

COVER FOR OFFICIAL FILE

SCHOOL DISTRICT BOUNDARY APPEAL BOARD

File No: 2023-11

From: School District of New Glarus

To: School District of Belleville

Appellant(s): John and Tedra Skelton

Address: W3964 Vista Lane
Belleville, WI

SDBAB Hearing

Date: Wednesday, May 10, 2023

Time: 2:00 PM

Location: Via videoconferencing on Microsoft Teams
+1 608-620-9781, Conference ID: 296 225 815#

School District Boundary Appeal Panel (Board) Members:

1. Tracie Skoglund, CESA 12 (small)
2. Dawn VanAacken, CESA 1 (medium)
3. Laura McCoy, CESA 7 (large)

Chair: Kathy Fry

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 #	23-11
Petitioner(s)	John and Tedra Skelton
Detaching District	New Glarus
Attaching District	Belleville

1/27/2023	The detaching district received the petition.
2/13/2023	The school board of the attaching district approved the reorganization.
2/13/2023	The school board of the detaching district denied the reorganization
2/14/2023	The petitioner was notified about the right to appeal.
2/23/2023	An appeal request was received from the petitioner.
5/10/2023	Date of Appeal Hearing
2:00 PM	Time of Hearing
Virtual via Teams	Location of Hearing
	Hosted in Madison, Wisconsin
0	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

COPY

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/sms/reorganization/small-territory-owner> on the Internet 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) John & Tedra Skelton

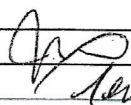
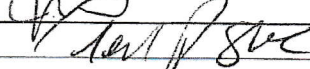
Address (street, city, zip) W3964 Vista Ln, Belleville, WI 53508

Phone Number 608-503-3628 E-mail tedra.mitchell@gmail.com

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:
Parcel Number 23 014 - 0144.0001
Sec. 21, T4N, R8E
CSM 2260 (V1-P259) Lot 9 BNG PRT W2 SW4 Incl easement

(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 New Glarus School District and to attach it **TO** the Belleville School District.

(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)			
SIGNATURE(S)		DATE	Property Owner	Elector	Both Owner and Elector
1.		1/17/23			<input checked="" type="checkbox"/>
2.		1/17/23			<input checked="" type="checkbox"/>


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

The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)		<input checked="" type="radio"/> YES	<input type="radio"/> NO
School District where territory is located	<u>New Glarus</u>	Value of Property	<u>\$530,400.00</u>
Municipality where territory is located	<u>Town of Exeter</u>	Year Value was Determined	<u>2022</u>
County where territory is located	<u>Green</u>	Assessment Ratio	<u>0.904117862</u>

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

SIGNATURE OF MUNICIPAL CLERK		Date: <u>1/17/2023</u>
Name of Clerk (please print)	<u>Dawn Marie Sass</u>	
Mailing Address	<u>W2998 State Rd. 92 Belleville, WI 53508-9643</u>	
Phone Number	<u>(608) 424-3095</u>	E-mail Address <u>clerk@townofexeter.com</u>

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

District receiving petition	<u>School District of New Glarus</u>	Date received	<u>1/27/23</u>
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 rd Friday in September or 2 nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>0</u>
Name of School District Clerk (please print)	<u>Corrine Hendrickson</u>	Phone	<u>608-438-3901</u>
SIGNATURE OF SCHOOL DISTRICT CLERK 			

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

Secretary, School District Boundary Appeal Board
Department of Public Instruction

REQUEST FOR REVIEW OR APPEAL SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

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

INFORMATION PROVIDED BY THE REQUESTER (please print or type)			
Name(s): <u>John & Tedra Skelton</u>			
Mailing Address (street, city, zip): <u>W3964 Vista Ln, Belleville 53508</u>			
Phone Number	<u>651-503-3628</u>	E-mail Address	<u>tedra.mitchell@gmail.com</u>
In which School District is the property located?	<u>New Glarus</u>		
What is the File # for the Petition?	<u>23-11</u>		

I/we, the undersigned, file this petition for review or notice of appeal for the file or order identified above.				
(Use page 2 for additional signatures if there are multiple requesters)	(For each signature check one)			
SIGNATURE(S) of requester identified above	DATE	Property Owner	Elector	Both Owner and Elector
1. <u>Tedra Skelton</u>	<u>2/19/23</u>			<u>X</u>
2. <u>John Skelton</u>	<u>2/19/23</u>			<u>X</u>

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

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

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

**MATERIALS
FROM
DETACHING
DISTRICT**



School District of New Glarus

P. O. Box 7
1701 Second Street
New Glarus, WI 53574

District (608) 527-2410
Fax (608) 527-5101
www.ngsd.k12.wi.us

May 8, 2023

<VIA EMAIL: Kathleen.Fry@dpi.wi.gov>

Kathy Fry
Secretary
School District Boundary Appeal Board
PO Box 7841
Madison, WI 53707-7841

RE: School District Boundary Appeal Board Hearing – File #23-11

Dear Ms. Fry:

I have enclosed with this letter the records requested by the School District Boundary Appeal Board (SDBAB) on May 4, 2023, and other relevant information we ask the SDBAB to consider during the hearing and deliberations.

The New Glarus School District (NGSD) opposes the petition because it would permanently transfer tax revenue from NGSD without impacting any child's educational options. NGSD has experienced declining overall enrollment in each of the last three (3) academic years, reducing state aid and operating revenues. Granting the petition will further impact NGSD's operating budget. NGSD is also concerned that the Petitioner's rationale to justify adjusting the boundary will lead to additional petitions in the area where school-aged children residing along the same street attend different school districts.

Additionally, there are alternative options for future school-aged children living on the property to attend either school district without granting the petition. For example, general education open enrollment is available for the Belleville School District and NGSD. However, NGSD does not have space available in its special education program for open enrollment, while Belleville School District has limited space.

NGSD encourages the SDBAB to deny the appeal for the above-stated reasons and the balancing of all the statutorily required criteria.

Thank you for your attention to this matter.

Sincerely,

Dr. Jennifer Thayer
Superintendent, New Glarus School District

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/sms/reorganization/small-territory-owner> on the Internet 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) John & Tedra Skelton

Address (street, city, zip) W3964 Vista Ln, Belleville, WI 53508

Phone Number 651-503-3628 E-mail tedra.mitchell@gmail.com

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:
Parcel Number 23014-0144.0001
Sec. 21, T4N, R8E
CSM 2260 (V7-P29A) Lot 9 BNG PRT W/2 SW/4 Incl easement

(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 New Glarus School District and to attach it **TO** the Belleville School District.

(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)			
SIGNATURE(S)		DATE	Property Owner	Elector	Both Owner and Elector
1.		1/17/23			<input checked="" type="checkbox"/>
2.		1/17/23			<input checked="" type="checkbox"/>

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

The legal description of the territory proposed for detachment is sufficient to identify its location and value. ☒ YES ☐ NO
(If no, return the form to the petitioner.)

School District where territory is located	<u>New Glarus</u>	Value of Property	<u>\$530,400.00</u>
Municipality where territory is located	<u>Town of Exeter</u>	Year Value was Determined	<u>2022</u>
County where territory is located	<u>Green</u>	Assessment Ratio	<u>0.904117862</u>

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

SIGNATURE OF MUNICIPAL CLERK _____ **Date:** 1/17/2023

Name of Clerk (please print) Dawn Marie Sass

Mailing Address W2998 State Rd. 92 Belleville, WI 53508-9643

Phone Number (608) 424-3095 E-mail Address clerk@townofexeter.com

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

District receiving petition	<u>School District of New Glarus</u>	Date received	<u>1/27/23</u>
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 rd Friday in September or 2 nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>0</u>
Name of School District Clerk (please print)	<u>Corrine Hendrickson</u>	Phone	<u>608-438-3901</u>
SIGNATURE OF SCHOOL DISTRICT CLERK <u>Corrine Hendrickson</u>			

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

Secretary, School District Boundary Appeal Board
Department of Public Instruction

Example form
provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

PO Box 7841

Madison, WI 53707-7841

(For more information contact Janice Zmrazek, 608/266-2803, Janice.zmrazek@dpi.wi.gov. Both districts must act on this petition by March 1.)

**SCHOOL DISTRICT OF NEW GLARUS
RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER**

WHEREAS a meeting of the school board of the New Glarus School District was held on February 13, 2023, and

WHEREAS, the property owners, John and Tedra Skelton of the following-described property have requested to detach:

W3964 Vista Ln. Belleville, Wi. 53508
Parcel number 23014-0144.0001,
Sec. 21, T4N, R8E
CSM 2260 (V7-P259) Lot 9 BNG PRT W2 SW4 incl. easement.

from the New Glarus School District and **attach said property to** the Belleville School District, and

WHEREAS, the description of the property has been certified as accurate by Dawn Marie Sass, Municipal Clerk of the Town of Exeter, Green County, Wisconsin, and

WHEREAS the value of the property as of the most recent assessment was \$530,400.00 and

WHEREAS the number of pupils residing on the territory as of the last count date was 0, and

WHEREAS, the above-identified property owners were properly noticed, by a communication dated February 6, 2023, and the item appeared in the school board agenda for the meeting dated February 13, 2023,

NOW, THEREFORE, BE IT RESOLVED that an order be issued and filed approving denying the detachment.

Introduced by: Larry Stuessy

Seconded by: Travis Zimmerman

Vote: Yes 7 No 0

Dated this 13th day of February, 20 23

Corrine Hendrickson
Clerk, New Glarus School District

AGENDA

**SCHOOL DISTRICT OF NEW GLARUS
REGULAR SCHOOL BOARD MEETING
MONDAY, FEBRUARY 13, 2023
7:15 PM**

**HIGH SCHOOL LIBRARY/MEDIA CENTER, ROOM 183
1701 2ND STREET
NEW GLARUS, WISCONSIN 53574**

**JOIN ZOOM MEETING USING LINK
[HTTPS://US02WEB.ZOOM.US/J/88286424869?PWD=CY9BL2RJDNVPCMZCWFJK
BMLMMLJ6QT09](https://us02web.zoom.us/j/88286424869?pwd=Cy9BL2RjdnVpcmZCWfJKbmlmMLJ6QT09) BY PHONE USING 1-646-568-7788
MEETING ID 882 8642 4869 & PASSWORD 190864**

- I. CALL TO ORDER**
 - A. Agenda Published
 - B. Roll Call
 - C. Approval of Agenda and Revisions
- II. INTRODUCTIONS-PRESENTATIONS**
 - A. FFA
- III. PUBLIC COMMENT PERIOD**
- IV. APPROVAL OF CONSENT AGENDA**
 - A. Item(s) To Be Removed From Consent Agenda
 - 1. Board Minutes
 - 2. Approval of Bills
 - 3. Treasurer's Report
 - 4. Staffing Report
 - 5. Donations
 - B. Discuss Item(s) Removed From Consent Agenda

- V. **COMMITTEE UPDATES**
 - A. Policy, Communication & Advocacy
 - B. Handbook and Personnel
 - C. Budget
 - D. Curriculum, Sports & Co-Curricular
 - E. Facilities, Transportation & Technology
- VI. **DISCUSSION AND POSSIBLE ACTION ITEMS**
 - A. Petition to Alter School District Boundaries
 - B. Academic and Career Planning (ACP) Plan Review
 - C. Review Auditor Bids & Select Auditor
 - D. Resignations
 - E. New Hires
- VII. **DISCUSSION ITEMS**
 - A. Teaching/Learning Coordination Update
 - B. New Teacher Mentor Plan Update
 - C. Administrative and Teaching Changes for 2023-24
 - D. April Operating Referendum Communication
 - E. School-Based Mental Health - New Partnership With Orian and Caring For Kids
- VIII. **FUTURE AGENDA ITEMS**
- IX. **ANNOUNCEMENTS**
- X. **FUTURE SCHOOL BOARD AND COMMITTEE MEETINGS**
 - A. February 27, 2023 - Discussion & Regular Board Meeting - 7:15 p.m.
 - B. March 13, 2023 - Discussion & Regular Board Meeting - 7:15 p.m.
- XI. **Closed Session:** The Board of Education will entertain a motion to convene in closed session pursuant to Wis. Stat. 19.85 (1)(e) to deliberate or negotiate the purchase of public properties, the investment of public funds, or to conduct other specified public business, whenever competitive or bargaining reasons require a closed session for the purpose of considering bids from and negotiations relating to selecting a construction management firm.

XII. ADJOURN

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING. INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE ACTIONS THAT MAY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

UPON REQUEST TO THE DISTRICT OFFICE, SUBMITTED TWENTY-FOUR (24) HOURS IN ADVANCE, THE DISTRICT SHALL MAKE REASONABLE ACCOMMODATIONS INCLUDING THE PROVISION OF INFORMATIONAL MATERIAL IN AN ALTERNATIVE FORMAT FOR A DISABLED PERSON TO BE ABLE TO ATTEND THIS MEETING.

POSTED:

NEW GLARUS ELEMENTARY SCHOOL
NEW GLARUS MIDDLE SCHOOL
NEW GLARUS HIGH SCHOOL
NEW GLARUS POST OFFICE
THE BANK OF NEW GLARUS
LAKE RIDGE BANK – NEW GLARUS BRANCH
WOODFORD STATE BANK – NEW GLARUS BRANCH

SCHOOL DISTRICT OF NEW GLARUS DISCUSSION AND REGULAR SCHOOL BOARD MEETING

Monday, February 13, 2023

CALL TO ORDER

The meeting was called to order at 7:18 p.m. by Board President, Bill Oemichen. The agenda was posted at the New Glarus Elementary School, New Glarus Middle School, New Glarus High School, Bank of New Glarus, New Glarus Post Office, State Bank of Cross Plains – New Glarus Branch, Woodford State Bank – New Glarus Branch, and the District Website.

ROLL CALL

Present: Bill Oemichen, Larry Stuessy, Travis Zimmerman, Corrine Hendrickson, Cari Ann Muggenburg, Ron Roesslein, and Casey Umhoefer.

APPROVAL OF AGENDA AND REVISIONS

Motion by Larry Stuessy to approve the agenda as presented. Second by Cari Ann Muggenburg. Motion carried 7-0.

INTRODUCTIONS –PRESENTATIONS

FFA

FFA Advisor, Ms. Mielke, FFA Officers, and chapter members provided an update to the Board on what the chapter has been up to this year. Members spoke about attending the FFA National Conference, leadership development events, hosting a leadership event, and upcoming scheduled school events.

PUBLIC COMMENT PERIOD

~None

APPROVAL CONSENT AGENDA

ITEM(S) TO BE REMOVED FROM CONSENT AGENDA

1. BOARD MINUTES & CLOSED SESSION MINUTES
2. APPROVAL OF BILLS
3. TREASURER'S REPORT
4. STAFFING REPORT
5. DONATIONS

Motion by Larry Stuessy to approve the Consent Agenda as presented. Second by Casey Umhoefer. Motion carried 7-0.

COMMITTEE UPDATES

POLICY, COMMUNICATION & ADVOCACY; Did not meet.

HANDBOOK AND PERSONNEL; Met. The Committee considered new sick leave payout language for the Employee Handbook, and reviewed the Administrative and Teaching Changes for 2023-24.

BUDGET; Met. The Committee reviewed auditor bids and received an update and overview on interest earnings and arbitrage.

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

FACILITIES, TRANSPORTATION, AND TECHNOLOGY; The Committee met in closed session.

DISCUSSION AND POSSIBLE ACTION ITEMS

A. PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

The Board reviewed and discussed the petition to detach property from the School District of New Glarus.

Motion by Larry Stuessy to deny the petition to detach property from the School District of New Glarus. Second by Travis Zimmerman. Motion carried 7-0.

B. ACADEMIC AND CAREER PLANNING (ACP) PLAN REVIEW

Mr. Edge and Dr. Eichelkraut provided the Board with information on the updated Academic and Career Planning (ACP) plan review.

Motion by Travis Zimmerman to approve the Academic and Career Planning (ACP) updated plan as presented. Second by Cari Ann Muggenburg. Motion carried 7-0.

C. REVIEW AUDITOR BIDS & SELECT AUDITOR

The Board reviewed bids for auditing services for the next three years.

Motion by Travis Zimmerman, Budget Committee Chair to approve the bid received from Johnson Block & Co., our current auditor. Motion carried 7-0.

D. RESIGNATIONS

1. Steve Wehrley – HS Head Cross Country Coach

The Board reviewed the resignation of Steve Wehrley as HS Head Cross Country Coach.

Motion by Casey Umhoefer to approve the resignation of Steve Wehrley HS Head Cross Country Coach as presented. Second by Ron Roesslein. Motion carried 7-0.

DISCUSSION ITEMS

A. TEACHING/LEARNING COORDINATION UPDATE

Dr. Thayer presented the Board with an update on the Teaching/Learning Coordination duties that the Administration have been covering this year.

B. NEW TEACHER MENTOR PLAN UPDATE

Mr. Edge provided the Board with an update on the Teacher Mentor plan that was put into place earlier this year.

C. ADMINISTRATIVE AND TEACHING CHANGES FOR 2023-24

The Administration shared a plan for Administrative and Teaching Changes for 2023-24 with the Board.

D. APRIL OPERATING REFERENDUM COMMUNICATION

Dr. Thayer shared information about the April Operating Referendum communications with the Board.

E. SCHOOL-BASED MENTAL HEALTH – NEW PARTNERSHIP WITH ORION AND CARING FOR KIDS

The Administration presented information to the Board on a new school-based mental health partnership with Orion and Caring for Kids.

FUTURE SCHOOL BOARD AND COMMITTEE MEETINGS.

- February 27, 2023 - Discussion and Regular Board Meeting – 7:15 p.m.
- March 13, 2023 – Discussion and Regular Board Meeting – 7:15 p.m.

ANNOUNCEMENTS

~None

CLOSED SESSION:

The Board of Education will entertain a motion to convene in closed session pursuant to Wis. Stat. 19.85 (1) (e) to deliberate or negotiate the purchase of public properties, the investment of public funds, or to conduct other specified public business, whenever competitive or bargaining reasons require a closed session for the purpose of considering bids from and negotiations relating to selecting a construction management firm.

Motion by Larry Stuessy to move into closed session at 9:15 p.m. Second by Cari Ann Muggenburg. Motion carried by a roll call vote 7-0.

Bill Oemichen, Aye, Larry Stuessy, Aye, Travis Zimmerman, Aye, Corrine Hendrickson, Aye, Cari Ann Muggenburg, Aye, Casey Umhoefer, Aye, Ron Roesslein, Aye.

Motion by Larry Stuessy to move into open session at 9:36 p.m. Second by Casey Umhoefer. Motion carried 7-0 with a roll call vote.

Bill Oemichen, Aye, Larry Stuessy, Aye, Travis Zimmerman, Aye, Corrine Hendrickson, Aye, Cari Ann Muggenburg, Aye, Casey Umhoefer, Aye, Ron Roesslein, Aye.

Bill Oemichen, as chair of the Facilities and Transportation committee, moved on behalf of the committee to accept the Kraemer bids for the High School/Middle School Tech Ed addition and designated alternate projects, and to reject the Kraemer bids for the Elementary renovations and the proposed new Primary School due to the high cost. Motion carried 7-0.

ADJOURN

Motion by Larry Stuessy to adjourn the meeting at 9:38 p.m. Second by Casey Umhoefer. Motion carried 7-0.

Respectfully submitted by Corrine Hendrickson/Kris Anderson

New Glarus Elementary School – Course Offerings

- Reading/writing/language arts
- Math
- Science
- Social studies
- Health
- Phy ed
- Library/technology
- Music
- Band
- Art
- Guidance

New Glarus Middle School – Course Offerings

- Reading/writing/language arts
- Math
- Science
- Social studies
- Health
- Phy ed
- Library/technology
- Choir
- Band
- Art
- Foreign language - Spanish and German
- Family and Consumer Science
- Tech Ed
- Agriculture
- Personal Finance
- Business
- Computer Science

2023-2024

COURSE HANDBOOK



NEW GLARUS
HIGH SCHOOL

Table of Contents

What you need to know when planning your education.....	3
HIGH SCHOOL GRADUATION REQUIREMENTS	3
GPA.....	4
GUIDE TO COURSE SELECTION	4
Requirements for 9 TH GRADE:	4
Requirements for 10 TH GRADE:	4
Requirements for 11 TH GRADE:	4
Requirements for 12 TH GRADE:	4
ITEMS TO NOTE FOR POST-HIGH SCHOOL PLANS.....	5
4-Year College Minimum Entrance Requirements	5
Upper Tier 4-Year College Entrance Requirements	5
New Glarus High School Physical Education Waiver Option	6
Agriculture & Natural Resources	8
Art & Design Education	10
Business Education	13
Employment Education.....	15
English	18
Family & Consumer Sciences	22
Foreign Language	24
Health & Physical Education	27
Library & Media	30
Mathematics	31
Medical Occupations.....	35
Music Band & Chorus.....	36
Project Lead the Way Program	39
Science	42
Social Studies	45
Technology & Engineering	49
COURSE ROTATIONS	52

What you need to know when planning your education...

HIGH SCHOOL GRADUATION REQUIREMENTS

Students need 28 credits total in order to graduate from New Glarus High School.

- **4 credits of English** – Students are required to meet the proficiencies of English 1, 2 and 3.
- **3.5 credits of Social Studies** –9th/10th Grade Social Studies (1.0), US History (1.0) and Service Learning (.5) are required for all students. One (1.0) credit elective must be selected by the student from other course offerings.
- **3 credits of Science** - Freshmen are required to take Biology (1.0) and Chemistry (1.0) is recommended for all sophomores. One (1.0) credit elective must be selected by the student from other course offerings.
- **4 credits of Mathematics** - Please note that Algebra 2 is required for admission into a four-year university.
- **1.5 credits of Physical Education** - Freshmen are required to take Physical Education 9 (.5). See page 6 for Physical Education Waiver Option Information.
- **Academic & Career Planning Coursework**
 - **.5 credits of College and Career Readiness (CCR)** – All Freshmen take this course
 - **.5 credits Employability Skills Program (ESP)** – All Sophomores take this course
 - **.5 credits of College Success/ACT Prep** –Juniors take this course
- **.5 credits of Health** - Required for Freshmen
- **10 credits of other coursework**

All students are required to take 2.5 credit each trimester(7.5 credits each academic year) unless granted permission from the principal, school counselor, and/or SPED case manager.

Please note that this is a graduation policy. It does not guarantee admission into your college of choice. Please make note of the college entrance requirements listed on page 5, as many colleges require/recommend that a student complete more credits than our graduation requirements.

Also important to note: Courses are offered based upon student demand. Course offerings that receive few requests in a given year, may not be offered. Course offerings may also change as a result of state requirements, staffing, scheduling, or resources.

Drop/ Add Procedures

Drop/Add's can be made before the school year begins or through the Friday of the first week of each new trimester. No changes can be made on the first day of each new trimester. Dropping any class after that will result in a W/F (Withdraw/Failure) unless it gets administrative approval.

Students with case managers will be required to initiate all changes through the case manager.

GPA

All courses offered that receive a letter grade will count toward GPA. Working as a teacher assistant (TA), peer tutor, and/or library aide are graded on a Pass/Fail basis.

GUIDE TO COURSE SELECTION

Requirements for 9TH GRADE:

English 1	1.5 credit	PE 9	.5 credit
Math	1.5 credit	Health	.5 credit
Biology	1 credit	College/Career Readiness	.5 credit
Social Studies 9/10	1 credit	*Additional 1.5-3.5 credits	

Requirements for 10TH GRADE:

English 2	1.5 credit	Chemistry or Other	1 credit
Social Studies 9/10	1 credit	Employability Skills	.5 credit
US History		PE***	.5 credit
Math	1.5 credit	*Additional 1.5-3.5 credits	

Requirements for 11TH GRADE:

English 3	1 credit	*Math	1 credit
US History	1 credit	College Success	.5 credit
*Social Studies	**1 credit	PE***	.5 credit
*Science	**1 credit	*Additional 2.5-4 credits	

Requirements for 12TH GRADE:

*English	1 credit
Service Learning	.5 credit
*Additional 6-7.5 credits	

*Students wishing to attend upper-tier institutions (for example, Harvard, Northwestern, University of Wisconsin-Madison), should enroll in the advanced sections of these curriculum areas. In addition, students should take foreign language and additional social studies courses. AP Courses are strongly encouraged.

**Students may select from several .5 credit courses. However, they must take a minimum of 1 full credit.

***Students must complete an additional 1 credit of Physical Education sometime during their sophomore, junior or senior years. One .5 credit may be in the form of the Phy Ed Waiver. (See following pages for more information.)

SPECIAL NOTES

Post-Secondary schools have varying entrance requirements. Please consult college websites for full admissions criteria.

Foreign Language will be required at some post-secondary schools.

Keep in mind NGHS graduation requirements and college entrance requirements that apply to your individual needs during scheduling.

ITEMS TO NOTE FOR POST-HIGH SCHOOL PLANS

- 2- & 4-Year Colleges: require 3 years of math and science. They also require an ACT score. Most universities also require foreign language credits.
- Technical College: specific programs require 3 years of math or science. They may also require additional placement test scores.
- Financial Aid: once you get a letter of acceptance, explore the opportunities for financial aid from that institution. Apply for FAFSA, the Free Application for Federal Student Aid, at www.fafsa.ed.gov.
- Military: requires meeting with a recruiter for specific requirements and information. They also require an ASVAB (Armed Services Vocational Aptitude Battery) score.
- Apprenticeship Programs: require a special application process. See Mrs. Plourde for more information.

4-Year College Minimum Entrance Requirements

Entering freshmen must graduate from a recognized high school or earn the equivalent (i.e., GED).

English	4 Credits
Social Studies	3 Credits
Math*	3 Credits
Science	3 Credits
Foreign Language	0-3 Credits
Additional Core:	1-4 Credits
Total Core:	17+ Credits

*Math must include Algebra 2

Colleges also have ACT and/or SAT score requirements which vary from school to school. A score of 21-27 is required for a typical 4-year school. Most schools use a holistic review process that incorporates GPA, class rank, ACT/SAT scores and extra-curricular involvement when making their admissions decision.

Upper Tier 4-Year College Entrance Requirements

English	4-5 Credits
Social Studies	4-5 Credits
Math*	4-5 Credits
Science	4-5 Credits
Foreign Language	4-5 Credits
Total Core:	20-25+ Credits

*Math should include Precalculus and AP Calculus.

Institutions have varying entrance requirements. In order to create a competitive résumé, a student should take as many advanced and AP courses as possible. Participation in extracurricular activities, clubs, and organizations is crucial as entrance to these institutions is very competitive and it is desirable to see that a student is actively involved in their school and community. Most universities use a formula that incorporates GPA, class rank, and ACT/SAT scores. Upper Tier institutions frequently require class ranks to be within the top ten percent of the graduating class. Typically a score of 27-34 on the ACT is also required for these institutions. ***Even meeting these criteria is not a guarantee that you will be admitted.***

New Glarus High School

Physical Education Waiver Option

According to Wisconsin Act 105 Section 8.118.33, students have the option of completing additional coursework in lieu of .5 credits of Physical Education. It has been determined that we will allow this at New Glarus High School according to the guidelines listed below.

Students who participate in a WIAA-sanctioned sport have the option to substitute .5 credits of the 1.5 Physical Education credits for graduation if they take an additional math, science, English, Social Studies, or health education class above and beyond the graduation requirements. A detailed explanation of current graduation requirements can be found on page 3 of this course handbook.

In order to be approved for this Physical Education waiver, students must complete a contract (**see back of book for contract paperwork**) with the intent to use a particular sport as an exemption from a Physical Education class with the following expectations...

- Student states the intended sport of participation
- Student states the class that will be replacing the .5 credit of Physical Education
- Student completes the contract by May 31, 2023

In order to substitute the .5 credits of Physical Education the student must participate in a WIAA sanctioned sport offered by New Glarus High School. The sport participation can take place any time during their sophomore or junior year as well as the first and second trimester sports season (as defined by the WIAA) of their senior year.

Students must also complete the WIAA sanctioned sport in good standing according to the coach and administration and miss no more than two weeks due to injury or illness. Students requesting this option for a Physical Education waiver must not have any athletic code violation or not be academically ineligible during the season credited for the exemption. The student must pass the class they are taking in lieu of the Physical Education class.

If you have any questions, please contact Stephanie Way, High School Counselor.

New Glarus High School
Physical Education Exemption – Student Contract

Student Name: _____ Date: _____

Graduation Year: _____

Intended Sport of Participation: _____

Season (Circle One): Fall Winter Spring

Name of Head Coach: _____

Intended Additional Core Class: _____

(Must be a one-half (.5) credit in the following subject areas and cannot count toward regular graduation requirements: math, science, English, social studies, or health education)

By signing this contract, I understand that I must start and finish the athletic season in good standing in order to receive my .5 credit exemption from physical education. Any athletic code violation or academic suspension during my chosen season will void this contract. I must not have been out for more than two (2) weeks for injury or illness during the sport season.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Administrator Signature (If Needed): _____ Date: _____



Agriculture & Natural Resources

DEPARTMENT STAFF

Ms. Hanna Kearns

Hanna.Kearns@ngsd.k12.wi.us

<i>COURSE</i>	<i>FRESHMAN</i>	<i>SOPHOMORE</i>	<i>JUNIOR</i>	<i>SENIOR</i>
Plant Science	E	E	E	E
Animal Science (Large)	E	E	E	E
Landscape and Floral Design	E	E	E	E
Ag Power	E	E	E	E
Environmental Sustainability (<i>PLTW</i>)	E	E	E	E
Small Animal Vet Tech		E	E	E
Wildlife, Natural Resources & Aquaculture		E	E	E
E = Elective and the year student is eligible for the course				

PLANT SCIENCE

Credit: 0.5

This course explores the world of Plant and Soil sciences. Through the course students will learn how a plant grows from the cell to the end product, from both classroom and greenhouse work. Students are expected to assist with the Spring Plant Sale which they will assist with planting and growing throughout the duration of the class. Students will also get hands-on experience working with hydroponic growing systems.

ANIMAL SCIENCE (LARGE ANIMALS)

Credit: 0.5

The purpose of this class is to inform students about management practices involved in producing livestock such as beef cattle, dairy cattle, swine, and sheep. Units of study include nutrition, genetics, reproduction, breed identification, disease prevention, facility maintenance, health care, and quality product production. Students enrolled in this course will have a better understanding of the meat industry and management practices utilized to get food from farm to fork.

LANDSCAPE AND FLORAL DESIGN

Credit: 0.5

Students in Landscape and Floral Design will gain hands-on experience working with both Agriculture fields. Each year a new landscaping project will allow students to see each step of the process to design, plan and create a landscaped area. From the Floral side, students will gain countless opportunities of hands-on experience to learn about several aspects of the floral design process and industry. Including vase arrangements, bouquets, corsage, boutonniere, and seasonal designs. Students will also gain knowledge in houseplant care and be able to take home some of their very own.

AG POWER

Credit: 0.5

This course is designed to teach students about the basic function and operation of a 4-stroke engine. Students will learn through hands-on experience working with engines to understand parts and their functions. In addition students will learn basic car care and maintenance for their vehicles or future vehicles.

This Course Handbook is also available at www.ngsd.k12.wi.us

ENVIRONMENTAL SUSTAINABILITY (PLTW)

Credit: 1.0

Students in this course investigate and design solutions to solve real work challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions through project based learning.

SMALL ANIMAL VET TECH

Credit: 0.5

Grades: 10-12

This course will investigate the wonderful world of the small animal science industry. This course will include units on nutrition, grooming, handling and health of small animals. Other topics include careers and employment, laws and ethics, animal housing, medical terminology, animal care and handling techniques, breeds, and the home as it relates to the care of small animals.

WILDLIFE, NATURAL RESOURCES & AQUACULTURE

Credit: 0.5

Grades: 10-12 or Instructor Consent

The objective of this course is to introduce students to management practices and ethical issues related to our Natural Resources. Students will explore topics on forestry management, sustainable forestry, wildlife management, and conservation practices developed to protect the environment.

Students will also have the opportunity to work with aquaculture equipment, assisting with design, set-up and maintenance along with raising fish.



Art & Design Education

DEPARTMENT STAFF

Mrs. Alison Winters Hanson
Alison.Winters@ngsd.k12.wi.us

COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
2D Course Offerings				
2D Foundations (<i>previously Foundations 1</i>)	E	E	E	E
Graphic Design		E	E	E
Drawing 1	E	E	E	E
Drawing 2		E	E	E
Painting 1	E	E	E	E
Painting 2		E	E	E
Senior Studio				E
3D Course Offerings				
3D Foundations (<i>previously Foundations 2</i>)	E	E	E	E
Ceramics 1	E	E	E	E
Ceramics 2		E	E	E
Metals 1		E	E	E
Metals 2			E	E
E = Elective and the year student is eligible for the course				

2D FOUNDATIONS

Credit: 0.5

This class is an exploration of two-dimensional media such as drawing, painting, and printmaking. Review of the elements of art and principles of design, color theory, creation of artwork, and large group critiques are all a part of this class. Materials used include pencil, colored pencil, pen, watercolor, and acrylic paints. A variety of printmaking techniques using linoleum, assorted inks, and papers also are a part of this course.

3D FOUNDATIONS

Credit: 0.5

This class is an exploration of three-dimensional media such as clay, metal, and a variety of sculpture techniques. Review of the elements of art and principles of design, color theory, creation of artwork, and large group critiques are all a part of this class.

Work in clay includes both hand building and wheel-thrown techniques. Metal work includes learning to saw, sand, file, and buff. Sculpture materials include paper maché, wire, found object and metal. Safety contracts are required to be signed by parents and students.

GRAPHIC DESIGN

Prerequisite: 2D Foundations with a “C” or better
Credit: 0.5
Grades: 10-12

A class based in the ‘real world’ applications of art, essentially a basic graphic design course. Course work includes creation of a typeface, a business and service complete with a full advertising campaign, design of a personal logo, as well as a few traditional fine art projects. Work will be both hand-done and on the computer using the Adobe Suite software. Students will work toward a development of an extensive body of work.

DRAWING

Prerequisite: 2D Foundations with a “C” or better
Credit: 0.5

In this class students will explore pencil, colored pencil, charcoal, and various papers. Some of the drawings will be further developed in a variety of printmaking media. Subject matter will be both assigned and choice of the student, with the emphasis on figure and portrait drawing. Review of the elements of art and principles of design, color theory, creation of artwork, and large group critiques are all a part of this class. Students will work toward a development of an extensive body of work.

DRAWING 2

Prerequisite: Drawing 1 with a “C” or better
Credit: 0.5

This class is a continuation of Drawing at an advanced level. Students will work toward a development of an extensive body of work. Media focus of the class is based mostly on student’s interest. The projects, while assigned, will leave room for each student to individualize the final result. *Due to the independent nature of this class, being able to meet deadlines is very important!*

PAINTING 1

Prerequisite: 2D Foundations with a “C” or better
Credit: 0.5

In this semester class students will explore both watercolor and acrylic painting, including a variety of techniques, papers, and canvas. Mixed media techniques will also be introduced. Subject matter will be both assigned and choice of the student. Students will work toward a development of an extensive body of work. Review of the elements of art and principles of design, color theory, creation of artwork, and large group critiques are all a part of this class.

PAINTING 2

Prerequisite: Painting with a “C” or better

Credit: 0.5

Grades: 10-12

This semester is a continuation of Painting at an advanced level. Students work toward a development of an extensive body of work. Media focus of the class is based mostly on student’s interest. The projects, while assigned, will leave room for each student to individualize the final result. Students may take this course twice. *Due to the independent nature of this class, being able to meet deadlines is very important.*

CERAMICS 1

Prerequisite: 3D Foundations with a “C” or better

Credit: 0.5

This semester class is based specifically in clay, includes use of molds, hand building, and wheel throwing techniques. Students will gain exposure to artists working in clay, firing, and glazing. Students will work toward a development of an extensive body of work. Review of the elements of art and principles of design, color theory, creation of artwork, and large group critiques are all a part of this class.

CERAMICS 2

Prerequisite: Ceramics with a “C” or better

Credit: 0.5

Grades: 10-12

This semester is a continuation of Ceramics at an independent and advanced level. The projects, while assigned, will leave room for each student to individualize the final result. Students work toward development of an extensive body of work. *Due to the independent nature of this class, being able to meet deadlines is very important.*

ART METALS 1

Prerequisite: 3D Foundations with a “C” or better

Credit: 0.5

Grades: 10-12

In addition to the sawing, soldering, and sanding of Foundations II, this class will discuss more in-depth various types of metals, the annealing process, stone setting, riveting, and creation of large-scale metal vessels and other objects. Review of the elements of art

and principles of design, color theory, creation of artwork, and large group critiques are all a part of this class. Students will work toward a development of an extensive body of work.

ART METALS 2

Prerequisite: Metals with a “C” or better

Credit: 0.5

Grades: 11-12

This course is a continuation of Metals at an independent and advanced level. The projects, while assigned, will leave room for each student to individualize the final result. Students will work toward a development of an extensive body of work. *Due to the independent nature of this class, being able to meet deadlines is very important.*

SENIOR STUDIO

Prerequisite: Senior Status, 2D Foundations & 3D Foundations, Instructor Consent

Credit: 0.5

Grades: 12

Senior studio is a class for the serious art student. It is expected that over the course of the year the student will create a range of high quality art pieces in the media of their choice. Being able to talk and write about artwork is an important part of this class. Large group critiques and adhering to deadlines are the backbone of this class. The result will be an in-depth portfolio as well as the set-up of a personal art exhibit, complete with the finishing, hanging, and pricing artwork. Sketchbooks are required in this course. *Due to the independent nature of this class, being able to meet deadlines is very important.*



Business Education

DEPARTMENT STAFF

Mrs. Tammy Haight

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Principles of Business	E	E	E	E
Accounting		E	E	E
Entrepreneurship		E	E	E
Marketing Principles			E	E
Personal Finance			E	E
Business Economics			E	E

E = Elective and the year student is eligible for the course

The Madison Area Technical College symbol signifies
a credit opportunity with NGSD and MATC for a particular course



PRINCIPLES OF BUSINESS

Credit: 0.5

Students in Principles of Business will develop their understanding and skills in areas such as economics, business organization, human resources and information management, marketing, operations, and accounting concepts.

ACCOUNTING

Credit: 1.0

Grades: 10-12

This course is designed to introduce high school students to the field of accounting. Student will work through the financial accounting cycle and payroll for a sole proprietorship. Career opportunities will be explored to see what the future holds for the accounting profession. This class provides a combination of manual accounting systems and computerized activities using Quickbooks and Microsoft Excel.

ENTREPRENEURSHIP

Prerequisite: Principles of Business

Credit: 0.5

Grades: 10-12

Students in Entrepreneurship will cultivate real-world skills such as communication, selling, planning, collaboration and creativity by thinking outside the box. Students will have the opportunity to determine the benefits and risks of self-employment while developing a business plan related to the student's area of entrepreneurial interest.

PERSONAL FINANCE

Prerequisite: Junior/Senior Standing

Credit: 0.5

Grades: 11-12

Interested in buying a car? Want to learn how to finance it? Want to save/invest your money to meet your goals? Should you apply for a credit card? These topics and more will help you now and throughout your life. With a combination of various learning strategies, hands on activities, demonstrations and discussions, you will apply what you learn in Personal Finance to real life situations. You will become equipped with skills for your life during and after high school. All of the

materials, topics, and information you will receive will help you learn to minimize or avoid debt as an adult and teach you how to survive in today's world with a little extra cash in your pocket.

Topics covered include Saving & Investing, Credit & Credit Cards, Insurance, Protection Against Identity Theft, Paychecks & Taxes, Maintaining a Checking Account, Renting an Apartment, Buying & Financing a Car, and more.

BUSINESS ECONOMICS

Prerequisite: Principles of Business

Credit: 0.5

Grades: 11-12

In Business Economics, students will learn the economics of business to help them make the connection between hard work and success in school and in life. It will help students, as potential business owners, predict the behavior of people or organizations by understanding economic incentives and the benefits of competition.

MARKETING PRINCIPLES

Prerequisite: Principles of Business

Credit: 0.5

Grades: 11 – 12

Marketing is the creative side of the business world. The four principles of marketing (Product/Price/Place/Promotion) are the start to an examination of how marketing influences and touches all aspects of business. Detailed topics such as defining target markets/segments, consumer behavior, product development, pricing tactics/strategies, distribution (both physically and online), and creative promotion (both traditional and digital/social media) will be explored in this fast-moving overview of the marketing world. These concepts are taught in our current Marketing class and the class will just be converted to a dual credit course through Madison College.





Employment Education

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
College and Career Readiness	R			
Employability Skills Program		R		
College Success			R	
Teacher's Assistant Program (TA)			IC	IC
Work Study Program			IC	IC
Youth Apprenticeship Program			IC	IC
<p>1.5 Credits of Academic & Career Planning are Required to Graduate</p> <p>R = Fulfills graduation requirement at grade level</p> <p>IC = Instructor Consent</p>				

COLLEGE AND CAREER READINESS

Required For All Freshmen

Credit: 0.5

Grade: 9



This course provides a challenging adventure in learning and self-discovery to help learners prepare for college and/or career. The learner will develop self-awareness, build relationships and be empowered to make effective choices in college and career decisions. A wide variety of skills will be applied to promote success in high school and readiness for college/career.

EMPLOYABILITY SKILLS PROGRAM

Required For All Sophomores

Credit: 0.5

Grade: 10

Topics include: self-exploration; how one chooses a career; the process of finding, obtaining, and keeping a job; applying to a tech school/college; applying for scholarships; and completing a résumé and application letter as well as interviewing for a job. The course also contains a job shadow experience. A summary presentation prepared by each student will cover all aspects of the course. These topics and more will help you now and throughout your life. Both written and on-line activities will help you apply what you are learning. Additional topics covered include goal setting and decision making, careers, budget, soft skill exploration and more!

TEACHER'S ASSISTANT PROGRAM (TA)

Prerequisite: Application and Instructor Consent

Credit: 0.5

**Grade: 11 (K-8 teachers allowed) and
12 (K-12 teachers)**

The Teacher Assistant Program is a course designed to provide an opportunity for students in an educationally-related field to experience an interactive, realistic work environment. Teacher assistants are assigned to a specific class for one trimester and is only available for juniors (who may work with K-8 teachers) and seniors (who may work with K-12 teachers). Students enrolled in the TA program work directly with and take direction from the classroom teacher. Teacher Assistants will work with students in the classroom on a regular basis. In addition to direct instructional experience, the TA will be exposed to the administrative, classroom

management and clerical components of a teaching position.

WORK STUDY PROGRAM

Prerequisite: Counselor/Principal Approval

Credit: 0.5

Grade: 11-12

The New Glarus Work Study program is designed to develop a student academically, economically, and socially. As a participant in the Work Study program you will work a minimum of 10 hours per week.

Weekly learning logs are to be turned in as well as quarterly employer evaluations.

COLLEGE SUCCESS

Taken Junior Year

Credit: 0.5

Grades: 11



This class focuses on the soft skills necessary to be successful both in college and in life beyond college. Students will clarify why they want to attend college and identify work habits, explore life goals and values and learn how to develop networks among students, faculty and staff that will support their college success. The course also provides information about college procedures, resources and services that relate to student success.

YOUTH APPRENTICESHIP

Students registering for their Junior or Senior year are eligible for the Youth Apprenticeship Program offered through the Dane County School Consortium. Programs are designed to allow students to explore a broad career field while gaining more intensive study and a range of work -based experiences in that field. Students enrolled in the program will receive 1 ½ credits a year or ½ credit for each trimester he/she is learning in a work-based setting. It is possible for a student to be enrolled in the apprenticeship program for both junior and senior years. Requirements to receive an Occupational Proficiency Skills Certificate issued by the Wisconsin Department of Workforce Development are as follows:

LEVEL ONE

- Graduate from High School
- Complete 1 credit of related coursework
- Complete required work-based skills
- Work a minimum of 450 hours at an approved worksite.

LEVEL TWO

- Graduate from High School
- Complete 2 credits of related coursework
- Complete required work-based skills
- Work a minimum of 900 hours at an approved worksite.

CONSIDERATIONS FOR SELECTION

Step 1

1. Complete an Apprenticeship application form, including references (form available from Mrs.Plourde).
2. Provide a high school transcript.
3. An earned grade point average of 2.0 or higher on a 4.0 scale is recommended.

The number of students selected will be open, depending on the number of work-based learning positions available. An accepted application does not guarantee placement.

Step 2

1. Complete an application and interview with the potential employer.
2. Comply with possible employment requests: fingerprinting, drug testing (with results provided to parents), and/or purchase of appropriate career apparel/uniform.
3. Accept part-time employment at an approved work-based learning site.

Students may apply for a youth apprenticeship in one of the following areas:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communication Health Science
- Hospitality, Tourism and Lodging Information Technology Manufacturing
- Science, Technology, Engineering and Math (STEM) Transportation, Distribution and Logistics

FOR MORE INFORMATION PLEASE CONTACT:

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English

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English 1	R			
English 2		R		
English 3			R	
Intro to Literature			E	E
Communication Arts			E	E
Contemporary Literature			E	E
Creative Writing			E	E
AP Literature			E	E
AP Language - Offered 2024-2025			E	E
Education in a Pluralistic Society			E	E
Intro to College Writing & Reading Strategies			E	E
<p>4 Credits of English Are Required for Graduation</p> <p>E = Elective and the year student is eligible for the course</p> <p>IC = Instructor Consent</p> <p>The Madison Area Technical College symbol signifies a credit opportunity with NGSD and MATC for a particular course</p>				



REQUIRED COURSES

ENGLISH 1

Credit: 1.5

Grade: 9

English 1 uses the SpringBoard program, designed by CollegeBoard. It includes content, tools, and tasks to help strengthen critical thinking skills that will help students be AP course, college, career, and life ready. Students will closely read short stories, novels, poems, historical texts, and articles; view and interpret films, plays, and audio texts; and write creatively and analytically in many forms. The course novel is *To Kill a Mockingbird* and the course play is *Romeo and Juliet*. Students will explore a variety of other texts all centered around the topic of coming of age.

ENGLISH 2

Prerequisite: English 1

Credit: 1.5

Grade: 10

English 2 uses the SpringBoard program, designed by CollegeBoard. It includes content, tools, and tasks to help strengthen critical thinking skills that will help students be AP course, college, career, and life ready. Students will closely read short stories, novels, poems, historical texts, and articles; view and interpret films, plays, and audio texts; and write creatively and analytically in many forms. The course novel is *Things Fall Apart* and the course play is *Antigone*. Students will explore a variety of other texts all centered around the topic of culture and justice.

ENGLISH 3 – AMERICAN LITERATURE A

Prerequisite: English 2

Credit: 0.5

Grade: 11

Students in English 3 - American Literature A (Trimester 1) will read fiction and nonfiction texts from eras in American literature, including Puritanism and the Revolutionary Era, Romanticism and Transcendentalism, Realism, Naturalism and Early Modernism, and literature through the mid 1900's. They will work with a variety of short fiction, drama, and nonfiction texts from early eras (16th-19th century), and read the novel *One Flew Over the Cuckoo's Nest*. Writing instruction and assignments will include ACT practice essays and

literary analysis. Students will be expected to complete reading outside of class.

ENGLISH 3 – AMERICAN LITERATURE B

Prerequisite: English 3A

Credit: 0.5

Grade: 11

Students in English 3 - American Literature B (Trimester 2) will read fiction and nonfiction texts from the middle of the 20th century through today. Reading will center around the Civil Rights Movement, times of war, and modern multiculturalism. Students will read short stories, poetry, essays, and longer works of fiction, including *Raisin in the Sun*, *The Things They Carried*, and *The Book of Unknown Americans*. In addition, students will write college essays, comparison papers, and literary analysis. Students will be expected to complete reading outside of class.

ENGLISH 3 – CLASSIC LITERATURE

Prerequisite: English 3A

Credit: 0.5

Grades: 11-12

Students in English 3 - Classical Literature (Trimester 2) will explore classic texts from centuries past. This fast-paced course will include Greek drama, works by Shakespeare, and Hawthorne's *Scarlet Letter*. Discussions will largely be conducted in the Socratic seminar style, and writing will focus mainly on literary analysis. There is a significant amount of out- of-class reading expected in this course.

LITERATURE COURSES

INTRO TO LITERATURE

Prerequisite: English 3

Credit: 0.5

Grades: 11-12

This course is designed to help students improve their reading proficiency. Students complete much of the class online, using the Reading Plus program. This program challenges students to become faster, more accurate readers. In addition, students will study Greek and Latin root words, read an independent novel, and benefit from ACT reading practice.

CONTEMPORARY LITERATURE

Prerequisite: English 3

Credit: 0.5

Grades: 11-12

In this class, students will examine contemporary literature (literature written since World War II) for its cultural influences and discussion of contemporary social issues. We will explore the relationship between these contemporary texts and the world in which we live. The literature pulls from a variety of influences and cultures and highlights topics of social justice in the United States and abroad. The class will analyze subjects such as how style may be influenced by social and historical conditions, the blurring of fact and fiction in contemporary literature, and how literature is affected by matters of race, class, and gender.

Students will read novels, essays, poems, short stories, and non-fiction articles that relate to recent conflicts and relevant issues around the world. Work for this class may also include essay writing, independent reading, multi-media presentations, and research on contemporary social problems.

AP LITERATURE

Prerequisite: English 3 OR Instructor Consent & AP Language (Ideally)

Credit: 1.5

Grades: 11-12

The AP Literature course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Primarily based as a literature and composition course for the college-bound students, work consists of intensive work in both critical reading and expository writing and thematic organization of world literature selections, with emphasis on English language works, both American and British. This is a discussion based class which emphasizes critical thinking. The College Board Advanced Placement exam will be offered to those successfully completing the course. There will be several texts assigned for summer reading.

Students should plan to complete the summer reading list prior to the start of the course.

WRITING COURSES

AP LANGUAGE – OFFERED 2024-2025

Prerequisite: English 3 and Instructor Consent

Credit: 1.5

Grades: 11-12

AP English Language Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

CREATIVE WRITING

Prerequisite: English 3 or AP Language

Credit: 0.5

Grades: 11-12

Students will practice all stages of the creative process and will share their work with other students in a workshop format. Students will learn and practice skills

that will help them create original, fresh, and insightful work. They will increase their understanding of how writing is structured to create particular effects. One or more of the following genres may be emphasized at the discretion of the instructor: poetry, short fiction, short drama, and creative non-fiction.

COMMUNICATION ARTS

Prerequisite: English 3

Credit: 0.5

Grades: 11-12

Students will study, read, and create a variety of speeches. Students are expected to create and deliver a minimum of seven specific speeches as well as various impromptu speeches. Students will be expected to practice good listening skills and evaluation of peer presentations. This is a practical and general course designed for students who desire to improve their communication skills, speech proficiency, poise and self-confidence in public speaking situations.

Communication Arts emphasizes speaking, listening, writing, and reading.

EDUCATION IN A PLURALISTIC SOCIETY

Prerequisite: English 3

Credit: 1.0

Grades: 11-12



This course is a dual credit course through Madison College. In this course, students will engage and explore diverse educations of people in the United States, and beyond through lenses of privilege, oppression, and opportunity. With self analysis, reflection, historical investigation, contemporary school programming, schools and society, and communication skill-building, students learn how to be culturally responsive to contexts of communities.

INTRO TO COLLEGE WRITING AND READING STRATEGIES

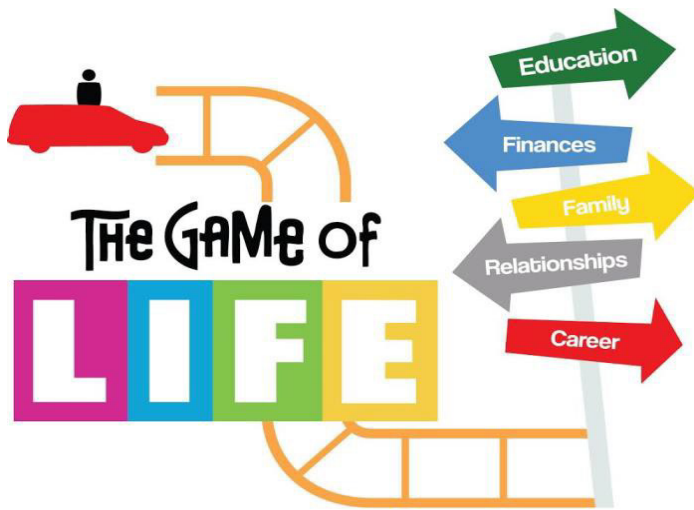
Prerequisite: Senior Standing

Credit: 1.0

Grade: 12

This course will expose students to the rigor of reading and writing at the college level. The course also focuses on enhancing college studying and critical thinking skills. Students can earn credit through Madison College for this course.





21st Century Skills in Family and Consumer Sciences

Family & Consumer Sciences

DEPARTMENT STAFF

Mr. Ryan Lehman

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Family, Food, and Society	E	E	E	E
Family Relationships	E	E	E	E
Exploring Hospitality	E	E	E	E
Creative Foods – Offered 2024-2025		E	E	E
Cultural Cuisine		E	E	E
Hospitality – Coffee Capstone			E	E

E = Elective and the year student is eligible for the course

The Madison Area Technical College symbol signifies
a credit opportunity with NGSD and MATC for a particular course



FAMILY, FOOD, AND SOCIETY

Credit: 0.5

Units of study focus on basic food preparation principles and laboratory experiences. This course introduces students to basic food concepts and culinary concepts that will prepare them to cook for themselves as high school students and for many years to come. Class is divided into a variety of food concentrations with basic food concepts practiced throughout the trimester.

FAMILY RELATIONSHIPS

Credit: 0.5

We will be studying a variety of topics that will help you to better understand families, their functions, your relationship with families and to become a better member of society/family unit. This course will allow students to experience interactions with the use of the "Real Care Baby" program to get hands-on experience with caring for a newborn.

EXPLORING HOSPITALITY

Credit: 0.5

This class introduces students to the broad spectrum of the hospitality and tourism services industry. This class explores typical career areas including lodging, cruising, restaurant and food services, managed services, beverages, club management, attractions, recreation management, convention services, and event and meeting management. The course explores program career opportunities as well as historical and operational perspectives of the career areas mentioned. This class will not only help students explore other careers, but will introduce students to customer service skills.



CREATIVE FOODS – OFFERED 2024-2025

Prerequisite: Family, Food, and Society

Credit: 0.5

Grades: 10 – 12

This course is designed to enhance the food background of students through originality. Creative Foods allows students to practice cooking a variety of menu items utilizing an assortment of cooking tools. We will focus on special food concerns such as: heart healthy, sugar free, low cost and children's snacks. Food production, marketing, food preservation, menu planning, cake

decorating, budgeting food items and meal preparation will also be covered this semester. This class integrates food preparation with an innovative edge to produce a fantastic Trimester!

CULTURAL CUISINE

Prerequisite: Family, Food, and Society

Credit: 0.5

Grades: 10 – 12

Cultural Cuisine explores connections between what we eat and the cultures around us. In this course, students will explore cuisines from around the world! We will examine culinary, geographical, and cultural traditions. We will have been studying at least 12 countries with unit focuses on: Europe, Asia, Central/South America, Oceanic, United Kingdom and Africa. Students will also analyze world hunger and examine personal and global changes that can be made to help combat this societal issue. Food labs are incorporated weekly allowing students to apply what they have learned.

HOSPITALITY – COFFEE CAPSTONE

Prerequisite: Exploring Hospitality, Family Food & Society, and Cultural Cuisine OR Creative Foods

Credit: 0.5

Grades: 11-12, 10th with Instructor's Consent

In this capstone course, students concluding their Hospitality Tourism and Recreation Career Pathway will operate and maintain a daily coffee shop business providing coffee and/or snacks for staff and students. Students would be student managers of a coffee cart with responsibilities including, restaurant design, menu creation, food preparation, price analysis, customer service, supply ordering and safety and sanitation to include a few. Students will have hands on experience managing and running a working coffee cart. This capstone course would be intended for students who have taken all of the Hospitality pathway options and are ready to enhance their Hospitalitarian skills and develop transferable skills for the industry.



Foreign Language

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<i>COURSE</i>	<i>FRESHMAN</i>	<i>SOPHOMORE</i>	<i>JUNIOR</i>	<i>SENIOR</i>
German 1	E	E	E	E
German 2	E	E	E	E
German 3	E	E	E	E
German 4/5			E	E
Spanish 1	E	E	E	E
Spanish 2/3	E	E	E	E
Spanish 4/5			E	E
E = Elective and the year student is eligible for the course				

GERMAN

Credit: 1.0

This is the beginning course for the study of the German language. German I, II, and III will use a textbook, which graduates the level of vocabulary and grammar acquisition. Several skills are worked on in these levels including increasing vocabulary in the target language to be used in speaking, reading and understanding.

Grammar is taught, in order, that the learner may correctly write and speak the target language. Cultural, historical and geographical information are added to the lessons.

GERMAN 2

Prerequisite: German 1 OR Teacher Consent

Credit: 1.0

This course is a continuation of the first level gradually increasing the difficulty of vocabulary and grammar concepts. Two or three years of a foreign language are required for entrance into some universities. Multiple years of foreign language study increase the student's proficiency.

GERMAN 3

Prerequisite: German 2 OR Teacher Consent

Credit: 1.0

During the 3rd year of study the students will complete the textbook series. The main emphasis of the third year will be the study of German geography and culture.

Vocabulary that is especially used when traveling abroad will be practiced in simulated situations.

GERMAN 4/5

Prerequisite: German 3 OR Teacher Consent

Credit: 1.0

Grades: 11-12

In this course the students will be reading level appropriate literature, discussing in the target language and writing short answer and essay type responses. They will also have the opportunity to write their own book.

SPANISH 1

Credit: 1.0

This course is an introduction to the Spanish language with an emphasis on vocabulary and in-context speaking skills. Each unit looks at a theme, such as famous people, food, or medical situations, and focuses students' attention on a mode of communication, either presentational speaking, conversational speaking or basic interpretive writing. Besides taking 2 skill-building quizzes a week, students are expected to spend the majority of the class engaged in Spanish discussion.

Most students will enter Spanish 1 with very little previous exposure to the language, but students who have taken an introductory Spanish course and hope to strengthen their foundation may take this course with teacher and counselor consent.

SPANISH 2/3

Prerequisite: Spanish 1 OR Teacher Consent

Credit: 1.0

At the Spanish 2/3 level, students take more leadership in discussion and interact more with authentic texts than they did in Spanish 1. In even-numbered years, the intermediate course is based upon thematic units. Units compare cultural products and perspectives from different Spanish-speaking areas so that students gain communication abilities within a cultural context. Unit themes include folktales, news articles about weather, love songs, and national celebrations.

Students will typically take two years of Spanish 2/3 before moving to the advanced level. With teacher consent, students looking for more challenge may enroll in Spanish 4/5 after only one year at the 2/3 level.

SPANISH 4/5

**Prerequisite: Four Trimesters (2 credits) at the Spanish
2/3 Level OR Teacher Consent**

Credit: 1.0

Grades: 11-12

Students are ready for the advanced level when they can express themselves in Spanish without a great deal of planning and understand “circling” discussions and simple written pieces. Spanish 4/5 blends a conversation circle approach with studies of short works of literature and film that were created for native Spanish speakers. Students should expect to discuss events and ideas with their classmates on a daily basis and write short essays in Spanish.



Health & Physical Education

DEPARTMENT STAFF

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Mr. Ryan Lehman

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Health	R			
Physical Education 9	R			
Fall Team Sports		E	E	E
Winter Team Sports		E	E	E
Spring Team Sports		E	E	E
Fall Individual/Partner Sports		E	E	E
Spring Individual/Partner Sports		E	E	E
Weight Training		E	E	E
Lifetime Fitness & Activity		E	E	E

.5 Credits of Health are Required to Graduate

1.5 Credits of Physical Education are Required to Graduate

R = Fulfills graduation requirement at grade level

E = Elective and the year student is eligible for the course

***Important to note:**

Only one Phy Ed class may be taken per trimester

The WIAA Physical Education Waiver may be used one time for a total of 0.5 credits.

HEALTH

Required for All Freshmen

Credit: 0.5

Grades: 9

The World Health Organization states "health is a state of complete physical, mental, and social well-being, not merely the absence of disease or defects." This one trimester course was developed to help you make decisions that will determine your overall state of wellness or health. Skills-Based Units covered include: Interpersonal Communication, Analyzing Influences, Decision Making, Accessing Valid and Reliable Information and Resources, Goal Setting, Advocacy and Human Growth and Development.

PHYSICAL EDUCATION 9

Required for All Freshmen

Credit: 0.5

Grades: 9

Physical Education is a part of each student's total educational program. Physical Education contributes, primarily through movement experiences, to the overall growth and development of the student. Physical education is an integral part of the total education process. Its goal is the development of physically, mentally, socially and emotionally fit students using physical activities dedicated to the development of lifetime physical activity patterns. Lifetime Fitness will be the major focus of the curriculum; however the above goals will also be accomplished by utilizing the following activities: team sports, individual and dual sports, lifetime activities and other related activities. Participation, unless medically excused, is required to fulfill the necessary requirements. Failure to attend class and participate regularly will result in failure of the course. This class meets daily.

FALL TEAM SPORTS*

Prerequisite: Physical Education 9

Credit: 0.5

Grades: 10-12

This class will focus on the area of competitive team sports. The course will also include fitness exercises and workouts as it pertains to sports improvement and lifetime fitness. The following team sports will be taught: Flag Football, Soccer, Volleyball, Goaltimate, Diamond games, Lacrosse and Team Handball. During

each unit, the focus will be on learning rules, terminology, and the necessary skills to participate in each sport along with important fitness-related concepts and terms. The class will meet daily and can only be taken one time. **Note: This class involves a High degree of competition.**

WINTER TEAM SPORTS*

Prerequisite: Physical Education 9

Credit: 0.5

Grades: 10-12

This class will focus on the area of competitive team sports. The course will also include fitness exercises and workouts as it pertains to sports improvement and lifetime fitness. The following team sports will be taught: Basketball, Floor Hockey, Volleyball, Diamond Games, Tchoukball, and Indoor Soccer/Futsal. During each unit, the focus will be on learning rules, terminology, and the necessary skills to participate in each sport along with important fitness-related concepts and terms. The class will meet daily and can only be taken one time. **Note: This class involves a High degree of competition.**

SPRING TEAM SPORTS*

Prerequisite: Physical Education 9

Credit: 0.5

Grades: 10-12

This class will focus on the area of competitive team sports. The course will also include fitness exercises and workouts as it pertains to sports improvement and lifetime fitness. The following team sports will be taught: Softball, Ultimate Frisbee, Indoor Soccer/Futsal, Volleyball, Diamond games, Lacrosse and Team Handball. During each unit, the focus will be on learning rules, terminology, and the necessary skills to participate in each sport along with important fitness-related concepts and terms. The class will meet daily and can only be taken one time. **Note: This class involves a High degree of competition.**

FALL INDIVIDUAL/PARTNER SPORTS*

Prerequisite: Physical Education 9

Credit: 0.5

Grades: 10-12

This class will focus on mildly competitive recreational sports and lifetime activities done as an individual or

with a partner. The course will also include fitness exercises and workouts as it pertains to Individual/dual sports improvement and lifetime fitness. The following sports will be taught: Golf, Badminton, Pickleball, Starball, Roundnet, Ultimate Tricrosse, Cornhole, Ladder Golf, Kubb, and Kan Jam. During each unit, the focus will be on learning rules, terminology, and the necessary skills to participate in each sport along with important fitness-related concepts and terms. **Note:** *This class involves a Medium degree of competition.*

SPRING INDIVIDUAL/PARTNER SPORTS*

Prerequisite: Physical Education 9

Credit: 0.5

Grades: 10-12

This class will focus on mildly competitive recreational sports and lifetime activities done as an individual or with a partner. The course will also include fitness exercises and workouts as it pertains to Individual/dual sports improvement and lifetime fitness. The following sports will be taught: Golf, Badminton, Pickleball, Starball, Roundnet, Ultimate Tricrosse, Cornhole, Ladder Golf, Kubb, and Kan Jam. During each unit, the focus will be on learning rules, terminology, and the necessary skills to participate in each sport along with important fitness-related concepts and terms. **Note:** *This class involves a Medium degree of competition.*

WEIGHT TRAINING

Prerequisite: Physical Education 9

Credit: 0.5

Grades: 10-12

This class will include activities which focus on Weight Training in an effort to improve Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility, Speed, Power, Agility and Balance. Students will perform activities such as: Dumbbell Lifts, Barbell Lifts, Olympic Lifts, Plyometrics, Dynamic Stretching, Static Stretching, Free Weight Training, Core Exercises, Resistance Machine Training and Lifetime activities and games. Workout plans will be performed using the following methods: Push/Pull/Legs, Superset, Complex, Chest/Triceps, Back/Biceps, Legs/Shoulders and 4 Day Body Part Split. **Note:** *This class involves a High degree of dedicated fitness improvement and workouts will be performed at least 4 days a week with one day of Lifetime activities and games each week.*

LIFETIME FITNESS & ACTIVITY

Prerequisite: Physical Education 9

Credit: 0.5

Grades: 10-12

This course introduces students to a variety of club-type exercise workout choices and lifetime activities to learn about, and participate in, a purely recreational manner. The lifetime activities are those which students can do on their own and can continue to do throughout their lives, either individually, or with a partner/small group. Lifetime and fitness activities may include, but are not limited to: Badminton, Pickleball, Cornhole, Tricrosse, Ladder Golf, Bocce Ball, Croquet, Kubb, Spikeball, Yoga, Pilates, Tabata, Dance, Bodyweight and Resistance workouts, Walking/Jogging, etc. **Note:** *This class involves a Low degree of competition.*

Listed for these courses are activities that **may be covered, actual offerings may vary from term to term based on class enrollment, instructors assigned, and the facilities and equipment available.*



Library & Media

DEPARTMENT STAFF

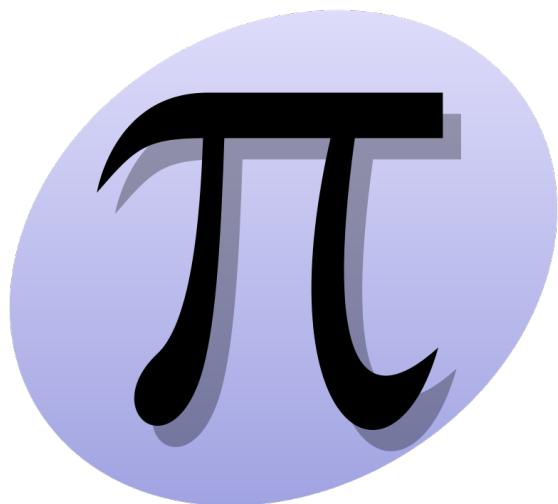
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<i>COURSE</i>	<i>FRESHMAN</i>	<i>SOPHOMORE</i>	<i>JUNIOR</i>	<i>SENIOR</i>
Media Literacy & Video Production	E	E	E	E
E = Elective and the year student is eligible for the course				

MEDIA LITERACY & VIDEO PRODUCTION

Credit: 0.5

How does what we read, watch, and listen to shape our lives? In the age of internet information, there are more ways than ever to hear about the news, but the instant nature of technology also makes it easier to spread false information or act in harmful ways. Additionally, it presents a challenge to students preparing to enter the workforce, who need to gain the skills to use and communicate with new methods of technology. In this course, we'll explore the different types of media and how to evaluate them critically, as well as learn the basics of video production in order to create the Knightly News. Students will also have the opportunity to build a portfolio of skills, from graphic design to critical social media analysis, that they can show to colleges and employers.



Mathematics

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Algebra 1	R			
Geometry		R		
Algebra 2			Required for 4-Year Colleges	
AP Statistics			E	E
Precalculus			E	E
AP Precalculus			E	E
AP Calculus AB			E	E
AP Calculus BC			E	E
Functions, Statistics and Trigonometry			E	E
Elementary Algebra			E	E

4 Credits of Mathematics Are Required for Graduation

R = Fulfills graduation requirement at grade level

E = Elective and the year student is eligible for the course

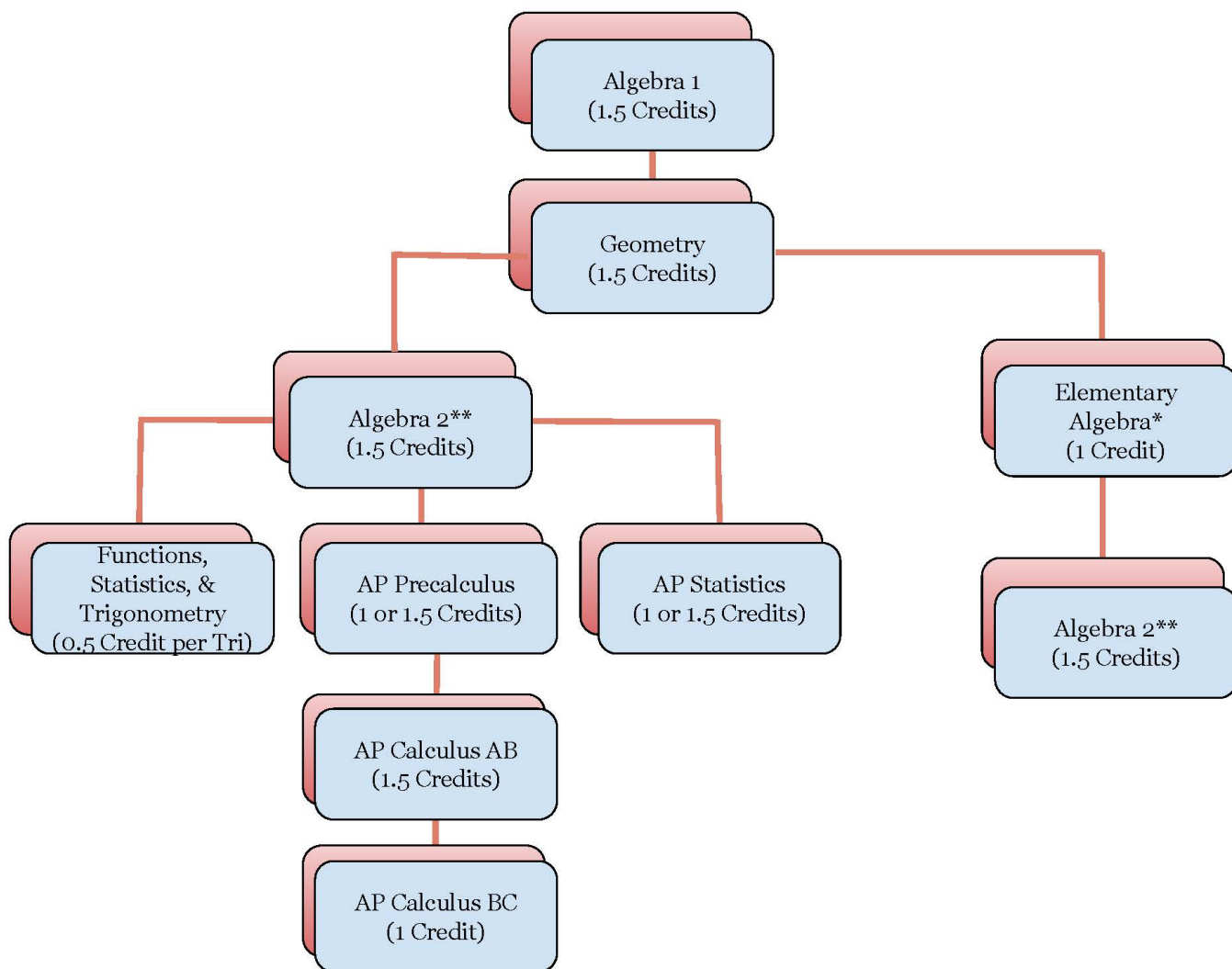
The Madison Area Technical College symbol signifies a credit opportunity with NGSD and MATC for a particular course



NEW GLARUS HIGH SCHOOL MATH DEPARTMENT FLOW CHART

*Elementary Algebra may not count as a math credit for 4 year colleges/universities.

**Algebra 2 is required to get into two- and four-year colleges.



ALGEBRA 1

Credit: 1.5

Grades: 9

Algebra 1 courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

GEOMETRY

Prerequisite: Algebra 1

Credit: 1.5

Grades: 10

A one-year course designed for the study of plane and solid geometry with emphasis on the logical development of the content. Topics include properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

ALGEBRA 2

Prerequisite: Geometry

Credit: 1.5

Grades: 10-11

It begins with a comprehensive review of the major concepts of the Algebra course that are necessary for the understanding and mastery of Advanced Algebra. Next, functions are introduced in general and then 9 major functions are explored in great detail. These Functions include: Linear, Quadratic, Exponential, Logarithmic, Radicals, Conics, Polynomials, Rational and Trigonometric Functions. In addition to these 9 functions, extensive use of Trigonometry, Statistics, and Probability are covered. Systems of equations are also included in the study of all the functions.

FUNCTIONS, STATISTICS AND TRIGONOMETRY (FST)

Prerequisite: Algebra 2

Credit: 0.5 Per Semester, 2 separate courses

Grades: 10-12

Functions, Statistics and Trigonometry (FST) is a perfect course for students who have a solid foundation in Algebra II topics and are interested in exploring more algebra-related topics before graduating. FST content will be focused on gaining a deeper understanding of major algebra topics (modeling functions algebraically, graphically, and numerically) as well as basic statistics and trigonometry. The content has been chosen to help students master important topics seen on the ACT and college placement exams. FST will be broken into two separate trimesters, each independent of the other. Students are welcome to focus on the advanced algebra topics (Part A) separately from the statistics and trigonometry topics (Part B).

PRECALCULUS

Prerequisite: "B" or better in Algebra 2 OR Instructor Consent

Credit: 1.0

Grades: 11-12

Precalculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for Calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; and limits and continuity.

AP PRECALCULUS

Prerequisite: Geometry & Algebra 2

Credit: 1.5

Grades: 11-12

AP Precalculus is a course that is designed to prepare more students for college and for the math they will see during their college experience. The course is designed for students who have completed both Geometry and Algebra II and the course contains similar content to our current Precalculus class. The course will be 3 trimesters, and will add an additional trimester for those students who are interested in taking the AP test.

AP STATISTICS

Prerequisite: Algebra 2

Credit: 1.5

Grades: 11-12

Students are strongly encouraged to take the course for three trimesters in preparation for the AP exams. Self-review for the AP test can also be accommodated if the student does not schedule the 3rd trimester.

Following the College Board's suggested curriculum designed to parallel college-level statistics courses, AP Statistics courses introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students selecting the AP courses are expected to take the Advanced Placement exams in May.

AP CALCULUS AB

Prerequisite: "B" or better in Precalculus OR Instructor Consent

Credit: 1.5

Grades: 11-12

In this course, we will explore the key concepts, methods, and applications of single-variable calculus including functions, graphs, limits, derivatives, integrals, and the Fundamental Theorem of Calculus.

Become familiar with concepts, results, and problems expressed in multiple ways including graphically, numerically, analytically, and verbally. Use technology to help solve problems, experiment, interpret results, and support your conclusions. Students selecting the AP courses are expected to take the Advanced Placement exams in May.

AP CALCULUS BC

Prerequisite: "B" or better in AP Calculus AB or Instructor Consent

Credit: 1.0

Grades: 11-12

The Calculus BC exam covers the same differential and integral calculus topics that are included in the Calculus AB exam, plus additional topics in differential and integral calculus, and polynomial approximations and

series. This is material that would be included in a two-semester calculus sequence at the college level. Because graphing calculator use is an integral part of the course, the exam contains questions that require students to use a graphing calculator.

If students take the BC exam, they cannot take the AB exam in the same year because the exams share some questions. Students taking the BC exam will receive a Calculus AB sub-score grade in addition to their Calculus BC score.

ELEMENTARY ALGEBRA

Prerequisite: Geometry OR Instructor Approval

Credit: 1.0

Grade: 11-12

Elementary Algebra studies the construction and resulting properties of the real number system. Students simplify and factor algebraic expressions using fundamental laws and order of operations, solve first and second degree equations and inequalities in one variable, solve exponential and logarithmic equations, graph first degree and second degree equations and inequalities in two variables, solve 2x2 and 3x3 systems of equations, simplify and solve equations involving rational expressions, and simplify and solve equations involving fractional exponents and radicals. Students are introduced to linear, quadratic, square root, absolute value, exponential, and logarithmic functions. The basic definitions of functions, relations, one-to-one functions, and inverses are discussed along with the algebra and composition of functions.






Medical Occupations

DEPARTMENT STAFF

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Medical Terminology			E	E
<p>E = Elective and the year student is eligible for the course</p> <p>The Madison Area Technical College symbol signifies dual credit certification for a particular course</p> 				

MEDICAL TERMINOLOGY

Credit: 0.5

Grades: 11 – 12



Students will become familiar with medical terminology; understand how medical terms are formed and their meaning as they relate to the field of health care and the body systems. A better understanding of the various components of spelling, definitions, pronunciation and usage will be beneficial both personally and professionally as it relates to one's health. This course is a basic terminology course related to many college health care programs. This course is fully online and will have a classroom portion to help aid you in completing online assignments.



Music Band & Chorus

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
High School Band	E	E	E	E
Jazz Band	E	E	E	E
Concert Choir	E	E	E	E
Madrigals (Audition After School Year Begins)	E	E	E	E
Vocal Jazz (Audition After School Year Begins)	E	E	E	E
E = Elective and the year student is eligible for the course				

UNDERSTANDING MUSIC

Credit: .5

Understanding music is a class that explores the history and cultural impact of music on the arts and the world. Students will build a foundation by exploring the roots of music, the path it has taken and its impact on our current society. Students will also explore current music and its connection to the world as well as occupations in music beyond performer.

HIGH SCHOOL BAND

Prerequisite: Prior Band Experience or Instructor Consent

Credit: 1.5

High School Band meets every other day for the entire school year and emphasizes music education through performance. Among the objectives are: to become quality performers and creators of music; to gain advanced instrumental techniques/skills, to gain knowledge and understanding of music; to gain an appreciation of the arts and music; and to express oneself effectively through music. Those who wish to join High School Band without previous experience are welcome provided they speak to the instructor first.

Since the High School Band has a large role in community and school events, there are many required performances throughout the year during and outside of the school day. Required activities may include marching band, pep band, band festivals, individual and/or small group lessons, playing tests, and other various assignments. 1-2 hours of individual practice per week outside of class is expected.

Optional opportunities offered upon joining this class include band trips, Solo and Ensemble, Honors Band, Jazz Ensemble, and possibly many other ensembles.

JAZZ BAND

Prerequisite: Student MUST be in Concert Band

Credit: 0.45

Jazz Band meets before school at 7:00am two days per week (during "0 hour") for the entire school year and emphasizes music education through performance of jazz music. Among the objectives are: to become quality performers and creators of jazz music; to gain advanced instrumental jazz techniques/skills, to gain knowledge

and understanding of jazz music; to gain an appreciation of jazz; to express oneself effectively through jazz music, and to become proficient at improvising jazz music. Among the styles covered include: swing, blues, shuffles, Latin, ballads, rock, and funk.

Students will be required to perform at various events outside of the school day including concerts, Solo and Ensemble, and other gigs. Other required activities may include band festivals, individual and/or small group lessons, playing tests, and other various assignments. Individual practice outside of class is expected in addition to the practice expected in High School Band.

CONCERT CHOIR

Credit: 1.5

The overall objective of the class is to teach music education through performance. Objectives include becoming quality performers and creators of music and gaining knowledge and an understanding of music. Music education is a multi-disciplinary subject including history, science, math, and language. Concert Choir is a performing ensemble of mixed voices for all students. Students are required to attend performances outside of school and may be required to attend performances during the school day.

Repertoire varies and includes music from multiple genres from all periods of music (Renaissance, Baroque, Classical, Romantic, 20th Century). Both sacred and secular pieces will be learned and performed. Selections may include Folk Songs, Spirituals, Anthems, Jazz, Popular Songs, Musical Theater pieces, and songs in foreign languages, such as Latin, German, French, etc.

Other opportunities that are available to those in Concert Choir include Solo & Ensemble Contest, Dorian Musical Festival, Honor's Choir, the Musical, Madrigals and Vocal Jazz.

Concert Choir is a year-long course. Entrance mid-year will not be permitted.

MADRIGALS

**Prerequisite: Concert Choir, Audition, Instructor
Consent**

Credit: 0.45

While the goals of Madrigals mirror the goals of Concert Choir, Madrigals is an elite ensemble that performs a cappella music. Literature is from the Medieval/Renaissance period. Students need to audition to be admitted into class. Skills such as music history, sight-singing, music theory and strong a cappella singing are imperative to the success of this group. Therefore, Concert Choir is a required prerequisite of this course.

Madrigals can expect to perform outside of the school day at a variety of community events. The Madrigal Dinner will be part of the requirement and take place in December. Rehearsals will take place during 7th hour, 2 days per week from September through December.

VOCAL JAZZ

**Prerequisite: Concert Choir, Audition, Instructor
Consent**

Credit: 0.45

While the goals of Vocal Jazz mirror the goals of Concert Choir, Vocal Jazz is an elite ensemble that performs vocal jazz music. Learning the use of microphones as well as the straight vocal jazz tone and harmonies will be part of the class. Students need to audition to be admitted into class. The objectives include gaining an understanding and appreciation for jazz music and techniques. A variety of jazz styles will be covered as well as an introduction to famous jazz singers. Concert Choir is a required prerequisite of this course.

The Vocal Jazz group will be required to perform outside of the school day at a variety of concerts and community events. Rehearsals will take place during 7th hour, 2 days per week from January through May.

Project Lead the Way Program



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Project Lead the Way (PLTW) is the nation's leading provider of K-12 STEM programs. Our world-class curriculum and high-quality teacher professional development model, combined with an engaged network of educators and corporate and community partners, help students develop the skills necessary to succeed in our global economy.

New Glarus High School's Project Lead the Way program offers all three strands of the PLTW curriculum:

- Our engineering curriculum, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering two- or four-year college.
- Biomedical sciences is a three course series, with more to come in the future. It allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology and public health.
- The computer science curriculum teaches students how to solve problems using computational thinking and skills. The first course introduces students to programming languages including Python, Scratch and Android App inventor. The second course teaches students how to build mobile programs in Java, another industry standard language.

The PLTW program can be a boon to students at all levels. Its rigor and the opportunity to earn college credit will take top students to new levels. All students will benefit greatly from the connection of math and science to hands-on, real world problems which they design and solve. The courses also provide learning opportunities in communication and teamwork that are often not part of traditional pre- college options.

One final bonus of the PLTW program is that students who obtain a "B" average and a successful score on the End of Course (EOC) exam can earn college credit through Milwaukee School of Engineering.

BIOMEDICAL SCIENCE

PRINCIPLES OF BIOMEDICAL SCIENCES (PBS)

Credit: 1.0

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

HUMAN BODY SYSTEMS (HBS)

Prerequisite: PBS (Ideally)

Credit: 1.0

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®, use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

MEDICAL INTERVENTIONS (MI)

Prerequisite: Human Body Systems (Ideally)

Credit: 1.0

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

COMPUTER SCIENCE

COMPUTER SCIENCE PRINCIPLES (CSP)

Credit: 1.0

In CSP, students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world. Other key components of CSP content include the following:

- Creation of graphical user interfaces in Scratch™, App Inventor®, and Python®
- Relationships among web languages, including JavaScript™, PHP®, and SQL
- Principles of cybersecurity and cyber hygiene
- Impact of computer science on other fields
- Interpretation of simulations using netLOGO® and Excel®

CSP is appropriate as a first course/introduction to computer science, but also embeds engaging challenges for students who may be taking their second course in computer science.

COMPUTER SCIENCE A (CSA)

Prerequisite: CSP (Ideally)

Credit: 1.0

CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This course prepares students for the College Board's Advanced Placement CSA test and aligns with CSTA Level 3C Standards.

CYBER SECURITY (Cyber)

Credit: 1.0

Grades: 10-12

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently

attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

ENGINEERING

INTRODUCTION TO ENGINEERING DESIGN (IED)

Credit: 1.0

This course teaches problem-solving skills and how to use a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

PRINCIPLES OF ENGINEERING (POE)

Prerequisite: IED and Algebra 1

Credit: 1.0

A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

DIGITAL ELECTRONICS (DE)

Prerequisite: Algebra 1

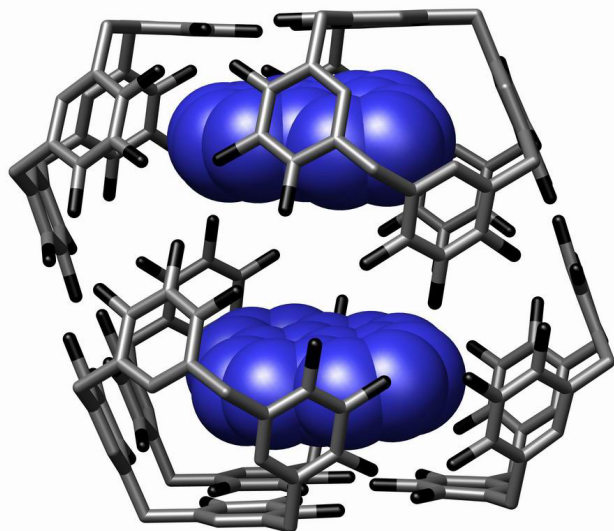
Credit: 1.0

A course in applied logic, that focuses on electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

ENVIRONMENTAL SUSTAINABILITY (ES)

Credit: 1.0

Students in this course investigate and design solutions to solve real work challenges related to clear drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions through project based learning.



Science

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Biology	R			
Chemistry		S		
Food Science	E	E	E	E
Science in Multimedia	E	E	E	E
Independent Learning and Research	E	E	E	E
Principles of Biomedical Science (PLTW)	E	E	E	E
Human Body Systems (PLTW)	E	E	E	E
Medical Interventions (PLTW)	E	E	E	E
Computer Science Principles (PLTW)	E	E	E	E
Computer Science Applications (PLTW)	E	E	E	E
Physics		E	E	E
Cyber Security (PLTW)			E	E
Critical Thinking in Science			E	E
AP Biology – Offered 2024-2025			E	E
AP Chemistry			E	E
3 Credits of Science Are Required for Graduation R = Fulfills graduation requirement at grade level S = Suggested for every sophomore to take E = Elective and the year student is eligible for the course				

BIOLOGY

Required For All Freshmen

Credit: 1.0

Grades: 9

Biology will introduce you to the science of life. Think of this course as the first chapter in the owner's manual for your body and your planet! You will start by learning how biology is done and how to use the tools of the trade. Next you will look at cells and find out what business they are in. From these simplest forms of life developed all other life on Earth, and you will learn how as we investigate evolution. See how these complex, evolved organisms still affect each other's development and survival by studying ecology. Find out how we classify living things. Who is close to us on the family tree of life? Who is the scariest predator on the planet? Think it's us? Meet the tiny terrors that might threaten our survival as we study microorganisms like bacteria, as well as viruses and prions. Finally, you will learn about the molecule that binds us all together as we explore genetics.

CHEMISTRY

Recommended For All Sophomores

Credit: 1.0

Grades: 10

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

FOOD SCIENCE

Credit: 0.5

Important to note: Universities may not recognize this as a science course.

Food Science courses offer opportunities to study the composition, structure, and properties of foods and the chemical changes that occur during the processing, storage, preparation, and consumption of food. These courses often explore the effects of various materials, microorganisms, and processes on food products through laboratory experiments.

SCIENCE IN MULTIMEDIA

Credit: 0.5

Important to note: Universities may not recognize this as a science course.

We see references to science all around us, on the news, in the movies, and in the books we read. This course is a multimedia approach to the science and technology of the modern world. We will look at several types of media in mainstream culture and how they represent science. Readings and other media will be drawn from a wide group of sources and authors. For the first time in your scientific education you will find yourself challenged to use all of your high school knowledge in one course. You will also find that entertainment and education are fully integrated.

INDEPENDENT LEARNING & RESEARCH

Credit: 0.5

This course is a self-directed learning experience for students to develop skills and knowledge of their choosing in a modern, authentic learning environment. Students will use digital resources to research, learn, practice and produce artifacts that will be meaningful in their academic or career pursuits or as a form of civic engagement. You can try out something new that you've always been interested in, or continue down a learning pathway you have already started. Working with a group, either online, in-person or both, students will eventually produce an artifact to share with that community.

PHYSICS

Prerequisite: Algebra 1 and Biology

Credit: 1.0

Grades: 10-12

Your future job may require knowledge of the scientific principles involved in automobiles, gasoline engines, electronics, light, sound, hydraulics and pneumatics. Maybe you would like a job in nuclear physics or mechanical engineering or as an X-ray technician or in radiation therapy. If so, you should think seriously about this class. The study of physics allows you to apply some of the mathematics you have learned. Many of the experiments are designed for students of technology and involve car jacks, steam engines, microphones, electrical meters, water pumps and

lasers. Whether you are planning on going to a two-year or four year college this will provide good scientific background.

CRITICAL THINKING IN SCIENCE

Credit: 0.5

Grades: 11-12

Want to improve on your science ACT section, develop skills that are essential to science and non- science careers, and/or design and conduct experiments? Critical Thinking in Science (CTIS) is the course for you. CTIS focuses on the skills and thought processes that are at the core of science.

How are experiments effectively designed? How do we collect, analyze, and interpret data? How do we argue scientifically to advance forward our own and other's understanding? Throughout the course we will conduct experiments and examine case-studies targeted to develop scientific skills as assessed on the ACT and used by scientists and other professionals everywhere.

AP BIOLOGY - OFFERED 2024-2025

Prerequisite: Biology and Chemistry OR AP Chemistry

Credit: 1.5

Grades: 11 – 12

AP Biology is offered to students who wish to further their knowledge of biological concepts through a more intensive and in-depth study of biology. Students are challenged with new ideas and greater detail in the four major themes of biology: evolution, energetics, information storage and transmission, and systems interaction. Major units include chemistry of life, cell structure and function, cellular energetics, cell communication and the cell cycle, heredity, gene expression and regulation, natural selection, and ecology. Laboratory skills are developed and reinforced through practice in advanced techniques and student-designed investigation.

AP CHEMISTRY

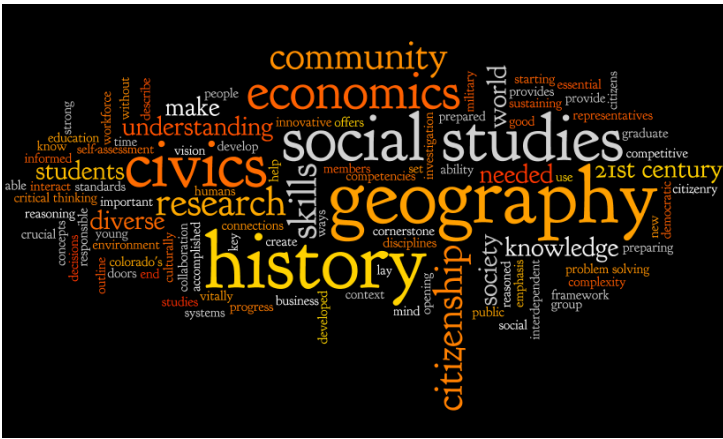
Prerequisite: Chemistry

Credit: 1.5

Grades: 11 – 12

This chemistry course is designed to prepare students with a strong interest in chemistry to take the AP exam that enables them to receive college level credit in

chemistry. This course integrates the three aspects of a college level course: development of theoretical concepts, construction of problem solving techniques and in-depth experience in a rigorous experimental application of chemical principles. Topics in the first quarter include parts and history of the atom, the periodic table, chemical formulas, chemical reactions and equations, chemical equilibrium, and solubility. Topics in the second quarter include thermodynamics, gas laws, kinetics, electrochemistry, acid-base reactions, and redox reactions. Additional studies include both organic and nuclear chemistry.



Social Studies

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COURSE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Social Studies 9 / 10	R	R		
Eastern Civilization - Offered 2024-2025	E	E	E	E
Western Civilization	E	E	E	E
United States History		R	R	
Contemporary Issues		E	E	E
Cold War to Terrorism			E	E
Psychology			E	E
Practical Law			E	E
AP Psychology			E	E
AP US History			E	E
AP Government - Offered 2024-2025			E	E
AP Comparative Government			E	E
Introduction to Education & Teaching			E	E
Service Learning				R
3.5 Credits of Social Studies Are Required for Graduation R = Fulfills graduation requirement at grade level E = Elective and the year student is eligible for the course				

9TH/10TH GRADE SOCIAL STUDIES

Required For All Freshmen/Sophomores

Credit: 1.0

Grades: 9 or 10

In this course, students will be exposed to important aspects in government, economics, and psychology. The course is designed to give students a flavor of social studies and will examine important concepts in each area.

UNITED STATES HISTORY

Required For All Sophomores/Juniors

Credit: 1.0

Grades: 10 or 11

As Americans, we are not bound together by a common religion, race, or ethnic heritage. Instead, we are bound by a tradition of ruling ourselves, to participate in such a government. It is important to know who we are as a people.

Knowledge of our history is essential if we are to think critically, set goals, solve problems, and make decisions that will benefit our nation, the world, and ourselves.

The units will cover Revolutionary Times; starting a new nation and our Constitution; expansion and conflict of the Civil War; The Industrial Revolution creating a modern age with the dawn of a new century; the Nation claiming an empire, which takes it into World War I; the social changes of the 1920's and the effects of the Depression during the 1930's; the road that takes the United States into World War II; followed by an uneasy peace with the Cold War turning hot.

Some units will include a simulation in which you will play the role of a person who was involved in making part of our history.

EASTERN CIVILIZATION - OFFERED 2024-2025

Credit: 0.5

This is a course for students who wish to take a course studying Ancient History. It will be a challenging course covering the topics of Stone Age Man, Egypt, Mesopotamia, India, China, Greece, and Rome. This course examines the social, political, and religious backgrounds of each civilization. This course will place an emphasis on reading comprehension, writing, and analysis of historical information.

WESTERN CIVILIZATION

Credit: 0.5

This is a course for students who wish to take a course of study emphasizing the history of Western Europe. It will be a challenging course covering the topics of the Islamic Culture, Middle Ages, Modern Nation States, Exploration, Revolutions, World War I and World War II. This course will examine the social, political, religious backgrounds, and economic objectives that were a part of these areas of history. This course will place an emphasis on reading comprehension, writing, and analysis of historical information.

CONTEMPORARY ISSUES

Credit: 0.5

Grades: 10 – 12

This course is designed to increase student interest in contemporary problems and issues. Students will be encouraged to use primary and secondary materials to form opinions and propose solutions to problems. Topics will include media, state, and local issues such as economics and politics, national issues such as governmental policies, and international issues such as trade, military conflict, and environmental concerns.

COLD WAR TO TERRORISM

Credit: 0.5

Grades: 11 – 12

This course will examine the world following WWII. The class will begin with the final days of WWII and will explore the final agreements of WWII, including the creation of the United Nations. It will also explore the Cold War, the Korean War, and the Vietnam War. It will also examine cultural and environmental trends following WWII. There will be a significant amount of reading for this class and students will be expected to complete several writing projects for credit.

PSYCHOLOGY

Credit: 0.5

Grades: 11 – 12

Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

AP PSYCHOLOGY

Prerequisite: “B” or better in Psychology AND Instructor Consent

Credit: 1.5

Grades: 11 – 12

Following the College Board’s suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.

PRACTICAL LAW

Credit: 0.5

Grades: 11 – 12

This course intended for students who are looking for a working knowledge of the criminal justice system and the legal system. Law provides a survey of the criminal and civil legal structures in the United States, but more specifically to Wisconsin. The course includes an exploration of the history of the legal system, including historically significant legal cases, types of crime and civil violations, criminal process & police procedures, the trial process, and torts.

AP UNITED STATES HISTORY

Prerequisite: “B” or better in U.S. History AND Instructor Consent

Credit: 1.5

Grades: 11 – 12

This is a course for motivated students who wish to take a highly concentrated U.S. History class. It will be a very challenging course that will cover U.S. History from

Colonial America to recent U.S. History. It is intended for students who envision themselves attending college after high school. A heavy emphasis will be placed on reading, reading comprehension, writing, and historical research. This course will prepare students to take the Advanced Placement U.S. History Exam. Success on this test can lead to students receiving college credit based on test performance. This class is available to juniors and seniors.

AP GOVERNMENT - OFFERED 2024-2025

Prerequisite: “B” or better in U.S. History AND Instructor Consent

Credit: 1.5

Grades: 11 – 12, Sophomores w/ Instructor Consent

The course uses a mixture of many teaching and learning styles. Students are expected to be independent readers with a guided reading to complete as they read. They are also responsible for attending lectures and discussion offered in class.

Current events are related to the major themes of the course to provide specific examples for essay writing. Students are quizzed and tested on text book material. Students will be asked to interpret and analyze several charts and graphics relate to U.S. Government and politics discussed from line charts, primary source documents, bar graphics, circle graphics and other information in the text as well as supplementary materials. They are also responsible for debates, simulations, essays, and online resources. Also, students will independently read and take notes on supplementary readings

AP COMPARATIVE GOVERNMENT & POLITICS

Prerequisite: “B” or better in Social Studies 9 AND Instructor Consent

Credit: 1.5

Grades: 11 – 12, Sophomores w/ Instructor Consent

This course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings, including China, Iran, Mexico, Nigeria, Russia and the United Kingdom. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

INTRODUCTION TO EDUCATION & TEACHING

Credit: 1.0

Grades: 11 – 12

Since there is a nation-wide teacher shortage developing, this course allows for high school students to establish credits towards a teaching education degree. In this course, students are introduced to education and teaching through practical experience in school settings, group discussions, and individual reflection. The course will explore the relationships among education, curriculum, and instruction across contexts of home, community, and school, connecting school practices with philosophical perspectives of education

SERVICE LEARNING

Required For All Seniors

Credit: 0.5

This course is designed to increase student interest and identify personal strengths and community needs by creating or assembling a 20 hour (minimum) service learning project for the community culminating in a final presentation.

This can be taken 1st or 6th hour ONE trimester only.



Technology & Engineering

DEPARTMENT STAFF

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<i>COURSE</i>	<i>FRESHMAN</i>	<i>SOPHOMORE</i>	<i>JUNIOR</i>	<i>SENIOR</i>
Introduction to Engineering Design (PLTW)	E	E	E	E
Introduction to Woodworking	E	E	E	E
Intro to Welding & Metal Fabrication	E	E	E	E
Principles of Engineering (PLTW)		E	E	E
Advanced Woodworking		E	E	E
Advanced Welding & Metal Fabrication		E	E	E
Manufacturing		E	E	E
Learning the Trades		E	E	E
CNC Machinist/Fabrication		E	E	E
Fundamentals of Construction			E	E
E = Elective and the year student is eligible for the course				

The skilled workforce of the world comes from the quality of education obtained in Technology & Engineering classes. Your experiences in the NGSD Technology & Engineering Department will help you prepare to become a valued, goal-oriented partner in tomorrow's workforce.

INTRODUCTION TO ENGINEERING DESIGN (PLTW)

Credit: 1.0

This course teaches problem-solving skills and how to use a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

INTRODUCTION TO WOODWORKING

Credit: 0.5

This introductory woodworking course acquaints the student with the essential principles of woodworking. Topics include wood technology, use of hand tools, portable power tools, and basic machinery. Students will also learn to read basic project drawings. Emphasis is placed on proper technique, safety, and shop policies for the woodworking facility. Students are required to complete a series of projects designed to develop primary woodworking skills.

ADVANCED WOODWORKING

Prerequisite: Intro to Woodworking

Credit: 1.0

Grades: 10 – 12

This advanced woodworking course increases the student's skill in the use of hand tools, portable power tools and machinery. Students will be exposed to a variety of machine and tool applications that they have not been exposed to in Woodworking I. Students are required to complete a more advanced project, a school improvement project, as well as an advanced individual project of their choice. Students are responsible for purchasing materials for individual projects.

LEARNING THE TRADES

Prerequisite: Intro to Woodworking and/or Intro to Welding and Metal Fabrication

Credit: 0.5

Grades: 10 – 12

In this course students will learn about a variety of industry and trade occupations as well as the basic skillsets that lie within. Topics covered will include site surveying, blueprint reading for use in residential construction and the effective and safe use of tools found on a typical construction site. Labs will include: site surveying, concrete and foundations, wall framing, basic plumbing, basic electrical, as well as drywall and

finishing. , At the end of the trimester students get an opportunity to participate in a 2 to 3 week long community project

INTRO TO WELDING AND METAL FABRICATION

Credit: 0.5

Intro to Welding and Metal Fabrication is a course designed to give hands on experience in different types of welding processes. Students will emphasize on SMAW, MIG, and Resistance welding. Students will also develop their technical knowledge on blue print reading, layout, and metal fabrication. Students are responsible for purchasing materials for some projects.

ADVANCED WELDING AND METAL FABRICATION

Prerequisite: Intro to Welding & Metal Fabrication

Credit: 0.5

Grades: 10 – 12

With the successful completion of Intro to Welding and Metal Fabrication, students in Adv Welding and Metal Fabrication will be introduced to more advanced types of welding processes. Students will emphasize on SMAW, MIG and TIG welding as well as an introduction to oxy-fuel, plasma cutting, CNC plasma cutting, and CNC mill applications. Students will also develop their technical knowledge in the areas of blueprint reading, industry terminology and mass production. Students are responsible for purchasing materials for some projects.

MANUFACTURING

Prerequisite: Intro to Woodworking & Intro to Welding OR Instructor Consent

Credit: 0.5

Grades: 10– 12

In Manufacturing, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. In this course, students will use manufacturing techniques and processes to construct projects of wood, metal, and plastic materials. Students will have the opportunity to organize an enterprise, conduct market research, plan an automated factory, research the cost effectiveness of a production run, and make jigs and fixtures. Equipment used in this course consists of computer

hardware/software, laser engraver, three- dimensional printer, and general production equipment.

CNC MACHINIST/FABRICATION

Prerequisite: Highly recommended to have IED, Intro to Woods, Intro to Welding, and CSP or CSA, prior to taking this course

Credit: 0.5

Grades: 10 – 12

Students will receive training on ALL the equipment that works in 3D Space that we have recently implemented here at New Glarus High School. The training will include basic drafting training in 3d Software using Inventor and MasterCAM and/or equivalent CNC software. Equipment training will be broken down in to various weeks including training with the laser engraver, 3D Printers, CNC (wood) Router, CNC PlasmaCAM (metal), CNC Mill (metal), & 6 Axis Robotics.

FUNDAMENTALS OF CONSTRUCTION

Prerequisite: Intro to Woods and/or Intro to Welding and Learning the Trades

Credit: 1.0

Grades: 11 – 12

This course is designed for 11th through 12th grade students who are interested in continuing their study in the field of construction. This course is a dual credit course and students will receive 3 credits for the Construction and Remodeling program at Madison College. During this course, students will study and learn about safe care and use of hand and portable power tools. Students will also learn about careers in construction, building materials, foundations, and wall framing. These skills will be learned by building a shed



COURSE ROTATIONS

Important to note: Courses are offered based upon student demand. Course offerings that receive few requests may not be offered to students. Course offerings may also change as a result of state requirements, staffing, scheduling, or resources.

AP COURSES – OFFERED EVERY YEAR

- AP Calculus AB
- AP Calculus BC
- AP German
- AP Psychology
- AP Statistics
- AP US History
- PLTW – Computer Science Principles
- PLTW – Computer Science Application
- Spanish 4

AP COURSES – OFFERED EVERY OTHER YEAR

- AP Biology
- AP Chemistry
- AP Comparative Government & Politics
- AP Government
- AP Language
- AP Literature

AP COURSES BY SCHOOL YEAR (MAY BE SUBJECT TO CHANGE)

2023-2024 AP COURSES

- AP Chemistry
- AP Calculus AB
- AP Calculus BC
- AP Comparative Government
- AP German
- AP Literature
- AP Psychology
- AP Statistics
- AP US History
- PLTW – Computer Science Principles
- PLTW – Computer Science Application
- Spanish 4

2024-2025 AP COURSES

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP German
- AP Government
- AP Language
- AP Psychology
- AP Statistics
- AP US History
- PLTW – Computer Science Principles
- PLTW – Computer Science Application
- Spanish 4

NON-AP COURSE ROTATIONS (MAY BE SUBJECT TO CHANGE)

Family & Consumer Sciences

Cultural Cuisine – 2023-2024
Creative Foods – 2024-2025

Social Studies

Western Civilization – 2023-2024
Eastern Civilization – 2024-2025

STATEMENT OF FACTS

In 2023, the New Glarus School District received a petition to alter district boundaries from John and Tedra Skelton (the "Petitioners"). The petition sought to detach their property from the New Glarus School District and attach it to the Belleville School District. The property is triangle shaped. Adjoining properties along the two easternmost property lines are in the New Glarus School District. The adjoining property along the western property line is in the Belleville School District. There are no school-aged children currently residing on the property.

The New Glarus School District reviewed the petition request at a properly noticed and held Board meeting on February 13, 2023. The Petitioners did not attend the meeting. The Board voted to deny the petition at the same meeting.



OVERVIEW

District Details

Grades : K4-12

Enrollment : 967

Percent open enrollment : 12.4%

Small Schools, Big Opportunities -New Glarus School District is a top-rated school district that offers students extensive curricular and extra-curricular opportunities within a small school setting. With a school population of around 1000 students, teachers form strong relationships with their students and are committed to each child reaching his or her potential in a safe learning environment.

The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary



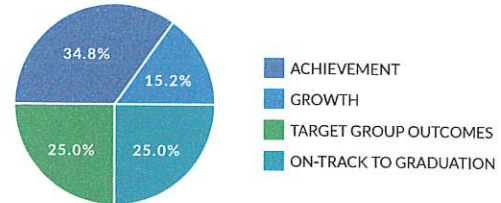
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

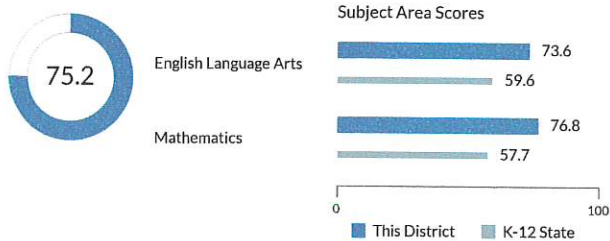


PRIORITY AREA WEIGHTS

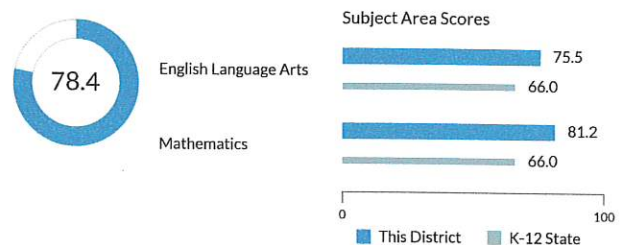


Priority Area Scores

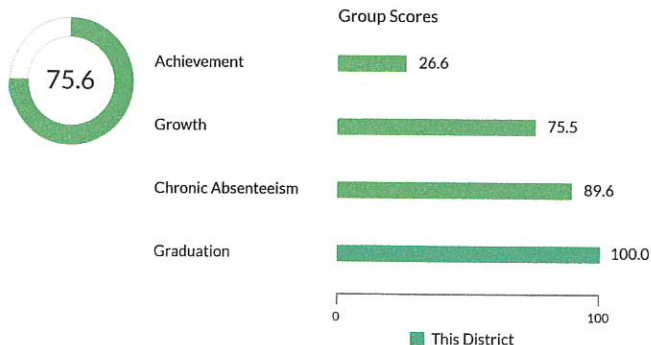
ACHIEVEMENT



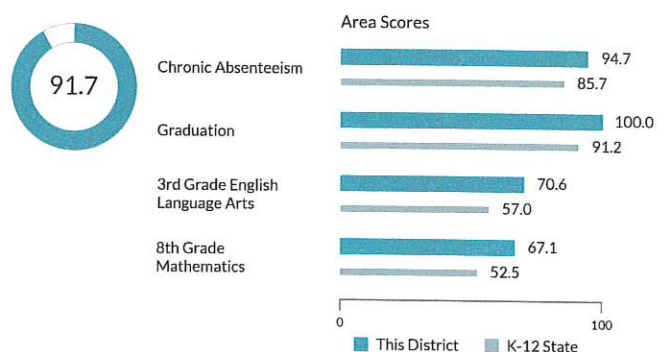
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	1	33.3%
Exceeds Expectations	2	66.7%
Meets Expectations	0	0.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	0	0.0%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

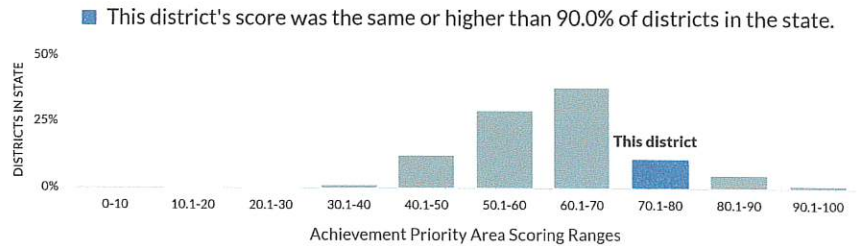
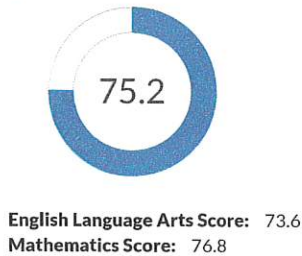
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	78.4	80.2	83.5	100.0
Achievement	72.4	75.4	81.3	100.0
Growth	76.5	78.4	81.2	100.0
Target Group Outcomes	74.2	76.3	80.0	100.0
On-Track to Graduation	91.4	93.0	96.1	100.0



ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

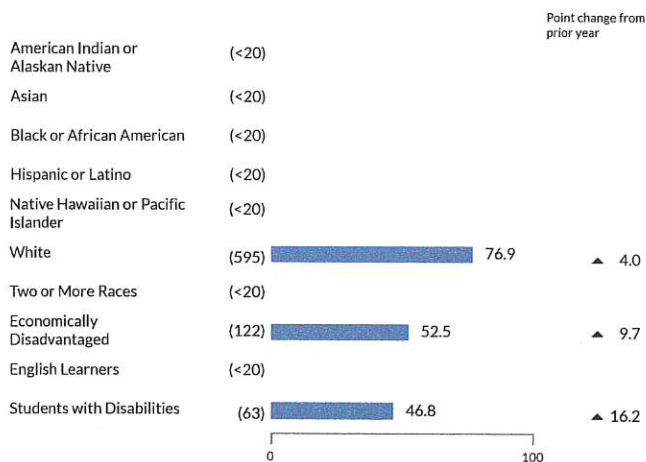
Priority Area Score



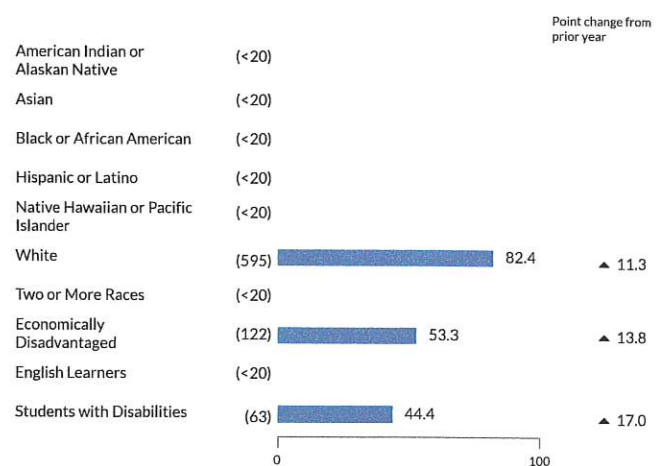
Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



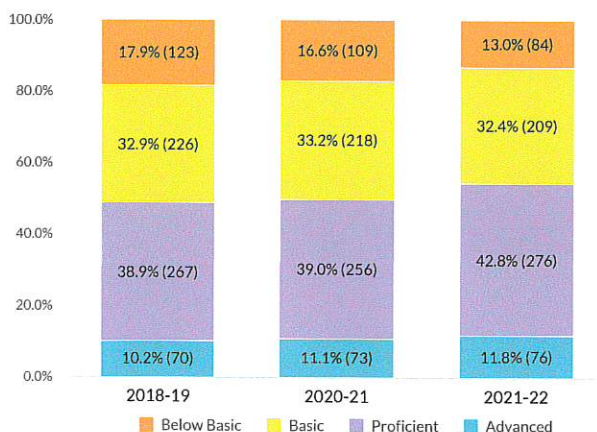
MATHEMATICS



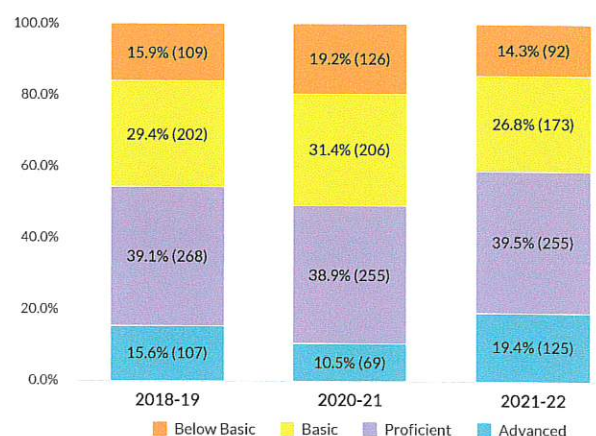
Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
98.5%	91.4%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.5%	91.4%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	686	10.2%	38.9%	32.9%	17.9%	656	11.1%	39.0%	33.2%	16.6%	645	11.8%	42.8%	32.4%	13.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	628	10.4%	40.4%	32.5%	16.7%	604	11.1%	39.7%	33.1%	16.1%	595	11.3%	43.9%	32.3%	12.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	152	0.7%	21.7%	38.2%	39.5%	138	2.2%	21.7%	35.5%	40.6%	122	4.1%	30.3%	32.0%	33.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	56	0.0%	7.1%	21.4%	71.4%	62	0.0%	16.1%	29.0%	54.8%	63	3.2%	27.0%	30.2%	39.7%

MATHEMATICS

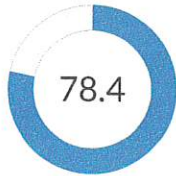
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	686	15.6%	39.1%	29.4%	15.9%	656	10.5%	38.9%	31.4%	19.2%	645	19.4%	39.5%	26.8%	14.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	628	16.1%	41.1%	29.3%	13.5%	604	10.1%	40.1%	31.8%	18.0%	595	19.8%	39.2%	26.9%	14.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	152	6.6%	19.7%	35.5%	38.2%	138	0.7%	21.0%	34.8%	43.5%	122	7.4%	25.4%	33.6%	33.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	56	0.0%	10.7%	26.8%	62.5%	62	4.8%	6.5%	27.4%	61.3%	63	6.3%	15.9%	38.1%	39.7%



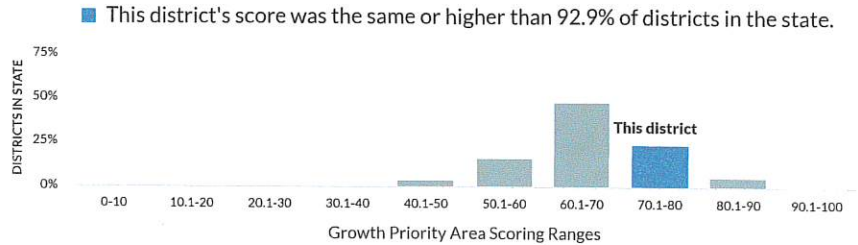
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



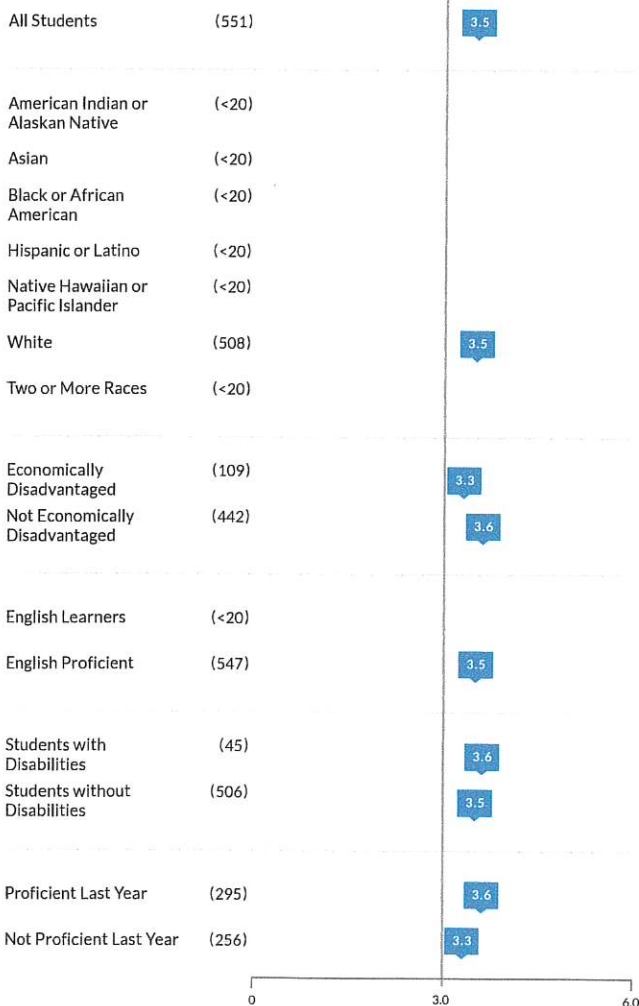
English Language Arts Score: 75.5
Mathematics Score: 81.2



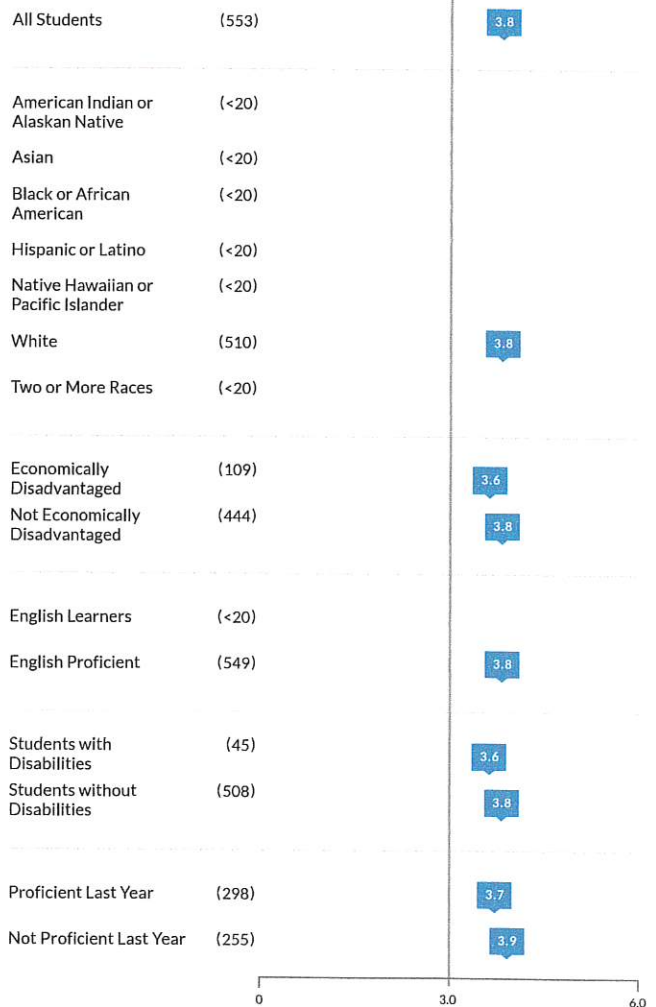
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

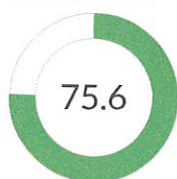




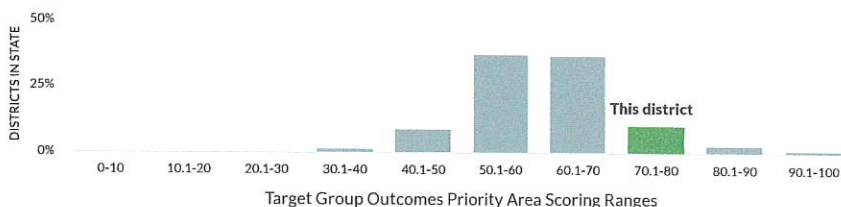
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



■ This district's score was the same or higher than 92.0% of districts in the state.



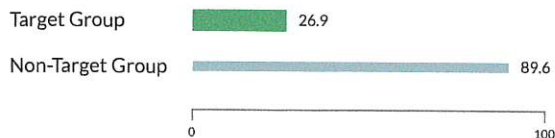
Component Scores

ACHIEVEMENT

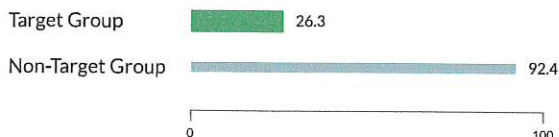
Score: 26.6

Average points-based proficiency rates.

English Language Arts



Mathematics



GROWTH

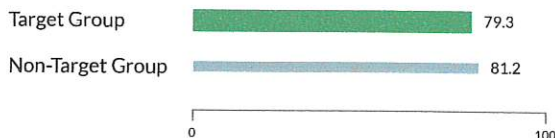
Score: 75.5

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



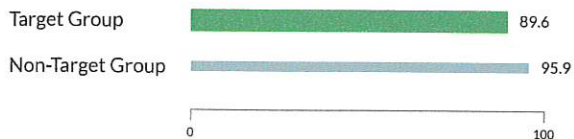
Mathematics



CHRONIC ABSENTEEISM

Score: 89.6

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 100.0

Average of 2020-21's 4- and 7-year cohort rates.

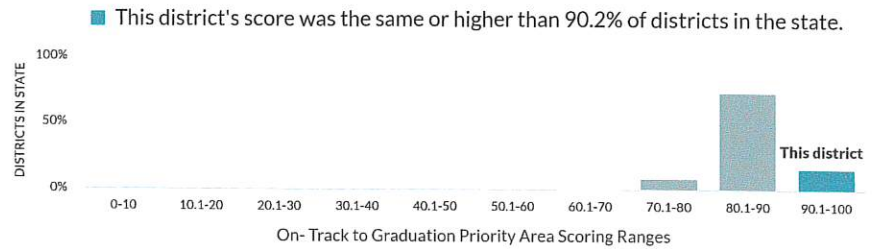
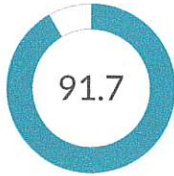




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

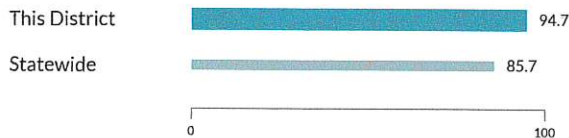


Component Scores

CHRONIC ABSENTEEISM

Score: 94.7

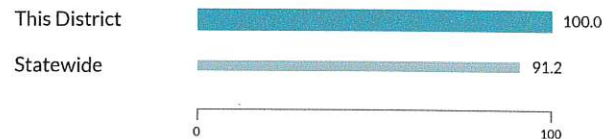
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 100.0

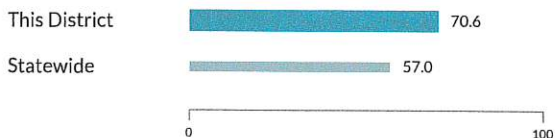
Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 70.6

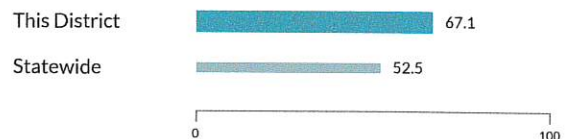
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 67.1

Multi-year average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	940	8.1%	938	7.7%	945	1.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	23	26.1%	<20	*	<20	*
Hispanic or Latino	23	8.7%	24	12.5%	32	3.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	849	7.3%	857	6.8%	861	1.2%
Two or More Races	29	10.3%	28	7.1%	25	8.0%
Economically Disadvantaged	196	17.3%	204	13.7%	202	5.4%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	80	12.5%	86	17.4%	87	4.6%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	78	78	100.0%	53	53	100.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	70	70	100.0%	48	48	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	21	21	100.0%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

District	State
34.5%	19.9%

107 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

District	State
50.6%	18.6%

157 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
0.0%	2.8%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

District	State
1.6%	3.4%

5 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	<20	34,372	*	15.8%	*	13.4%	*	1.9%	*	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	283	181,931	36.4%	21.7%	50.9%	21.7%	0.0%	3.4%	1.8%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	73	96,593	20.5%	10.8%	28.8%	12.0%	0.0%	2.1%	2.7%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	26	34,324	3.8%	3.6%	19.2%	9.6%	0.0%	1.9%	0.0%	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
26.5%	23.0%	0.0%	0.3%	35.8%	18.3%	0.0%	1.6%
82 students successfully completed at least one art & design course.		No students successfully completed a dance course.		111 students successfully completed at least one music course.		No students successfully completed a theater course.	

Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	<20	34,372	*	21.3%	*	0.2%	*	12.1%	*	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	283	181,931	27.2%	24.2%	0.0%	0.3%	35.7%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	73	96,593	26.0%	21.8%	0.0%	0.2%	19.2%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	26	34,324	34.6%	23.4%	0.0%	0.2%	30.8%	12.0%	0.0%	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2022

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.



OVERVIEW

District Details

Grades : K4-12

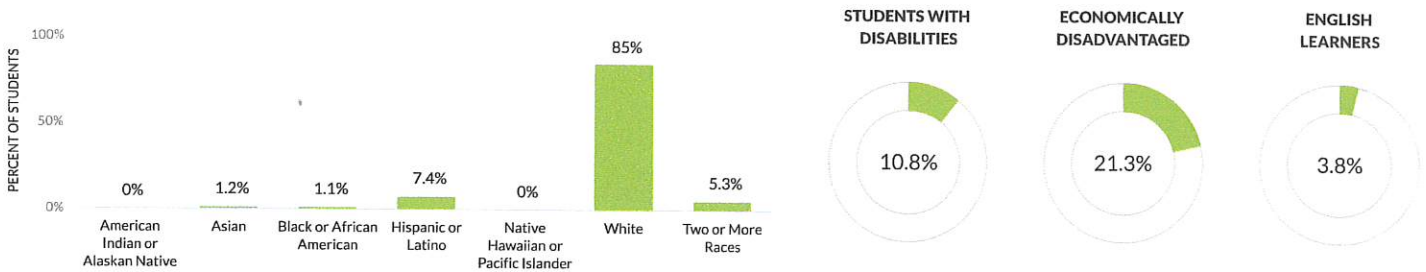
Enrollment : 928

Percent open enrollment : 6.3%

The School District of Belleville, home of the Wildcats, is one of the best kept secrets in Dane and Green counties. Serving just under 1,000 students in grades PK through grade 12, the School District of Belleville prides itself on its commitment to meeting the needs of ALL students and excellence in education. It is always a great day to be a Wildcat!

The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

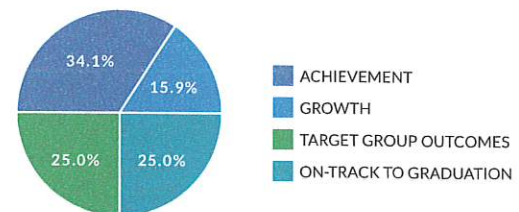
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

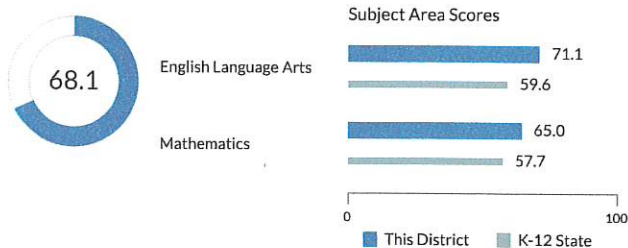


PRIORITY AREA WEIGHTS

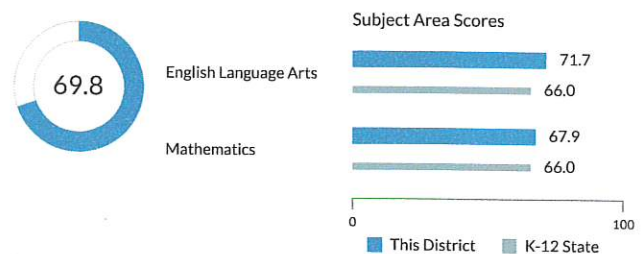


Priority Area Scores

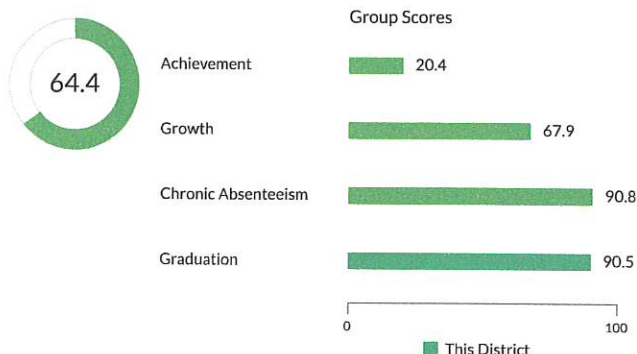
ACHIEVEMENT



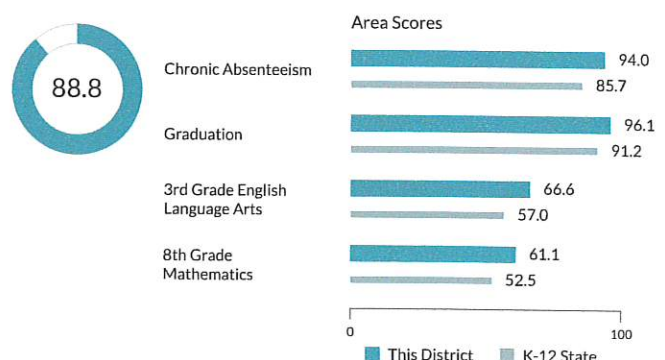
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	0	0.0%
Exceeds Expectations	2	66.7%
Meets Expectations	1	33.3%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	0	0.0%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

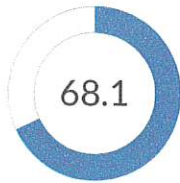
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	68.5	73.2	77.6	100.0
Achievement	64.7	67.5	72.5	100.0
Growth	61.3	70.5	75.5	100.0
Target Group Outcomes	57.6	66.8	74.6	100.0
On-Track to Graduation	89.2	91.1	94.6	100.0



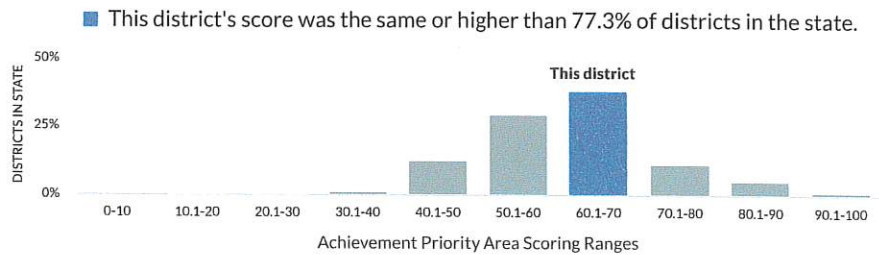
ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 71.1
Mathematics Score: 65.0



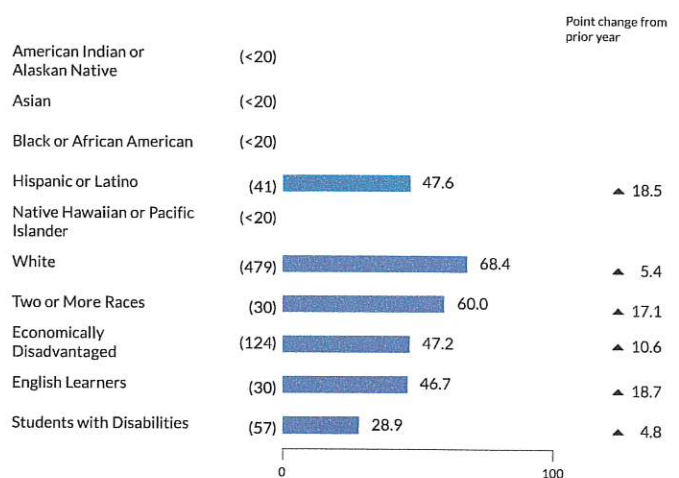
Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



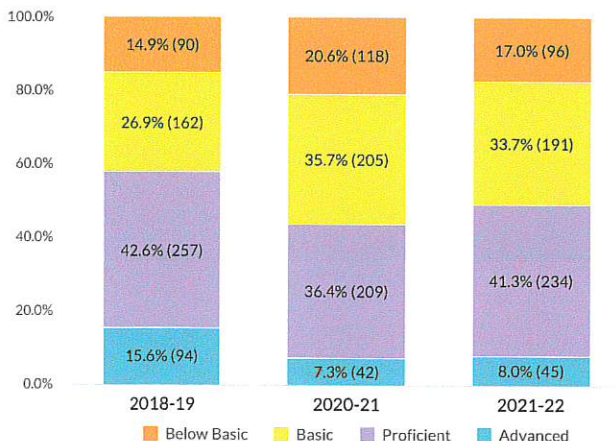
MATHEMATICS



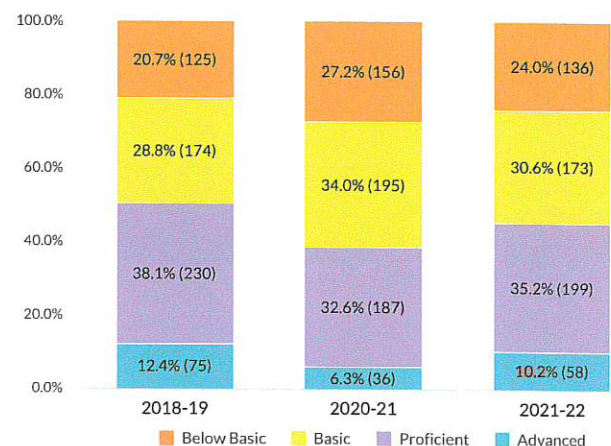
Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
97.8%	87.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.8%	87.9%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	603	15.6%	42.6%	26.9%	14.9%	574	7.3%	36.4%	35.7%	20.6%	566	8.0%	41.3%	33.7%	17.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	36	2.8%	30.6%	27.8%	38.9%	43	4.7%	20.9%	41.9%	32.6%	41	7.3%	29.3%	36.6%	26.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	525	16.6%	43.2%	26.9%	13.3%	487	8.2%	38.2%	34.3%	19.3%	479	8.4%	42.6%	33.4%	15.7%
Two or More Races	34	17.6%	47.1%	26.5%	8.8%	35	0.0%	34.3%	45.7%	20.0%	30	6.7%	33.3%	40.0%	20.0%
Economically Disadvantaged	112	4.5%	33.9%	37.5%	24.1%	127	1.6%	22.8%	43.3%	32.3%	124	3.2%	33.1%	33.9%	29.8%
English Learners	24	4.2%	37.5%	29.2%	29.2%	25	0.0%	20.0%	60.0%	20.0%	30	0.0%	36.7%	43.3%	20.0%
Students with Disabilities	66	3.0%	12.1%	24.2%	60.6%	54	0.0%	16.7%	22.2%	61.1%	57	0.0%	15.8%	29.8%	54.4%

MATHEMATICS

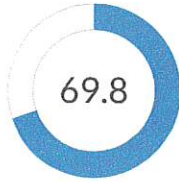
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	604	12.4%	38.1%	28.8%	20.7%	574	6.3%	32.6%	34.0%	27.2%	566	10.2%	35.2%	30.6%	24.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	36	5.6%	11.1%	30.6%	52.8%	43	0.0%	14.0%	30.2%	55.8%	41	7.3%	19.5%	34.1%	39.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	526	12.5%	40.5%	28.9%	18.1%	487	7.2%	35.1%	34.3%	23.4%	479	11.3%	36.5%	29.9%	22.3%
Two or More Races	34	20.6%	29.4%	29.4%	20.6%	35	2.9%	22.9%	31.4%	42.9%	30	3.3%	40.0%	30.0%	26.7%
Economically Disadvantaged	112	3.6%	25.0%	34.8%	36.6%	127	3.1%	15.7%	32.3%	48.8%	124	4.8%	22.6%	34.7%	37.9%
English Learners	24	8.3%	16.7%	33.3%	41.7%	25	0.0%	8.0%	40.0%	52.0%	30	3.3%	23.3%	36.7%	36.7%
Students with Disabilities	66	0.0%	16.7%	16.7%	66.7%	54	0.0%	16.7%	14.8%	68.5%	57	0.0%	19.3%	19.3%	61.4%



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

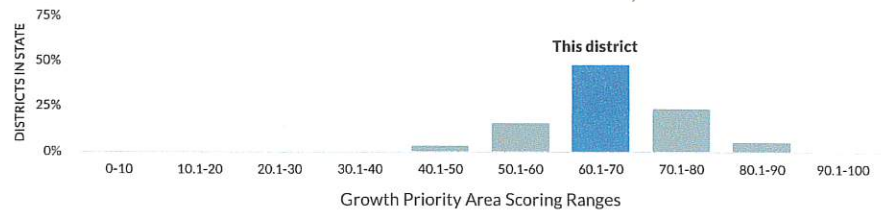
Priority Area Score



English Language Arts Score: 71.7

Mathematics Score: 67.9

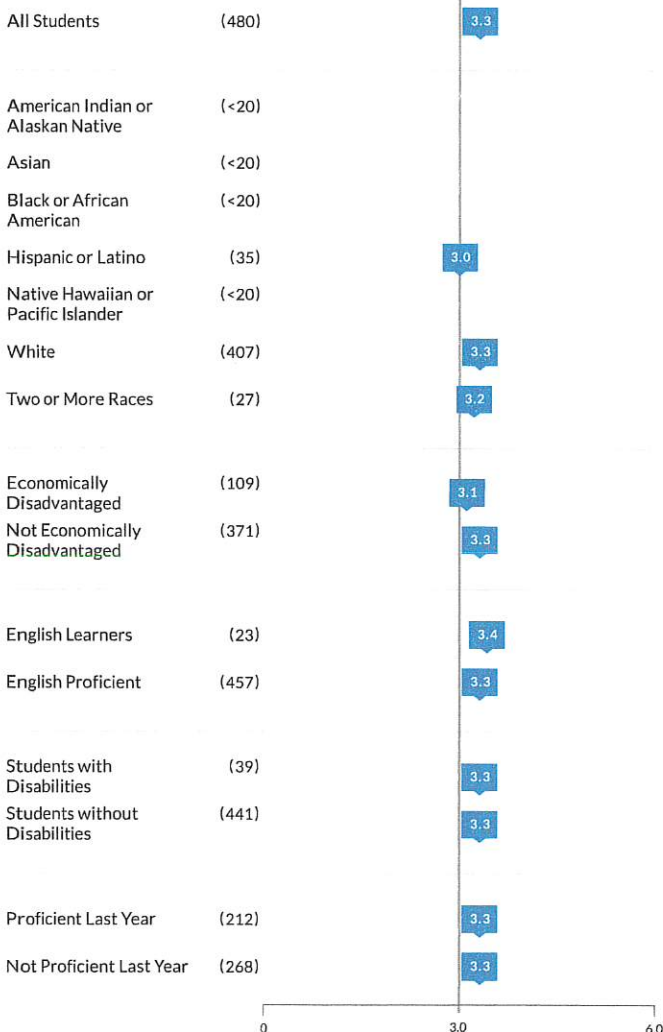
■ This district's score was the same or higher than 69.1% of districts in the state.



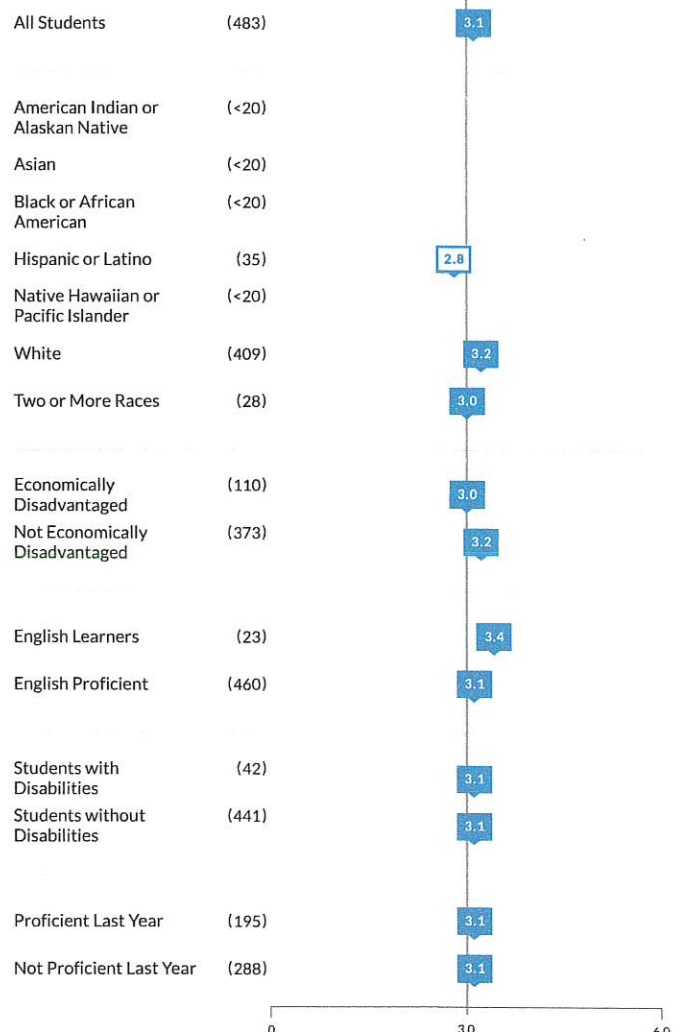
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS





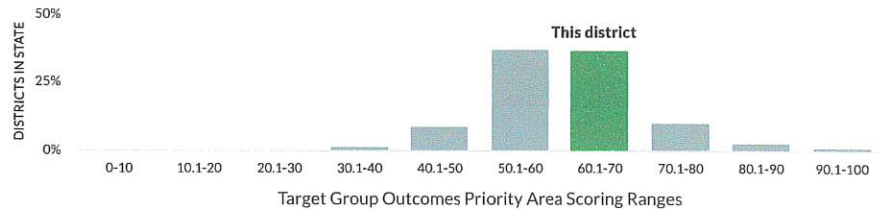
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



■ This district's score was the same or higher than 66.2% of districts in the state.



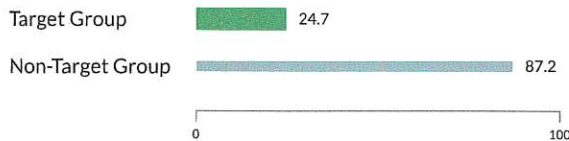
Component Scores

ACHIEVEMENT

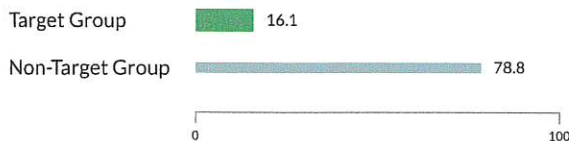
Score: 20.4

Average points-based proficiency rates.

English Language Arts



Mathematics

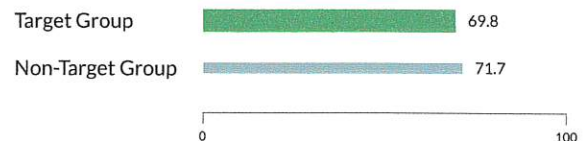


GROWTH

Score: 67.9

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



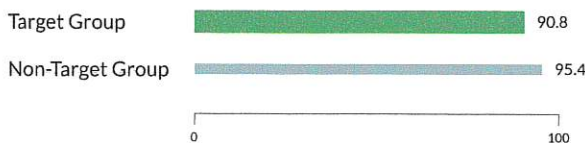
Mathematics



CHRONIC ABSENTEEISM

Score: 90.8

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 90.5

Average of 2020-21's 4- and 7-year cohort rates.

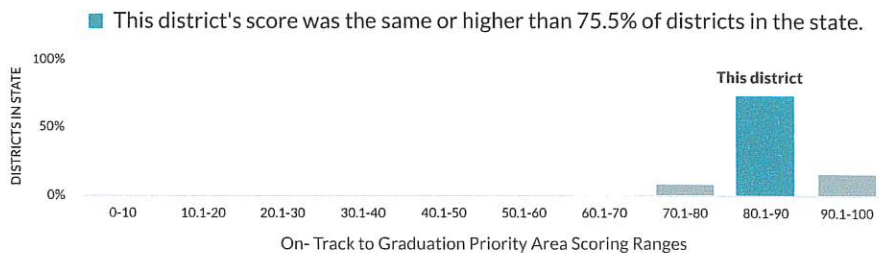
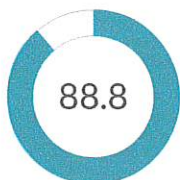




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

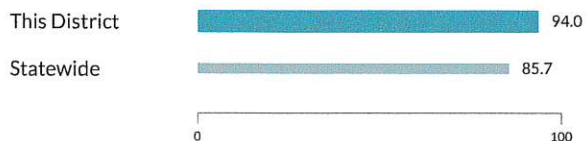


Component Scores

CHRONIC ABSENTEEISM

Score: 94.0

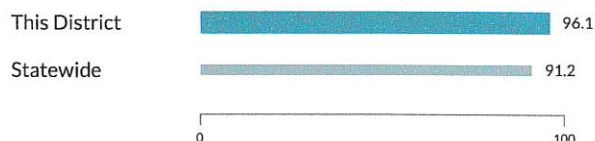
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 96.1

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 66.6

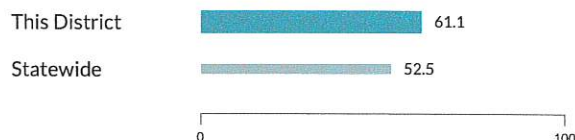
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 61.1

Multi-year average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	838	6.3%	829	6.4%	859	5.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	56	16.1%	54	13.0%	65	12.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	725	5.2%	716	5.9%	735	4.5%
Two or More Races	47	10.6%	48	8.3%	47	8.5%
Economically Disadvantaged	161	15.5%	163	12.3%	191	14.1%
English Learners	34	17.6%	37	16.2%	33	6.1%
Students with Disabilities	89	13.5%	94	13.8%	94	11.7%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	78	75	96.2%	74	71	95.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	69	69	100.0%	66	63	95.5%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
32.4%	19.9%	36.1%	18.6%	0.0%	2.8%	3.4%	3.4%
96 students successfully completed at least one Advanced Placement or International Baccalaureate course.		107 students successfully completed at least one dual enrollment course.		No students earned an industry-recognized credential.		10 students participated in a work-based learning program.	

Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	21	34,372	28.6%	15.8%	28.6%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	254	181,931	31.9%	21.7%	38.2%	21.7%	0.0%	3.4%	3.9%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	58	96,593	17.2%	10.8%	25.9%	12.0%	0.0%	2.1%	5.2%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	30	34,324	0.0%	3.6%	20.0%	9.6%	0.0%	1.9%	0.0%	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
43.6%	23.0%	0.0%	0.3%	39.9%	18.3%	5.1%	1.6%
129 students successfully completed at least one art & design course.		No students successfully completed a dance course.		118 students successfully completed at least one music course.		15 students successfully completed at least one theater course.	

Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	21	34,372	52.4%	21.3%	0.0%	0.2%	19.0%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	254	181,931	42.9%	24.2%	0.0%	0.3%	40.2%	21.0%	5.1%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	58	96,593	46.6%	21.8%	0.0%	0.2%	31.0%	13.6%	3.4%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	30	34,324	23.3%	23.4%	0.0%	0.2%	16.7%	12.0%	3.3%	1.5%

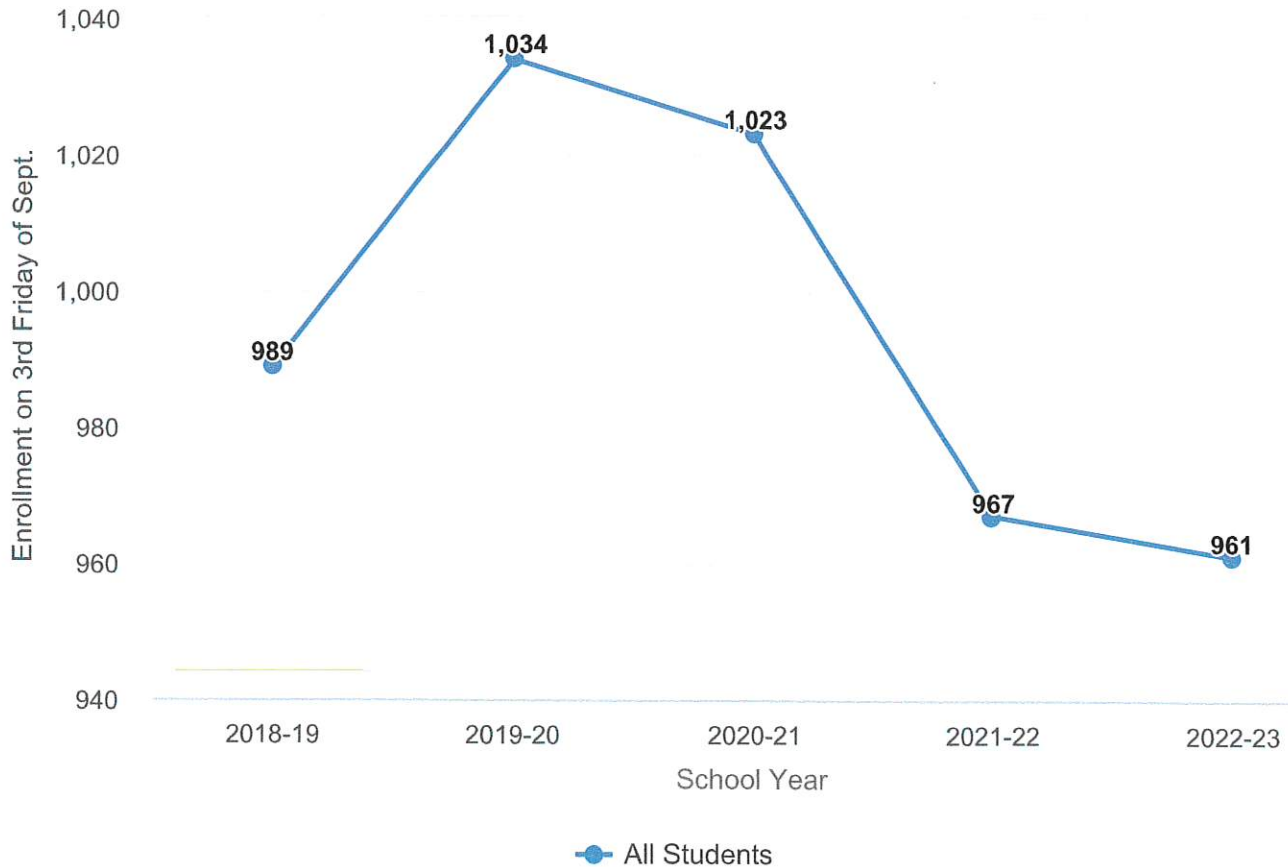
Enrollment Count by [All Students] (Trends)

This graph shows the 5 year trend in student enrollment on the 3rd Friday of September for the selected group. Enrollment is a headcount of students receiving primary educational services from a district in a school year.

The Certified enrollment is not available until several months after the 3rd Friday of September.

Filter Criteria:

Group by	[All Students]	District	New Glarus
School Type	[All Types]	School	[All Schools]
Grade Level	[All Grades]		



Total of 5 row(s) with 10000 Row Limit

School Year	Group By	Total Students	Student Count	Percent of Group
2018-19	All Students	989	989	100.0%
2019-20	All Students	1,034	1,034	100.0%
2020-21	All Students	1,023	1,023	100.0%
2021-22	All Students	967	967	100.0%
2022-23	All Students	961	961	100.0%

<https://wisedash.dpi.wi.gov/Dashboard/Page/WISEdash%20Public%20Portal/Student%20Engageme>

SCHOOL DISTRICT OF NEW GLARUS

DISCUSSION AND REGULAR SCHOOL BOARD MEETING

Monday, January 9, 2023

CALL TO ORDER

The meeting was called to order at 7:16 p.m. by Board President, Bill Oemichen. The agenda was posted at the New Glarus Elementary School, New Glarus Middle School, New Glarus High School, Bank of New Glarus, New Glarus Post Office, State Bank of Cross Plains – New Glarus Branch, Woodford State Bank – New Glarus Branch, and the District Website.

ROLL CALL

Present: Bill Oemichen, Larry Stuessy, Travis Zimmerman, Corrine Hendrickson, Cari Ann Muggenburg, Ron Roesslein, and Casey Umhoefer.

APPROVAL OF AGENDA AND REVISIONS

Motion by Larry Stuessy to approve the agenda as presented. Second by Casey Umhoefer. Motion carried 7-0.

INTRODUCTIONS –PRESENTATIONS

RoboKnights

RoboKnight Club members and advisor, Mr. Bertling shared information with the Board about their club, the competitions they've participated in recently, and what's next for the group.

PUBLIC COMMENT PERIOD

~None

APPROVAL CONSENT AGENDA

ITEM(S) TO BE REMOVED FROM CONSENT AGENDA

1. BOARD MINUTES & CLOSED SESSION MINUTES
2. APPROVAL OF BILLS
3. TREASURER'S REPORT
4. STAFFING REPORT
5. DONATIONS

Motion by Larry Stuessy to approve the Consent Agenda with the removal of the Voucher Listing for approval at the next Board meeting. Second by Casey Umhoefer. Motion carried 7-0.

COMMITTEE UPDATES

POLICY, COMMUNICATION & ADVOCACY; Did not meet.

HANDBOOK AND PERSONNEL; Did not meet.

BUDGET; Met. The Committee reviewed the proposed operating referendum options, the resolutions

for the potential Spring operating referendum, and reviewed the 2021-22 Audit for possible acceptance.

CURRICULUM, SPORTS & CO-CURRICULAR; Met. The Committee reviewed the new High School Course Recommendations for 2023-24.

FACILITIES, TRANSPORTATION, AND TECHNOLOGY; Met. The Committee discussed progress on the Village proposed Primary School access point, and received an update on the referendum facility bids due by January 27, 2023.

DISCUSSION AND POSSIBLE ACTION ITEMS

A. OPERATING REFERENDUM OPTIONS

The Board reviewed two operating referendum options for the Spring 2023 Election.

Motion by Travis Zimmerman to approve operating referendum option #2. Option #2 assumes a \$200 per pupil increase by the state each year and drops the mill (tax) rate by \$0.60 to \$10.78. This option will authorize the District to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$1,400,000 for the 2023-24 school year, by \$1,600,000 for the 2024-25 school year, and by \$1,800,000 for the 2025-26 school year, for non-recurring purposes consisting of expenses related to staffing, operating and maintaining current school facilities, and maintaining current educational programming, extracurriculars, and services. Second by Casey Umhoefer. Motion carried 7-0.

B. RESOLUTION AUTHORIZING THE SCHOOL DISTRICT BUDGET TO EXCEED REVENUE LIMIT FOR THREE YEARS FOR NON-RECURRING PURPOSES

The Board reviewed the Resolution Authorizing the School District Budget to Exceed Revenue Limit for Three Years for Non-Recurring Purposes, using option #2.

Motion by Travis Zimmerman to approve the Resolution Authorizing the School District Budget to Exceed Revenue Limit for Three Years for Non-Recurring Purposes, using option #2. Second by Cari Ann Muggenburg. Motion carried 7-0.

C. RESOLUTION PROVIDING FOR A REFERENDUM ELECTION ON THE QUESTION OF THE APPROVAL OF A RESOLUTION AUTHORIZING THE SCHOOL DISTRICT BUDGET TO EXCEED REVENUE LIMIT FOR THREE YEARS FOR NON-RECURRING PURPOSES

The Board reviewed the Resolution Providing For a Referendum Election on the Question of the Approval of a Resolution Authorizing the School District Budget to Exceed Revenue Limit for Three Years for non-Recurring Purposes, using option #2.

Motion by Travis Zimmerman to approve the Resolution Providing For a Referendum Election on the Question of the Approval of a Resolution Authorizing the School District Budget to Exceed Revenue Limit for Three Years for Non-Recurring Purposes, using option #2. Second by Cari Ann Muggenburg. Motion carried 7-0.

D. PRIMARY SCHOOL ACCESS POINT

Dr. Thayer and Board President Oemichen provided the Board with an update on the Village proposed Primary School access point.

Motion by Bill Oemichen, Facilities, Transportation and Technology Committee Chair to continue negotiations with the Village of New Glarus on the Windlach and 8th access point and

to ask approval of that proposal from the Village of New Glarus Planning Commission.
Motion carried 7-0.

E. CO-OP RENEWAL – BOYS SOCCER

The Board reviewed the co-op renewal for the high school boys' soccer team with Belleville High School

Motion by Casey Umhoefer to approve the co-op renewal for high school boys soccer team with Belleville High School as presented. Second by Ron Roesslein. Motion carried. 7-0.

F. CO-OP RENEWAL – WRESTLING

The Board reviewed the co-op renewal for the high school wrestling program with Belleville High School,

Motion by Cari Ann Muggenburg to approve the co-op renewal for the high school wrestling program with Belleville High School. Second by Casey Umhoefer. Motion carried 7-0.

G. CO-OP RENEWAL – BOYS AND GIRLS TRACK AND FIELD

The Board reviewed the co-op renewal for the high school boys and girls track and field team with Belleville High School.

Motion by Ron Roesslein to approve the co-op renewal for the high school boys and girls track and field team with Belleville High School. Second by Casey Umhoefer. Motion carried 7-0.

H. CO-OP RENEWAL – BOYS AND GIRLS CROSS COUNTRY

The Board reviewed the co-op renewal for the high school boys' and girls' cross-country team with Monticello High School.

Motion by Casey Umhoefer to approve the co-op renewal for the high school boys and girls cross country team with Monticello High School as presented. Second by Cari Ann Muggenburg. Motion carried 7+0.

I. FFA OVERNIGHT FIELD TRIP TO STEVENS POINT

The Board reviewed a request from the FFA organization to attend an overnight trip and conference in Stevens Point on January 13-14, 2023.

Motion by Travis Zimmerman to approve the FFA overnight field trip to Stevens Point on January 13-14, 2023 as presented. Second by Larry Stuessy. Motion carried 7-0.

J. NEW HIGH SCHOOL COURSE RECOMMENDATIONS FOR 2023-24

The Board reviewed the New High School Course Recommendations for 2023-24.

Motion by Cari Ann Muggenburg, Curriculum, Sports, and Co-Curricular Committee Chair to approve the New High School Course Recommendations for 2023-24 as presented. Motion carried 7-0.

K. ACCEPTANCE OF 2021-22 AUDIT

The Board reviewed the 2021-22 Audit.

Motion by Travis Zimmerman, Budget Committee Chair to approve the 2021-22 Audit as

presented. Motion carried 7-0.

L. OPEN ENROLLMENT SPACES FOR 2023-24

The Board reviewed the Open Enrollment Spaces for 2023-24.

Motion by Travis Zimmerman to approve the Open Enrollment Spaces for 2023-24 as presented. Second by Ron Roesslein. Motion carried 7-0.

M. Resignations

~None

N. New Hires

1. Ryan Lehman – Family & Consumer Ed Teacher

The Administration recommended hiring Ryan Lehman as MS/HS Family & Consumer Ed Teacher.

Motion by Casey Umhoefer to approve the hiring of Ryan Lehman as MS/HS Family & Consumer Ed Teacher as presented. Second by Cari Ann Muggenburg. Motion carried 7-0.

DISCUSSION ITEMS

A. REFERENDUM FACILITY PROJECTS UPDATE

There was no additional discussion about the referendum facility projects.

**B. GREEN COUNTY ECONOMIC DEVELOPMENT / UW MADISON EXTENSION
RENEWABLE ENERGY GRANT APPLICATION**

Bill Oemichen, Board President and Dr. Thayer completed and submitted a renewable energy grant application on behalf of the district.

ANNOUNCEMENTS

Bill Oemichen, Board President advised the Board that there is an amendment to the Wisconsin Statutes in the State Legislature to allow school board members to drive school busses as volunteers for small compensation to offset things like licensing.

FUTURE SCHOOL BOARD AND COMMITTEE MEETINGS.

- January 23, 2023 – Discussion and Regular Board Meeting – 7:15 p.m.
- February 13, 2023 - Discussion and Regular Board Meeting – 7:15 p.m.

CLOSED SESSION: The Board will entertain a motion to convent into closed session pursuant to s. 19.85 (1) (c) (e) (f) and/or (g), Wis.Stats, as appropriate, to 1. Discuss bargaining reasons to negotiate access point connections for the 4K-2 Primary School and confer with legal counsel for the governmental body who is rendering advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. 2. Discuss Administrator Contracts, 3. Discuss superintendent performance evaluation and annual performance goals. The Board will propose recommendations in closed session, thereafter, the Board will entertain a motion to reconvene into open session. The Board may take further action that is necessary and appropriate. The Board will then entertain a motion to adjourn.

Motion by Cari Ann Muggenburg to move into closed session at 9:05 p.m. Second by Larry Stuessy.
Motion carried by a roll call vote 7-0.

Bill Oemichen, Aye, Larry Stuessy, Aye, Travis Zimmerman, Aye, Corrine Hendrickson, Aye, Cari Ann Muggenburg, Aye, Casey Umhoefer, Aye, Ron Roeslein, Aye.

Motion by Larry Stuessy to move into open session at 9:34p.m. Second by Cari Ann Muggenburg.
Motion carried 7-0 with a roll call vote.

Bill Oemichen, Aye, Larry Stuessy, Aye, Travis Zimmerman, Aye, Corrine Hendrickson, Aye, Cari Ann Muggenburg, Aye, Casey Umhoefer, Aye, Ron Roeslein, Aye.

ADJOURN

Motion by Larry Stuessy to adjourn the meeting at 9:35 p.m. Second by Cari Ann Muggenburg.
Motion carried 7-0.

Respectfully submitted by Corrine Hendrickson/Kris Anderson

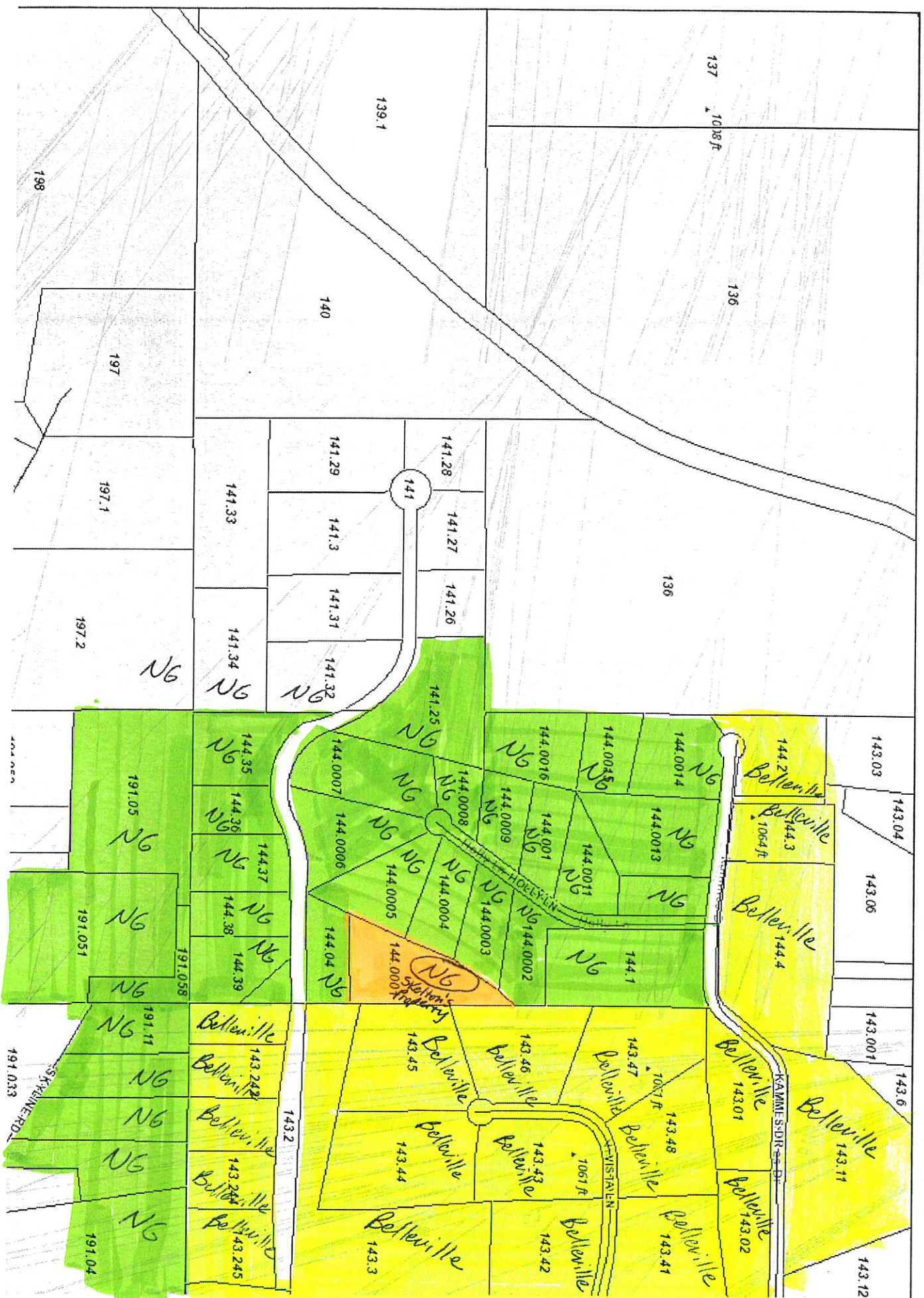
Regular Education	Current Sections	Optimum	Current Enrollment (Rolled Forward)	Available OE Spaces		
4K			N/A	Unlimited		
K	4	72	62	10		
1	3	60	47	13		
2						
3	7	154	136	18		
4						
5	6	132	112	20		
6	4	88	64	24		
7	4	88	72	16		
8	4	88	74	14		
9-12	16	352	319	33		
Special Education - Cross Categorical	Optimum Caseload Factor	Current Caseload Factor	Available OE Spaces			
District Cross Categorical Teachers-7 Full time	85	77 (anticipated 91)		0		
Special Education - Speech and Language	Optimum Caseload Factor	Current Caseload Factor	Available Caseload Factor			
SLP Therapists- 2.8 %	294	312	0			

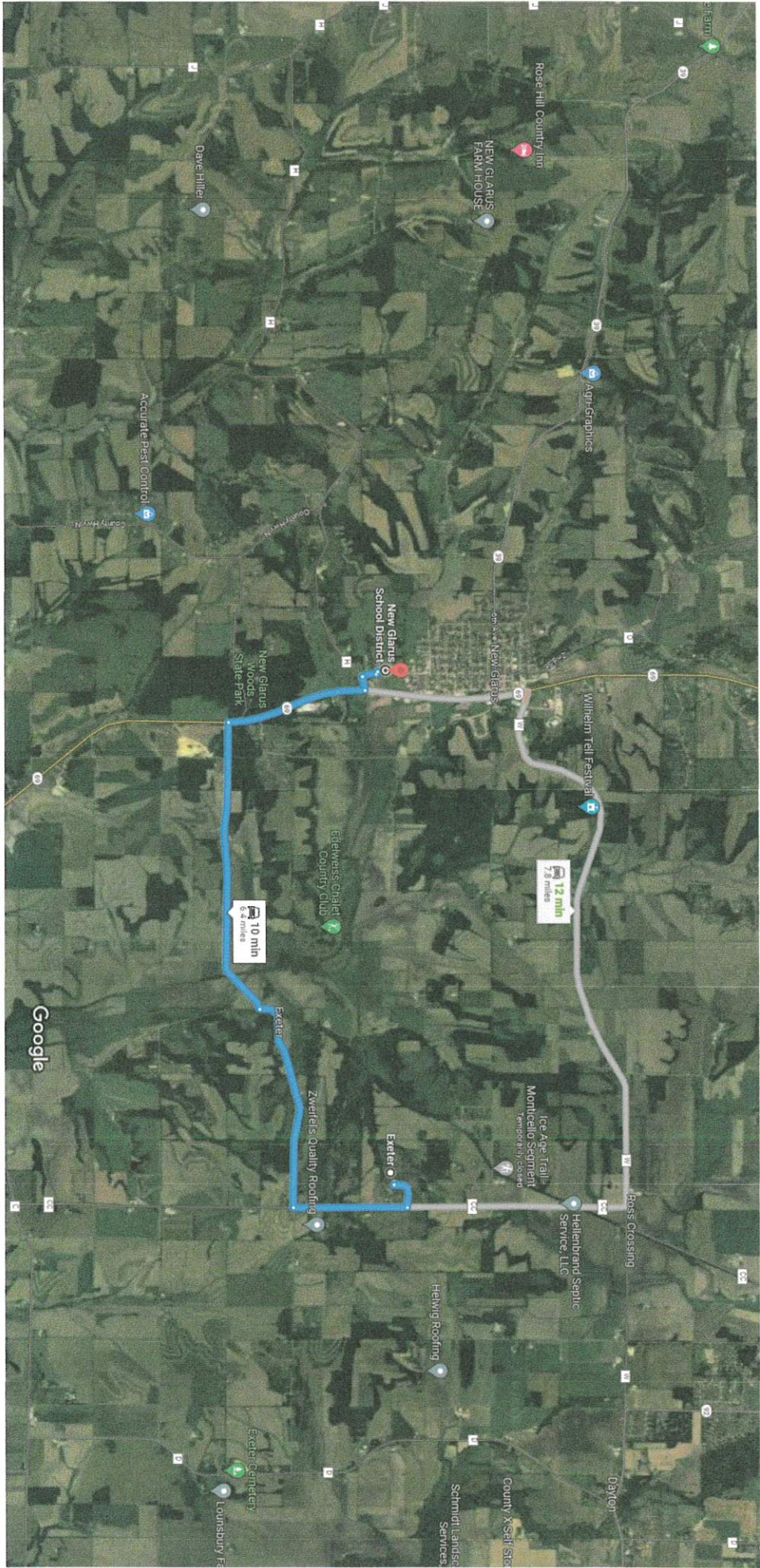
Belleville School District

New Glarus School District


Belleville School District


Green County Map



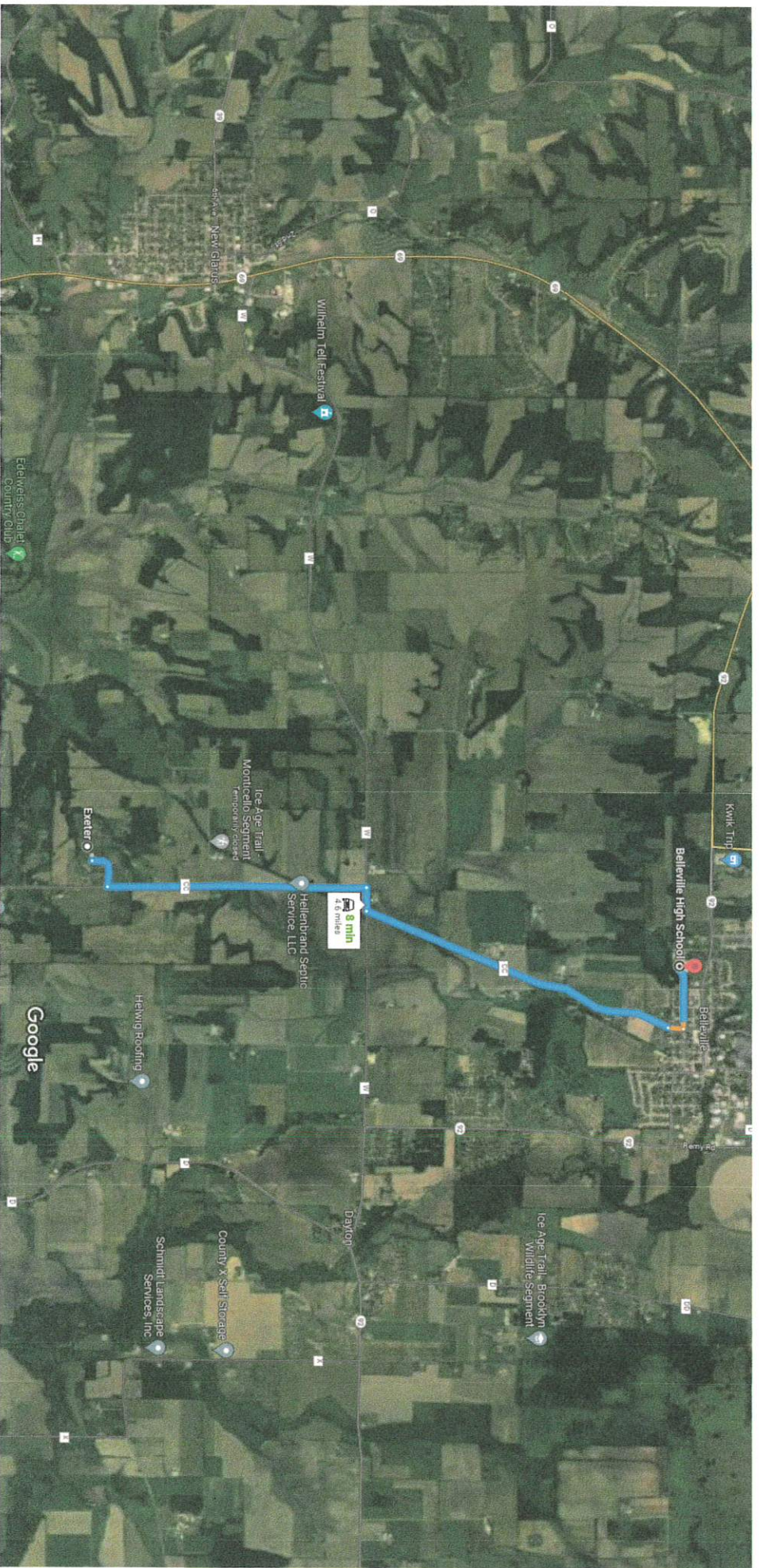


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 via Exeter Crossing Rd
Fastest route now due to traffic conditions

 via County Hwy W
12 min
7.8 miles

Explore New Glarus School District



Imagery ©2023 Landat / Copernicus, Maxar Technologies, USDA/FPAC/GEO, Map data ©2023 2000 ft



via County Hwy CC

8 min

Fastest route now due to traffic conditions

4.6 miles

Explore Belleville High School

- Restaurants
- Hotels
- Gas stations
- Parking Lots
- More

**MATERIALS
FROM
ATTACHING
DISTRICT**

School District of Belleville

Materials in Boundary Appeal

File #2023-11

1. Certified Copy of Resolution



SCHOOL DISTRICT OF BELLEVILLE

Belleville, Wisconsin 53508 | 608.835.6120 | www.belleville.k12.wi.us

SCHOOL BOARD RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER

WHEREAS, a meeting of the school board of the School District of Belleville was held on Monday, February 13, 2023, and

WHEREAS, a petition has been filed with the clerk of the school board, pursuant to s. 117.11-13, Wis Stats., proposing a petition to alter school district boundaries with parcel #23 014 0144.0001 SECTION 21, T4N, R8E CSM 2260 (V7-P259) LOT 9 BNG PRT W2 SW4 INCLUDING EASEMENT (4.08 acres), and

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

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

Introduced by: Ryan Ruby

Seconded by: Jim Remy

Vote: Yes 7 No 0

Dates this 13th day of February, 2023

 Clerk
School District of Belleville

CERTIFICATE OF TRUE COPY

School Board Resolution

State of Wisconsin

)

)ss

Dane County

)

I, Marian Viney, secretary of the meeting of the School District of Belleville, following a school board vote for the purpose of adopting a resolution, hereby certify that I have carefully compared the attached copy of the:



Resolution Altering School District Boundaries

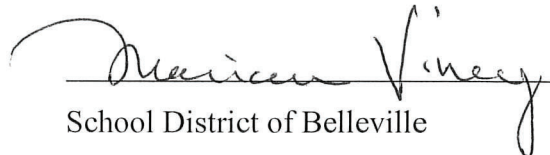


Resolution of Denial

(check one)

made and filed by said school board on February 13, 2023, with the original which is now on file in the district office of the School District of Belleville as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 13th day of February, 2023.

 , Clerk
School District of Belleville

NOTE: The original Resolution Altering School District Boundaries or Resolution of Denial and the original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the Resolution Altering School District Boundaries or the Resolution of Denial and mailed to:

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

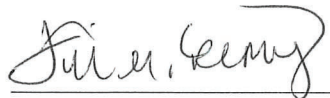
2. Reorganization Order

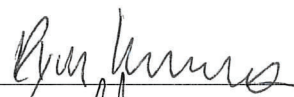
SCHOOL BOARD OF THE
SCHOOL DISTRICT OF BELLEVILLE
ORDER ALTERING SCHOOL DISTRICT BOUNDARY LINES

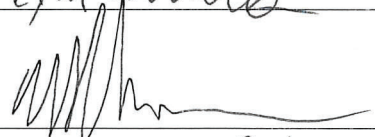
The School Board of the School District of Belleville, under the authority of Ch. 117, Wis Stats., and in compliance with a resolution adopted at a meeting of the school board held at the Middle and High School Library, 635 W Church Street, Belleville, WI 53508 at 6:30 PM on the 13th day of February, 2023, hereby order that the following described territory, to wit:

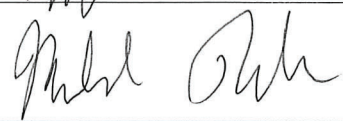
Parcel # 23 014 0144.0001 SECTION 21, T4N, R8E CSM 2260 (V7-P259) LOT 9
BNG PRT W2 SW4 INCLUDING EASEMENT (4.08 ACRES)


Is hereby ordered detached from the New Glarus School District and said described territory attached to the School District of Belleville. This order shall take effect on July 1, 2023.

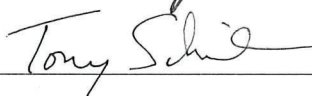


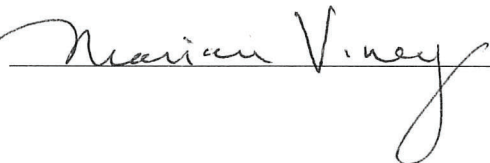












Dated: February 13, 2023

School District of Belleville

Order received by the School District Boundary Appeal Board on _____, 2023.

_____, Secretary, School District Boundary Appeal Board

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

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

3a. Notice of School Board Hearing on Resolution for Reorganization



**Monday, February 13, 2023
Regular Meeting**

**School District of Belleville
Regular Board Meeting
MS/HS Library
6:30 p.m.**

1. OPENING

- A. Call to Order/Roll Call
- B. Agenda Approval

2. PUBLIC COMMENTS AND COMMUNICATION

- A. Visitor Comments
- B. District Highlights
- C. Correspondence

3. APPROVAL OF CONSENT AGENDA

- A. Board Minutes
- B. Bills
- C. Treasurer's Report
- D. Staffing
- E. Discussion of Item(s) Removed from Consent Agenda
- F. Motion to Approve Consent Agenda

4. REPORTS

- A. Student Representatives
- B. District Administrator
- C. Director of Food Service
- D. Principals
- E. CESA 2 Report

5. DISCUSSION ITEMS

- A. Defeasement Presentation from Baird Associates
- B. Property Tax Discussion
- C. Boardsmanship

6. DISCUSSION/POSSIBLE ACTION ITEMS

- A. Request to Alter School District Boundaries

- B. Change in Trip Destination Request
- C. Staff Retirement
- D. 2022-23 Spring Coaching Contract Approvals
- E. Pool Wages/Fee Proposal
- F. Donation Approval
- G. Wall of Fame Inductees Approval

7. FUTURE AGENDA ITEMS

8. FUTURE BOARD MEETINGS

9. POSSIBLE CLOSED SESSION: WISCONSIN § 19.85 (1)(c)(f)

- A. Possible Closed Session

10. RECONVENE

- A. Board May RECOVENE into Open Session to take action, if any, arising out of Closed Session discussions

11. ADJOURN

- A. Meeting Adjournment

3b. Minutes of Hearing

School District of Belleville
Regular Board Meeting
February 13, 2023
6:30 p.m.

Board President Trevor Johann called the meeting to order at 6:32 p.m. Roll call attendance was taken. Trevor Johann; Ryan Kubly; William Monroe; Jill Remy; Tony Schmit; Mike Treder; and Marian Viney were present.

The Agenda was approved on a motion made by M. Viney. Seconded by R. Kubly, passed 7-0.

There were no Visitor Comments.

FFA member and reporter Ireland Mayhew reviewed and presented highlights from the FFA Convention trip in October.

An email from a parent of an elementary student praising the elementary school was read.

The Consent Agenda was approved on a motion made by M. Viney. Seconded by R. Kubly, passed 7-0.

Student Representatives Skyler Beyler and Davis Richter recapped various student activities and events.

District Administrator N. Perry provided updates on donations; summer school; and Communications. Mr. Perry informed the board that the district has applied for an Energy Innovation Grant from the Wisconsin Office of Energy Innovation (OEI). If awarded, the district could receive a substantial amount.

Food Service Director S. Dettwiler highlighted items and events at both buildings over the last few months.

Elementary Principal K. Schmit and Middle & High School Principal M. Lovenberg presented their reports and answered questions.

M. Viney recapped the CESA 2 meeting held on January 10, 2023.

Board President T. Johann requested to move to Action Item A Request to Alter School District Boundaries. District Administrator N. Perry provided background information for the request from John and Tedra Skelton to detach their property from the New Glarus School District into the Belleville School District. Mrs. Skelton was present to provide further information to their request. R. Kubly made a motion to grant the petition of John and Tedra Skelton to detach their property at W3964 Vista Lane in Belleville, Wisconsin, from the New Glarus School District and

attach that property to the School District of Belleville. Seconded by J. Remy. Ballot votes were cast. Motion passes 7-0.

Jordan Masnica from Baird Associates was present to explain and review the upcoming defeasance approval. This will be the district's fourth defeasance on the 2016 referendum debt. The current proposed defeasance will save taxpayers approximately \$681,799 in interest.

Based on questions from residents concerned about their property tax bills, District Administrator N. Perry and Business Manager E. Farrar wanted to address the concerns and clarify various impacts on property taxes.

T. Schmit shared his first experience as a delegate at the State Education convention. T. Johann and M. Viney will share their experiences next month.

District Administrator N. Perry informed board members that the original Spanish trip to Peru is not advised due to its political climate. Mrs. Vesperman was present to share information on the new request to Ecuador and the Galapagos Islands. W. Monroe made a motion to approve the change in destination from the 2021 Peru trip to Ecuador and the Galapagos Islands, with travel dates between June 20 and July 6, 2023. Seconded by M. Viney, passed 7-0.

J. Remy made a motion to accept the retirement of Susette Alsteens at the conclusion of her duties for the 2022-23 school year. Seconded by M. Viney, passed 7-0.

R. Kubly made a motion to approve the coaching contracts for the 2023 Spring sports, including baseball; girls' soccer; softball; and track and field. Seconded by M. Treder, passed 7-0.

District Administrator N. Perry requested another \$1 per hour increase for lifeguards to remain somewhat competitive with area pools. Administration will continue to review pool wages on a regular basis. Mr. Perry also requested a season pass fee for non-resident senior citizens as there is no fee currently. R. Kubly made a motion to increase the wages at the Belleville Aquatic Center by \$1.00 per hour for the 2023 season. Seconded by T. Schmit. R. Kubly made a motion to apply a \$40 fee for a season pass to the Belleville Aquatic Center for non-resident senior citizens. Seconded by J. Remy, passed 7-0. A daily fee was requested as an option and will be brought back in March.

J. Remy made a motion to accept the donation from the Forever 56 Foundation in the amount of \$6,470.00 to purchase a book vending machine for Belleville Elementary School. Seconded by M. Viney, passed 7-0.

M. Viney made a motion to induct Darrell Fitch; Richard Gall; and Gene Wick into the Wildcat Wall of Fame for 2023. Seconded by J. Remy, passed 7-0.

Future agenda items will include defeasance approval; senior citizen daily admission fee; summer school approval; convention take-aways; and a report from the Athletics and Community Education/Recreation Director.

The Communications Committee is scheduled to meet February 21st; members of the Wall of Fame committee will meet March 6th; and the regular board meeting will be March 13th. The Policy Committee is scheduled to meet April 5th and 18th.

R. Kubly made a motion, seconded by M. Viney to move into Closed Session at 8:53 p.m. under Wisconsin §19.85 (1)(c)(e) for consideration, including action, if appropriate, regarding employment, promotion compensation, or performance evaluation data of potential employees. District Administrator Evaluation.

The Board returned to Open Session and adjourned at 10:03 p.m. on a motion made by R. Kubly. Seconded by M. Viney, passed 7-0.

Respectfully submitted,

Kelly Schulz
District Administrative Assistant

Marian Viney
Board Clerk

**3c. Copy of All
Exhibits and Data
Submitted at
Hearing**





Agenda Item Details

Meeting	Feb 13, 2023 - Regular Meeting
Category	6. DISCUSSION/POSSIBLE ACTION ITEMS
Subject	A. Request to Alter School District Boundaries
Access	Public
Type	Action

Public Content

The school board will be asked to grant a petition to attach the property at W3964 Vista Lane (Belleville) to the School District of Belleville.

 [Petition to Alter School District Boundaries_Skelton_Redacted.pdf \(990 KB\)](#)

 [Resolution for Granting.pdf \(123 KB\)](#)

Administrative Content

Nate's notes:

On Thursday, February 2nd, Kelly Schulz received an email from Kris Anderson, her counterpart in New Glarus, with a petition to detach a 4-acre parcel of land (with a home) currently located in the School District of New Glarus and attach that property to the School District of Belleville. *See the Administrative Files.* I have also included several photos and maps so that board members can get a better sense of the property's location. The last map has a link to an interactive map of Green County properties.

Once a petition has been filed with the current district (New Glarus) and shared with the other district (Belleville), both school boards must meet to consider the request and vote on it before the end of February.

The party making the request, in this case the parents, need to be given an audience with the school board, with the opportunity to share the reasons for the proposed attachment. I have invited John and Tedra Skelton to the February school board meeting. I called and spoke with them about their request on February 2nd. Why do they want to attach to the School District of Belleville?

- The family moved here a year ago. He is from Texas, and she is from Minnesota.
- They have a two-and-a-half year-old daughter.
- Their house is the only house on street zoned in the New Glarus School District. All the rest attend the Belleville schools.
- In addition, their daughter already attends Little Woodland Preschool in Belleville.
- Finally, the Skeltons are neighbors with former Belleville District Administrator Randy Freese, who has spoken highly of the district.

I do not see a downside to granting the petition.

- The district receives \$10,538 per student from the state. However, if a family open enrolls in (like this one would *if denied*), the district only receives \$8,224 in aid for that regular education student.
- Based on the value of the property (\$530,400) involved, the attachment would create approximately \$5,282 in property taxes to the district.

For these same reasons, I anticipate New Glarus denying the request and the family likely appealing that decision.

There will be a paper ballot vote granting or denying the reorganization request. I have prepared a resolution for the board in advance. If approved, the resolution would be sent to New Glarus School District and the Department of Public Instruction by certified mail within five days.

I have spoken with Wisconsin Association of School Boards attorney Bob Butler to confirm that Belleville is following the appropriate procedures. I have also included information from DPI's website about this process in the Administrative Files.

MOTION: "I make a motion to grant the the petition of John and Tedra Skelton to detach their property at W3964 Vista Lane in Belleville, Wisconsin, from the New Glarus School District and attach that property to the School District of Belleville."



Petition to Alter School District Boundaries_Skelton_Redacted.pdf (990 KB)



Skelton Property Maps.pdf (3,438 KB)



Resolution for Granting.pdf (123 KB)



Attachment of Small Territory Initiated by Owner.pdf (116 KB)

Executive Content

4. Written Statement of Facts and Other Matters Relating to Proposed Reorganization

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**5. Class Schedule
Showing Course
Offerings Available
in Schools that the
Children of the
Petitioners Would
Attend.**

BELLEVILLE ELEMENTARY

2022-2023 MASTER Schedule

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	5
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Kinder.	HR	MM	NC 20	WS 20	R 15	RW 60	WW/Content 35	Lunch	Recess	MATH 45	RA	RA	HW 15	LW 30	Choice 20	H R
Grade 1	HR	MM	NC 20	LW 30	R 15	RW 60	WW 40	Lunch	Recess	MATH 70	SS/SC 20	RA	RA	WS 20		H R
Grade 2	HR	MM	NC 20	RW 60	WS 20	RA	RA	WW 40	Lunch	Recess	MATH 70	R 15	LW 30	SS/SC 30		H R
Grade 3	HR	MM	MATH 70	NC 20	LW 30	SS/SC 30	Lunch	Recess	RA	RA	WS 20	RW 60	R 15	WW 40		H R
Grade 4	HR	MM	WW 45	RA	RA	WS 20	MATH 70	Lunch	Recess	NC 20	LW 30	RW 60	R 15	SS/SC 30		H R
Grade 5	HR	RA	RA	MM	Block 1 (70)	Block 2 (70)	Lunch	Recess	Block 3 (70)	Band/Pride						
Grade 6	HR	RA	RA	MM/Band (A Days)	Block 1 (70)	Block 2 (70)	Lunch	Recess	Block 3 (70)	Pride						



KINDERGARTEN



TIME	CONTENT
8:00 - 8:30	Welcome and Morning Meeting
8:35 - 8:55	Number Corner
8:55 - 9:15	Phonics
9:15 - 9:35	Recess
9:40 - 10:40	Reader's Workshop
10:40 - 11:15	Writer's Workshop and Science/Social Studies
11:15 - 11:55	Lunch and Recess
12:00 - 12:45	Math
12:45 - 1:45	Related Arts (schedule below)
1:45 - 2:00	Snack
2:00 - 2:15	Handwriting
2:15 - 2:40	Language Workshop
2:40 - 3:10	Choice Time
3:10 - 3:15	Pack up and Dismissal

RELATED ARTS Time: 12:45-1:45

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Fahey	ART	SEL	MUSIC	DISCOVERY	MUSIC	MUSIC
		PE	PE		PE	LIBRARY
Hedeman	PE	ART	SEL	PE	DISCOVERY	PE
	MUSIC		LIBRARY	MUSIC		MUSIC
Kieler	MUSIC	MUSIC	ART	MUSIC	PE	DISCOVERY
	PE	SEL		PE	LIBRARY	
Meier	DISCOVERY	PE	PE	ART	SEL	LIBRARY
		MUSIC	MUSIC		MUSIC	PE

Rotation Calendar



FIRST GRADE



TIME	CONTENT
8:00 - 8:30	Welcome and Morning Meeting
8:35 - 8:55	Number Corner
8:55 - 9:20	Language Workshop
9:20 - 9:35	Snack
9:35 - 9:50	Recess
9:50 - 10:50	Reader's Workshop
10:50 - 11:30	Writer's Workshop
11:30 - 12:10	Lunch and Recess
12:15 - 1:25	Math
1:25 - 1:45	Science and Social Studies
1:45 - 2:45	Related Arts (schedule below)
2:45 - 3:10	Word Study
3:10 - 3:15	Pack up and Dismissal

RELATED ARTS Time: 1:45-2:45

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Eichelkraut	DISCOVERY	SEL	PE	MUSIC	ART @ 9:15	PE
		PE	MUSIC	LIBRARY		MUSIC
Sies	SEL	DISCOVERY	MUSIC	PE	PE	ART @ 9:15
	PE		LIBRARY	MUSIC	MUSIC	
Hogan	PE	MUSIC	DISCOVERY	SEL	ART @ 12:45	MUSIC
	MUSIC	LIBRARY		PE		PE
Pitney	MUSIC	PE	SEL	DISCOVERY	MUSIC	ART @ 12:45
	LIBRARY	MUSIC	PE		PE	

Rotation Calendar



SECOND GRADE



TIME	CONTENT
8:00 - 8:25	Welcome and Morning Meeting
8:25 - 8:50	Number Corner
8:50 - 9:50	Reader's Workshop
9:50 - 10:10	Word Study
10:15 - 11:15	Related Arts (schedule below)
11:20 - 12:00	Writer's Workshop
12:00 - 12:40	Lunch and Recess
12:40 - 1:50	Math
1:50 - 2:05	Recess
2:05 - 2:35	Language Workshop
2:35 - 3:05	Science and Social Studies
3:05 - 3:15	Pack up and Dismissal

RELATED ARTS Time: 10:15-11:15

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Miller	PE	DISCOVERY	MUSIC	MUSIC	ART	SEL
	MUSIC		PE	LIBRARY		PE
Moses	SEL	PE	DISCOVERY	PE	PE	ART
	LIBRARY	MUSIC		MUSIC	MUSIC	
Richter	ART	MUSIC	PE	DISCOVERY	MUSIC	MUSIC
		PE	LIBRARY		PE	SEL
Van Dusen	MUSIC	ART	SEL	LIBRARY	DISCOVERY	PE
	PE		MUSIC	PE		MUSIC



THIRD GRADE



TIME	CONTENT
8:00 - 8:30	Welcome and Morning Meeting
8:30 - 9:40	Math
9:40 - 10:00	Number Corner
10:00 - 10:30	Language Workshop
10:30 - 11:00	Science and Social Studies
11:00 - 11:40	Lunch and Recess
11:45 - 12:45	Related Arts (schedule below)
12:45 - 1:05	Word Study
1:05 - 2:05	Reader's Workshop
2:05 - 2:20	Recess
2:25 - 3:05	Writer's Workshop
3:05 - 3:15	Pack up and Dismissal

RELATED ARTS Time: 11:45-12:45

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Gordon	PE	SEL	ART	LIBRARY	PE	DISCOVERY
	MUSIC	PE		MUSIC	MUSIC	
Kolasch	DISCOVERY	PE	LIBRARY	ART	SEL	MUSIC
		MUSIC	MUSIC		PE	PE
McKinley	MUSIC	DISCOVERY	MUSIC	SEL	ART	LIBRARY
	PE		PE	PE		MUSIC

Rotation Calendar



FOURTH GRADE



TIME	CONTENT
8:00 - 8:30	Welcome and Morning Meeting
8:30 - 9:15	Writer's Workshop
9:15 - 10:15	Related Arts (schedule below)
10:15 - 10:35	Word Study
10:35 - 11:45	Math
11:45 - 12:25	Lunch and Recess
12:30 - 12:50	Number Corner
12:50 - 1:20	Language Workshop
1:20 - 2:20	Reader's Workshop
2:20 - 2:35	Recess
2:35 - 3:05	Science and Social Studies
3:05 - 3:15	Pack up and Dismissal

RELATED ARTS Time: 9:15-10:15

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Berg	ART	LIBRARY	PE	DISCOVERY	PE	SEL
		MUSIC	MUSIC		MUSIC	PE
Schewe	LIBRARY	ART	SEL	MUSIC	DISCOVERY	PE
	MUSIC		PE	PE		MUSIC
Weiler	MUSIC	SEL	ART	LIBRARY	MUSIC	DISCOVERY
	PE	PE		MUSIC	PE	

Rotation Calendar



FIFTH GRADE



TIME	CONTENT
8:00 - 8:15	Welcome and Homeroom
8:15 - 9:15	Related Arts (schedule below)
9:15 - 9:45	Morning Meeting
9:45 - 11:00	Block 1
11:05 - 12:20	Block 2
12:20 - 1:00	Lunch and Recess
1:10 - 2:25	Block 3
2:25 - 3:05	PRIDE and Band
3:05 - 3:15	Pack up and Dismissal

RELATED ARTS Time: 8:15-9:15

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
5A	ART	PE	DISCOVERY	PE	SPANISH	MUSIC
		MUSIC		LIBRARY	PE	SEL
5B	MUSIC	ART	PE	DISCOVERY	PE	SPANISH
	SEL		LIBRARY		MUSIC	PE

(Although 5th grade is in 3 sections for homerooms but will be split into 2 sections for Related Arts)

Rotation Calendar

Band Schedule (2:45 - 3:25)

Monday	Tuesday	Wednesday	Thursday	Friday
	Flute Oboe	Alto Sax Clarinet	Trumpet French Horn	Trombone Baritone/Tuba
Full Band at Semester				



SIXTH GRADE



TIME	CONTENT
8:00 - 8:15	Welcome and Homeroom
8:15 - 9:15	Related Arts (schedule below)
9:15 - 9:45	Morning Meeting/PRIDE Band on A Days
9:45 - 11:00	Block 1
11:05 - 12:20	Block 2
12:20 - 1:00	Lunch and Recess
1:10 - 2:25	Block 3
2:25 - 3:05	PRIDE
3:05 - 3:15	Pack up and Dismissal

RELATED ARTS Time: 8:15-9:15

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Anderson	SPANISH	MUSIC	ART	LIBRARY	DISCOVERY	PE
	PE	SEL		PE		MUSIC
Nemec	PE	PE	SPANISH	ART	MUSIC	DISCOVERY
	MUSIC	LIBRARY	PE		SEL	
Troxel	DISCOVERY	SPANISH	PE	MUSIC	PE	ART
		PE	MUSIC	SEL	LIBRARY	

Rotation Calendar

Band Schedule (9:15 - 9:45) A Days

A Day Rotation (AB HS Calendar)		
ALL WOODWIND	ALL BRASS	FULL BAND

(See monthly calendar below)

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 No School	6	7	8	9	10
11	12 Band Starts A- Woodwind	13	14 A- Brass	15	16 A- FULL	17
18	19	20 A- Woodwind	21	22 A- Brass	23	24
25	26 PD DAY	27 A- FULL	28	29 A- Woodwind	30	

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 A- Brass	4	5 A- FULL	6	7 A- Woodwind	8
9	10	11 A- Brass	12	13 A- FULL	14	15
16	17 A- Woodwind	18	19 A- Brass	20	21 No School	22
23	24 PD DAY	25 A- FULL	26	27 A- Woodwind	28	29
30	31 A- Brass					



Middle School Schedule 2022-2023

		Block 1	Block 2	Block 3	Lunch	Block 4	Block 5	Block 6	Block 7
		8:00-9:10	9:13-10:23	10:26-11:36	11:36-12:06	12:09-12:46	12:49-1:59	2:02-2:42	2:45-3:25
		70 min.	70 min.	70 min.	30 min.	37 min.	70 min.	<i>Specials</i>	
L. Swenson	105	8 Science	8 Science	8 Science		Pride	7 Science	Prep	
P. Swenson	104	7 Science	7 Science	7 SS		Pride	7 SS	Prep	
Gentilli	301	8 SS	7 SS	8 SS		Pride	8 SS	Prep	
Boutelle	306	7th Grade ELA (Support)	8 ELA	8 ELA		Pride	8 ELA	Prep	
Christenson	401	7 Math	7 Math	7 Math (6th Grade)		Tier 1/2 Support	8 Pre-Alg	Prep	
Treder	402	8 Algebra	8 Pre-Alg	HS Math		Lunch and Prep		HS Math	
Balbach	303	7 ELA	8th Grade ELA (Co-teaching)	7 ELA		Tier 1/2 Support	7 ELA	Prep	
Killerlain	502					Pride			
Reis	428					Pride			
Whitmore (co-teaching)		7 Math	8 Pre-Alg						
W. Johnson	403	7 Science	1:1 Grade 7 Math	7 Social Studies		Pride	7 ELA AAS Level 1 1:39-1:59		
Bell (8-12)	403	8 Science	7 Math	8 ELA					
Borenstein (12-3:30)							8 Math	Support PE	
Rear (2B and 3B)	101		7 Math	8 Science					
Amanda		8 Social Studies	7 Science	7 ELA		Pride 102	7 Social Studies		
Gillam							7 ELA		

BHS COURSE GUIDE



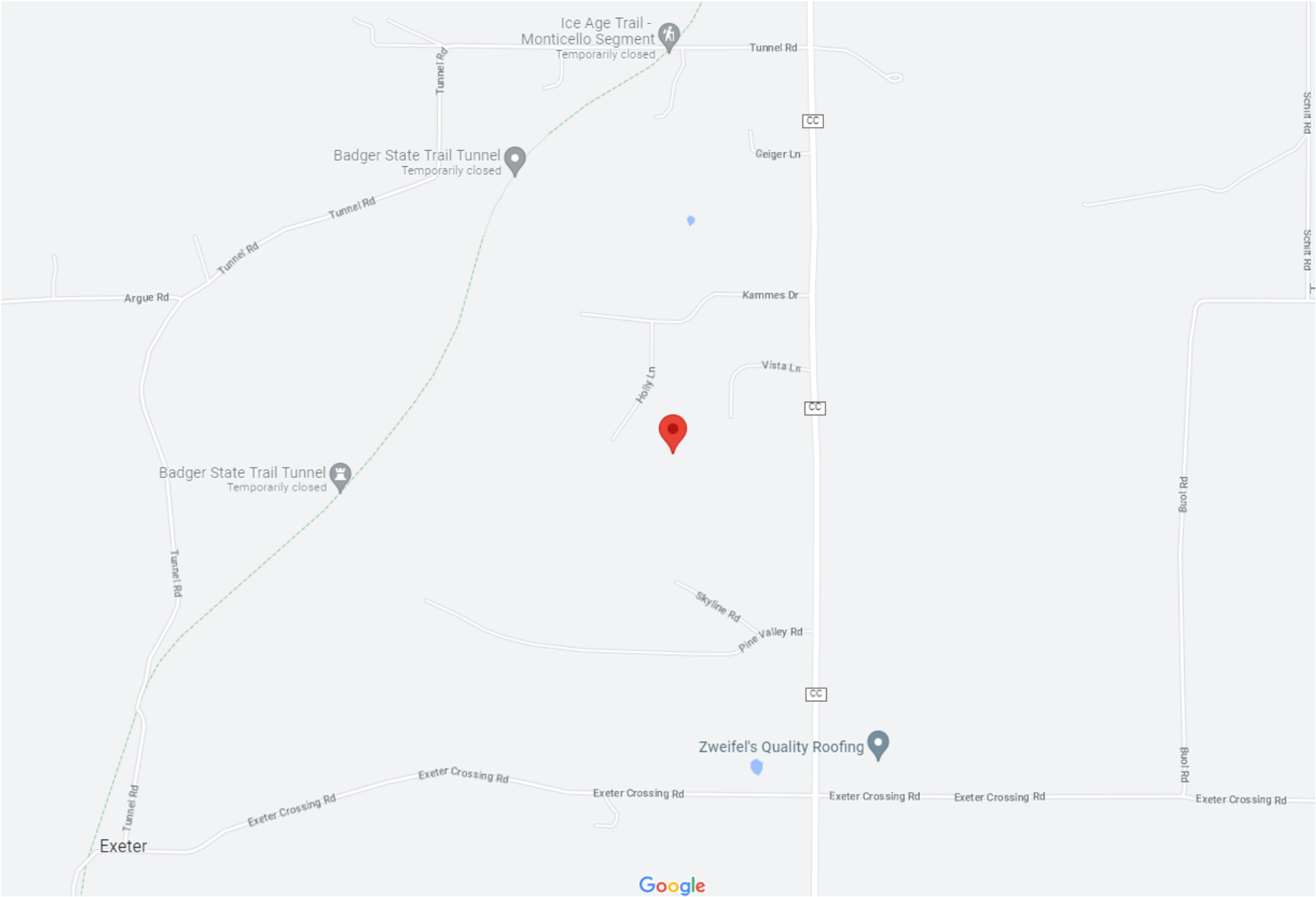
***Image is linked to Belleville High School's Course Description Guide**

**6. School District
Map Clearly
Indicating the
Location of
Property Under
Appeal**

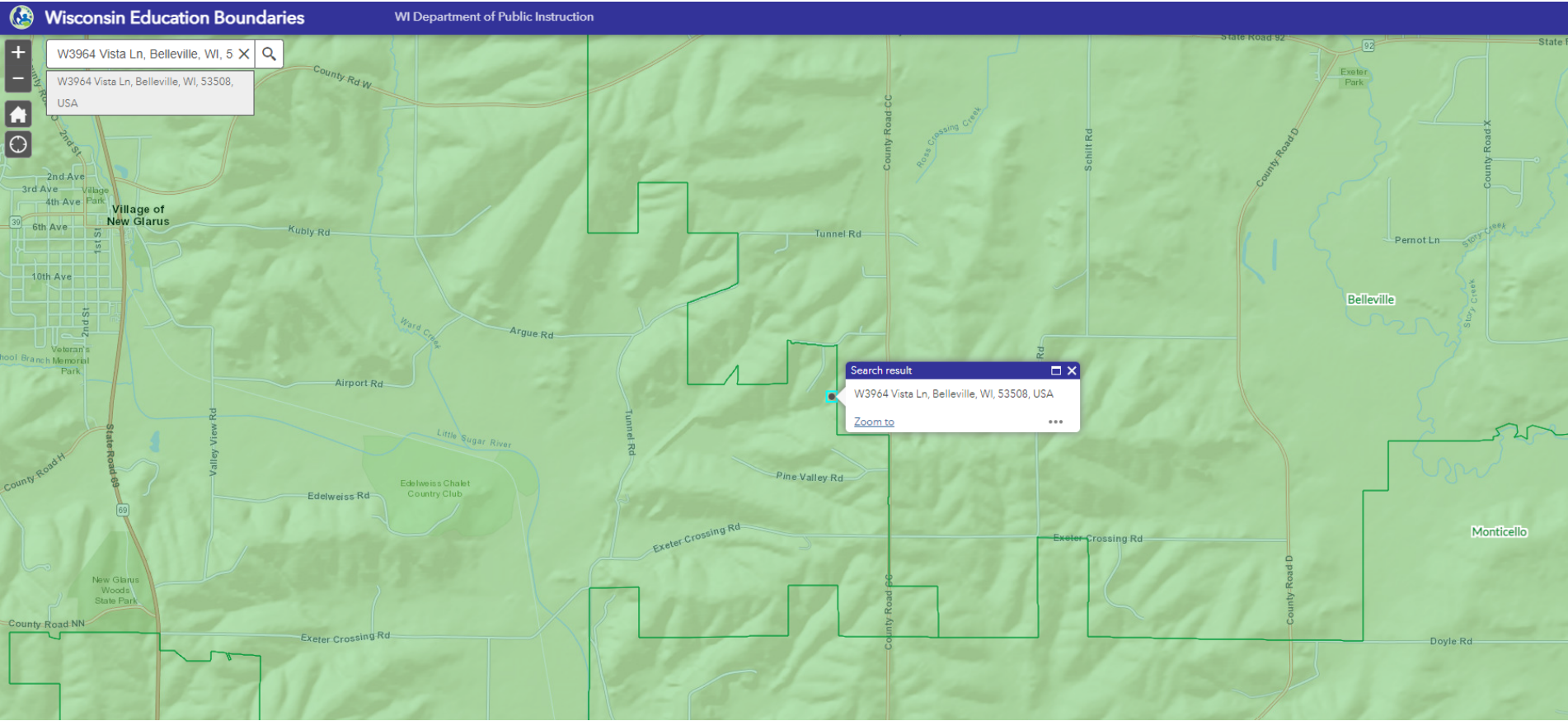
HOUSE STREET VIEW



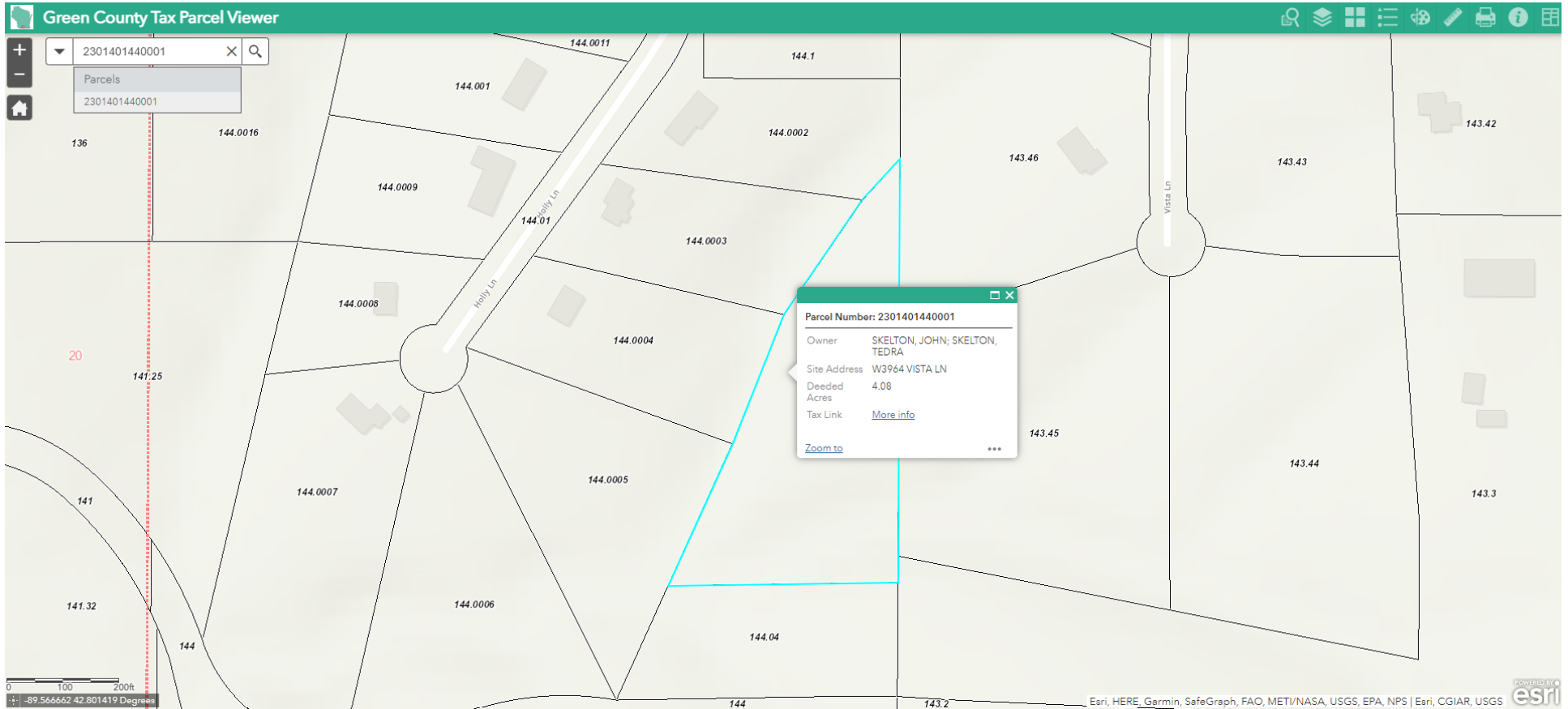
STANDARD MAP VIEW



SCHOOL DISTRICT BOUNDARY



GREEN COUNTY PARCEL VIEWER [WITH LINK TO INTERACTIVE MAP](#)



Street View of Skelton Family Fire Number



The Skelton residence at W3964 Vista Lane is located on a street on which every other house falls within the School District of Belleville's borders. The driveway to the house also appears to fall within School District of Belleville borders. If a New Glarus school bus were to pick up at this address, it would drive into the School District of Belleville.

**MATERIALS
FROM
DPI FILE**

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

COPY

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/sms/reorganization/small-territory-owner> on the Internet 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) John & Tedra Skelton

Address (street, city, zip) W3964 Vista Ln, Belleville, WI 53508

Phone Number 608-503-3628 E-mail tedra.mitchell@gmail.com

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:
Parcel Number 23 014 - 0144.0001
Sec. 21, T4N, R8E
CSM 2260 (V1-P259) Lot 9 BNG PRT W2 SW4 Incl easement

(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 New Glarus School District and to attach it **TO** the Belleville School District.

(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)			
SIGNATURE(S)		DATE	Property Owner	Elector	Both Owner and Elector
1.		1/17/23			<input checked="" type="checkbox"/>
2.		1/17/23			<input checked="" type="checkbox"/>

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

The legal description of the territory proposed for detachment is sufficient to identify its location and value. ☒ YES ☐ NO
(If no, return the form to the petitioner.)

School District where territory is located	<u>New Glarus</u>	Value of Property	<u>\$530,400.00</u>
Municipality where territory is located	<u>Town of Exeter</u>	Year Value was Determined	<u>2022</u>
County where territory is located	<u>Green</u>	Assessment Ratio	<u>0.904117862</u>

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

SIGNATURE OF MUNICIPAL CLERK _____ Date: 1/17/2023

Name of Clerk (please print) Dawn Marie Sass

Mailing Address W 2998 State Rd. 92 Belleville, WI 53508-9643

Phone Number (608) 424-3095 E-mail Address clerk@townofexeter.com

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

District receiving petition	<u>School District of New Glarus</u>	Date received	<u>1/27/23</u>
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 rd Friday in September or 2 nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>0</u>
Name of School District Clerk (please print)	<u>Corrine Hendrickson</u>	Phone	<u>608-438-3901</u>
SIGNATURE OF SCHOOL DISTRICT CLERK <u>Corrine Hendrickson</u>			

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

Secretary, School District Boundary Appeal Board
Department of Public Instruction



Date: April 17, 2023

To: Corrinne Hendrickson, Clerk, New Glarus School District
Marian Viney, Clerk, School District of Belleville

From: Kathy Fry, Secretary
School District Boundary Appeal Board

Subject: School District Boundary Appeal Board Hearing, File #2023-11

A request for review of File 2023-02, a petition to detach territory from the School District of Waukesha and attach it to the School District of Elmbrook, has been filed with the Secretary of the School District Boundary Appeal Board (SDBAB) and 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 28** which of the following dates a representative from your district would be available: May 10, 15, 16, 17, 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.
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 other district representatives.

The required materials in electronic form are needed no later than the day 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:

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 <http://dpi.wi.gov/sms/school-district-boundary-appeal-board/hearing>. 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: Jennifer Thayer, Superintendent, New Glarus School District
Kris Anderson, Executive Assistant, New Glarus School District
Nathan Perry, District Administrator, School District of Belleville
Kelly Schulz, Administrative Assistant, School District of Belleville



Date: April 17, 2023

To: John and Tedra Skelton

From: Kathy Fry, Secretary
School District Boundary Appeal Board (SDBAB)

Subject: Request for SDBAB Review – File #2023-11

This memo acknowledges receipt of your request for review by a panel of the School District Boundary Appeal Board (SDBAB) of File #2023-11, a petition to detach property from the New Glarus School District. We have also received your check in the amount of \$750.00.

SDBAB hearings are generally held during May so that final orders may be issued by June 15. For us to try to accommodate your schedule, please inform us by Friday, **April 28** which of the following dates you would be available: May 10, 15, 16, 17, or 24. **NOTE: At this time, we are planning to hold all meetings virtually via Microsoft Teams.**

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.** You may send a representative or written information if you will be unable to appear in person.

Enclosed is a summary of the hearing procedures. This document indicates that petitioners have the right to submit materials that will be provided to the SDBAB members and district representatives if they are submitted before the hearing. If you plan to submit such material, please email it to me no later than one day before the hearing. If the hearing takes place in Madison, you may also bring material (8 copies) on the day of the hearing. In-person presentations using digital files may also be possible if you bring your own computer to the hearing location. Additional information regarding materials and presentations will be provided when notice of the hearing date is sent.

A copy of the document describing the hearing procedures can also be found at <http://dpi.wi.gov/sms/school-district-boundary-appeal-board/hearing>. 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. Materials may be sent to my attention at DPI, P.O. Box 7841, Madison, WI 53707-7841.

KF
Enclosure



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,

Jill K. Underly, PhD
State Superintendent



Public Notice of Open Meeting

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

TIME	2:00 p.m. – 4:00 p.m.
DATE	5/10/2023
LOCATION	The hearing will be by videoconference on Microsoft Teams +1 608-620-9781, Conference ID: 296 225 815#
PURPOSE	<p>School District Boundary Appeal No. 2023-11</p> <p>New Glarus School District School District of Belleville</p> <p>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).</p>
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.