. LONG-TERM INDEBTEDNESS & BORROWING POWER			
(As of October 2022)			
	<u>Poynette</u>		<u>Lodi</u>
Total Potential Borrowing Power	\$ 96,643,799	\$	169,025,614
Long-Term Indebtedness	\$ 21,465,000	\$	10,049,860
Remaining Borrowing Power	\$ 75,178,799	\$	158,975,754
Percent of Borrowing Power Remaining (%)	77.8%		94.05%
(Using 2022 TID-IN Valuation)	\$ 966,437,993	\$	1,690,256,140

10. FALL 2022 SCHOOL TAX LEVY			
	<u>Poynette</u>		<u>Lodi</u>
FUND 10 - General	\$ 4,328,883.00	\$	13,036,328.00
FUND 38 Non-Referendum Debt	\$ 130,720.00	\$	101,809.00
FUND 39 - Debt Service	\$ 3,653,119.00	\$	1,029,463.00
FUND 41 - Capital Expansion	\$ -	\$	2,180,000.00
FUND 80 - Community Service	\$ 10,000.00	\$	400,000.00
Prior Year Tax Chargebacks	\$ -	\$	-
Total Tax Levied (ALL FUNDS)	\$ 8,122,722.00	\$	16,747,600.00
Total Tax Levy Rate (Mill Rate)	8.50		9.96

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