

COVER FOR OFFICIAL FILE
SCHOOL DISTRICT BOUNDARY APPEAL BOARD

File No: 2022-05

From: Eau Claire Area School District

To: Elk Mound Area School District

Appellant(s): Kenneth & Kelly Books

Address: 1121 40th Street
Eau Claire, WI

SDBAB Hearing

Date: 5/23/2022

Time: 10:30 a.m.

Location: Videoconference

School District Boundary Appeal Panel (Board) Members:

1. Clifford Gerbers (small)
2. Kevin Vodak (medium)
3. Thomas Weber (large)

Chair: Mark Elworthy

MATERIALS
FROM
PETITIONER

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/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) Kenneth and Kelly Books

Address (street, city, zip) 1121 40th Street, Eau Claire, WI, 54703

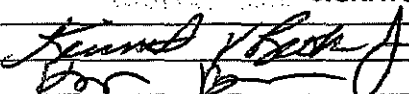

Phone Number 715.874.6414

E-mail books@wwt.net

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS: See attached document

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

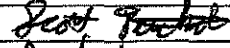
I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the above described territory, file this petition to detach the above described territory FROM the EAU CLAIRE School District and to attach it TO the ELK MOUND School District.

(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)		
SIGNATURE(S)		DATE	Property Owner	Both Owner and Elector
1.		8/10/2021		X
2.		8/10/2021		X

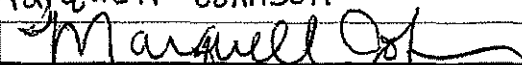
SECTION 2 - TO BE COMPLETED BY THE CLERK OF THE MUNICIPALITY IN WHICH THE TERRITORY IS LOCATED - (please print or type)

The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)		<input checked="" type="radio"/> YES	<input type="radio"/> NO
School District where territory is located	Eau Claire	Value of Property	339,400
Municipality where territory is located	Wheaton	Year Value was Determined	2019
County where territory is located	Chippewa	Assessment Ratio	93.2%

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:	8-10-2021
Name of Clerk (please print)	Scott Deutscher			
Mailing Address	4925 City Hwy T			
Phone Number	715-874-5982	E-mail Address	wheaton.clark@gmail.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	Eau Claire Area Schools	Date received	12/9/2021
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).			4
Name of School District Clerk (please print)	Marquell Johnson	Phone	715-852-3017
SIGNATURE OF SCHOOL DISTRICT CLERK			

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

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

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Criteria (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.

- Dissolution of Wheaton School District No.2, Elk Mound Area and territory disbursement
 - 1959 consolidation law: all territory not in a high school district must be in such a district by July 1, 1962
 - Illustration 1.0: Wheaton School District No.2, Elk Mound Area, Year 1900 to Consolidation and Subsequent Development
 - Until the date of consolidation, the proposed property was part of Wheaton School District No.2, Elk Mound Area
 - Transfer of land to ECASD was based on tuition payments for attendance at Eau Claire high school and not statutory requirements
 - Illustration 1.1: School Consolidation Boundary Determination
 - July 1960: County School Committee meets with Eau Claire School Board to discuss consolidation of fringe properties
 - “The area most likely to be consolidated in the Eau Claire system would be those parts of the county now served by Memorial High School buses”
 - “people on the fringe of this proposed district should feel free to express themselves on whether they want to come in or not. Should there be areas consolidated in the district whose residents don’t want to be in...these areas could petition themselves out” after consolidation.
 - August 1960: Eau Claire Superintendent Homer DeLong outlines initial high school district plan
 - “Because people on the fringe of the area to be consolidated into Eau Claire are uneasy about being placed in a high school district they don’t want to be in, they (the board) are exerting a tremendous pressure for faster action.”
 - June 30/July 1, 1961: consolidation complete (one year ahead of deadline)
 - “The Eau Claire high school district will basically cover the tuition student area which it already serves.”
 - The residents of the 480-acre farm (house located on the eastern most side of the property) were paying tuition for their children to attend Memorial High School
 - July 1961: first “fringe” property files annexation petition to leave Eau Claire School District No.5
- Travel distance and time for students residing in the proposed territory, by car
 - Illustration 1.2: Distances to Schools and Associated Travel Time
 - Property distance from, and travel time to Eau Claire schools:
 - Sherman Elementary – 5.3 miles, 9 to 10 minutes one way
 - DeLong Middle – 5.5 miles, 9 to 11 minutes one way
 - North High School – 7.1 miles, 11 to 12 minutes one way
 - Property distance from, and travel time to Elk Mound schools:
 - Mound View Elementary – 5.1 miles, 7 to 8 minutes
 - Elk Mound Middle – 5.3 miles, 7 to 8 minutes
 - Elk Mound High School – 5.2miles, 7 to 8 minutes

- **RESULT: Proposed property is geographically closer to schools in the Elk Mound School district.**
 - **BREAKDOWN:**
 - Miles of travel saved over the course of one student’s academic career: 2,952
 - Time saved traveling over the course of one student’s academic career: 17 to 18.5 days (24-hour periods)

Criteria	Impact on the Educational Welfare of Students in the Eau Claire District	Impact on the Educational Welfare of Students in the Elk Mound District	Impact on the Educational Welfare of the Students Residing on the Proposed Property
(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*	NONE - does not affect the educational welfare of any Eau Claire students	NONE – does not affect the educational welfare of other students attending Elk Mound schools	YES – <ul style="list-style-type: none"> · Geographically closer to schools in the Elk Mound district, 2.3 miles total between school buildings · 2,952 miles of travel saved over years enrolled, per student · 17 to 18.5 24-hour periods saved over years enrolled, per student (by car)

*NOTE: the statute does NOT set specific parameters regarding distances/travel times that need to be met in order for this criterion to be relevant, therefore, any increase in distance/travel times IS significant to the people directly impacted by the increase.

Illustration 1.0: Wheaton School District No.2, Elk Mound Area, Year 1900 to Consolidation and Subsequent Development

The land section below is four square miles of property originally in Wheaton School District No.2, Elk Mound area. In 1961, the year of consolidation, the proposed property (indicated with ☆) was part of a 480-acre farm (everything covered in gray). The residence for the farm (highlighted in orange and marked with a black star), had students paying tuition to attend Eau Claire Memorial high school and was included in Eau Claire District No.5, along with the rest of the attached farmland. The northwestern properties in the section, having no students paying tuition to Eau Claire, remained in the Elk Mound district (labeled). In 1999/2000, 150 acres of the farm were subdivided out into five-acre parcels for home development. Reorganization criteria requires geographical distance from schools to be examined, the original farm residence is geographically closer to schools in the Eau Claire district, 26 of the 30 new parcels (including the proposed property) are geographically closer to schools in the Elk Mound district.

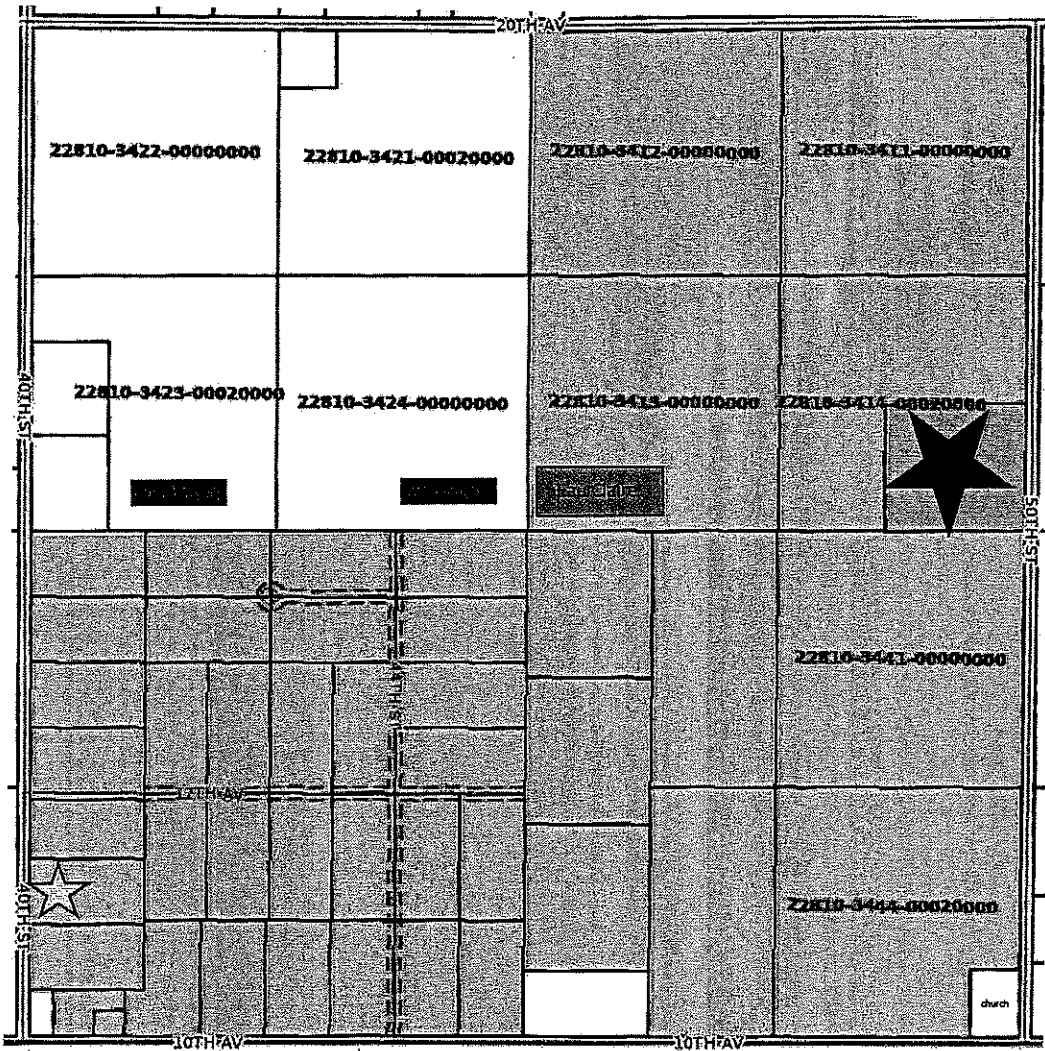


Illustration 1.1: School Consolidation Boundary Determination

During the school district consolidation, the ECASD absorbed properties based on whether or not the students residing on certain 'fringe' properties were already paying tuition to attend an Eau Claire high school. The Superintendent at the time, Homer DeLong, acknowledged that some of the residents of these properties would not be satisfied with the reorganization and should petition themselves out of the new district after the consolidation was complete.

July 19, 1960

The Eau Claire County School Committee met for the first time with representatives of the Eau Claire City Council and Board of Education Monday evening to discuss plans for an orderly high school district consolidation required by law by July 1960.

The meeting was the result of a recommendation by the school board at its session a week ago for a closer liaison with the county school committee in making consolidation plans.

School Superintendent Homer E. DeLong said the purpose of the meeting was to develop consolidation plans in such a way that the people in the affected elementary school districts will understand they will be welcomed in the Eau Claire consolidated district.

IT WAS FELT many of the people in these areas were concerned over whether the Eau Claire school system really wanted to consolidate with these areas and were expressing anxiety to the county committee as to what would happen to their districts.

At its last session school board members indicated the areas most likely to be consolidated in the Eau Claire system would be those parts of the county now served by Memorial High School buses with the addition of a small part of the Town of Wheaton in Chippewa County and Rock Falls in Dunn County.

However, board members said people on the fringe of this proposed district should feel free to express themselves on whether they want to come in or not. Should there be areas consolidated in the district whose residents don't want to be in, it was pointed out, these areas could petition themselves out after July 1960.

COUNTY SCHOOL Superintendent James L. Webster, secretary of the county school committee, said it was important that district school boards on these fringe areas understand the feelings of the Eau Claire City Council and school board before the annual meeting of common school districts next Monday.

Miss Webster and Lloyd Krueger of Fairchild, vice chairman of the committee, described the confusion and misunderstanding, a major many of the affected school districts. Since Jan. 1 she said the county committee has had to attend more than 40 meetings involving consolidation problems and that these would multiply if some orderly plan wasn't worked out.

August 17, 1960

Eau Claire School Superint. Homer E. DeLong described in detail the Exchange Club members Tuesday in the Eau Claire group of the affected the new school consolidation law will have on the Eau Claire school system.

John E. Stock, who introduced DeLong, said there has been much misinformation on the purpose of the law to consolidate all areas of the state into high school districts. The only purpose of this law, he pointed out, is to give the best type of education to all of the children in the state and equalize taxation for a common purpose more equitably.

Under the 1958 law, DeLong said, all territory not now in a high school district must be in such a district by July 1, 1962. Also, territory not in a high school district by that time must be placed in such a district by July 1, 1962, to the County School Committee.

"School consolidation has been going on in many areas of the state for years," he said. "Much of this work was done in the last 10 years since the state equalization school aid law was passed. The city is not out trying to grab territory," he said. "However, we will comply with the law. We feel we have a responsibility to

the area we have served on a high school level for a number of years.

"It is felt that would include the city, Dixon, Brunswick, near of Pleasant Valley and Washington, small parts of Clear Creek and Lincoln, the west half of Seymour, and a small portion of Wheaton in Chippewa County and the Rock Falls community in Dunn County.

"Consolidation would add 4,000 students to the school enrollment for kindergarten through eighth grade classes. At the present time, DeLong said, we have 500 high school students from these 23 school districts outside the city system.

"He noted the city has about 88 per cent of the wealth and 78 per cent of the students in the areas concerned. The outlying area has 12 per cent of the wealth and 24 per cent of the students.

"Because people on the fringe of the area to be consolidated into Eau Claire are uneasy about being placed in a high school district, some of them want to be in, they are exerting a tremendous pressure for faster action. The school administration and board in a best consolidation could be completed a year ahead of the date set by law.

Much of this pressure is being built up by some areas trying to gather in as large a territory as possible to participate and finance the smallest high school district," DeLong said.

"Within three to five years after consolidation is completed, he said, we would attempt to give the outlying areas the same services we now have in the city.

"NONE OF THESE would be kindergarten, special area services in art, music, physical education, speech and psychological services; enlargement of social education services, particularly with additional rooms for mentally retarded children; libraries; and Junior High school opportunities for seventh and eighth grade students.

"High school students would be transported to Memorial High School from three areas as they have in the past. Junior high school students would also come into the city school, but children below that grade group would continue to go to the school centers in their neighborhoods.

"DeLong said the state department of education has approved financial plans for the consolidated school based on the 1958-59 operating costs for all schools in

July 20, 1961

School consolidation was explained to the Lions Club at the Wednesday luncheon meeting by Superintendent of Schools Homer DeLong.

The objective of the law requiring all areas of the state to be part of a high school district is to improve the equality of education available for all students, DeLong said. In 1949 there were about 7,000 school districts; eventually there will be about 500, he said.

The Eau Claire high school district will basically cover the tuition student area which it already serves, DeLong pointed out. The consolidation involves all or parts of 22 school districts, an area of 1,200 square miles or approximately 750 students.

Illustration 1.2: Distances to Schools and Associated Travel Time

The table below illustrates the distances from the proposed property to the schools those children would attend in each district. It includes travel times by car. **Schools located in the Elk Mound district are closer to the proposed property than those in the ECASD.**

Location	Distance (one way)	Total for One Year (Round Trip for Two Trips a Day)	Total Miles for Years of Attendance	Travel Time (one way)	Total for One Year (Round Trip for Two Trips a Day)	Total Minutes for Years of Attendance
Mound View Elementary	5.1 miles	3,672 miles	K-Gr 4 (x5) 22,032	7 to 8 minutes	5,040 to 5,760 minutes	K-Gr 4 (x5) 25,200 to 28,800
Elk Mound Middle School	5.3 miles	3,816 miles	Gr 5-Gr 8 (x4) 15,264	7 to 8 minutes	Same as above	Gr 5-Gr8 (x4) 20,160 to 23,040
Elk Mound High School	5.2 miles	3,744 miles	Gr 9-Gr 12 (x4) 14,976	7 to 8 minutes	Same as above	Gr 9-Gr 12 (x4) 20,160 to 23,040
Sherman Elementary	5.3 miles	3,816 miles	K-Gr 5 (x6) 22,896	9 to 10 minutes	6,480 to 7,200 minutes	K-Gr 5 (x6) 38,880 to 43,200
DeLong Middle School	5.5 miles	3,960 miles	Gr 6-Gr 8 (x3) 11,880	9 to 11 minutes	6,480 to 7,920 minutes	Gr 6-Gr 8 (x3) 19,440 to 23,760
North High School	7.1 miles	5,112 miles	Gr 9-Gr 12 (x4) 20,448	11 to 12 minutes	7,920 to 8,640 minutes	Gr 9-Gr 12 (x4) 31,680 to 34,560
TOTALS FOR ELK MOUND			52,272 miles			65,520 to 74,880 minutes (or 1,092 to 1,248 hours or 45.5 to 52 days)
TOTALS FOR EAU CLAIRE			55,224 miles			90,000 to 101,520 minutes (or 1,500 to 1,692 hours or 62.5 to 70.5 days)

Criteria (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.

- Educational needs
 - Does not impact the educational needs of any students residing in Eau Claire
 - Does not impact the educational needs of other students in Elk Mound
 - Positively impacts the educational welfare of the students residing in the proposed territory.
 - Allows them full access to any and all programs they may need now, and/or in the future, regardless of designated space/enrollment caps.
 - Protects them from future policy and law changes which could jeopardize their enrollment status

- Educational programs currently offered
 - Does not impact educational programs currently offered by Eau Claire
 - Does not impact educational programs currently offered by Elk Mound

- Ability and commitment to meet needs and offer educational programs
 - Does not impact Eau Claire’s ability or commitment to meet the educational needs of any students currently attending in their district or to offer those educational programs
 - Capacity issues at Eau Claire high school in attendance area
 - Illustration 2.0: Article from the Leader-Telegram Highlighting Capacity Issues at North High School
 - “North is projected to hit around 1,648 students — up from 1,300 students in 2015 — and to reach about 97% of its capacity in the upcoming school year.”
 - “Having North above 90% (capacity) is expected to last over the next several years, even with potentially any impact on enrollment due to the pandemic,” Koller said. “We’re not seeing relief, so to say, at North High School.”
 - ““If all students at our high schools wanted to eat lunch at school, we would not be able to serve them,” Koller said of the schools’ commons areas.”
 - Does not impact Elk Mound’s ability or commitment to meet the educational needs of other students in Elk Mound
 - Positively impacts the educational welfare of the students residing in the proposed territory.
 - Allows Elk Mound the ability to offer specialized programs/services to the students residing in the proposed territory and fully commit to meeting any and all educational needs.

Criteria	Impact on the Educational Welfare of Students in the Eau Claire District	Impact on the Educational Welfare of Students in the Elk Mound District	Impact on the Educational Welfare of the Students Residing on the Proposed Property
(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	NONE – does not affect the educational welfare of any Eau Claire students currently enrolled and attending -ECASD already experiencing capacity issues with students who are currently enrolled and attending	NONE – does not affect the educational welfare of any other students attending Elk Mound schools	YES – ·allows access to programs/services that may be needed now and/or in the future ·protects them from future policy and law changes which could jeopardize their enrollment status

Illustration 2.0: Article from the Leader-Telegram Highlighting Capacity Issues at North High School

High school expansions floated in Eau Claire school referendum talks

By Sarah Seifert Leader-Telegram staff - Aug 2, 2021 Updated Aug 9, 2021

EAU CLAIRE — Faced with an uncertain enrollment forecast, the Eau Claire school board on Monday floated a litany of facility projects that could be part of a November 2022 school district referendum.

Several elementary schools on the city's south side are overcrowded, school officials have said in recent years. Several million dollars in facility projects at South Middle School and Roosevelt Elementary School are also included as referendum talks continue.

But this spring a school district committee has begun exploring another potential big-ticket item: Expanding and/or renovating North and Memorial high schools, a bid to accommodate a crowded facility at North and even out the schools' respective capacities.

The school district last went to referendum in 2016. Voters passed the \$87.9 million measure, which ultimately funded operating expenses and school building upgrades.

Possible high school expansions

The district's Demographic Trends and Facility Planning Committee, a group that gives recommendations to the school board about school boundaries and building capacities, began exploring an expansion of the two high schools this spring, said Kim Koller, executive director of administration.

Both North and Memorial are projected to hit over 80% of their building capacities in the 2021-22 school year, according to district figures.

Memorial is projected to have around 1,578 enrolled students in the upcoming school year, which is around 83% of its capacity, according to district figures. North is projected to hit around 1,648 students — up from 1,300 students in 2015 — and to reach about 97% of its capacity in the upcoming school year.

"Having North above 90% (capacity) is expected to last over the next several years, even with potentially any impact on enrollment due to the pandemic," Koller said. "We're not seeing relief, so to say, at North High School."

Memorial is in a more comfortable spot at 83% capacity, but "the age of the building and configuration of the school does leave some concerns as well," Koller added.

Several years ago, the district had the opposite problem. Memorial saw higher enrollment and North had lower numbers, but after the school board in 2017 altered the boundaries between the two high schools to balance enrollment, their numbers have shifted too far in the other direction, school officials said in January. (When the school board made its initial decision in 2017, North was at 78% capacity and Memorial was at about 90%, according to district numbers.)

Koller said expanding Memorial and North could involve the following projects:

- Adding more general-purpose classrooms at North.
- Renovating and expanding the commons area at North.
- Renovating and expanding the commons area at Memorial.

"If all students at our high schools wanted to eat lunch at school, we would not be able to serve them," Koller said of the schools' commons areas.

School officials on Monday didn't cite the cost of adding onto the high schools.

North has a total capacity of 1,700 students, Koller said. Memorial has a slightly larger capacity of 1,900.

Adding classrooms at North would make both schools' capacities roughly equal, Koller noted.

The district has made a short-term change to attempt to divert some students to Memorial. In January the school board voted to reopen Memorial as an open-enrollment site. (Between 2017 and early 2021, all open-enrolled high school students were placed at North.)

The Demographic Trends committee will study the proposed high school expansions — and their respective costs — this fall.

The committee will likely offer its formal recommendation on expanding the high schools in October or November.

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

- Does not affect the programs currently offered by the Eau Claire school district.

Criteria	Impact on the Educational Welfare of Students in the Eau Claire District	Impact on the Educational Welfare of Students in the Elk Mound District	Impact on the Educational Welfare of the Students Residing on the Proposed Property
(2m)If territory is proposed to be detached from one school district and attached to an adjoining school district, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program	NONE – does not affect programs or educational welfare of any Eau Claire students	NONE - Does not apply to Elk Mound	NONE - Does not apply to students residing on proposed property

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

- Open Enrollment program limitations
 - Unstable enrollment status
 - Unpredictable policy changes
 - Limited/no access to specialized programs/services
 - Open enrollment program caps
 - Right to representation
 - Cannot vote for School Board representatives who make the decisions directly impacting territory students
 - Unable to provide feedback, input, or support for referendums and budgets
- Higher rankings: Why we choose to send our kids to Elk Mound and what it would mean if their Open Enrollment was revoked.
 - Illustration 3.0: District DPI Report Cards by Year, Score Comparison
 - ECASD rated higher three out of the seven years available, margins from .3 to 1.1
 - ECASD shows five-year downward trend in overall DPI ratings
 - Elk Mound rated higher four out of the seven years available, margins from 3.4 to 9.4
 - Illustration 3.1: DPI Star Status, Expectations, and Overall Score
 - Elk Mound
 - Receives four to five stars for the individual schools and district
 - Achieves a “Significantly Exceeds” or “Exceeds” expectations for each school and district
 - Overall DPI scores are above ECASD counterparts on the average
 - Eau Claire
 - Receives three stars for the individual schools and district
 - Achieves a “Meets” expectations for each school and district
 - Overall DPI scores are below Elk Mound counterparts on the average
 - Illustration 3.2: Individual School DPI Report Cards by Year of Attendance
 - Rankings by year, for each child
 - Child One: Elementary from 2011-2017 (excludes 2014-15 school year, no report cards issued)
 - Mound View: 71, 77.6, 72.7, 85.1, 89.7
 - Sherman: 63.2, 68.2, 70.7, 77.7, 82.1
 - Mound View outscored Sherman every year, margins 7.8, 9.4, 2, 7.4, 7.6
 - Child One: Middle school from 2017-2021 (excludes 2019-20 school year, no report cards issued)
 - Elk Mound Middle: 75.3, 75.8, 75.6
 - DeLong Middle: 73.2, 66.3, 62.3
 - Elk Mound outscored DeLong every year, margins 2.1, 9.5, 13.3

- Child Two: Elementary from 2013-2019 (years 2013-2017 same as Child One)
 - Mound View: 86.2, 85.4
 - Sherman: 81.6, 77.7
 - Mound View outscored Sherman every year, margins 4.6, 7.7
 - Child Two: Middle from 2019 to present – years same as Child One
 - Child Three: Elementary from 2015-2021 (years 2015-2019 same as Child One and Child Two, excludes 2019-20 school year, no report cards issued)
 - Mound View: 85.4
 - Sherman: 69.6
 - Mound View outscored Sherman every year, margins 15.8
- Illustration 3.3: Independent School Reporting/Rankings Greatschools.org
 - Mound View rated 7/10, classified as 'Above Average'
 - Sherman rated 6/10, classified as 'Average'
 - Elk Mound Middle School rated 5/10, classified as 'Average'
 - DeLong Middle School rated 3/10, classified as 'Below Average'
 - Elk Mound High School rated 7/10, classified as 'Above Average'
 - North High School rated 3/10, classified as 'Below Average'
- Illustration 3.4: Independent School Reporting/Rankings Schooldigger.com
 - Elementary School
 - Mound View: 467th/1030
 - Sherman: 689th/1030
 - Gap of 222
 - Middle School
 - Elk Mound: 134th/601
 - DeLong: 334th/601
 - Gap of 200
 - High School
 - Elk Mound: 223rd/389
 - North: 143rd/389
 - Gap of 80
 - District
 - Elk Mound: 175th/423
 - ECASD: 208th/423
 - Gap of 33
- Illustration 3.5: Independent School Reporting/Rankings Niche.com
 - Elementary School
 - Mound View: Overall Grade B, Academics B, 37% proficiency reading, 62% proficiency math
 - Sherman: Overall Grade B, Academics B, 45% proficiency reading, 51% proficiency math
 - Middle School
 - Elk Mound: Overall Grade A-, Academics A-, 48% proficiency reading, 53% proficiency math
 - DeLong: Overall Grade B-, Academics B-, 38% proficiency reading, 37% proficiency math
 - High School

- Elk Mound: Academics B, 47% proficiency reading, 42% proficiency math, graduation rate 95%
- North: Academics B, 28% proficiency reading, 31% proficiency math, graduation rate 91%
- District
 - Elk Mound: 44% proficiency reading, 54% proficiency math, graduation rate 95%
 - ECASD: 43% proficiency reading, 47% proficiency math, graduation rate 83%
- Does Not impact the educational welfare of any students who currently attend school in the ECASD
- Does Not impact the educational welfare of any students who currently attend school in the Elk Mound school district
- Positively impacts the educational welfare of the students residing on the proposed property
 - Guarantees that the residents of the proposed property continue to receive their education in Elk Mound regardless of policy and law changes
 - Grants access to ALL programs regardless of caps
 - Allows residents to vote for the School Board that makes decisions which directly affect their children
 - In almost all areas of all reports, Elk Mound outranked, outscored, and outperformed the ECASD and the schools within that district

Criteria	Impact on the Educational Welfare of Students in the Eau Claire District	Impact on the Educational Welfare of Students in the Elk Mound District	Impact on the Educational Welfare of the Students Residing on the Proposed Property
(3)The testimony of and written statements filed by the residents of the affected school districts	To be given during appeal hearing	To be given during appeal hearing	YES – <ul style="list-style-type: none"> ·guarantees enrollment status ·provides educational stability ·grants access to ALL programs regardless of caps ·keeps students together in the same district ·allows family to vote for their school board representatives/referendums that directly impact the students residing on the proposed property ·receiving, and will continue to receive, a quality education surpassing current resident options

Illustration 3.0: District DPI Report Cards by Year, Score Comparison

The chart below shows the DPI overall report card score for each district. The Elk Mound district scores higher than the ECASD in four out of the seven years shown (in 2011-12, 2014-15 and 2019-20 no district report cards were produced). The downward trend of the ECASD is problematic.

The three years that the ECASD rated higher, the margin of difference was:

.3 in 2013-14 1.1 in 2015-16 .6 in 2016-17

The four years that Elk Mound rated higher; the margin of difference was:

3.4 in 2012-2013 4.6 in 2017-18 9.4 in 2018-19 7.5 in 2020-21

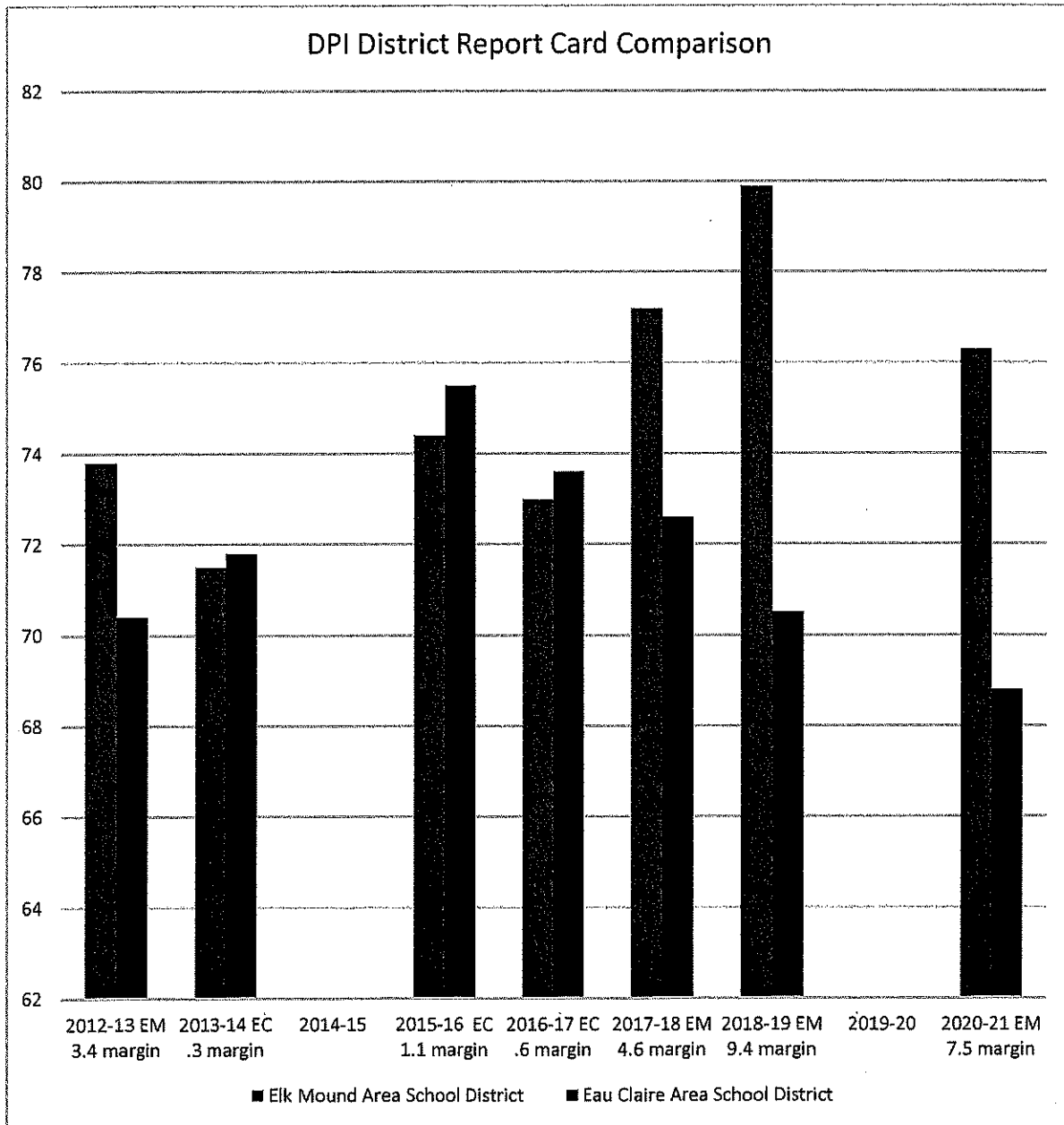


Illustration 3.1: DPI Star Status, Expectations, and Overall Score

The table below shows the 2020-21 performance stars each school and district received from DPI, along with each school and district 'Expectation' designation.

Every school in the Elk Mound district received more stars and a higher 'Expectation' designation than their ECADS counterparts.

The Elk Mound district received more stars and a higher 'Expectation' designation than the ECASD.

School	Mound View	Sherman	Elk Mound Middle	DeLong Middle	Elk Mound High	North High	Elk Mound District	Eau Claire District
Stars Earned	5	3	4	3	4	3	4	3
DPI 'Expectation' Designation	Significantly Exceeds	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds	Meets

Overall DPI scores for each school and district from 2011 to 2021, excluding the years none were produced.

	2011-12	2012-13	2013-14	2015-16	2016-17	2017-18	2018-19	2020-21
North High School	68.5	71.2	72.2	68.9	68.4	69.1	65.5	66.0
DeLong Middle School	70.2	70.5	69.1	79.2	77.3	73.2	66.3	62.3
Sherman Elementary	63.2	68.2	70.7	77.7	82.1	81.6	77.7	69.6
ECASD		70.4	71.8	75.5	73.6	72.6	70.5	68.8
Elk Mound High School	69.8	71.8	74.3	74.3	82.6	72.7	78.3	71.9
Elk Mound Middle School	68.5	69.7	66.4	69.1	68.2	75.3	75.8	75.6
Mound View Elementary	71	77.6	72.7	85.1	89.7	86.2	85.4	85.4
Elk Mound School District		73.8	71.5	74.4	73	77.2	79.9	76.3

Illustration 3.2: Individual School DPI Report Cards by Year of Attendance

The chart below shows the overall DPI report card score for Mound View Elementary, Elk Mound Middle School, Sherman Elementary, and DeLong Middle School from 2011 through 2021. Their scores are shown side-by-side for the years we had a student attending a specific school and what their education could have looked like otherwise.

In every instance, Mound View Elementary and Elk Mound Middle School received a better DPI report card than their ECASD counterparts.

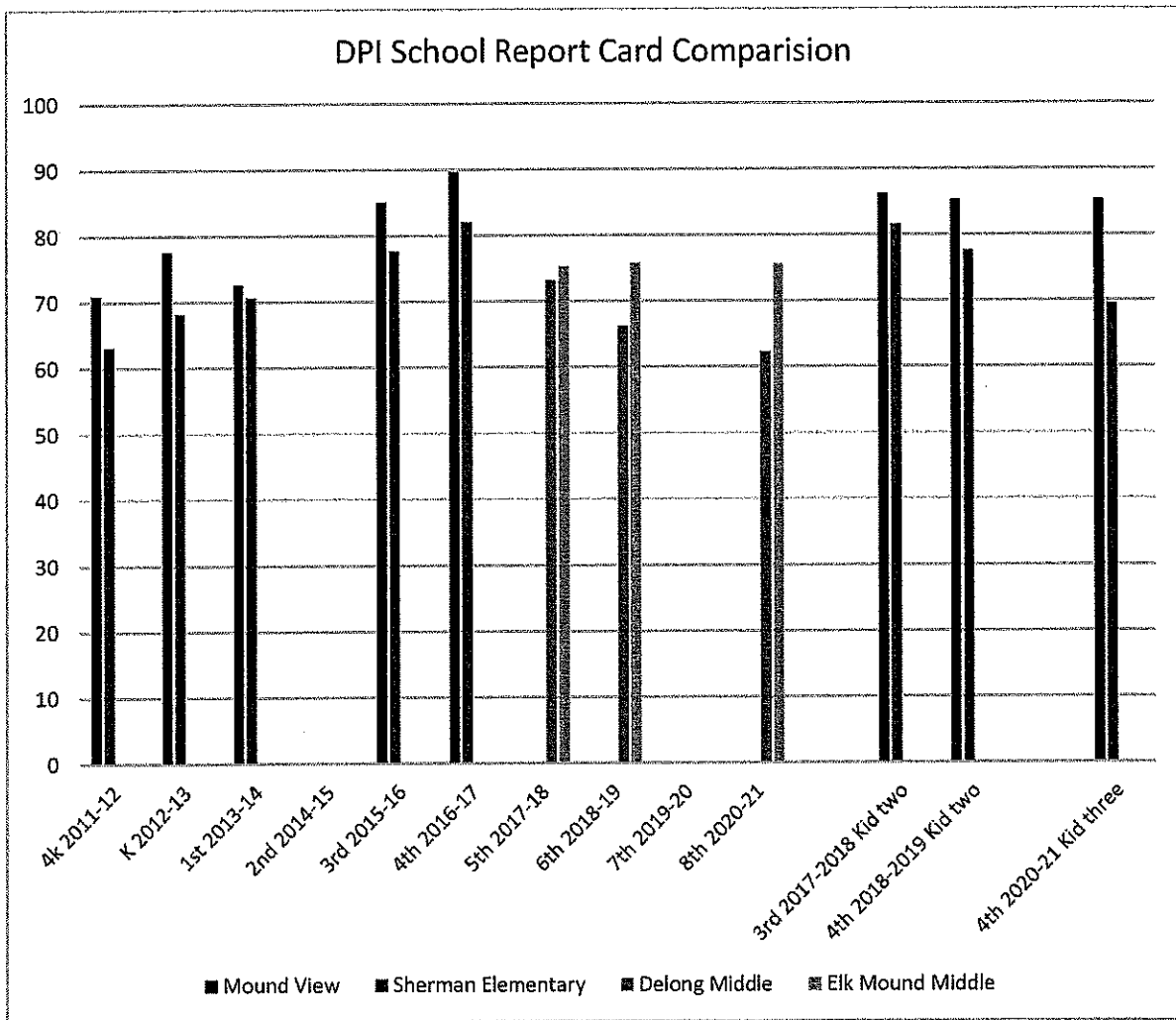
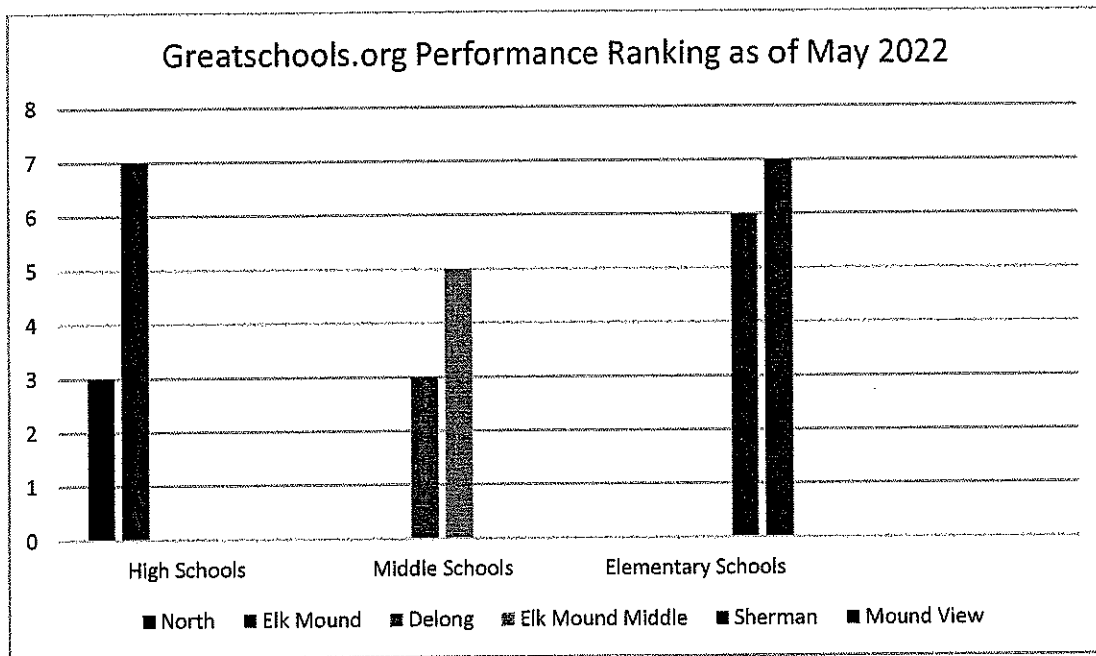


Illustration 3.3: Independent School Reporting/Rankings Greatschools.org

GreatSchools.org is a nonprofit reporting/ranking organization specializing in school performance reports. They “collect and analyze data from all 51 state departments of education and the federal government to provide analysis, insights, and school quality ratings for parents, partners, researchers, and policymakers.”(greatschools.org).

The chart below shows their most current school rankings for those in the ECASD attendance area and Elk Mound. All three Elk Mound schools outrank their Eau Claire counterpart.



The table below shows each school’s Greatschools.org classification.

All schools in the ECASD are classified as ‘Average’ or ‘Below Average’. All schools in the Elk Mound district are classified as ‘Average’ or ‘Above Average.’

School	Ranking
Mound View Elementary	Above Average
Sherman Elementary	Average
Elk Mound Middle School	Average
DeLong Middle School	Below Average
Elk Mound High School	Above Average
North High School	Below Average

Illustration 3.4: Independent School Reporting/Rankings Schooldigger.com

Schooldigger.com collects data from over 136,000 schools in the US including 20 years of enrollment data and test scores to make comparing schools side-by-side easy and to help parents make the best school choices.

The following table shows how each school rates in the state of Wisconsin based on the information collected by schooldigger.com

The schools in Elk Mound (district too) outrank Eau Claire in all but one instance. Two of the Elk Mound schools outrank their counterpart in the ECASD by 200 or more places.

School	Mound View	Sherman	Elk Mound Middle	DeLong Middle	Elk Mound High	North High	Elk Mound District	Eau Claire District
Ranking	467 th /1030	689 th /1030	134 th /601	334 th /601	223 rd /389	143 rd /389	175 th /423	208 th /423

Illustration 3.5: Independent School Reporting/Rankings Niche.com

Using data from K12 on graduation rates and state level test scores, provided by the US Department of Education, Niche.com establishes easy to understand grades for schools and districts in the US.

The table below shows how the schools in Elk Mound and the ECASD line up as well as the two districts.

Proficiencies/Graduation Rate/Overall Grade Niche.com	
ECASD	43% proficient in Reading, 47% proficient in Math, Graduation rate: 83%
North High School	28% proficient in Reading, 31% proficient in Math, Graduation rate 91% Academics: B 'Above Average'
DeLong Middle School	38% proficient in Reading, 37% proficient in Math Overall Grade: B- Academics: B-
Sherman Elementary	45% proficient in Reading, 51% proficient in Math Overall Grade: B Academics: B 'Above Average'
Elk Mound School District	44% proficient in Reading, 54% proficient in Math, Graduation rate: 95%
Elk Mound High School	47% proficient in Reading, 42% proficient in Math, Graduation rate 95% Academics: B 'Above Average'
Elk Mound Middle School	48% proficient in Reading, 53% proficient in Math Overall Grade: A- Academics: A- 'highly rated'
Mound View Elementary	37% proficient in Reading, 62% proficient in Math Overall Grade: B Academics: B 'Above Average'

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

- Property tax amount paid to Eau Claire school district in 2021: \$2,216.95
 - Illustration 4.0: 2021 Property Tax Bill
 - Equates to \$.20 per student ($\$2,216.95/11,036$ students) in the Eau Claire district
 - Equates to \$1.84 per student ($\$2,216.95/1207$ students) in the Elk Mound district
 - Illustration 4.1: Property Tax Revenue Impact on the Whole
 - Property tax associated with proposed property is .0035% of the whole
 - Illustration 4.2: Tax Amount Spending Power, a Tangible Comparison
 - Benefits to the Elk Mound district are visible
 - Illustration 4.3: WEAU Article Reporting 2021-2022 ECASD Property Tax Decrease
 - Illustration 4.4: WQOW Article Reporting 2021-2022 ECASD Property Tax Decrease
- Total Revenue Including Per Student Fund Transfer
 - Illustration 4.5: Total Revenue Information by District, Loss/Gain 2021-22
 - Equates to \$.94 per student ($\$2,216.95$ tax + $\$2,045.00(x4)$ student aid transfer remainder / 11,036 students) in the Eau Claire district
 - Equates to \$7.93 per student ($\$2,216.95$ tax + $\$1,839.00(x4)$ student aid transfer remainder / 1207 students) in the Elk Mound district
 - Illustration 4.6: ECASD 2021-22 Revenues by Fund
 - Total revenue reported by ECASD: \$174,292,984
 - Illustration 4.7: Total Revenue Percentage Chart Using 2021-2022 Budget Adoption, Eau Claire
 - Total revenue reported by ECASD: \$174,292,984
 - Total revenue associated with proposed property: \$10,396.95 (tax + student aid transfer remainder) or .005965% of the whole. Represented by the BLACK line
 - Illustration 4.8: The Difference Between Fractions of a Percent .005965 v .0587
 - Blue: ECASD .005965% loss
 - Orange: Elk Mound .0587% gain
 - Green: Remainder of 1% = .931153
 - Illustration 4.9: Tax Revenue and Total Revenue Impact
 - Orange: Elk Mound
 - Blue: ECASD
 - Illustration 4.10: Tax Revenue and Total Revenue Impact 2
- Future Projections of Impact
 - Illustration 4.11: Sixteen Year Property Tax History and ECASD Tax Levy Percent
 - Total property tax paid to ECASD from 2005 to 2020: \$34,876.20
 - Average output over 16 years: \$2,179.76
 - Average percentage of revenue represented: .0039%
 - ECASD Tax levy total from 2005 to 2020: \$891,878,568
 - Average intake over 16 years: \$55,736,723
 - Average increase over 16 years: 1.06%
 - Number of years – using the averages – for the revenue of the property to surpass the 1.06% increase the district receives: 270
 - Illustration 4.12: Property Tax Levy Tracking v Revenue from Property

- Two different views
- Illustration 4.13: Projected Impact Over Future Time
 - Each blue increment represents 16 years worth of our average property taxes
 - The tax revenue for the property surpasses the 1.06% increase in 270 years
- Wisconsin State Aid Differences
 - Illustration 4.14: Differences in State Aid Funding Between Eau Claire and Elk Mound
 - ECASD funds received per student: \$10,206
 - Elk Mound funds received per student: \$10,000
 - Difference: \$206

Criteria	Impact on the Educational Welfare of Students in the Eau Claire District	Impact on the Educational Welfare of Students in the Elk Mound District	Impact on the Educational Welfare of the Students Residing on the Proposed Property
(4)The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities	<p>YES –</p> <ul style="list-style-type: none"> ·decrease in tax revenue ·Loss of \$.20 in tax revenue spending or \$.94 per student total spending ·Reported revenue surplus of \$127,108 in 2019 · The state of Wisconsin saves \$206 in student aid funding per student residing on the proposed property per year of enrollment which means Wisconsin taxpayers (including the parents of every other student in the Eau Claire district) would not be paying additional taxes for the education the students on the proposed property are already receiving. Those additional funds could be used elsewhere in the Wisconsin education system. 	<p>YES –</p> <ul style="list-style-type: none"> ·increase in tax revenue ·Gain of \$1.84 in tax revenue spending (9x greater benefit to Elk Mound over loss to Eau Claire) or \$7.93 per student total spending (8.5x greater benefit to Elk Mound over loss to Eau Claire) ·The state of Wisconsin saves \$206 in student aid funding per student residing on the proposed property per year of enrollment which means Wisconsin taxpayers (including the parents of every other student in the Elk Mound district) would not be paying additional taxes for the education the students on the proposed property are already receiving. Those additional funds could be used elsewhere in the Wisconsin education system. 	<p>YES –</p> <ul style="list-style-type: none"> ·School district they currently attend, Elk Mound, has increased funds in tax revenue and receives the full amount of per student aid to further provide/enhance their educational welfare ·The state of Wisconsin saves \$206 in student aid funding per student residing on the proposed property per year of enrollment which means Wisconsin taxpayers (including the parents of the students residing on the proposed property) would not be paying additional taxes for the education these students are already receiving. Those additional funds could be used elsewhere in the Wisconsin education system.

Illustration 4.0: 2021 Property Tax Bill

The portion highlighted below is the total tax amount for the proposed property that was paid to the Eau Claire School District in 2021. TOTAL: \$2,216.95

REAL ESTATE PROPERTY TAX BILL FOR 2021

BHI #: 20068
 Parcel #: 22810-3433-71775006
 ALT. Parcel #: 044-1552.5000
 KENNETH V BOOKS JR
 KELLY M NOACK
 1121 40TH ST
 EAU CLAIRE WI 54703

CHIPPEWA COUNTY
 Office hours are 8am-4:30pm
 Monday-Friday except
 holidays. Website
 www.co.chippewa.wi.us

Pay Second Installment
 By July 31, 2022
\$2,236.28

Make Check Payable and Mail to:
 CHIPPEWA COUNTY TREAS
 PATRICIA SCHIMMEL
 711 N BRIDGE ST
 CHIPPEWA FALLS WI 54729



Tear off this stub and include with your second payment. If receipt is needed, send a self-addressed stamped envelope. If payment is made by check, receipt is not valid until check has cleared all banks.



**STATE OF WISCONSIN
 REAL ESTATE PROPERTY TAX BILL FOR 2021
 TOWN OF WREATHON
 CHIPPEWA COUNTY**

BILL NO. 20068
 Correspondence should refer to parcel number
PARCEL #: 22810-3433-71775006
ALT. PARCEL #: 044-1552.5000

Property Address
 1121 40TH ST

Assessed Value Land	Ass'ed Value Improvements	Total Assessed Value	Appx. Rate	Est. Full Val. Land	Est. Full Val. Improvements	Total Est. Full Val.	Ass'ed % of Full Val.
40,000	299,400	339,400	0.8718	45,900	343,400	389,300	87.18%

Taxing Jurisdiction	Est. Rate	Ass'ed Value	Net Tax	% Tax Change	Net Property Tax
CHIPPEWA COUNTY	2.23	223,930	1,210.51	2.4%	1,239.02
TOWN OF WREATHON	2.41	546,515	750.29	0.4%	753.58
CHIPPEWA VALLEY TECHNICAL	4.36	307,710	329.76	-1.3%	315.66
EAU CLAIRE SCHOOL DIST	1.4%	521,442	2,186.73	1.4%	2,216.95
Total		1,599,597	4,477.29	1.1%	4,525.21
			First Dollar Credit		52.66
			Lottery & Gaming Credit		186.69
			Net Property Tax		4,285.86

Category	Amount
Gross Property Tax	4,525.21
First Dollar Credit	-52.66
Lottery Credit	-186.69
Net Property Tax	4,285.86
SEPTIC MAINT. FEE	1.00
TOTAL DUE FOR FULL PAYMENT	4,286.86

School taxes reduced by school levy tax credit \$ 515.25
 KENNETH V BOOKS JR
 KELLY M NOACK
 1121 40TH ST
 EAU CLAIRE WI 54703

DESCRIPTION: See above for description, ensure your property. This description is for property tax bill only and may not be a full legal description.
 679869 643983 ACRES: 5.000
 SEC 34, T 28 N, R 10 W, S/4 of S/4
 SW SW LOT 6 OF CERT SUR. MAP
 #1775 IN V7 E273 DOC #594455

Net Assessed Value Rate (Does NOT reflect credits)
 0.013332952

TOTAL DUE FOR FULL PAYMENT
4,286.86
 PAY BY January 31, 2022
 Warning: If not paid by this date, installment options in full and total tax is delinquent subject to interest and applicable penalties. Follow the copy on this bill for details.

FOR INFORMATIONAL PURPOSES ONLY
 - Non-Approved Temporary Tax Increases

Year	Total Additional Taxes Applied to Property
2020	41.95
2021	263.68

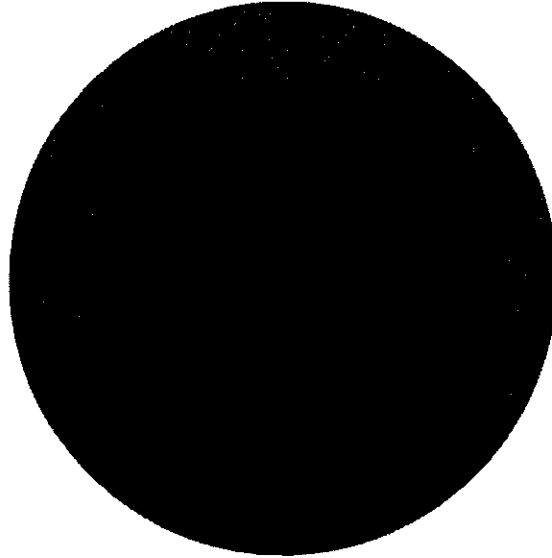
RETAIN THIS PORTION AS YOUR COPY
SEE REVERSE SIDE FOR IMPORTANT INFORMATION

Installments may be paid as follows:
 2021.50 DUE BY 01/31/2022
 2236.28 DUE BY 07/31/2022

Illustration 4.1: Property Tax Revenue Impact on the Whole

The chart below depicts the total property tax levy the ECASD reported for the 2020 (DOR, \$62,433,094). The orange line represents the amount of tax revenue currently associated with the property (\$2,216.95, or .0035%) and the impact that revenue represents.

Property Tax Revenue Impact on the Whole



■ 2020 EC Property Tax Levy \$62,433,094

■ Property Tax Revenue \$2,216.95

Illustration 4.2: Tax Amount Spending Power, a Tangible Comparison

The table below gives examples of what \$2,216.95 can look like in a classroom and how many students in each district benefit from it. In all cases, the students in Elk Mound are better served by the funds while the students in Eau Claire experience neither a positive nor negative impact from the same funds.

Purchasing Power of Current Tax Amount: \$2,216.95	How *\$20 available per student spending benefits Eau Claire and the percentage of total student body gaining <small>*\$2,216.95 tax/11,036 students</small>	How *\$1.84 available per student spending benefits Elk Mound and the percentage of total student body gaining <small>*\$2,216.95 tax/1,207 students</small>
4oz bottle of Elmer's School Glue at \$.99 (Target, 5/14) Total bottles able to purchase: 2,239	.2 bottles of glue per student or 20.2% of total student body receiving 1 bottle	1.85 bottles of glue per student or 185% of total student body receiving 2 bottles
Dell 11.6" Chromebook at \$245 (Best Buy, 5/14) Total Chromebooks able to purchase: 9	.0008 Chromebooks per student or .08% of total student body receiving 1 Chromebook	.007 Chromebooks per student or .7% of total student body receiving 1 Chromebook
Basic Spiral Notebook at \$1.69 (Office Max, 5/14) Total notebooks able to purchase: 1,311	.11 notebooks per student or 11% of total student body receiving 1 notebook	1.1 notebooks per student or 110% of total student body receiving 2 notebooks

Illustration 4.3: WEAU Article Reporting 2021-2022 ECASD Property Tax Decrease

ECASD 2021-22 budget includes property tax decrease

By Jimmie Kaska

Published: Oct. 26, 2021 at 1:26 PM CDT

EAU CLAIRE, Wis. (WEAU) - The 2021-22 budget approved by the Eau Claire Area School District School Board Monday night will result in a property tax decrease for residents within the district.

District residents will pay \$7.03 per \$1,000 of equalized value, down 4.1 cents from 2020-21's budget of \$7.44, or about a 5.5% decrease. That means a property that had an equalized value of \$250,000 would pay about \$100 less in taxes under the new budget.

Other highlights of the budget adopted Monday night include increases in expenditures for staff salaries and benefits as well as contracted services such as transportation and substitute teachers totaling \$2,537,434. Additionally, the district is budgeting nearly double 2020-21's allowance for capital expenditures from \$656,725 to \$1,200,509, an increase of \$543,784.

However, the operating expenses will actually be down in the ECASD this year. That's because the budget for supplies is down by nearly \$5 million, from \$11.5 million in 2020-21 to over \$6.7 million in 2021-22. The district's operating expenses budget will decrease \$2,116,532 to \$172,710,162. Abby Johnson, Executive Director of Business Services for the ECASD, said that the pandemic and the return to in-person learning are responsible for some of the changes to this year's budget.

"Last year's budget was, you know, we were in a hybrid model for most of the year, and this year's budget does plan on us being in school five days a week for the whole year," Johnson said. "There were some differences related to that."

The newly-approved budget also plans to utilize referendum spending differently in 2021-22, shifting nearly \$1.3 million from salary to technology, security, and safety as part of the total \$5.86 million referendum budget. The rest is being spent on debt payment.

Overall, the total tax levy increases \$534,445 in the 2021-22 budget from a year ago, but because of the increase in equalized value, taxpayers will see an average decrease in property taxes.

The approved budget summary is available on the ECASD website.

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Illustration 4.4: WQOW Article Reporting 2021-2022 ECASD Property Tax Decrease

ECASD School Board approves budget for 2021-2022

By: McKenna Alexander

Oct 25, 2021 Updated Oct 26, 2021

EAU CLAIRE (WQOW) - After a strange year full of introductory virtual learning, a new blended curriculum and an eventual return to in-person teaching, the Eau Claire Area School District has adopted a new budget to reflect this year's changes.

Down two million from the year prior, a newly adopted ECASD budget of \$172.7 million will fund operating expenses during the 2021-2022 school year.

Compared to the previous budget, this year, the district will spend \$771,000 more on salary and benefits, citing a staffing need.

Another increase from the prior budget: \$1.76 million more will go toward contracted services, such as transportation, given students will be bussed five days a week instead of last year's four days per week. But in a decrease from last year's budget, now \$4.8 million less will be set aside for supplies, because much of the district's devices are leased.

So, what does this mean for property taxes? When compared with last year's budget, the district's total tax levy will increase this year by roughly half a million. However, because equalized value went up, taxpayers will actually see a slight decrease in this year's tax levy; only paying \$7.03 per \$1,000 of equalized value, instead of the previous \$7.44.

Illustration 4.5: Total Revenue Information by District, Loss/Gain 2021-22

The table below outlines how all the revenue associated with the proposed property is currently distributed and how a reorganization adjusts the distribution.

		Eau Claire	Elk Mound
STUDENTS EDUCATED		11,036	1,207
PROPERTY TAX DOLLARS PAID FROM OUR PROPERTY TO ECASD	\$2,216.95		
PER STUDENT TAX REVENUE SPENDING LOSS/GAIN TO EACH DISTRICT		(\$.20) Percentage of total district revenue .0012% loss	+\$1.84 Percentage of total district revenue .014% gain
PER STUDENT TOTAL FUNDING		\$10,206.00	\$10,000.00
PER STUDENT OPEN ENROLLMENT FEE TO ELK MOUND SCHOOL DISTRICT			\$8,161.00
FUNDING AMOUNT EAU CLAIRE CURRENTLY KEEPS		\$2,045.00 per student (4x = \$8,180.00)	
FUNDING AMOUNT GAIN FOR ELK MOUND			+\$1,839.00 per student (4x = \$7,356.00)
TOTAL DOLLARS LOSS/GAIN TO EACH DISTRICT (= TAX AMOUNT AND PER STUDENT FUNDING)		(\$10,396.95) loss	+\$9,572.95 gain
PER STUDENT DOLLARS LOSS/GAIN TO EACH DISTRICT – TOTAL REVENUE FROM PROPOSED PROPERTY		(\$0.94) Percentage of total revenue .005965% loss	+\$7.93 Percentage of total revenue .0587% gain
TOTAL REVENUES REPORTED		\$174,292,984	\$16,307,139

Illustration 4.6: ECASD 2021-22 Revenues by Fund

Slide from the 10/25/21 Budget Adoption Board Meeting reporting the full revenue, by fund, for the ECASD 2021-22.

Total: \$174,292,984

2021-22 Revenues by Fund

Revenues By Fund	2022	
10 General Fund	\$144,215,353	Operating Budget Total \$154,757,784
27 Special Education Fund (Net of General Fund Transfer)	9,855,615	
29 Other Projects Fund	686,813	
38 Non-Referendum Debt Service Fund	3,131,638	
39 Referendum Approved Debt Service Fund	3,173,250	
50 Food Service Fund	4,588,333	
73 Employee Benefit Trust Fund	7,638,635	
80 Community Service Fund	1,003,347	
Total Revenues	\$ 174,292,984	


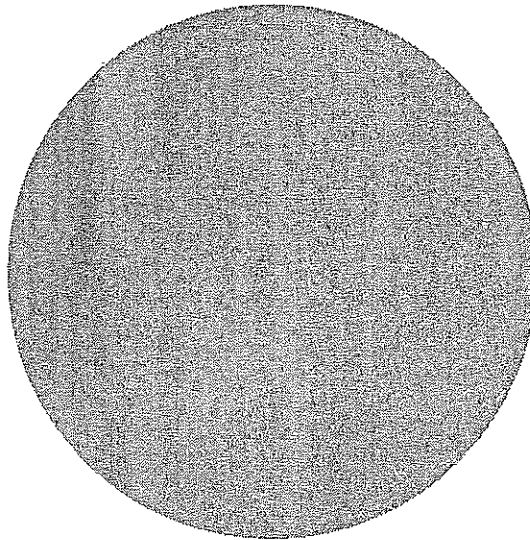
 EAU CLAIRE
AREA SCHOOL DISTRICT

Illustration 4.7: Total Revenue Percentage Chart Using 2021-2022 Budget Adoption, Eau Claire

The pie chart below represents the total revenue the Eau Claire school district reported in their Budget Adoption document for 2021-2022 (dated October 25, 2021, see Illustration 4.6), \$174,292,984. Eau Claire would forfeit \$10,396.95 in the proposed reorganization (\$2,216.95 in tax, \$8180 in remaining portion of Student Aid). The black line depicts what \$10,396.95 looks like as part of the whole.

**All Sources of Revenue Reported in Budget Adoption 2021-2022
EC School District
Total: \$174,292,984**



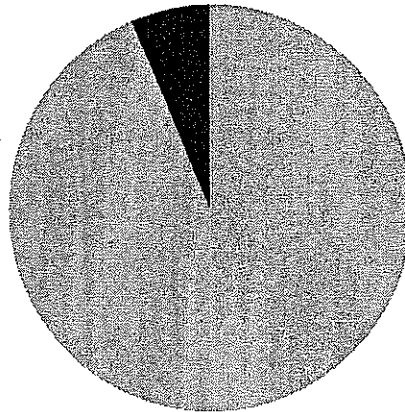
- revenue dollars less all funds currently associated with proposed property (\$10,396.95) equals \$174,282,587.05
- all revenue associated with proposed property that would be lost to Eau Claire: \$10,396.95

Illustration 4.8: The Difference Between Fractions of a Percent .005965 v .0587

The pie chart below represents 1%. The Eau Claire district would forfeit \$10,396.95 or .005965% of their revenue. That percentage is indicated below in blue. The Elk Mound district would gain \$9,572.95 or .0587% of revenue. That percentage is indicated below in orange.

Clearly the impact is greater for the Elk Mound district.

**What Fractions of a Percent Look Like
for Each District**



■ Remainder of 1% = .931153 ■ Eau Claire Percentage .005965 ■ Elk Mound Percentage .0587

Illustration 4.9: Tax Revenue and Total Revenue Impact

The chart below is a visual representation of the possible impact the property tax revenue and the total revenue associated with the proposed property could have on each district. Clearly the impact is greater for the Elk Mound district.

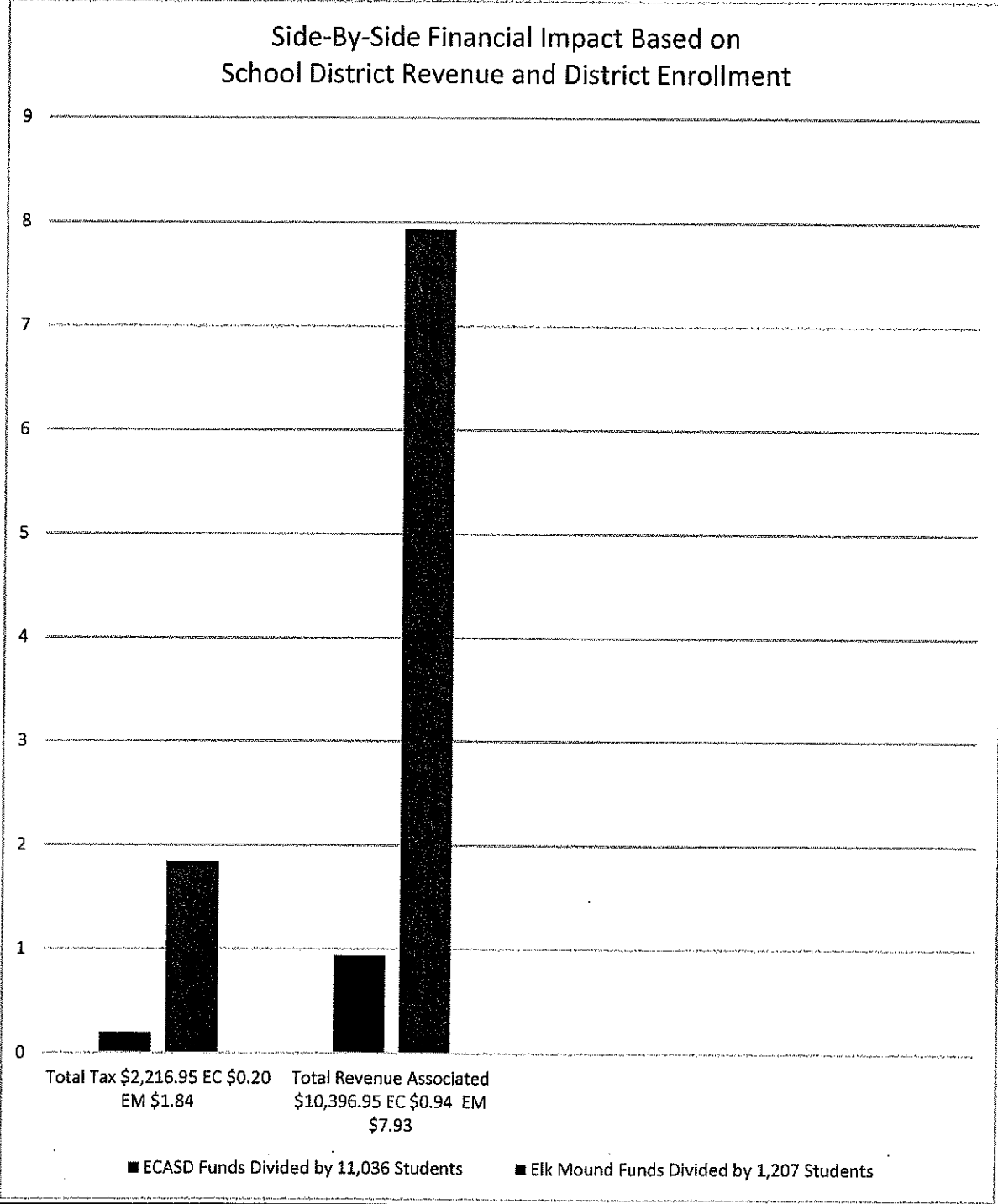


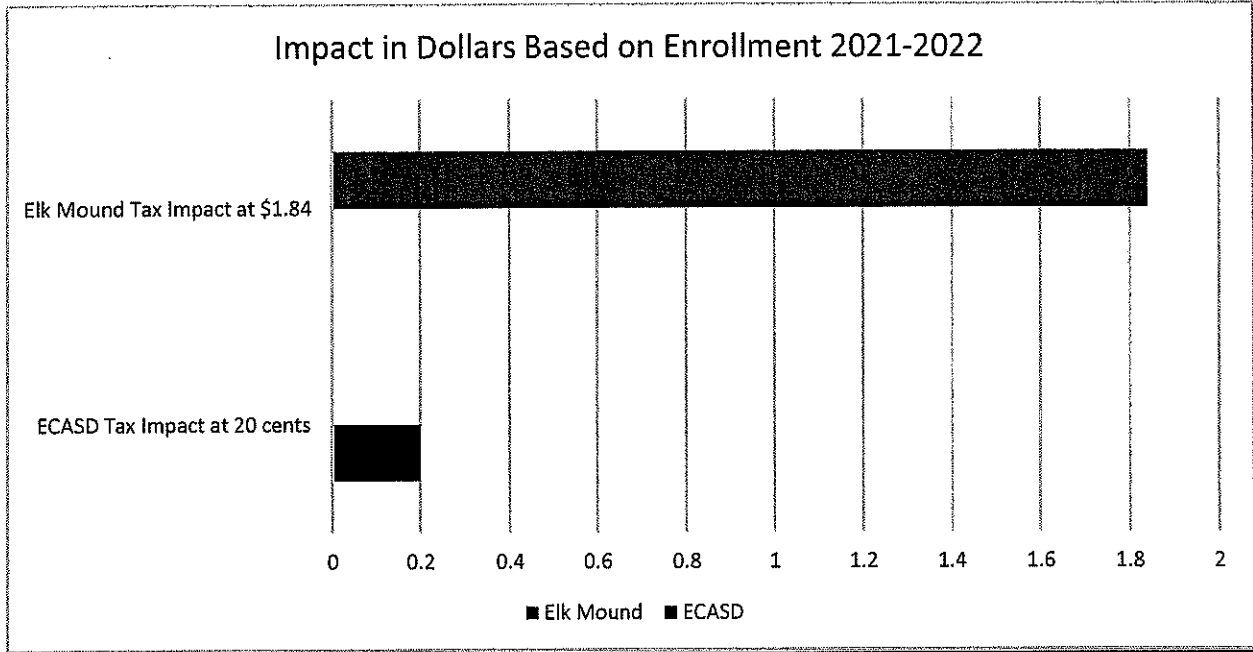
Illustration 4.10: Tax Revenue and Total Revenue Impact 2

Proposed property tax revenue for each district.

ECASD value based on current enrollment: \$0.20

EM value based on current enrollment: \$1.84

9x greater benefit to the Elk Mound district



ECASD .0012% of total revenue received

EM .014% of total revenue received

11.745x greater benefit to the Elk Mound district

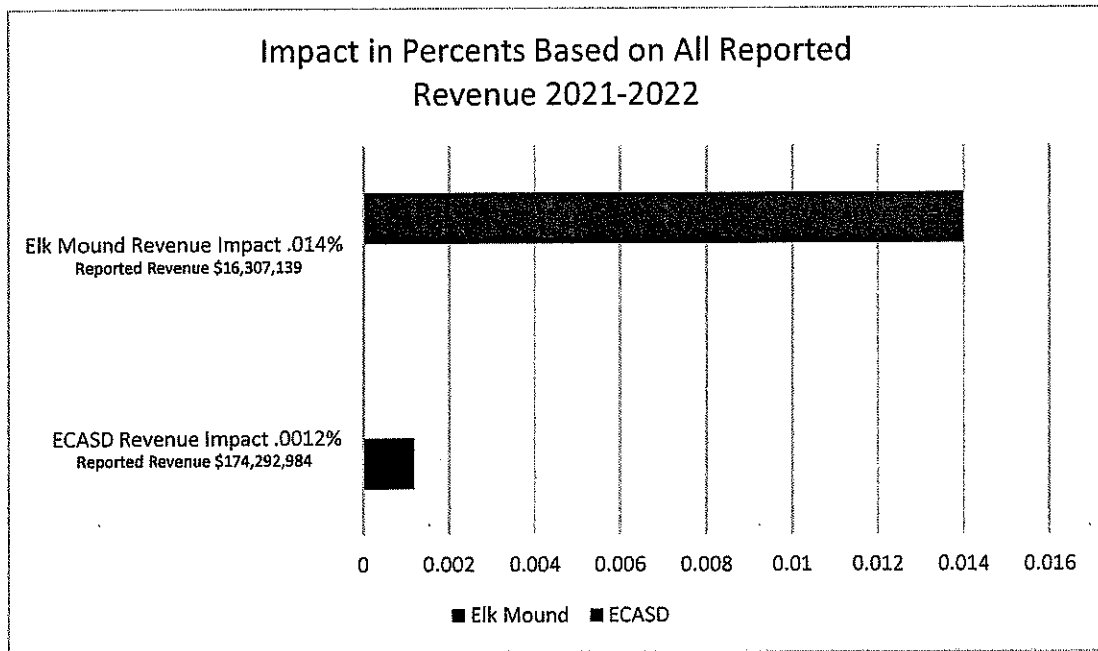


Illustration 4.11: Sixteen Year Property Tax History and ECASD Tax Levy Percent

The table below shows the amount of tax revenue paid to the ECASD over a sixteen-year period, the total amount of tax levy reported for the ECASD (DOR), the percent of change, the percentage of the total, and the sixteen year average for each.

Total Amount Paid from 2005 to 2020: \$34,876.20

Average over Sixteen Years: \$2,179.76

ECASD Tax Levy Total from 2005 to 2020: \$891,878,568

Average Intake over Sixteen Years: \$55,736,723

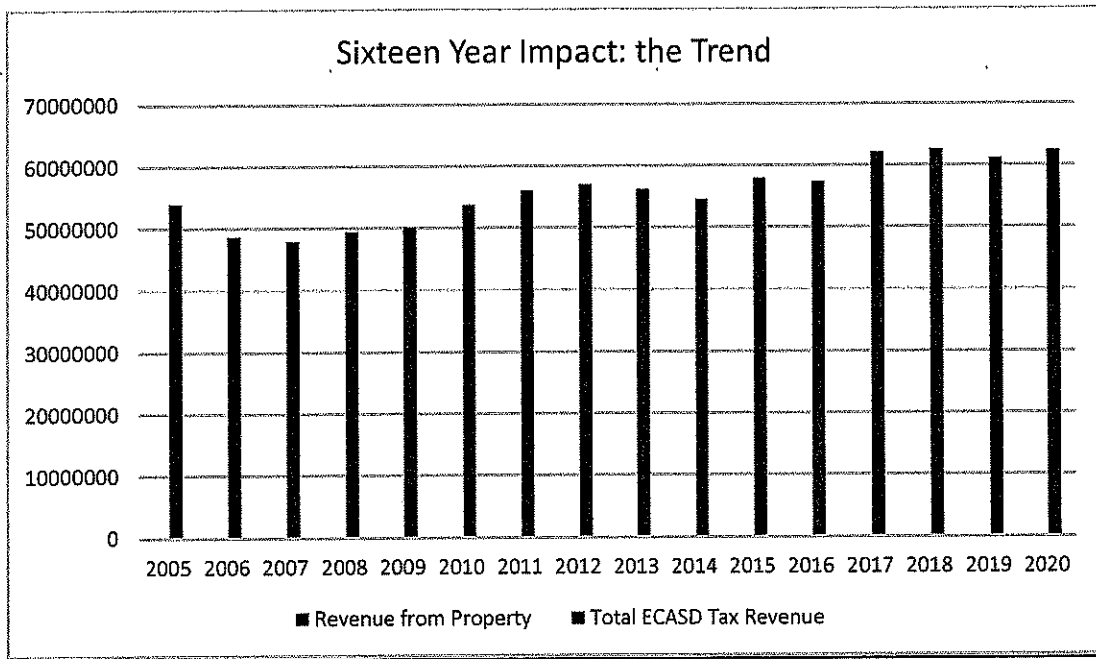
Average of Increase over Sixteen Years: 1.06%

Average Percentage of Revenue from Property: .0039%

Number of years – using the average – for the revenue of the property to surpass the 1.06% increase the ECASD receives: 270 years

Year	Paid to ECASD	ECASD Total	% change	% of total
2005	\$2088.74	\$54,059,543		0.0039
2006	\$2107.77	\$48,716,409	-9.88	0.0043
2007	\$1949.09	\$47,940,791	-1.59	0.0041
2008	\$2047.52	\$49,470,681	3.19	0.0041
2009	\$2156.10	\$50,282,312	1.64	0.0043
2010	\$2356.40	\$53,791,012	6.98	0.0044
2011	\$2086.20	\$56,071,748	4.24	0.0037
2012	\$2123.13	\$57,055,822	1.76	0.0037
2013	\$2088.24	\$56,316,917	-1.22	0.0037
2014	\$2224.90	\$54,558,128	-3.2	0.0041
2015	\$2115.95	\$57,963,918	6.24	0.0037
2016	\$2439.02	\$57,410,078	-0.96	0.0042
2017	\$2367.36	\$62,111,746	8.19	0.0038
2018	\$2277.97	\$62,591,730	0.77	0.0036
2019	\$2261.08	\$61,104,639	-2.38	0.0037
2020	\$2186.73	\$62,433,094	2.17	0.0035
total 16 years	\$34,876.2	\$891,878,568	1.06	0.0039
average	\$2179.76	\$55,736,723		0.0039

Illustration 4.12: Property Tax Levy Tracking v Revenue from Property



Sixteen years of property taxes paid to ECASD = \$34,876.20 is represented by the orange line.
That is the impact. Invisible.

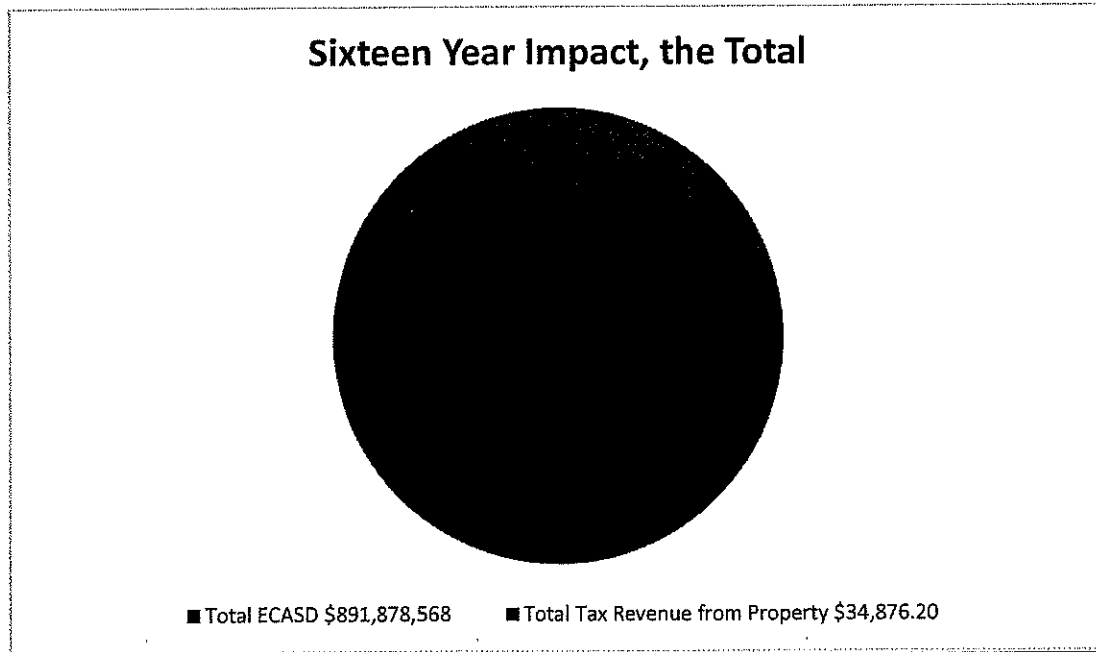


Illustration 4.13: Projected Impact Over Future Time

The chart below shows how the tax revenue from the proposed property would impact the ECASD over time. Using the sixteen-year averages for both the property tax from the proposed property and the 1.06% average gain the ECASD receives, it takes 270 years to make any sort of impact on the ECASD.

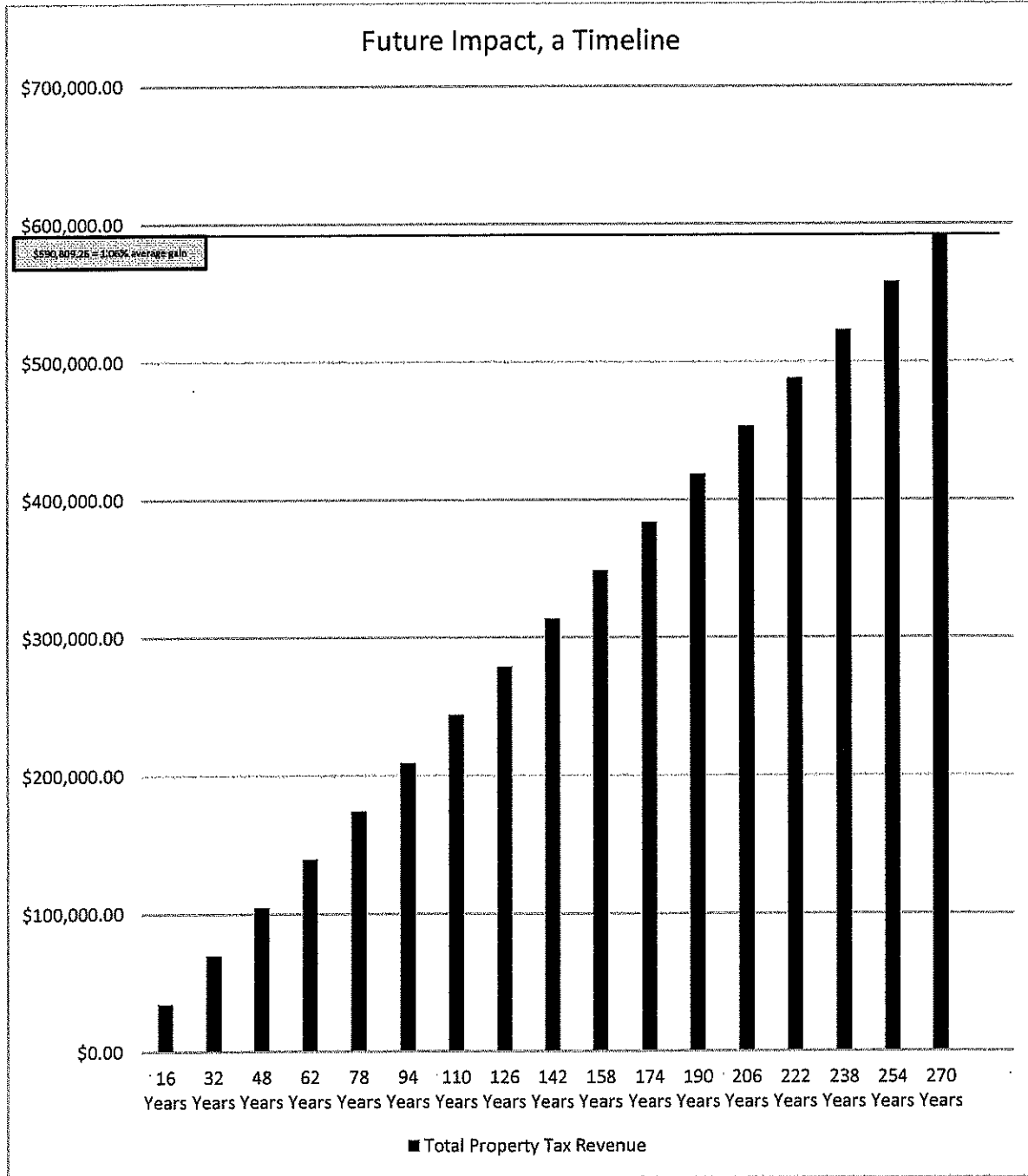


Illustration 4.14: Differences in State Aid Funding Between Eau Claire and Elk Mound

The table below shows the per student state aid amounts paid to each district in 2021-2022 and the related savings to Wisconsin taxpayers with reorganization.

	Eau Claire	Elk Mound	State Savings
PER STUDENT TOTAL FUNDING	\$10,206	\$10,000	
DIFFERENCE: SAVINGS FOR WISCONSIN TAXPAYERS PER YEAR PER STUDENT			\$206.00
SAVINGS FOR WISCONSIN TAXPAYERS PER YEAR x 4 STUDENTS (for 2021-2022 school year)			\$824.00
SAVINGS FOR WISCONSIN TAXPAYERS FOR REMAINING YEARS OF COMBINED ENROLLMENT (25) (based on 2021-2022 amounts)			\$5,150.00

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

- Statute 117 and Island Parcels
 - Illustration 5.0: Statute 117 – Island Parcel
 - 446 districts in Wisconsin, 408 are “normal” public school districts, 283 of those (69.4%) have island parcels
 - Illustration 5.1: Statute 117 – Union High Schools
 - Elk Mound and Eau Claire are not union high school districts
- Islands already exist within Eau Claire and Elk Mound
 - Illustration 5.2: Eau Claire School District Map
 - Illustration 5.3 Eau Claire Islands in Durand-Arkansas District
 - Illustration 5.4: Eau Claire Islands in Eleva Strum District
 - Durand-Arkansas islands in the Eau Claire district not shown on a map
 - Closest island property: E9701 State Road 85, Eau Claire
Closest mainland property: E9140 150th Ave, Mondovi
Distance: **2.4miles**
 - Closest island property: E9717 110th Ave, Mondovi
Closest mainland property: E9504 110th Ave, Mondovi
Distance: **.4miles**
 - Closest island property: N650 968th Street, Mondovi
Closest mainland property: E9488 90th Ave, Mondovi
Distance: **1mile**
 - Eau Claire island in the Altoona district not shown on a map
 - Island property: 5890 Prill Road, Altoona
Closest mainland property: 5524 Prill Road, Altoona
Distance: **.4miles**
 - Illustration 5.5: Elk Mound School District Map
 - Eau Claire islands in Elk Mound
 - Island property: 1640 Anderson Road, Eau Claire
Closest mainland property: 10500 W Cameron St, Eau Claire
Distance: **.4 miles**
 - Island property: 1716 Anderson Road, Eau Claire
Closest mainland property: 10500 W Cameron St, Eau Claire
Distance: **.5miles**
 - Closest island property of the two: 2205 Birch Drive, Eau Claire
Closest mainland property: 10500 W Cameron St, Eau Claire
Distance: **1.8miles**
 - Closest island property of the eight: 2663 Gregerson Drive, Eau Claire
Closest mainland property: 10603 W Folsom, Eau Claire
Distance: **.4miles**
 - Illustration 5.6: Proposed Property Distance to Elk Mound District Line – Street View
 - Illustration 5.7: Proposed Property Distance to Elk Mound District Line – Plat View
 - **.32miles**
- Elk Mound School Board fully aware that it is an island parcel and approves of the reorganization with a 7 to 0 vote in favor.

Criteria	Impact on the Educational Welfare of Students in the Eau Claire District	Impact on the Educational Welfare of Students in the Elk Mound District	Impact on the Educational Welfare of the Students Residing on the Proposed Property
(5) Whether the proposed reorganization will make any part of a school district's territory noncontiguous*	NONE – does not impact the educational welfare of any students in Eau Claire	NONE – does not impact the educational welfare of other Elk Mound students	YES – <ul style="list-style-type: none"> · Allows residency · Saves travel time and distance · Grants access to all available programs in currently attending school district · Sends their full student funding to currently attending school district

*NOTE: the statute does NOT include any statements or requirements surrounding a district's preference to not 'intentionally' create islands, therefore, a Board's preference to NOT 'intentionally' create islands is not relevant and should not be considered a deciding factor

Illustration 5.0: Statute 117 – Island Parcel

117.05

117.12 Detachment and attachment of small territory initiated by owner. (1) APPLICATION. This section applies to the detachment of territory from one school district and its attachment to an adjoining school district if all of the following apply:

(a) The assessed value of the territory proposed to be detached from one school district and attached to an adjoining school district, divided by the assessment ratio of the taxation district, is less than 7 percent of the equalized valuation of the school district from which it is proposed to be detached.

(b) Less than 7 percent of the enrollment of the school district from which the territory is proposed to be detached resides in the territory proposed to be detached from that school district.

(2) PETITION. A majority of the electors residing in the territory described under sub. (1) or owners of 50 percent or more of that territory may file a written petition with the clerk of the school district in which the territory is located requesting the detachment of the territory from that school district and its attachment to an adjoining school district. The petition shall include a description of the territory sufficiently accurate to determine its location in the school district in which it is located, as certified by the clerk of each city, town or village within which all or part of the territory is located, and the number of pupils residing in that territory who, on the most recent of the preceding 3rd Friday of September or 2nd Friday of January, were enrolled in the school district from which the territory is proposed to be detached, as certified by the clerk of that school district. Upon receipt of the petition, the school district clerk shall send a certified copy of the petition to the school board of the school district to which the territory is proposed to be attached and to the secretary of the board.

(3) SCHOOL BOARD ACTION. In the first February beginning after receipt of a petition under sub. (2), the school boards of the affected school districts may order the territory detached from the school district in which it is located and attached to the adjoining school district by the adoption, by each of those school boards, of a resolution ordering the reorganization. Before adopting a resolution under this subsection that grants or denies the reorganization, each school board shall give the electors and owners who signed the petition under sub. (2) an opportunity to meet with the school board to present their reasons for the proposed reorganization. Failure of a school board to adopt a resolution before March 1 either ordering or denying the reorganization constitutes a denial of the reorganization by the school board. The school district clerk of each school board adopting a resolution under this subsection that orders or denies a reorganization shall, within 5 days after the adoption of the resolution, send a certified copy of the resolution to the school board of the other affected school district and file a certified copy of the resolution as provided under s. 117.17 (2). If the school board of each affected school district adopts a resolution ordering the detachment and attachment, the reorganization shall take effect on the following July 1.

(4) APPEAL TO PANEL. If the detachment and attachment of territory is denied by either school board under sub. (3), a majority of the electors residing in the territory or the owners of 50 percent or more of the territory may appeal the denial to an appeal panel by filing notice of appeal with the secretary of the board before the March 15 following the denial. The secretary of the board shall send a copy of the notice of appeal to the school board of each affected school district. Except as provided under sub. (5), the appeal panel shall issue an order either affirming the school board's denial of the proposed reorganization or ordering all or any part of the territory described in the petition under sub. (2) detached from the school district in which it is located and

attached to the adjoining school district. The order shall be issued before the June 15 following the filing of the notice of appeal. The 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 appeal panel orders territory detached from one school district and attached to an adjoining school district, the reorganization shall take effect on the following July 1.

(5) BOARD REVIEW. (a) If more than one appeal to detach territory from a single school district is filed under sub. (4) before March 15 and any of the following applies, the board shall review all of those appeals:

1. The total assessed valuation of the territory proposed to be detached under the appeals, divided by the assessment ratio of the taxation district, is equal to or greater than 7 percent of the equalized valuation of the school district from which the territory is proposed to be detached.

2. The total number of pupils residing in the territory proposed to be detached under the appeals who, on the most recent of the preceding 3rd Friday of September or 2nd Friday of January, were enrolled in the school district from which the territory is proposed to be detached is equal to or greater than 7 percent of that school district's enrollment.

(am) In addition to reviewing appeals described under par. (a), the board shall review an appeal if any of the following applies:

1. The assessed valuation of the territory proposed to be detached under the appeal, divided by the assessment ratio of the taxation district, when added to the total assessed valuation of all territory detached from that school district in the 2 years preceding the date on which the petition was filed under sub. (2), divided by the appropriate assessment ratios, is equal to or greater than 2 percent of the school district's equalized valuation.

2. The number of pupils residing in the territory proposed to be detached under the appeal who are included in the enrollment of the school district from which the territory is proposed to be detached, when added to the number of pupils who resided in territory detached from that school district, and were included in previous enrollments of that school district, in the 2 years preceding the date on which the petition was filed under sub. (2), constitute 2 percent or more of the school district's enrollment.

(b) The secretary of the board shall notify the school board of each affected school district and each owner or elector who signed the notice of appeal under sub. (4) that the appeal or appeals will be reviewed by the board under this subsection rather than by an appeal panel under sub. (4). The board shall issue an order either affirming the school boards' denial of all or any of the proposed reorganizations under par. (a) or the proposed reorganization under par. (am) or ordering all or any part of the territory described in all or any of the petitions under sub. (2) or included in the appeal filed under par. (am) detached from the school district in which it is located and attached to an adjoining school district. In addition to the criteria under s. 117.15, in making its decision the board also shall consider the effect that the proposed detachments under par. (a), taken as a whole, will have on the school district from which the territory is proposed to be detached, or the cumulative effect on that school district of the proposed detachment under par. (am). The board's order shall be issued before the June 15 following the filing of the notice of appeal. The 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 one school district and attached to an adjoining school district, the reorganization shall take effect on the following July 1.

History: 1989 a. 114, 287.

Sub. (1) allows the detachment of "island" parcels from school districts that adjoin. A detached parcel need not adjoin the school district to which it is attached. *Stockbridge School Dist. v. DPI*, 202 Wis. 2d 214, 550 N.W.2d 96 (1996), 94-1867.

Illustration 5.1: Statute 117 – Union High Schools

(5) ALL TERRITORY IN SCHOOL DISTRICT; CONTIGUOUS UNION

HIGH SCHOOL DISTRICT TERRITORY. (a) *Territory in district.* All territory within this state shall be included in a school district operating elementary school grades and a school district operating high school grades or in a school district operating both elementary and high school grades, except for territory located in a school district that is not operating certain grades as a result of entering into a whole grade sharing agreement under s. 118.50. No territory may be detached from a school district unless by the same order it is attached to another school district or included in a new school district created by the order. No territory may be detached from a school district that operates high school grades unless by the same order it is attached to or included in another school district that operates high school grades.

(b) *Contiguous union high school district territory.* No territory may be detached from a union high school district so as to make parts of the school district noncontiguous.

Illustration 5.2: Eau Claire School District Map

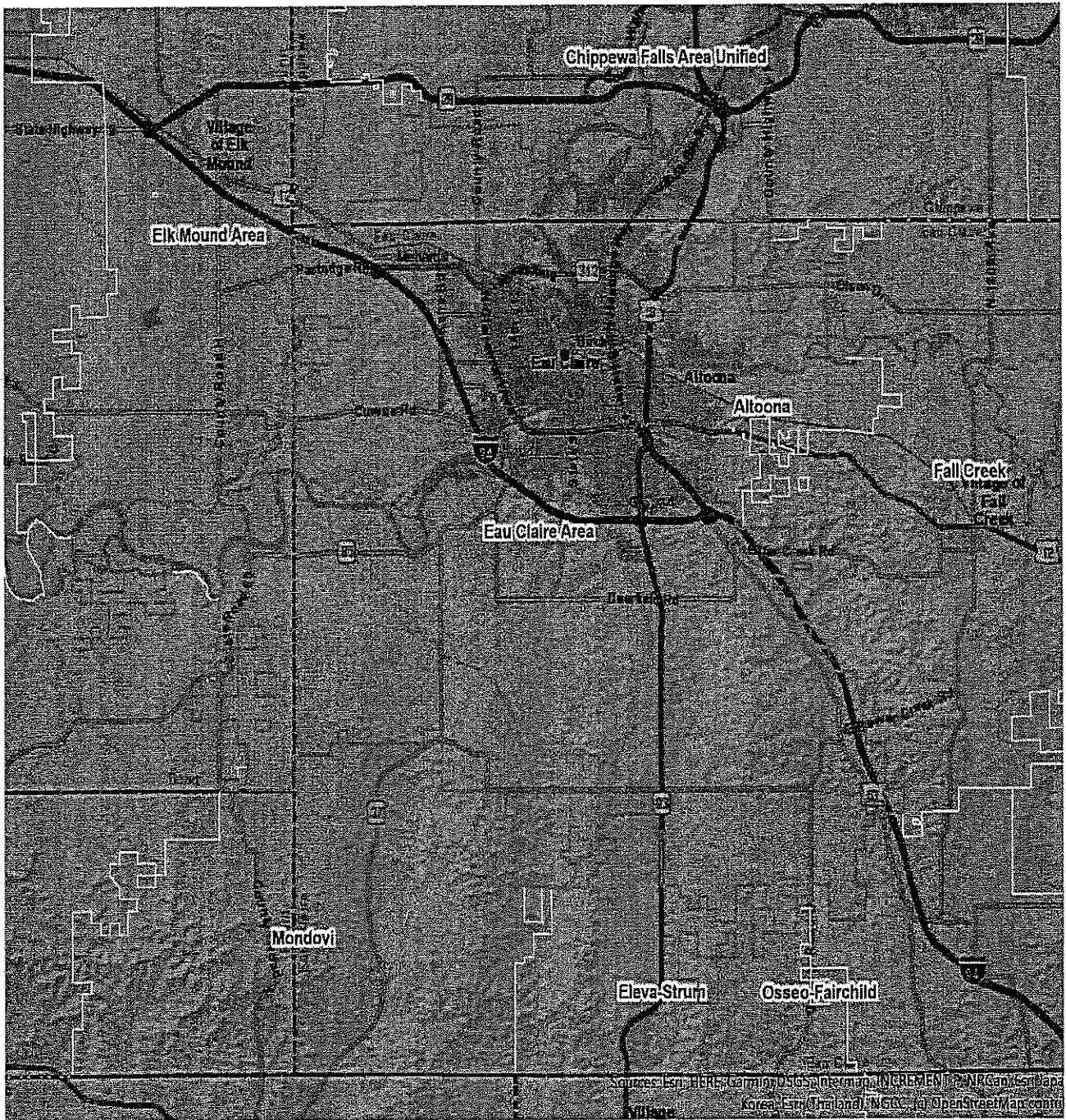
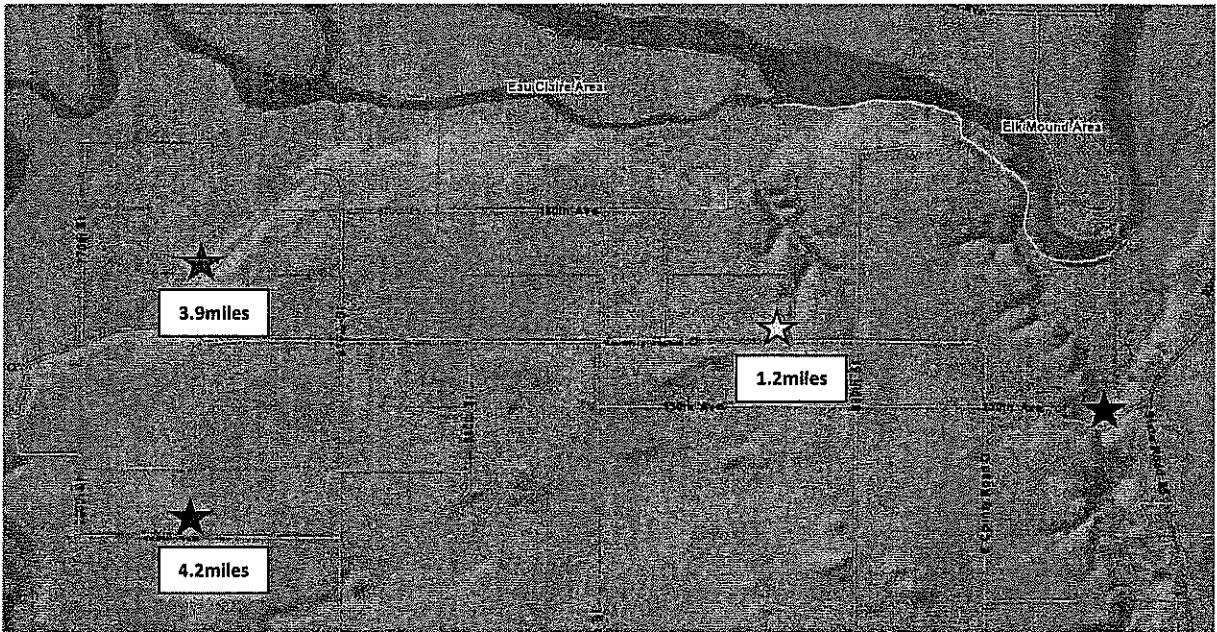


Illustration 5.3: Eau Claire Islands in Durand-Arkansas District

- Address of closest mainland property in the Eau Claire district: E9197 150th Ave, Mondovi. Indicated with ★
- Address of closest property in first island: E8795 CTY RD O, Mondovi. Indicated with ☆
 - Distance from mainland: **1.2miles**
- Address of closest property in second island: N1898 810th St, Mondovi. Indicated with ★
 - Distance from mainland: **3.9miles**
- Address of closest property in third island: E7867 130th Ave, Mondovi. Indicated with ★
 - Distance from mainland: **4.2miles**



Additional Eau Claire islands in the Durand-Arkansas district, not pictured/represented on the map:

Closest island property: D Road East, Mondovi
 Closest mainland property: W493 Albany D,
 Mondovi
 Distance: **.3miles**

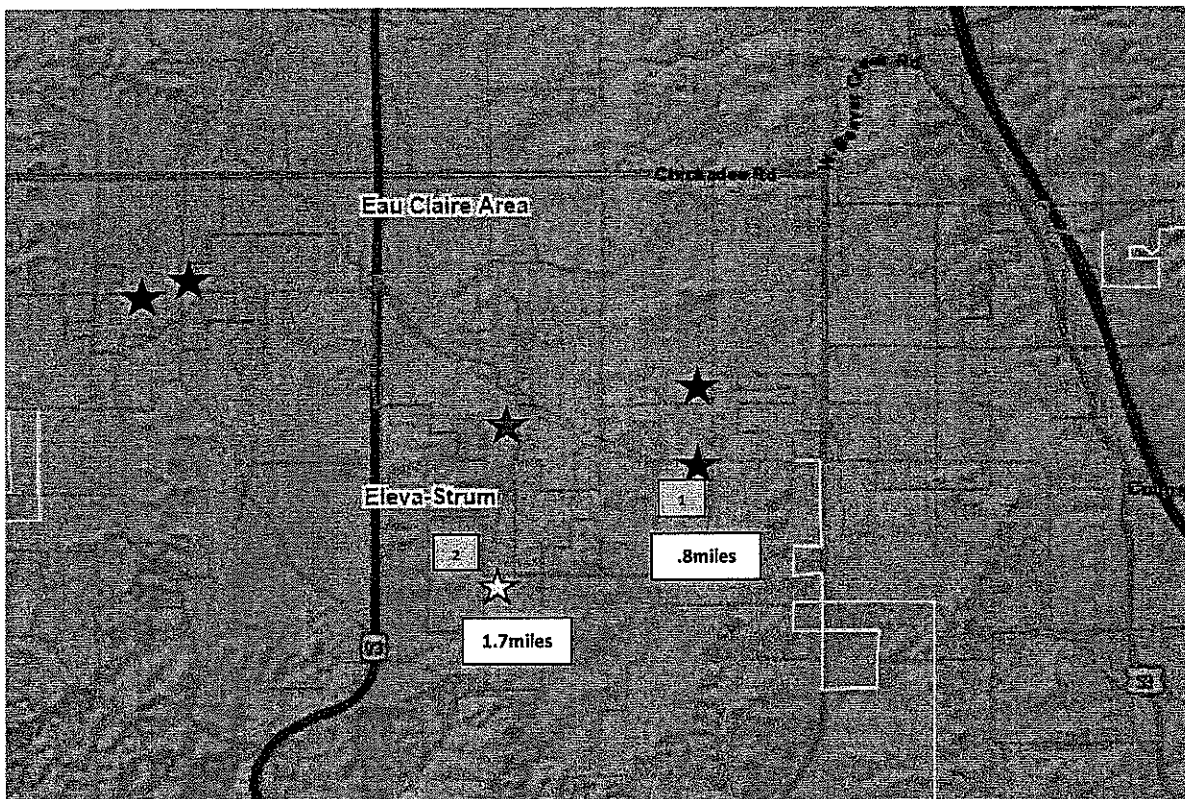
Closest island property: N991 910th St, Mondovi
 Closest mainland property: E9402 90th St, Mondovi
 Distance: **1.3miles**

Closest island property: N995 CTY RD H, Mondovi
 Closest mainland property: E9402 90th St,
 Mondovi
 Distance: **.5miles**

Closest island property: E9070 90th Ave, Mondovi
 Closest mainland property: E9402 90th Ave,
 Mondovi
 Distance: **1.6miles**

Illustration 5.4: Eau Claire Islands in Eleva-Strum District

- Parcel 1
 - Address of closest mainland property in Eau Claire district: S 11780N Martin DR, Strum. Indicated with ★
 - Address of closest property in island: E7235 CTY RD HH, Strum. Indicated with ★
 - Distance: **.8miles**
- Parcel 2
 - Address of closest mainland property in Eau Claire district: S12220 CTY RD I, Eleva. Indicated with ★
 - Address of closest property in island: S13510 CTY RD I, Eleva. Indicated with ★
 - Distance: **1.7miles**



Eleva-Strum island in the Eau Claire district:

Closest island property: E645 Birch Road, Eleva. Indicated with ★
Closest mainland property: E1120 Birch Road, Eleva. Indicated with ★
Distance: **.4miles**

Illustration 5.5: Elk Mound School District Map

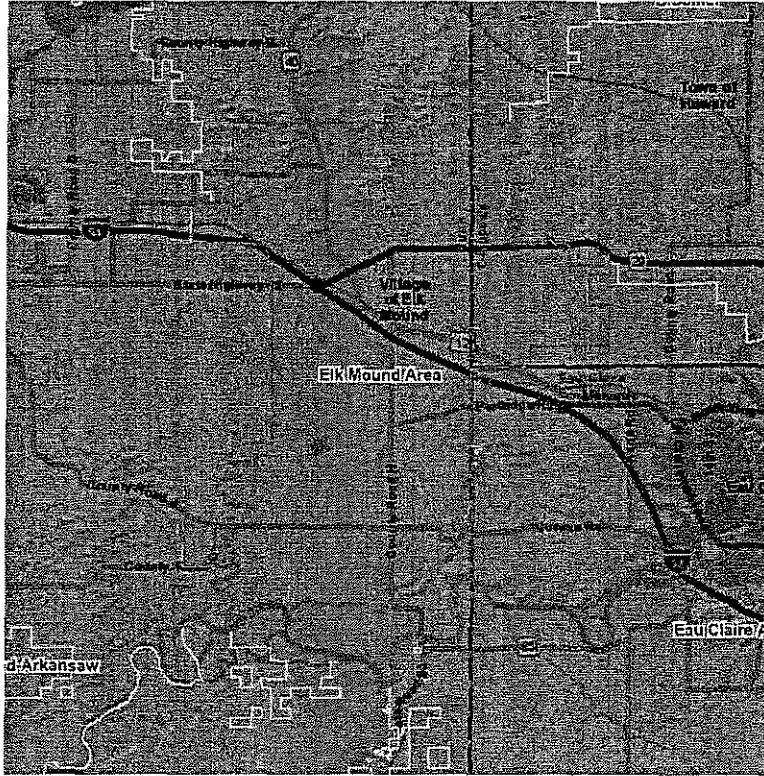


Illustration 5.6: Proposed Property Distance to Elk Mound District Line – Street View

The yellow star is the driveway of the proposed property. The red star is the Elk Mound district line.
Distance: .32 miles (1677 feet)

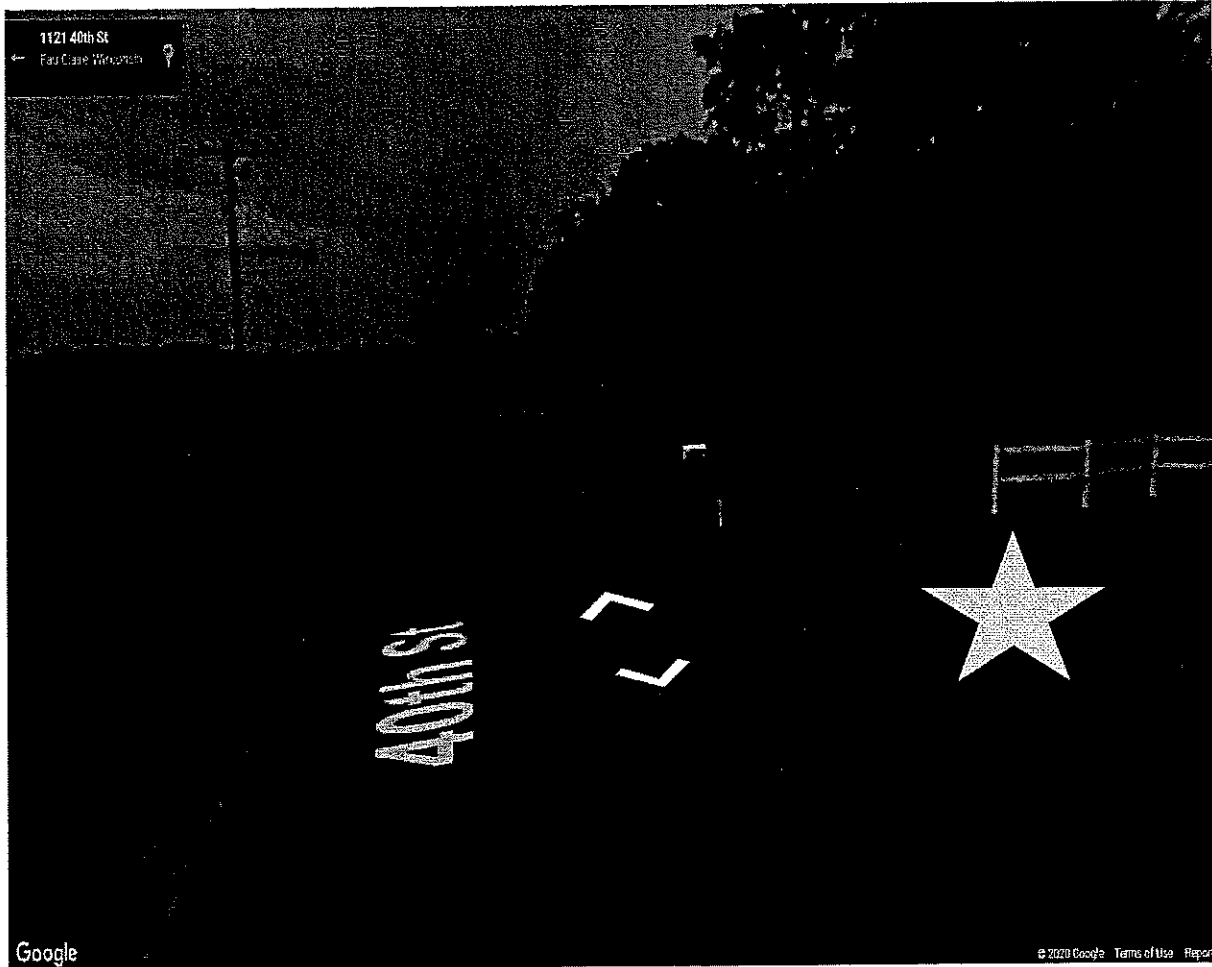
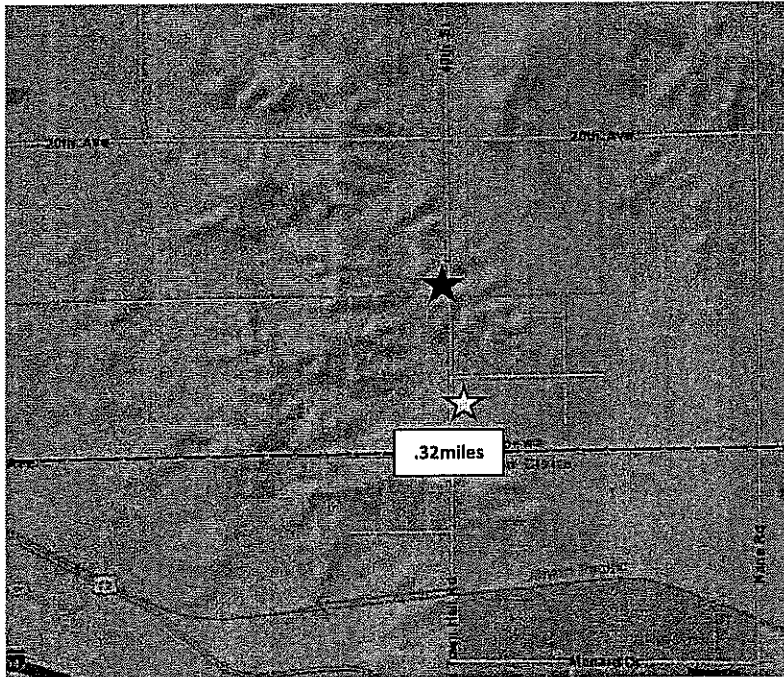


Illustration 5.7: Proposed Property Distance to Elk Mound District Line – Plat View

- Address of closest mainland property in Elk Mound district: 1506 40th Street, Elk Mound. Indicated with ★
- Address of proposed property: 1121 40th Street, Eau Claire. Indicated with ☆
- Distance: **.32miles (1677 feet)**



Criteria (6): The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under 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.

- Not relevant to either district and/or the children residing on the proposed property

Criteria	Impact on the Educational Welfare of Students in the Eau Claire District	Impact on the Educational Welfare of Students in the Elk Mound District	Impact on the Educational Welfare of the Students Residing on the Proposed Property
(6)The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under 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.	NONE - Not Relevant/No Impact	NONE - Not Relevant/No Impact	NONE - Not Relevant/No Impact

Criteria (7): The results of any referendum held under s.117.10 (*117.10 Dissolution of School District)

- Not relevant to either district and/or the children residing on the proposed property

Criteria	Impact on the Educational Welfare of Students in the Eau Claire District	Impact on the Educational Welfare of Students in the Elk Mound District	Impact on the Educational Welfare of the Students Residing on the Proposed Property
(7)The results of any referendum held under s.117.10 (*117.10 Dissolution of School District)	NONE - Not Relevant/No Impact	NONE - Not Relevant/No Impact	NONE - Not Relevant/No Impact

*117.10 Dissolution of a school district.

(1) INITIATION OF PROCEDURES. A school board may adopt a resolution stating that it will consider dissolving the school district. The school district clerk of a school board adopting a resolution under this subsection shall send a certified copy of the resolution to the secretary of the board.

(2) SCHOOL BOARD ACTION. In the first July beginning after the adoption of a resolution under sub. (1), the school board may order the school district dissolved by adopting a resolution ordering the dissolution. Failure of a school board to adopt a resolution either ordering or denying the dissolution before August 1 constitutes a denial of the dissolution by the school board. The school district clerk of a school board adopting a resolution under this subsection, either ordering or denying a dissolution, shall file a certified copy of the resolution as provided under s. 117.17 (2). A school board order under this subsection is not effective unless affirmed by the board under sub. (4).

(3) ADVISORY REFERENDUM.

(a) If the school board adopts a resolution under sub. (2) ordering a dissolution, an advisory referendum on the dissolution shall be held under this subsection if one of the following occurs:

1. At the time of adopting the resolution under sub. (2), the school board directs the holding of an advisory referendum on the dissolution.

2. Before the 2nd Tuesday of September following the adoption of the resolution under sub. (2), a petition conforming to the requirements of s. 8.40 requesting an advisory referendum, signed by at least 10 percent of the electors who reside in the affected school district, is filed with the school district clerk. The validity of the petition shall be governed by the rules promulgated under s. 8.40 (3).

(b) If an advisory referendum is directed or a petition requesting an advisory referendum is filed under par. (a), the school district clerk shall immediately notify the secretary of the board and the clerk of each city, village or town, any part of which is contained within the school district. The advisory referendum shall be held in the school district as provided under s. 117.20.

(4) BOARD REVIEW. After the 2nd Tuesday of September following the adoption of the resolution under sub. (2), if no advisory referendum is required, or after the advisory referendum, if one is held, the board shall review the dissolution and, before the following January 15, issue an order either affirming or denying the school board's dissolution order. The order shall be in writing, shall include a statement of the reasons for the order and shall be filed as provided under s. 117.17 (2). If the board affirms the school board's dissolution order, the board shall also issue an order assigning the school district's assets and liabilities under s. 66.0235 (2c) (a) 1., and the school district's territory, to one or more other school districts, and providing for the employees of the dissolved school district under s. 117.25 (3). If the board affirms the school board's dissolution order, the school district shall be dissolved on the following July 1.

(5) EFFECT OF NEW BUILDING CONSTRUCTION. A school district may not be dissolved under this section if it has constructed a new school building within the 3 years immediately preceding the adoption of a resolution under sub. (2) and, on the date the resolution is adopted, the school district has outstanding debt for the building. This subsection does not apply if the school district to which the building is assigned under sub. (4) agrees to accept both the school building and the outstanding debt for the school building or, prior to the effective date of the dissolution, the building is sold and the debt is paid.

History: 1989 a. 114, 192, 287; 1999 a. 150 s. 672.

Other Appropriate Factors:

- 2017 Annexation Petition
 - Tax revenue amount (\$13,586.55)
 - Six total properties, filed jointly with neighbors to the north

- 2019 Property Swap Attempt
 - Illustration OAF.1: Record of Contact Regarding School Board Initiated Property Transfer with the Eau Claire District Administrator's Office – Kim Koller et al
 - Illustration OAF.2: Email Regarding Property Swap Proposal - 2019

- 2020 Annexation Petition
 - Tax revenue amount (\$2,261.08)
 - Reduced petition to one island property
 - Illustration OAF.3: Agenda Report for Eau Claire Board – 2020
 - Incorrect tax value provided to board

- 2022 Annexation Petition
 - Tax revenue amount (\$2,216.95)
 - One island property
 - Illustration OAF.4: Agenda Report for Eau Claire Board – 2022
 - Incorrect tax value provided to board

- Assembly Bill 854 / Senate Bill 808 (originated in the 67th Assembly District)
 - An Act to amend 117.05 (4) (c) 1., 117.12 (2), 117.12 (3), 117.12 (4) and 117.12 (5) (b) of the statutes; Relating to: the authority of school boards to approve or deny owner-initiated petitions to detach and attach small territories of school districts and modifying a waiting period that applies to filing multiple petitions. (FE)
 - 02/01/2022: Ken Books testified in Madison in support of Assembly Bill 854
 - 02/22/2022: Report passage recommended by Committee on Education – Ayes 8, Noes 4
 - 02/23/2022: Read a third time and passed – Ayes 60, Noes 36

- Illustration OAF.5: ECASD Revenue Loss to Other Institutions vs Property Revenue
 - Current funds the ECASD payout to other educational institutions amount to millions of dollars over time. 2017 to 2021 alone was \$22,880,257
 - Average loss over 5 years: \$4,576,051.40
 - Trend shows increased loss by year

- Illustration OAF.6: Current Housing Developments in the Eau Claire School District
 - Developments and number of homes
 - C&M Home Builders: 528
 - ReMax: 216
 - Menards Real Estate: 215
 - Haselwander Homes: 123
 - Wurzer Builders: 157
 - Total homes: 1,239

Illustration OAF.1: Record of Contact Regarding School Board Initiated Property Transfer with the Eau Claire District Administrator's Office – Kim Koller et al.

The log below summarizes the interactions between Ken Books and members of the Eau Claire District Administrators office regarding a school board-initiated reorganization (property swap). In February 2019, the owners of a property located in the Elk Mound district wanted to move into the Eau Claire district. They filed a reorganization petition that was accepted by Eau Claire but denied by Elk Mound. The owners of that property were very interested in negotiating a district swap with the territory of this proposed reorganization.

2/26/19	Talked to Karen Larson after Kim Koller, Executive Director of Administration, instructed her to contact me and find out what was needed. We discussed a board-initiated reorganization, the two properties in question, and the process. She was going to look into it.
3/1/19	Called Karen Larson to check for update.
3/1/19	Karen Larson called back. Stated she was in contact with DPI on how to handle board-initiated property swaps. She'd follow up in a few days with more information.
3/8/19	Karen Larson called back still working on it. Requested copy of our tax information.
3/8/19	Sent email with our tax bill attached.
3/12/19	Left voicemail for Karen Larson checking for any updates.
3/15/19	Martha (I didn't catch the last name) called in place of Karen. Said the school district has all the needed information and she'd be in touch.
3/26/19	Contacted Karen Larson for progress update. No voicemail anymore.
3/27/19	Martha called. Karen Larson no longer works for the Eau Claire School District. Kim Koller would call me next week.
4/8/19	Called Kim Koller and left voicemail looking for update.
4/12/19	Kim Koller calls to notify us Eau Claire School District would not be moving forward with the property swap. No other information/explanation given.

117.13 Detachment and attachment of small territory initiated by school boards.

(1) APPLICATION. This section applies to the detachment of territory from one school district and its attachment to an adjoining school district if all of the following apply:

(a) The assessed value of the territory proposed to be detached from one school district and attached to an adjoining school district, divided by the assessment ratio of the taxation district, is less than 7 percent of the equalized valuation of the school district from which the territory is proposed to be detached.

(b) Less than 7 percent of the enrollment of the school district from which the territory is proposed to be detached resides in the territory proposed to be detached from that school district.

(2) SCHOOL BOARD ACTION. The school boards of 2 adjoining school districts may order territory detached from one of the school districts and attached to the other school district by the adoption, by each of the school boards, of a resolution ordering the detachment and attachment. The resolution shall include a description of the territory sufficiently accurate to determine its location in the school district in which it is located, as certified by the clerk of each city, village or town within which all or any part of the territory is located, and the number of pupils residing in that territory who, on the most recent of the preceding 3rd Friday of September or 2nd Friday of January, were enrolled in the school district from which the territory is proposed to be detached, as certified by the clerk of that school district. Prior to adopting a resolution under this subsection, the school board of each affected school district shall give the electors residing in and the owners of the territory notice of the proposed reorganization and an opportunity to meet with the school board to present reasons for or against the proposed reorganization. The school district clerk of each school board that adopts a resolution under this subsection shall, within 5 days after adopting the resolution, send a certified copy of the resolution to the school board of the other affected school district and file a certified copy of the resolution as provided under s. 117.17 (2). If the school board of each of the affected school districts adopts a resolution ordering the detachment and attachment, the reorganization shall take effect on the first July 1 after the March 1 following the adoption of the resolutions, unless an appeal is filed under sub. (3).

(3) APPEAL TO PANEL. A majority of the electors residing in or the owners of 50 percent or more of the territory detached from one school district and attached to an adjoining school district under sub. (2) may appeal the reorganization to an appeal panel by filing notice of appeal with the secretary of the board before the first March 15 following the adoption of the resolution under sub. (2). The secretary of the board shall send a copy of the notice of appeal to the school board of each affected school district. If an appeal is filed under this subsection, the appeal panel shall issue an order detaching all or any part of the territory described in the resolution adopted under sub. (2) from the school district in which it is located and attaching it to the adjoining school district, or denying the reorganization. The order shall be issued before the June 15 following the filing of the notice of appeal. The 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 appeal panel affirms the school boards' order, the reorganization shall take effect on the following July 1.

History: 1989 a. 114

Illustration OAF.2: Email Regarding Property Swap Proposal – 2019

books@wwt.net

From: Koller, Kim
Sent: Thursday, March 7, 2019 7:00 PM
To: Johnson, Abigail; Larson, Karen
Subject: RE: School District Boundary Question

I will not be in the office tomorrow.

A couple questions I have:

1. The board already voted on the Seanor's property. The approved every request that was submitted. I'm not sure what the Elk Mound results were.
2. If an even swap were possible, is that something we want to approve? For example, if Mr. Books property is in EC and we know the Seanor's want to be in EC, could we someday end up with both properties?

Thanks, Abby, for any history or help you can provide!
Kim

From: Johnson, Abigail <ajohnson2@ecasd.us>
Sent: Thursday, March 7, 2019 5:37 PM
To: Larson, Karen <klarson@ecasd.us>
Cc: Koller, Kim <klauterbachkoller@ecasd.us>
Subject: Re: School District Boundary Question

Let's talk tomorrow! This one is sticky!

Sent from my iPhone

On Mar 7, 2019, at 5:02 PM, Larson, Karen <klarson@ecasd.us> wrote:

I had a call from a Ken Books whose property is in the ECASD and is near the other properties that were just petitioning for a boundary change. Ken said that he has tried for several years to get his property moved to the Elk Mound School District, but has been denied every time. Ken is proposing a like-for-like exchange of property with the David and Sarah Seanor property which is one that Elk Mound denied for redistricting (the Seanors told Ken they would agree to this). Ken said he knows that it is possible to do this outside of the timeframe we needed to follow for the last petitioners if the change is agreed upon and proposed by both school districts. I called Janice Zmrazak at DPI and she confirmed that this is true.

Abby – has this ever happened before? If so, what steps do we need to take to start the ball rolling on this?

<image001.png>

Karen Larson
Executive Assistant | Administration
Eau Claire Area School District
500 Main Street | Eau Claire, WI 54701
Phone: 715-852-3003 | Fax: 715-852-3126 | www.ecasd.us

Illustration OAF.3: Agenda Report for Eau Claire Board - 2020

Highlighted section shows incorrect tax revenue loss.

3/23/2020

BoardDocs® Pro

Agenda Item Details

Meeting Feb 17, 2020 - Eau Claire School Board Agenda
Category 9. INDIVIDUALLY CONSIDERED RESOLUTION(S)
Subject 9.6 Petitioner Kenneth and Kelly Books Request to Alter School District Boundaries

Recommended Action If the Board wishes to take action to approve the motion to detach the property from the Eau Claire Area School District to the Elk Mound Area School District, the attached resolution will need to be approved.

Overall Content/Purpose of Presentation: To hear the request of Kenneth and Kelly Books to detach their property from the Eau Claire Area School District to the Elk Mound Area School District.

Board Motion Needed: If the Board wishes to take action to approve the motion to detach the property from the Eau Claire Area School District to the Elk Mound School District, the attached resolution will need to be approved.

Major Points in this Report:

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 the children residing in all 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 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.

The Elk Mound School Board has not voted on this request yet but is scheduled to vote on Monday, February 17, 2020.

Budget/Financial Impact: <https://go.boarddocs.com/wi/ecasd/Board.nsf/Public> 1/2 3/23/2020 BoardDocs® Pro
If approved, the District would forfeit \$339,400 in property value and \$4,239.97 in real estate taxes.

Reviewed by District Business Office: Yes/No/NA: Yes

Fits into budget? Yes/No: N/A

Does Board of Education action require an addition, deletion or change to policies? Yes/No: No

Primary Contact for More Information:

Name: Kim Koller, Executive Director of Administration

Phone: 715-852-3007

Illustration OAF 4: Agenda Report for Eau Claire Board - 2022

Highlighted section shows incorrect tax revenue loss.

Agenda Item Details
Meeting

Feb 07, 2022 - Eau Claire School Board Agenda

Category

MATTERS RESERVED FOR BOARD ACTION - 7:30 p.m.

Subject: Petitioner Kenneth and Kelly Books Request to Alter School District Boundaries

If the Board wishes to take action to approve the motion to detach the property from the Eau Claire Area School District to the Elk Mound Area School District, the attached resolution will need to be approved.

Overall Content/Purpose of Presentation: To hear the request of Kenneth and Kelly Books to detach their property from the Eau Claire Area School District to the Elk Mound Area School District.

Board Motion Needed: If the Board wishes to take action to approve the motion to detach the property from the Eau Claire Area School District to the Elk Mound School District, the attached resolution will need to be approved.

Major Points in this Report: 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 the children residing in all 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 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.

The Elk Mound School Board has not voted on this request yet but is scheduled to vote on Monday, February 21, 2022.

Budget/Financial Impact: If approved, the District would forfeit \$339,400 in property value and \$4,288.88 in real estate taxes

Reviewed by District Business Office: Yes/No/NA: Yes

Fits into budget? Yes/No: N/A

Does Board of Education action require an addition, deletion or change to policies? Yes/No: No

Primary Contact for More Information:

Name: Kim Koller, Executive Director of Administration

Phone: 715-852-3007

Illustration OAF.5: ECASD Revenue Loss to Other Institutions vs Property Revenue

The chart below shows the funds ECASD pays to other educational institutions, by year, in comparison to the property tax revenue from the proposed property.

Funds paid out from 2017 to 2021: \$22,880,257

Average loss over 5 years: \$4,576,051.4

Trending: increase in loss yearly

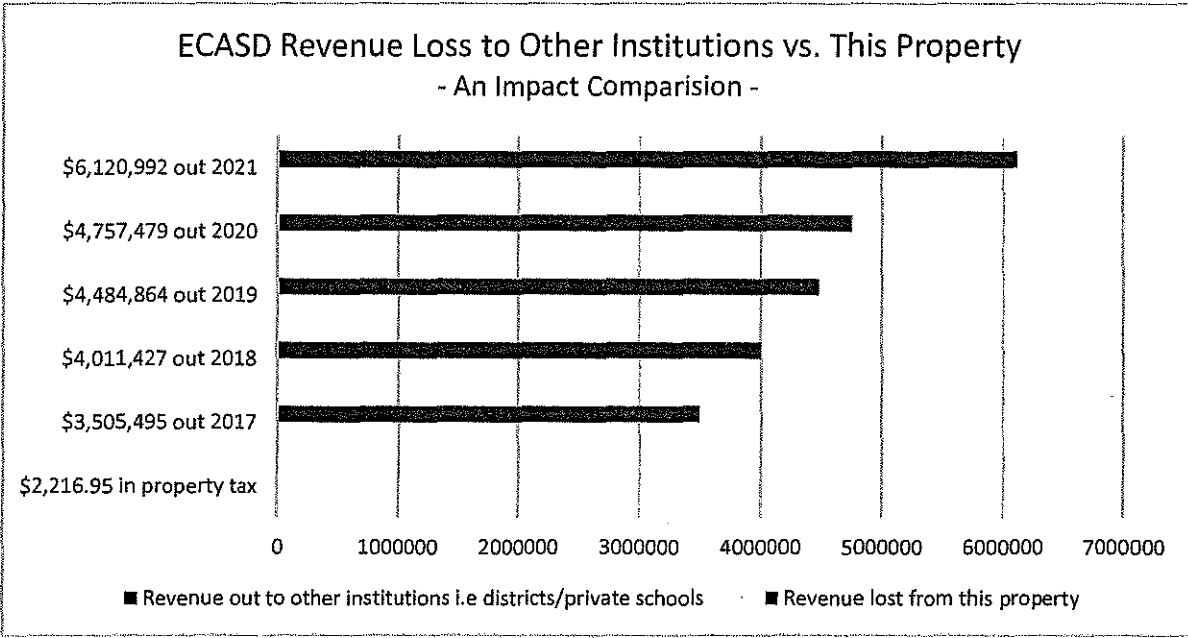


Illustration OAF.6: Current Housing Developments in the Eau Claire School District

Offered by C&M Home Builders

Development	Lots/Houses
Lowes Estates	41
Cambridge Estates	66
Walnut Grove	89
Trilogy	44
Camden Place	67
Highclere	76
Briar Hill	22
Aspen Meadows	57
Winterhaven	66
	Total New Homes: 528

Offered by ReMax

Development	Lots/Houses
Sherman Estates A	121
Sherman Estates B	57
Hoyem Acres	13
Forest Glen	12
Lowes Creek Village	13
	Total New Homes:216

Offered by Menards Real Estate

Development	Lots/Houses
Fairways at Mill Run	28 plus an apartment building
Mill Meadows	159
Mill Meadows West	28
	Total New Homes:215

Offered by Haselwander Homes

Development	Lots/Houses
Princeton Valley	123
	Total New Homes: 123

Offered by Wurzer Builders

Development	Lots/Houses
Jeffers Ridge	80
Crest Ridge	15
Timber Bluff	62
	Total New Homes: 157

Total: 1,239

Complete State Statute Factor Analysis and Results

- Impact on the educational welfare of students in the Eau Claire school district:
 - Seven of the required factors (1, 2, 2m, 3, 5, 6, 7) clearly show this reorganization has no impact.
 - One of the required factors (4) shows a decrease in revenue funds
- Impact on the educational welfare of other students in the Elk Mound school district:
 - Seven of the required factors (1, 2, 2m, 3, 5, 6, 7) clearly show this reorganization has no impact.
 - One of the required factors (4) shows an increase in revenue funds
- Impact on the educational welfare of the students residing on the proposed property:
 - Three of the required factors (2m, 6, 7) clearly show this reorganization has no impact
 - Five of the required factors (1,2,3,4,5) show savings in mileage and time, access to otherwise limited/capped programs/services, guaranteed enrollment, increased resources available to their school, tax savings, rights to representation, and residency.

Criteria	Impact on the Educational Welfare of Students in the Eau Claire District	Impact on the Educational Welfare of Students in the Elk Mound District	Impact on the Educational Welfare of the Students Residing on the Proposed Property
(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	NONE - does not affect the educational welfare of any Eau Claire students	NONE – does not affect the educational welfare of other students attending Elk Mound schools	YES – <ul style="list-style-type: none"> · Geographically closer to schools in the Elk Mound district, 2.3 miles total between school buildings · 2,952 miles of travel saved over years enrolled, per student · 17 to 18.5 24-hour periods saved over years enrolled, per student (by car)
(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	NONE – does not affect the educational welfare of any Eau Claire students currently enrolled and attending -ECASD already experiencing capacity issues with students who are currently enrolled and attending	NONE – does not affect the educational welfare of other students attending Elk Mound schools	YES – <ul style="list-style-type: none"> ·allows access to programs/services that may be needed now and/or in the future ·protects them from future policy and law changes which could jeopardize their enrollment status
(2m)If territory is proposed to be detached from one school district and attached to an adjoining school district, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program	NONE – does not affect the educational welfare of any Eau Claire students	NOT APPLICABLE, (2m) only addresses detaching district	NOT APPLICABLE, (2m) only addresses detaching district
(3)The testimony of and written statements filed by the residents of the affected school districts	N/A	N/A	YES – <ul style="list-style-type: none"> ·guarantees enrollment status ·provides educational stability ·grants access to ALL programs regardless of caps

			<ul style="list-style-type: none"> ·keeps students together in the same district ·allows family to vote for their school board representatives/referendums that directly impact the students residing on the proposed property ·receiving, and will continue to receive, a quality education surpassing current resident options
(4)The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities	<p>YES –</p> <ul style="list-style-type: none"> ·decrease in tax revenue ·Loss of \$.20 in tax revenue spending or \$.94 per student total spending ·Reported revenue surplus of \$127,108 in 2019 · The state of Wisconsin saves \$206 in student aid funding per student residing on the proposed property per year of enrollment which means Wisconsin taxpayers (including the parents of every other student in the Eau Claire district) would not be paying additional taxes for the education the students on the proposed property are already receiving. Those additional funds could be used elsewhere in the Wisconsin education system. 	<p>YES –</p> <ul style="list-style-type: none"> ·increase in tax revenue ·Gain of \$1.84 in tax revenue spending (9x greater benefit to Elk Mound over loss to Eau Claire) or \$7.93 per student total spending (8.5x greater benefit to Elk Mound over loss to Eau Claire) ·The state of Wisconsin saves \$206 in student aid funding per student residing on the proposed property per year of enrollment which means Wisconsin taxpayers (including the parents of every other student in the Elk Mound district) would not be paying additional taxes for the education the students on the proposed property are already receiving. Those additional funds could be used elsewhere in the Wisconsin education system. 	<p>YES –</p> <ul style="list-style-type: none"> ·School district they currently attend, Elk Mound, has increased funds in tax revenue and receives the full amount of per student aid to further provide/enhance their educational welfare ·The state of Wisconsin saves \$206 in student aid funding per student residing on the proposed property per year of enrollment which means Wisconsin taxpayers (including the parents of the students residing on the proposed property) would not be paying additional taxes for the education these students are already receiving. Those additional funds could be used elsewhere in the Wisconsin education system.
(5)Whether the proposed reorganization will make any part of a school district's territory noncontiguous	NONE – does not impact the educational welfare of any Eau Claire students	NONE – does not impact the educational welfare of other Elk Mound students	<p>YES –</p> <ul style="list-style-type: none"> · Allows residency · Saves travel time and distance · Grants access to all available programs in currently attending school district · Sends their full student funding to currently attending school district
(6)The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under 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.	NONE - Not Relevant/No Impact	NONE - Not Relevant/No Impact	NONE - Not Relevant/No Impact
(7)The results of any referendum held under s.117.10	NONE - Not Relevant/No Impact	NONE - Not Relevant/No Impact	NONE - Not Relevant/No Impact

(*117.10 Dissolution of School District)			
COMPLETE RESULTS	<p>Impact on the Educational Welfare of Eau Claire Students:</p> <p>Criteria 1: NONE Criteria 2: NONE -ECASD capacity issues Criteria 2m: NONE Criteria 3: NONE Criteria 4: YES decrease in revenue Criteria 5: NONE Criteria 6: NONE Criteria 7: NONE</p>	<p>Impact on the Educational Welfare of Elk Mound Students:</p> <p>Criteria 1: NONE Criteria 2: NONE Criteria 2m: NONE Criteria 3: NONE Criteria 4: YES increase in revenue Criteria 5: NONE Criteria 6: NONE Criteria 7: NONE</p>	<p>Impact on the Educational Welfare of Students Residing on Proposed Property:</p> <p>Criteria 1: YES - Decrease in miles/minutes traveled Criteria 2: YES - Access to ALL programs/services for current or future educational needs Criteria 2m: NONE Criteria 3: YES - Open Enrollment program limitations prevent full access to specialized programs/services, creates unstable enrollment status, does not allow representation, receiving, and will continue to receive, a quality education surpassing current resident options Criteria 4: YES - Full amount of revenue associated with the proposed property goes to the district the residents already attend, increasing the district's ability to provide for their needs, taxpayers are currently paying more for the education of these students Criteria 5: YES - creating an island parcel within the Eau Claire allows residency Criteria 6: NONE Criteria 7: NONE</p>

MATERIALS

FROM

DETACHING

DISTRICT

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

WHEREAS, a meeting of the school board of the Eau Claire Area School District
was held on February 7, 20 22, and
legal name of school district

WHEREAS, a petition has been filed with the clerk of the school board, pursuant to s. 117.11-13,
Wis Stats., proposing that Parcel # 22810-3433-71775006 (1121 40TH ST EAU CLAIRE, WI 54703)
identify proposed reorganization per petition or resolution
be detached from the Eau Claire School District and attached to the Elk Mound School District
_____ , and

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

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

Introduced by: Phil Lyons

Seconded by: Lori Bica

Vote: Yes 0 No 6

Dated this 7th day of February, 2022

Board motion was
to approve the request,
but failed by 0-6 vote
thus resulting in denial.

Marquell Jk Clerk
Eau Claire Area School District

Hertz, Justin

From: Grzyb, Terri
Sent: Friday, February 4, 2022 4:04 PM
To: Dave Wood; Gary Johnson; iHeartRadio; Leader Telegram News; Midwest Family Broadcasting; Rebecca Mennecke; Scott Rogers; Spectrum News; Valley Media Works; nick@volumeone.org; WEAU-TV; WQOW-TV
Cc: Pardun, Alicia; Mattice, Jenna
Subject: ECASD Board & Committee Meetings
Attachments: February 7 2022 School Board Meeting.pdf; Notice of Public Meeting - McKinley.pdf; LEAP AGENDA 02.10.2022 .pdf

Hello,

The following ECASD Board Committee Meetings will take place next week. Details for accessing virtual meetings are within each agenda.

- The School Board will meet on Monday, February 7, at 7:00 p.m. via Webex. The agenda is attached.
- McKinley Governance Board Meeting, February 10, 7:30 a.m. via Teams. The notice is attached.
- LEAP will meet on Thursday, February 10, at 4:00 p.m. via Webex. The agenda is attached.

Thank you,



Terri Grzyb

Administrative Assistant to the Superintendent

Eau Claire Area School District

500 Main Street | Eau Claire, WI 54701

Phone: 715-852-3002 | Fax: 715-852-3126 | www.ecasd.us



Monday, February 7, 2022
Eau Claire School Board Agenda

Regular Meeting - 7 p.m.
Administration Building, 500 Main Street, Eau Claire, WI
Board Room 137

1. CONVENE (GC-1) - 5:00 p.m.

- 1.1 Call to Order
- 1.2 Compliance with Open Meeting Law Notification (s.s. 19.84(2))
- 1.3 Roll Call - Verification of Quorum
- 1.4 Adjourn to Closed Session

2. CLOSED SESSION (B/SR-5) - 5:02 p.m.

2.1 19.85(1)(e); Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session, and 19.85(1)(c); Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

3. RECONVENE (R-1) - 7:00 p.m.

- 3.1 Reconvene in Open Session to announce any action taken, if any and if appropriate, arising out of the closed session.
- 3.2 Pledge of Allegiance

4. ADOPTION OF AGENDA (GC-2) - 7:02 p.m.

- 4.1 Adoption of Agenda

5. RECOGNITION (R-1) - 7:05 p.m.

- 5.1 National Board Certified Teachers
- 5.2 National School Counselors Week

6. PUBLIC FORUM (GC-2.3c) - 7:08 p.m.

6.1 Public Forum (Each regular Board meeting agenda will provide a 30-minute time period in which citizens may address the Board to express viewpoints or concerns on agenda or non-agenda items. The 30-minute time period may be extended at the discretion of the Board President or Chair or by a Board motion. Each citizen will be allowed up to 4 minutes to address the Board providing they have additional/new information that has not been previously shared at the meeting. The School Board will not hear personal complaints of school personnel nor any person connected with the school system in a public forum.)

7. REPORTS - 7:16 p.m.

- 7.1 Budget Development Committee Report (GC-5)
- 7.2 Legislative Liaison
- 7.3 WASB Delegate Assembly

8. SUPERINTENDENT'S CONSENT AGENDA (GC-2.5) - 7:25 p.m.

8.1 The Board will consider approval of the Superintendent's Consent Resolution Agenda Items (For the consent agenda, the Board has been furnished with background material on each item or has discussed it at a previous meeting. These will be acted upon with one vote without discussion. If a Board Member wants to discuss any item, it will be pulled out of the consent agenda and voted on separately.)

8.2 Adopt 2022-2023 School Calendar

8.3 Human Resources - Employment Report

8.4 5-Year Capital Project Bids

9. BOARD'S CONSENT AGENDA (GC-2.5) - 7:27 p.m.

9.1 The Board will consider approval of the Board's Consent Resolution Agenda Items (For the consent agenda, the Board has been furnished with background material on each item or has discussed it at a previous meeting. These will be acted upon with one vote without discussion. If a Board Member wants to discuss any item, it will be pulled out of the consent agenda and voted on separately.)

9.2 Minutes of Board Meeting - January 17, 2022

9.3 Resolution in Support of We Love Our Public Schools Week

10. MATTERS RESERVED FOR BOARD ACTION - 7:30 p.m.

10.1 Petitioner Kenneth and Kelly Books Request to Alter School District Boundaries

11. MONITORING DISTRICT RESULTS - 7:50 p.m.

11.1 OE-12 Asset Protection

11.2 First Draft: OE-8 Communication with the Community

11.3 First Draft: OE-9 Communication with the Board

12. BOARD DEBRIEF (GC-2.3) - 8:50 p.m.

12.1 Board Debrief

13. ADJOURN - 9:00 p.m.

13.1 Adjourn the Meeting

Upon request, reasonable auxiliary aids and services will be provided for individuals with disabilities. If accommodations are required, please provide 24-hour notice by calling 715-852-3002.



Agenda Item Details

Meeting	Feb 07, 2022 - Eau Claire School Board Agenda
Category	10. MATTERS RESERVED FOR BOARD ACTION - 7:30 p.m.
Subject	10.1 Petitioner Kenneth and Kelly Books Request to Alter School District Boundaries
Access	Public
Type	Action
Recommended Action	If the Board wishes to take action to approve the motion to detach the property from the Eau Claire Area School District to the Elk Mound Area School District, the attached resolution will need to be approved.

Public Content

Overall Content/Purpose of Presentation: To hear the request of Kenneth and Kelly Books to detach their property from the Eau Claire Area School District to the Elk Mound Area School District.

Board Motion Needed: If the Board wishes to take action to approve the motion to detach the property from the Eau Claire Area School District to the Elk Mound School District, the attached resolution will need to be approved.

Major Points in this Report:

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 the children residing in all 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 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.

The Elk Mound School Board has not voted on this request yet but is scheduled to vote on Monday, February 21, 2022.

Budget/Financial Impact:

\$1,701.70

If approved, the District would forfeit \$339,400 in property value and ~~\$4,288.88~~ in real estate taxes.

^strikeout due to clerical error

Reviewed by District Business Office: Yes/No/NA: Yes

Fits into budget? Yes/No: N/A

Does Board of Education action require an addition, deletion or change to policies? Yes/No: No

Primary Contact for More Information:

Name: Kim Koller, Executive Director of Administration

Phone: 715-852-3007

Administrative Content

Executive Content

Petition To Alter School District Boundaries - Books (Received Dec 2021).pdf (361 KB)

2021-22 Property Photos - Books.pdf (206 KB)

020722 Petition to Alter School District Boundaries Memo.pdf (301 KB)

Motion & Voting

Motion to approve Petitioner Books' request to alter school district boundaries for the address to detach property from the Eau Claire Area School District and attach to the Elk Mound School District.

Motion by Phil Lyons, second by Lori Bica.

Final Resolution: Motion failed

No: Lori Bica, Joshua Clements, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

Upon request, reasonable auxillary aids and services will be provided for individuals with disabilities. If accommodations are required, please provide 24-hour notice by calling 715-852-3002.

Eau Claire School Board Minutes**Monday, February 7, 2022, 5:00 p.m.****Blended Model – ECASD Administration Building and Webex Virtual Meeting***Generated by Terri Grzyb***Members present**

Lori Bica, Joshua Clements (arrived at 5:09 p.m.), Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

CONVENE (GC-1)

President Nordin called the meeting to order at 5:00 p.m. Board Secretary Terri Grzyb confirmed the meeting had been properly noticed and was in compliance with the Open Meeting Law. A roll call was conducted to verify quorum.

Motion by Phil Lyons, second by Lori Bica to move to Closed Session pursuant to 19.85(1)(c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and under 19.85(1)(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.

Motion carried

Yes: Lori Bica, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

Not Present at Vote: Joshua Clements

RECONVENE (R-1)

President Nordin reconvened the meeting at 7:00 pm and announced that no action was taken by the Board during the closed session. Alex V. from Roosevelt Elementary led the Pledge of Allegiance.

ADOPTION OF AGENDA (GC-2)

Motion by Erica Zerr, second by Marquell Johnson to remove 8.2 Adopt 2022-2023 School Calendar from Board agenda for February 7, 2022.

Motion carried

Yes: Lori Bica, Joshua Clements, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

Motion by Joshua Clements, second by Lori Bica to adopt Board agenda for February 7, 2022, with amendment to remove 8.2 Adopt 2022-2023 School Calendar.

Motion carried

Yes: Lori Bica, Joshua Clements, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

RECOGNITION (R-1)

Superintendent Johnson recognized National Board Certified teachers.

Superintendent Johnson recognized all ECASD counselors for their work in honor of National School Counselors Week. Lisa Steig, School Counseling Program Administrator, accepted the recognition on behalf of the School Counseling Department.

PUBLIC FORUM (GC-2.3c)

One person signed up to address the Board. Due to technical difficulties, the Board was unable to hear the speaker. President Nordin asked that the speaker send comments in print for the Board to hear.

REPORTS**Budget Development Committee Report (GC-5)**

Commissioner Lyons provided a Budget Development Report. The next meeting is February 9.

Legislative Liaison

Commissioner Johnson provided a Legislative report.

WASB Delegate Assembly

President Nordin provided the WASB Delegate Assembly report.

SUPERINTENDENT'S CONSENT AGENDA (GC-2.5)

Motion by Erica Zerr, second by Phil Lyons to approve the following Superintendent's Consent Agenda items:

- Human Resources - Employment Report
- 5-Year Capital Project Bids

Motion carried

Yes: Lori Bica, Joshua Clements, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

BOARD'S CONSENT AGENDA (GC-2.5)

Motion by Joshua Clements, second by Lori Bica to approve the following Board Consent Agenda Items:

- Minutes of Board Meeting - January 17, 2022
- Resolution in Support of We Love Our Public Schools Week

Motion carried

Yes: Lori Bica, Joshua Clements, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

MATTERS RESERVED FOR BOARD ACTION

Motion by Phil Lyons, second by Marquell Johnson to temporarily suspend regular rules to allow petitioner to speak and present.

Motion carried

Yes: Lori Bica, Joshua Clements, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

Mr. Kenneth Books presented information about his request to alter school district boundaries and detach his property from the Eau Claire Area School District and attach to the Elk Mound School District. Executive Director of Administration, Kim Koller, addressed the Board. Board discussion and questions followed.

Motion by Phil Lyons, second by Lori Bica to approve Petitioner Kenneth and Kelly Books' request to alter school district boundaries for the specified address to detach property from the Eau Claire Area School District and attach to the Elk Mound School District.

Motion failed

No: Lori Bica, Joshua Clements, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

MONITORING DISTRICT RESULTS

Superintendent presented the OE-12 final report. No Board discussion.

Motion by Joshua Clements, second by Lori Bica to accept the monitoring report for OE-12 Asset Protection.

Motion carried

Yes: Lori Bica, Joshua Clements, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

First Draft: OE-8 Communication with the Community

Superintendent Johnson shared the first draft of his interpretation and indicators for OE-8 Communication with the Community. Discussion and questions followed.

First Draft: OE-9 Communication with the Board

Superintendent Johnson shared the first draft of his interpretation and indicators for OE-9 Communication with the Board. Discussion and questions followed.

BOARD DEBRIEF (GC-2.3)

Commissioner Lyons led the Board's debrief.

ADJOURN

Motion by Joshua Clements, second by Erica Zerr to adjourn meeting.

Motion carried

Yes: Lori Bica, Joshua Clements, Marquell Johnson, Phil Lyons, Tim Nordin, Erica Zerr

Meeting adjourned at 9:13 p.m.

Transcription of Books Petition, Eau Claire Area School Board Meeting, February 7, 2022

Starting at 30 minutes and 16 seconds of the recording: <https://www.youtube.com/watch?v=6C-ro0GgL3g&t=1816s>

President Nordin: All right, so then, at this time, I will invite Mr. Books to come and present. You can actually stand, really if you maybe would come just a little bit forward so your closer under our mic, you don't have to be at the...

Kenneth Books (Petitioner): I have some documents if I can put them underneath the reader.

President Nordin: Sure. I think that's fine. And then, I believe Kim Koller, has a bit after we're done.

Kenneth Books: Thank you board members, and the administration for hearing our annexation petition tonight. Before I get into the factors affecting this reorganization, I want to draw your attention to this handout that I'm going to pass around. The agenda item, details, posted in your board Docs that relate to this reorganization, give the wrong tax amount of our property. I'll cover this area more in depth when I get to the 4th criteria, but just wanted to make sure that you understand that the revenue value for our home is not \$4,288.88 it is \$2,216.95.

The statute, governing school district reorganization, calls out specific criteria of the factors to be considered as they affect the educational welfare of the students, and the districts involved and the students residing on the proposed property. Each of these required elements will be addressed in their statute order, weighing the pros and cons for both districts and the students that reside on the proposed property. I'll be outlining the main points of factors 1 through 5, because they're relevant to our specific petition. Factor 6, and 7 are not applicable, so I won't include information about those going forward.

Factor 1, the geographical and topographical characteristics of the affected school districts, include in the estimated travel time to and from school for pupils in the school districts. When we examine the travel time and distance to and from school, the statute does not call out a minimum distance or a time requirement that needs to be matched in order for the distances or times to be considered significant. Therefore, any increase should be recognized as significant to the students it affects. Put simply, our property is closer to the schools in the Elk Mound School District. It's 5.1 miles from Elk Mound Elementary school 5.3 miles from Elk Mound Middle School, 5.2 miles from Elk Mound High School. It's approximately 7 to 8 minutes of drive time by car to reach those schools. The current school attendance area for our kids in the Eau Claire District has them at Sherman Elementary, Delong Middle School and North High School. Sherman and Delong are almost a quarter mile further from our property than their Eau Claire counterparts and North High School is almost 2 miles further. It takes approximately 9 to 12 minutes to drive time by car to reach those schools. Over the course of our kid's education from kindergarten to 12nd grade they would travel an additional 2,952 more miles to Eau Claire schools and spend an additional 17 to 18 and a half 4 days, 24 hour periods of their life traveling. Don't take these numbers are substantial? Round trip drive from Eau Claire to Miami 2,912 miles still, still 40 miles less, than the extra miles our kids would travel to get to school. To the moon and back takes about 6 days. They could visit the moon 3 times and still have time to spare. The 1st factor does not impact the educational welfare of the students in the Eau Claire Area School District or in the Elk Mound District. The only students whose educational welfare is affected are those who reside in the proposed property. The organization decreases the miles, they need to travel, and the time spent traveling to and from school.

The 2nd factor to be considered, relates to each district's ability to meet the educational needs for all the children residing in their district. The educational programs currently offered by those districts and their ability and commitment. To meet those needs and continue to offer those programs. A reorganization does not impact either district's ability to meet the educational needs of other children residing in their school district, does not impact their ability to offer current educational programs to those children, and it does not impact their ability and commitment to meet those needs and continue to offer those programs. The only students whose educational welfare is impacted are those who reside on the proposed property. This reorganization allows the students residing on the proposed property full access to any, and all programs they may need now or in the future, regardless of designated space assignments or enrollment

caps that may present themselves. These programs are currently restricted because of our non-resident enrollment status and funding issues for open enrolled pupils when it comes to smaller districts. Factor 2m, asks if the attachment would have an adverse effect on the program currently offered by detaching the district including curriculum and extra curricular aspects. The reorganization does not affect those programs currently offered in the detaching District.

The 3rd factor is consideration of the testimony and written statements filed by the residents of the affected school districts. From 1900 until 1961, the section of land was part of Wheaton School District Number 2, the Elk Mound Area. Our house is marked with the yellow star, right down here. In 1959, when the Wisconsin legislature passed the school district consolidation law, it was decided that all of Wheaton School Districts would be dissolved and annexed into nearby high school districts either Chippewa Falls, Elk Mound, or Eau Claire School District Number 5. In some areas determining the new boundary lines was easy. Others were considered fringe properties and deciding which district they would join was more difficult. To try to simplify the process, the Eau Claire School Board decided that the area most likely to be consolidated in the Eau Claire system would be those parts of the county now served by Memorial High School buses and that the Eau Claire High School District will basically cover the tuition student area, which it already serves. Our property, which was then part of a 480 acre farm owned by the Cook Champion LC, all indicated in this gray area was considered a fringe property. Although it is geographically closer to the Elk Mound schools, 5.2 miles to Elk Mound High School versus the 9.8 miles to Memorial which in 1959 was the Eau Claire High School in question. The students who were living in the existing farmhouses the main farmhouse, is marked by the black star on the illustration, were paying tuition to attend Memorial High School. As such the families had no objection to the proposed consolidation, because it meant that they could stop paying tuition for the kids and attend high school. And the entire 480 acres was included into Eau Claire School District Number 5. The remaining portion of the 4 square mile section of land, the northwest corner labeled on the illustration colored in white, remained in the Eau Claire, or [correction] Elk Mound District. That's this part right here. At the time, Homer Delong, the Eau Claire superintendent acknowledged that some people on the fringe of the area to be consolidated into Eau Claire would be uneasy about being placed in a School District they don't want to be in, and these areas could petition themselves out after consolidation. Less than a month after the consolidation went into effect, the 1st fringe property filed and annexation petition to leave Eau Claire School District Number 5. In 1999 and 2000, 150 acres on the western side of the 480 acre farm were subdivided into 5 acre parcels for new home construction. 26 of those slots, including ours are all geographically closer to the schools and in the Elk Mound School District. We have the first residents of this 5 acre parcel. As the owners of this fringe property, we're doing exactly what Homer Delong expected unsatisfied residents to do after the consolidation, petition our property out. At today's district determining standards, which are not based on tuition areas from 60 years ago, this property should be returned to the Elk Mound Area District. We are well aware that our property is closer to the schools in Elk Mound. This is one of the many reasons we use the open enrollment program to send our kids to school in that District for the last 11 years. Unfortunately, policy changes that govern open enrollment programs, have increased its limitations, and have made it an unstable form of enrollment for the kids in our family. These changes put the education of our children at risk and their enrollment status is no longer protected. We must provide our kids a quality and consistent education. They need access to all programs and services available in education, including those reserved for resident students. But if you remember, the importance of resident districts is to take care of the residents first. The 3rd factor has no impact on the educational welfare of any students in the Eau Claire Area School District or Elk Mound School District. The only students whose educational welfare is impacted are those who reside on the proposed property. This reorganization guarantees enrollment status for our children, regardless of real or received educational needs, provides them educational stability, it grants the same access to all programs, regardless of caps and it keeps them in the district they've always attended, and together in that district. It erases the limitations open enrollment and it protects them from future policy changes that could threaten enrollment status in other ways. And lastly, it saves us from having to continue to contract outside services.

The 4th factor outlined in the statute is the estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities. Basically, it's the criteria that talks about where the money goes and how it changes things for each district.

As I explained in the beginning, the agenda item's detail included on the district website, which are

no doubt also in front of you now, show that the district would forfeit \$4,288.88. Like I said earlier, this amount is not it's not correct. \$4,288.88 is the total amount of taxes we pay. A portion of that money goes to the Chippewa County, the town of Wheaton, and CVTC. In the handout I gave you, is a print out from the Chippewa County web portal. It very clearly breaks down our tax amount. It was free and easy to search this information. Probably didn't take me more than 2 minutes. I'm rather disappointed that you were not provided the correct dollar amount when we are talking about a change in money. It's difficult to assess finances using inflated and incorrect data. This is our property tax bill. The amount that you have on the last page in your handout, it's highlighted in yellow is the amount that the Eau Claire Area School District receives from our property. You can see very clearly between our tax bill and also the Chippewa County web portal, those amounts are both \$2,216.95. In 2021, if we take that \$2,216.95 of our total property tax bill, your District executive summary report shows that you had 11,036 students enrolled in the District. This equates to about 20 cents of spending per student. Your 2021 and 2022 budget adoption document from October of 2021 shows, total revenue received by the Eau Claire District for this school year was \$174,292,984.00. Our \$2,216.95 of property tax makes up an insignificant 0.012% of that amount. The Eau Claire Area School District has shown a huge increase in total revenue dollars over the last few years. The figures in the top table show that for 2018 to 2019 school year revenue versus enrollment equated to \$12,329.00 dollars per student, in 2019 to 2020, it was \$14,226 per student, in 2020 to 2021, it was \$16,479 per student and for this year it shows \$15,793 per student. A portion of these multi-million dollar increases came from new home developments within the Eau Claire School District. The bottom table shows that over the last 3 years, the property tax revenue taken in by the district has increased by \$1,439,648. The amount of revenue associated with this proposed property is so insignificant to this District that it continually is being replaced by revenues generated in new developments. One new house in Briar Hill, Trillium, Aspen Meadows, Winter Haven, or any other developments currently under construction, completely absorbs it. The tax revenue associated with our property has no impact on the Eau Claire Area School District. Every year the Eau Claire Area School District sends millions of dollars out of the district to other educational institutions, including private schools. These are the kinds of dollars that impact the educational welfare of students in this district. Not \$2,216.95 in our property tax. You'll see here in the chart I show that growing amount of money that has continued to leave the Eau Claire Area School District since 2017. Folks, that's a big impact. Now, if we take \$2,216.95 in tax revenue value to the Elk Mound District, I understand the values may not match exactly, okay but we divide that by 1,207 students that equates to approximately \$1.84 per student spending. Total revenue shown for the outbound district is just \$16,307,139. So, our property tax revenue represents a point 0.14% of that amount. The benefit this tax revenue can offer Elk Mound is over 9 times greater than what it can offer Eau Claire. It has the potential to positively impact the educational welfare of every student in that district, including our kids. Obviously, we have school age kids, so, in addition to our property tax dollars we have to address the per student aid each district proceeds from the state. The fine line on this pie chart represents the impact of the total revenue associated with our property and how that affects the educational welfare of the students in the Eau Claire District. These charts show side by side comparisons of the revenue impact for both districts. As you can clearly see, the revenue associated with our property has a much greater impact on the educational welfare of the students in the Elk Mound District. It is tangible, apparent, and far exceeding any impact to the Eau Claire District. Here's another illustration showing the district comparisons. The blue wedge is Elk Mound and the yellow is Eau Claire. Again, quite clear that the value is much more significant. Since state statute requires examination of both sides of the assets and liabilities, it's very easy to see the revenue associated with this reorganization, benefits the Elk Mound District and the students it serves 9 times more than the impact it has on the Eau Claire District in the students it serves. Factor four has no impact on the educational welfare of the students in the Eau Claire District. It has a substantial impact on the educational welfare of the students in the Elk Mound, and it also impacts the educational welfare of the students who reside on the proposed property. Allowing the district educating them to receive more money, providing their education.

The 5th factor to acknowledge is whether the proposed reorganization will make any part of the school district's territory noncontiguous. It is important to realize that in 1996, Wisconsin, Supreme Court case of Stockbridge, versus DPI stands as the legislative landmark for the statutory interpretation, which allows the creation of island parcels. Statute 107.12 does not require a detaching parcel to border the school district of an attachment, except in the case of Union High School Districts, which the Eau Claire School District and Elk Mound are not. This shows a map of the Eau Claire School District.

The Eau Claire School District currently has at least 13 islands inside other school districts, 13, and at least 7 islands within their own district. You could see many island parcels on both the western and southern portions. The distances these parcels are from the mainland vary from as little as .3 miles up to 4.2 miles. Our property is .32 miles from the District line. Simply put, the yellow stars are driveway, the red star is where the District line is. Many of the more than 20 islands currently associated with the Eau Claire District are more than this .32 miles. Here's another easier picture to show you just how close we are talking. I can stand at the end of my driveway, and I can see the District line. This island parcel falls well within the distance range of other islands associated with both districts, and is, in fact, closer to its proposed mainland than all but one already existing island. Creating an island parcel does not affect the educational welfare of any students in either district. However, creating an island parcel, affects the educational welfare of the students residing in this proposed property. An island parcel, makes the students Elk Mound District residents, the status grants them access to all available programs in the school district they are currently attending and it sends their full student funding to the school district they are currently attending increasing that district's educational revenue, it saves the students who live on this property mileage and travel time and lastly it guarantees their enrollment status regardless of future law or policy changes.

The final two factors number 6 and 7, which address the socio economic and referendum portions of the criteria are not relevant to this reorganization.

If the factors that are relevant to this reorganization are carefully examined would indicate that our property is physically closer to the Elk Mound schools and an overall travel time is decreased by our attendance. Their chosen district needs our residency in order to commit to providing certain programs, and our property has a history of being in the Elk Mound District and was only put into Eau Claire because of tuition payments 60 years ago. Open enrollment, pitfalls, have made annexation, the only guaranteed form enrollment for our kids. There is no tangible financial impact on the Eau Claire District and island parcels already exist that are associated with the Eau Claire District. Creating this one has zero impact on the educational welfare of other students in the Eau Claire District.

If the criteria required by statute are carefully examined, all angles, which are the impacts of the educational welfare of the student's currently attending, Eau Claire Area School District, the student's currently attending Elk Mound School District, and the students residing on the proposed property, they show that this reorganization has zero impact on the educational welfare of the students residing and attending in the Eau Claire Area School District, a positive increase in the educational welfare of the students residing and attending in the Elk Mound District, and an extreme increase in the educational welfare on the students residing on the proposed property. Only one criteria in the statute has anything to do with the Eau Claire Area School District. If the legislature wanted school districts to only look at one factor and one district, there wouldn't be an additional criteria listed. There would just be one factor and the statute would say only look at this factor and only look at this district. But that's not what the statute says. The statute would require an examination of both districts. State law requires reorganizations to be looked at on the merits of the entire impact. Not the effects of one criteria on one district. We came here prepared to examine information related to the educational welfare of all of the students as it would pertain, as it would be affected by this reorganization. We've done that by providing history maps, charts, financial information breakdown, personal testimony, side by side comparisons and evidence that this reorganization does not affect the educational welfare of the students in your district, but it does improve the educational welfare of the students in the Elk Mound District and lastly those students residing on the proposed property. This chart shows what, if any affect, the organization has on the 3 areas to consider. I can assure you, our family has tried other ways of securing enrollment of our children so that they have access to the programs and the services they need. Those avenues have gone nowhere. I wouldn't be here if there was a route left to take, because the truth be told this process is a complete nightmare. I know, because it's our 3rd petition. Because of this, we've been advocating for Assembly Bill 854 and Senate Bill 808 which seeks changes in the annexation process to help kids and families expand their opportunities for educational choices and ensure that all of the criteria in the statute is considered by both districts. I'm happy to answer any questions you may have or clarify any areas of confusion. And I would ask that if there's questions that come up after Ms. Koller presents, that if I could provide some clarification to ensure that the board has accurate information and right. Thank you.

President Nordin: Thank you. Mr. Books. Ms. Koller you can present from there, you can come up, you can go wherever you'd like.

Kim Koller (ECASD Executive Director of Administration): So, as you know, as you said, there are 7 factors to consider when a petition is filed: geography and distance, educational impact for students, testimony of residents, fiscal impact, non-contiguous boundaries, socioeconomic *inaudible* and then results of a referendum. I think it's important as we look at each of those factors and *inaudible* any set of data for one of those questions over multiple years that we would do that same for any set of data over multiple years. So, based on the considerations that Mr. Books presented tonight, the administration does recommend that the petition is denied based on the following reasons.

First, the Eau Claire Area School District can, our educational program can meet the needs of the students at his residence, and we are willing to meet the needs of the students at his residents. In addition, the current petition, while it would impact certainly the children that live at the residence now, any change in the district for that property would impact all students that lived at that property in the future. So, I think if we look at it long term, changing it permanently for the property is something for us to consider.

Second, the petition would intentionally create an island within the Eau Claire Area School District, and certainly Mr. Books mentioned that we do have some islands in the district, but we do not intentionally create those. In fact, our conversations with neighboring districts tend to be how do we eliminate islands not on creating more islands, but reducing the number of islands. So, create noncontiguous properties, um, within the district is not something that we would recommend through administration.

The distance between the residents and the schools, certainly Mr. Books presented some information tonight when, when we simply did a search on Google Maps, our numbers came up a little bit different, but I think comparable none the less, you know, as far as the distance between the residents that we're talking about in any of the schools. I think Mr. Books had mentioned significant distance I would just describe the distance as comparable.

The resulting financial impact that was referenced. I think the number was \$2,216.00 and certainly, I can defer to Abby on any questions about finance, I think there's probably maybe a tax credit somewhere in there that might change that number a little bit, but again, that impact would continue in perpetuity. So, for 1 year, it might be \$2,216.00 but if we extend that over the, the educational years of the current residents and through really the lifetime of any property taxes collected on that property, the district would be impacted.

And then finally, open enrollment is a good short-term solution for a family that lives at the residence rather than a permanent solution for the property. And I think ultimately, Mr. Book's concern is an open enrollment concern and administration would encourage him to share his concerns about the open enrollment process and some of the, I don't remember the term that he used for some of the nuances of open enrollment, but, you know, I know that that is concerning to some families and I think ultimately, that's probably what this this is also about. Did you want to address the tax?

Abby Johnson (ECASD Executive Director of Business Services): So, just a clarification for the Board, the executive summary on board Docs does state the full tax bill and the information that's provided, I believe that the correct tax amount was provided to you. So, that was a clerical error on our part and we believe the information you have is correct.

President Nordin: Thank you, Kim, thank you Abby. At this time, I will open the floor to questions from the Board. Commissioner Zerr.

Commissioner Zerr: Kim maybe you could answer this. What is the precedent for detachment? Like, has that been granted? And what were the circumstances around that in the past?

Kim Koller: Are you talking specific to this petition?

Commissioner Zerr: I'm talking specifically, is there precedent in our district? I don't know the history of families who have petitioned in sort of, you know, fringe property like this. Is there is the precedent for the school board granting petitions of this of this sort do you know that answer to that?

Kim Koller: So, the position that I'm in, right now, I've been in here in this position for 4 years and in the 4 years that I've been in this position there has not been, I don't believe any attachment or detachment that has been approved, but I'm going to ask Abby, because she's been in her position longer so she may know.

Abby Johnson: Thank you. To answer the question Commissioner Zerr, there was some clerical pieces that were detected by the county that there were some changes that needed to be made, and so there was two or three properties that were impacted. And so they had to come before the board to fix that. That's the only time in the like that I've been in my position that that was approved and that was strictly due to the county identifying those errors, and the errors were made I believe back in the early *inaudible* (80's?), and so it was cleaning up the tax records from that. Other than that, the other petitions that have come before the board, since I've been in this position, have been approved by one district and not approved by the other district.

President Nordin: We'll have discussion from the Board at this time. Other comments or questions? Commissioner Clements and then we'll go to Commissioner Lyons.

Commissioner Clements: Question on procedure, can I ask Mr. Books a question?

President Nordin: Yes.

Commissioner Clements: Mr. Books, one of the criteria is the educational needs of the children residing, essentially, they're not, they're not being met by district that you're physically located in. Is there a program or need that you don't believe your children would be able to achieve attending Eau Claire Schools?

Kenneth Books: I guess I'll pose it this way, in Wisconsin we have the open enrollment program and school choice. You know, our school choice is to put our kids in that district that they're in. What you are basically asking me to do is give up my school choice in order to put them in a district that I don't want to put them in because of where my property lines are. There are, you know, policies and laws change all the time and all I'm doing is making sure that I don't get sideswiped by another policy or law change. Open enrollment is certainly there, but it's not perfect. Anybody that thinks it is, has just not been on a good understanding of what really goes on. It's great for districts like the Eau Claire District, large districts, who have a lot of facilities and can handle, basically balance any of those risks out. You go to any of your smaller districts, take the Dunn St.-Croix conference, or any of them. Take a look at the policies that are out there. It's a completely different situation because they don't have all of these facilities to be able to send those to and at the end of the day residents are the number one from that perspective. So, I don't want to get into this comparison between open enrollment and that it's available and I can take advantage of that, because, yeah, we are using open enrollment. What I am looking to do is safeguard my kids so that they never get sideswiped by law or policy again and the only way to do that is through annexation. I can't guarantee that in the other way.

President Nordin: Commissioner Lyons.

Commissioner Lyons: My question was very much along the lines of, of Josh's of Commissioner Clements. The programs at the Eau Claire School District have met the educational needs, I think I heard that. A follow up, is have you been denied open enrollment? Up to this point.

Kenneth Books: No, I have not been denied open enrollment at this point, but I am contracting out for services to make sure that my kid gets what they need.

President Nordin: Dr. Bica or Dr. Johnson, anything that you'd like to comment on? I just haven't had the opportunity, I know you're always able to jump in, I just want to make sure before we move forward *inaudible*. Commissioner Zerr.

Commissioner Zerr: I just want to say that I understand where you're coming from. As far as open enrollment concern comes in, I have my oldest child is enrolled in the Augusta School District and she is at the Wildlands School at Beaver Creek and she has been for 2 years now, and I understand the boundaries between, you know, what you can get for services in a district when you were in your home district versus what happens when you open enroll out of the district. Because that's, you know, the program that that your child prefers, or that you're looking to fill the educational needs of your child. That said, I'm very concerned about using a petition for detachment or attachment on either side of that coin as the mechanism to get those services, because then I think what happens is, I mean, I can live 2 houses from the Regis track field, I can throw a football into the Altoona School District. I would be really concerned that we would start using attachment detachment as a mechanism to, to acquire certain services into or opening our districts that we perhaps don't have access to, and I just don't know that that's a good precedent. Even though I understand where you're coming from, I don't know that it's a good precedent that I could support and I just want to empathize and then say that, unfortunately, I can't support it.

Kenneth Books: It's unfortunate, because we're at round three here. I think you guys have set plenty of precedence here on what it takes to get here. This was not approved on the first one, it was not approved on the second one. I guarantee it, nobody in the right mind is going through this three times. So, if you're concerned that somebody is going to be open season on annexations, folks there's been 19 property annexation across the entire state of Wisconsin in the last five years that have actually resulted in property transfers. Six of them, were because the districts could work out the property transfer between them, to come to an agreement, something I also proposed in previous years and was straight up denied. Everything came to this board, so that's where it's a little frustrating on my side when I'm trying to present solutions that would amicably make this work for everybody. I guess I, I don't see it being open season and if we're worried about precedence, there's 20 islands that exist. I would argue that precedence was set when you created those 20 islands, why isn't my island good enough too, but now we want to say my island's not good enough.

President Nordin: So, seeing no other requests for the floor, it's probably appropriate to move on to board action on this. I was on the board the last time that we had a petition that includes that was Mr. Books was among those, I was not the president. I did go back and look at the board action at that time. The board motion at that time was to approve the property, to approve the petition and then the board would vote yes to approve, no to deny. Making such a motion does not commit you to a vote one way or the other. But that was cleaner than, I think the vote at that time if I recall correctly Dr. Bica or Commission Lyons you can remind me if I'm wrong, but the idea was that way, you know, your voting yes to approve and no to deny rather than having to sort of reverse it as a motion to deny. Having to say, yes, when you mean no. So, now, maybe I've made it less clear, but I guess we need to do at this time, I would like to request the motion to approve the petition and a second, and then at that time, we can hold a vote again yes to approve, no to deny. So, is there such a motion?

Commission Lyons: I'll make a motion to approve Petitioner Kenneth and Kelly Books' request to alter the school district boundaries for the address...

President Nordin: That's probably enough, since we have the information there. Do we have a second?

Commissioner Bica: I second.

President Nordin: Second by Dr. Bica, thank you. Is there any discussion on the motion? We will call the question once again. The vote is yes to approve no to deny. Terri if you would please conduct a roll call vote.

Terri Grzyb (ECASD Executive Assistant – Superintendent): Commissioner Johnson.

Commissioner Johnson: Is this just for the petition itself?

President Nordin: This is to detach the property

Commissioner Johnson: No.

Terri Grzyb: Commissioner Lyons.

Commissioner Lyons: No.

Terri Grzyb: Commissioner Nordin.

President Nordin: No.

Terri Grzyb: Commissioner Zerr.

Commissioner Zerr: No.

Terri Grzyb: Commissioner Bica.

Commissioner Bica: No.

Terri Grzyb: Commissioner Clements.

Commissioner Clements: No.

President Nordin: Thank you, the petition is denied. Thank you, Mr. Books.

Ends at 1 hour 17 minutes 22 seconds of the recording: <https://www.youtube.com/watch?v=6C-ro0GgL3g&t=1816s>

STATEMENT OF FACTS

In 2017, the Books family petitioned the ECASD along with several other families to move their properties from the Eau Claire Area School District to the Elk Mound School District. The Books family shared that three of their students were currently attending the Elk Mound School District through open enrollment. They had a fourth child that they were concerned would be denied the open enrollment process because Elk Mound had closed their special education program to open enrollment students. The ECASD School Board denied the application for a couple of reasons at that time, the reasons included students have the option of using the open enrollment process to attend school of choice and giving up future tax revenues. After that vote, the Books family appealed to DPI and then when DPI agreed with ECASD, they proceeded to sue ECASD and DPI for the decision. After the court decided in favor of the ECASD, the Books family declined special education services to open enroll to Elk Mound.

In 2019, ECASD received a petition to detach only the Books property. The ECASD School Board reviewed the request and denied the application for some reasons. 1. If the School Board approved this request it would create an island for this property that would be surrounded by ECASD property. 2. All four of the Books children currently attend the Elk Mound School District through open enrollment. 3. Giving up future tax revenues is a permanent decision for ECASD, we believe the Book's request is a temporary concern. After that vote, the Books family appealed DPI. DPI agreed with ECASD and the decision to deny the request was upheld.

In 2021, ECASD received a petition to detach only the Books property. The ECASD School Board reviewed the request in February of 2022 and denied the application for multiple reasons. 1. If the School Board approved this request, it would create an island for this property that would be surrounded by ECASD property. 2. All four of the Books children currently attend the Elk Mound School District through open enrollment. 3. Giving up future tax revenues is a permanent decision for ECASD, we believe the Book's request is a temporary concern. After that vote, the Books family appealed the decision to DPI.

Parents' Guide to Third Grade

Some Developmental Characteristics Displayed by Many Eight-Year-Olds

- ⊙ Are outgoing, lively, and evaluative.
- ⊙ Show a high level of energy and are willing to tackle almost anything, including the new and difficult.
- ⊙ Tend to be less cautious than at age seven and can be prone to accidents.
- ⊙ Sleep approximately 10 hours daily.
- ⊙ Show a new characteristic – a judgmental, evaluative attitude. Now children begin to judge and consider what happens to them and are concerned about the “why” of events.
- ⊙ Display enormous curiosity in nature, manufactured things, and people.
- ⊙ Show increased self-confidence and maturity.
- ⊙ Are friendly and cooperative. The peer group is the sun their world revolves around. Friendships tend to be closed and more exacting.
- ⊙ Generally enjoy and look forward to school for social and academic reasons.
- ⊙ Really like table games, such as cards, checkers, and Monopoly; but still might not be able to lose gracefully.
- ⊙ Frequently like to read for fun – comics, childhood classics, joke books, and mysteries, to name a few.
- ⊙ Some may be writing for entertainment – anything from short stories to poems and letters.

Source:

*Families, Schools, Communities
Learning Together - Special Edition:
Guide to Developing Grade-Level
Brochures for Parents.*
Wisconsin Department of Public
Instruction, Fall 1999

GRADE THREE LEARNER EXPECTATIONS

LANGUAGE ARTS

Reading: Foundational

- Reads and understands grade level text with accuracy and fluency (rate, automaticity, expression, phrasing, and purpose).

Reading: Literature

- Asks and answers questions, referencing the text to demonstrate understanding of key details.
- Recounts stories to determine central meaning both orally and in writing.

Reading: Informational

- Asks and answers questions, referencing the text to demonstrate understanding of key details in informational texts.
- Determines the main idea and key details by using text features to locate and gain information.
- Compares and contrasts important points and key details of two texts on the same topic, while distinguishing point of view.

Writing

- Writes opinion, informative/explanatory, and narrative pieces with clear development and organization.
- Develops and strengthens writing by planning, revising, and editing.
- Participates in shared research projects that build knowledge on a topic.
- Applies legible and fluent printing/cursive writing skills.
- Uses technology to interact and collaborate with others and applies keyboarding skills to produce and publish writing.

Language

- Demonstrates conventions of standard English grammar and usage when writing and speaking.

- Demonstrates grade level standard capitalization, punctuation, and spelling when writing.

Speaking and Listening

- Takes part in conversations about grade level topics and texts.

MATH

Operations and Algebraic Thinking

- Explains products and quotients in multiplication and division problems.
- Uses multiplication and division to solve word problems.
- Understands and applies properties of multiplication and division.
- Multiplies and divides within 100 using strategies.
- Fluently multiplies two one-digit numbers.
- Solves multi-step word problems using four operations.
- Identifies and explains arithmetic patterns using properties of operations.

Number and Operations in Base Ten

- Uses place value to round to the nearest 10 or 100.
- Adds and subtracts within 1000 using place value and properties of operations.
- Multiplies one digit numbers by multiples of 10.

Number and Operations - Fractions

- Understands a unit fraction as one equal part of a whole.
- Represents a fraction on a number line.
- Explains and represents equivalences and comparisons of fractions.

Measurement and Data

- Tells and writes time to the nearest minute and solves word problems involving time.

- Measures, estimates, and solves word problems involving volume and mass using units of grams, kilograms, and liters.
- Draws and represents data using pictures and bar graphs and solves 2-step word problems involving data.
- Measures lengths in halves and fourths of an inch and represents the data in a line plot.
- Understands, represents, and measures area and related area to multiplication and addition.
- Solves word problems using perimeters of polygons.

Geometry

- Understands shapes and their attributes.
- Partitions shapes into parts with equal areas and identifies the fraction.

Mathematical Practices

- Understands the problem situation: makes sense of problems; reasons abstractly and quantitatively.
- Represents the problem situation: models with mathematics; looks for and makes use of structure.
- Solves the problem: uses appropriate tools; uses repeated reasoning.
- Checks that the answer makes sense: critiques the reasoning of others; attends to precision.

SOCIAL STUDIES

Geography

- Describes, identifies and locates features on maps and globes.
- Uses map scales, grid systems, and cardinal and intermediate directions.
- Identifies connections between local communities and other places.

History/Culture

- Explains how key people, places and events from the past and present influence our lives.

- Identifies values, beliefs, and influences of other cultures.

Economics

- Examines the role of money and how it affects our lives.

Political Science

- Describes the purpose of government and the responsibility of its citizens.

SCIENCE/HEALTH

Science Inquiry

- Participates constructively in investigations.

Communicates the Results of Investigations.

- Uses charts, graphs, written descriptions, discussions, etc.
- Uses and understands science vocabulary.

Health

- Demonstrates how nutrition, exercise safety, and health care contribute to a healthy lifestyle.

PHYSICAL EDUCATION

- Observes, assesses, and provides feedback of a skill.
- Performs the catch with arm extension and absorption and moves body to adjust to the flight of the object.
- Recognizes the body's response to physical activity.
- Demonstrates safe, respectful, and responsible behaviors during active participation.

VISUAL ARTS

- Demonstrates the ability to describe and interpret works of art.
- Uses basic art skills and techniques to produce quality works of art.
- Creates art that expresses original ideas.

- Identifies meanings of works of art from different times, places and cultures.

MUSIC

- Sings a song.
- Performs known rhythms.
- Ready known pitches.
- Ready known rhythms.
- Writes known pitches.
- Writes known rhythms.
- Makes safe, respectful and responsible choices.

BEHAVIORS OF LIFELONG LEARNERS

Collaborative Worker

- ◆ Cooperates with others.
- ◆ Demonstrates respect and compassion for others.

Community Contributor

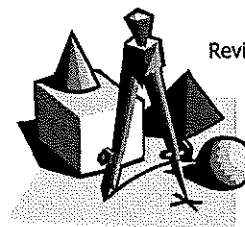
- ◆ Takes responsibility for self and materials.
- ◆ Accepts responsibility for actions.
- ◆ Demonstrates self-control.
- ◆ Participates appropriately in group discussion.

Quality Producer

- ◆ Initiates and completes tasks on time.
- ◆ Strives for accuracy, quality and neatness.

Complex Thinker

- ◆ Thinks, questions, and solves problems in a variety of ways.
- ◆ Demonstrates curiosity in learning.
- ◆ Demonstrates a willingness to try new experiences.



Revised July 11, 2016



EAU CLAIRE
AREA SCHOOL DISTRICT

2022-2023

**Middle School
Academic Planning Guide
Grade 6**

ECASD VISION: "We challenge minds, build relationships and nurture individual growth to prepare all students for post-secondary success."

A link to the online version of this academic planning guide is available on your school's webpage.

If you would like language assistance to interpret these materials, please call your child's school, or 715-852-3555.

Yog koj xav tau kev pab txhais cov ntawv nov ua lus Hmoob, thov hu xov tooj rau koj tus menyuam lub tsev kawm ntawv los yog hu tus xov tooj no: 715-852-3555.

Si Ud. le gustaría ayuda para interpretar el idioma de estos materiales, por favor llame Ud. a la escuela de su hijo o hija, o 715-852-3555.

Equal Educational Opportunities

All ECASD programs and classes (including Career & Technical Education and Project Lead the Way) are available to students regardless of their sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity or physical, mental, emotional or learning disability.

The District encourages informal resolution of complaints concerning alleged discrimination. If any person believes that the Eau Claire Area School District or any part of the school organization has failed to follow the law and rules of §118.13, Wis. Stats., the Americans with Disabilities Act, Title IX, Title VI, or Section 504 or in some way discriminates against students on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity or physical, mental, emotional or learning disability they can bring or send a complaint to Kay Marks, Executive Director of Human Resources, 500 Main Street, Eau Claire, WI 54701. Ms. Marks can be contacted at 715-852-3051.

The Eau Claire Area School District Non-discrimination policy can be found at <http://www.ecasd.us/ECASD/media/District-Site/PDFs/NondiscriminationPolicy2013.pdf>

Eau Claire Area School District: Multi-level System of Supports

Students reach educational targets and benchmarks in different ways. Several factors can impact when students reach proficiency in a course of study. In Eau Claire, our goal is that all students will meet or exceed our benchmarks. Therefore, we work to provide educational services within a framework, known as an Equitable Multi-level System of Supports (EMLSS).

This means that we provide rigorous, differentiated educational programming within our universal coursework. Some students will need additional support and/or enrichment to meet or exceed grade-level benchmarks. Below is an explanation of some of the ways students can be supported in the EMLSS framework within the Middle School program.

- **English Learners:** Students who speak a language other than English at home may qualify for English language (EL) support. For additional information on EL services, please contact the school's EL teacher or the Director of Academic Services, Becky Graf at 715-852-3068 or rgraf@ecasd.us.
- **Talented and Gifted Education:** The Eau Claire Area School District provides for the special learning needs of students who exhibit gifted behavior in any of the following areas: general intellectual ability, specific academic ability, artistic ability (including art, music, drama), leadership ability, and creative ability. Students are assessed for appropriate math, science, and language arts placement during their middle school years. If you are interested in learning more about talented and gifted programming, please contact your school's instructional coach. You may also contact Laura Schlichting, Talented and Gifted Administrator at 715-852-3070 or lschlichting@ecasd.us or the Director of Academic Services, Becky Graf at 715-852-3068 or rgraf@ecasd.us.
- **Special Education:** Special education services may be delivered in a general classroom, pull out environment; or a combination of these options. Individual Educational Plans (IEP) are designed to meet the student's educational needs with accommodations and/or modifications. Course selection decisions are made based on the student's IEP. Most special education courses parallel traditional core academic offerings, but some are significantly modified in content and focus. See your school counselor or IEP manager for more information. You may also contact the Executive Director of Special Education, Mandy Van Vleet, at 715-852-3074 or mvanvleet@ecasd.us.

Grade 6 Required Courses

6610	Art 6	Grade 6	Required	Semester
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Art 6 is studio-based and builds on concepts and skills from elementary art classes. Students will be introduced to new art experiences through the process of creating their own works of art in drawing, painting, and sculpture. Students will apply new art-making techniques, develop existing art skills, employ the power of their imaginations, reawaken their creativity and learn to solve problems from an artist's point of view. Students will discover and develop stories within works of artwork through self-reflection and critiquing the aesthetic qualities of art. Emphasis will be placed on the Elements of Art and the Principles of Design, careers in art and design, a variety of art styles and art history/diversity, developing good craftsmanship, innovative ideas, caring for materials, and working well with others.

6630	Computer Applications	Grade 6	Required	Semester
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Computer Applications 6 will work on Wisconsin Information Technology Literacy Standards as students learn to use Microsoft Word, Excel, Publisher, and PowerPoint. Students will work with scanners, digital cameras, iPads, e-mail, and the Internet. Keyboarding, formatting, composition, language arts, and decision-making skills will improve as students complete assignments using integrated software and web-based applications.

6700	Physical Education 6	Grade 6	Required	Year - Alternate Days
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Physical Education 6 will provide activities emphasizing total fitness. Emphasis is placed on participation and skill development. Teamwork, cooperation, fitness, and effort are all stressed at this level. A T-shirt will be provided to meet the dress code requirement for class.

Grade 6 Music Electives

6900	Band 6	Grade 6	Meets Music Requirement	Year - Alternate Days
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Band 6 is a class for students who wish to learn to play a band instrument. No previous music experience is necessary. Free lessons are given during the summer to all beginning band students. Students will learn the basics of playing a band instrument including maintaining the instrument, reading music, and learning to perform in a large group. The student's choice of instrument must be approved by the band director. Participation in concerts will constitute part of the student's grade. Beginning band class meets every other day in a group sectional with similar instruments. This course has a dress code for all performances.

6910	Chorus 6	Grade 6	Meets Music Requirement	Year - Alternate Days
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Chorus 6 is designed to give students a chance to experience the elements of music through singing and performing in concerts. Emphasis will be placed on building musicianship by developing healthy singing techniques, as well as competency in beginning music theory. Opportunities may be available for students to perform solos and participate in select ensembles. Students will be expected to perform in concerts, and participation in these concerts will make up a portion of the student's grade. This course has a dress code for all performances.

6920	Exploring Music 6	Grade 6	Meets Music Requirement	Year - Alternate Days
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Exploring Music 6 is designed to give sixth grade students a chance to experience the elements of music through singing, playing piano keyboards, listening, and performing in class. It will include sight singing and ear-training activities as well as a broad study of many types of music.

6930	Orchestra 6	Grade 6	Meets Music Requirement	Year - Alternate Days
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Orchestra 6 is for students who want to play a stringed instrument such as the violin, viola, cello, bass, or harp (students need previous experience to start harp in sixth grade). Free lessons are given during the summer to all sixth grade orchestra students. Participating in concerts will constitute part of the student's grade. Beginning orchestra meets every other day as an orchestra with all string instruments. This course has a dress code for all performances. Students may be expected to purchase some supplies.



EAU CLAIRE
AREA SCHOOL DISTRICT

2022-2023

Middle School Academic Planning Guide Grade 8

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- **Course Credit Requirements:**

The District has established standard credit requirements for high school graduation. All required credits must be earned by completing the course with a minimum passing grade while the student is enrolled in the grades 9-12 in the high school. Students in the Talented and Gifted program in middle school may enroll in high school courses; however, credits earned count as middle school courses only and will not impact high school grade point average. Students will need to complete the required number of credits for each department during grades 9-12. Courses will be listed on a student's high school transcript to ensure sequence of coursework will be followed.

Grade 8 Required Courses

8100	English 8	Grade 8	Required	Year
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English 8 students will grow as writers and readers. Students will continue to read both informational and literary texts and develop their skills in comprehension at or above 8th grade level. Through such methods as Reader/Writer Workshop, reader response, close reading and the writing process, students will develop skills for narrative, argumentative and informational writing. Students will also expand their abilities with other forms of communication. They will continue to pursue excellence in their work through continual revision and strive to produce work that meets expectations for 8th grade language and grammar. Units in science fiction, mythology, classics, poetry, mass media, and other literature are taught throughout the year.

8200	Math 8	Grade 8	Required	Year
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Math 8 curriculum will expand on algebraic concepts and provide students with a strong foundation for Algebra I. The curriculum is structured to help students learn the Common Core State Standards for Mathematical content and practices that allow them to communicate their reasoning and apply their learning to real-world problems. This will encourage the development of habits of mind that will allow students to develop deep understanding of mathematics. Topics addressed in Math 8 include real number operations; use of radicals and integers exponents; connecting proportional relationships and lines; solving systems of linear equations; defining, evaluating and comparing functions; applying rules of congruence and similarity; applying the Pythagorean Theorem and volume formulas; and analyzing bivariate data.

8300	Social Studies 8	Grade 8	Required	Year
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Social Studies 8 explores the history of the United States from the founding of the nation through 1929. The course is an important foundation for the development of participatory citizenship. Students will learn about important people and events that helped to shape the United States. Further, they will interact with many primary and secondary sources, draw conclusions, and compare and contrast events from multiple perspectives. Students will also conduct research projects of varying length while learning to evaluate sources for reliability and validity. Instruction will include a variety of methods designed to ensure students learn the techniques used by historians to recount events of the past and make links to the future. Finally, student will learn many ways to present findings effectively to various audiences.

8400	Science 8	Grade 8	Required	Year
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Science 8 is a full year of physical science including units on motion, forces, work, sound, light, heat, energy, and chemistry. Students will also conduct investigations using the scientific method, problem solving techniques, and critical thinking skills. All of these skills will be used in a laboratory setting. Much time is devoted to experimenting, but the students are also expected to do supplemental work to assist them in understanding the ideas developed through lab work. In addition, students will use technology as a tool to collect data and communicate conceptual understanding.

Grade 8 Required Courses

8640	Gateway To Technology: Design and Modeling/Automation and Robotics	Grade 8	Required	Semester
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Gateway To Technology 8 has two units. The first unit, Design and Modeling, uses solid modeling software (a sophisticated mathematical technique for representing solid objects) as part of the design process. Utilizing this design approach, students learn how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas and communicate solutions. In the second unit, Automation and Robotics, students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students acquire knowledge and skills in problem solving, teamwork collaboration and innovation. **This course is part of the Project Lead the Way program and prepares students for the Introduction to Engineering course offered to freshmen in high school. It is part of the ECASD Science, Technology, Engineering, and Mathematics (STEM) Pathway.**

8650	Family & Consumer Sciences 8	Grade 8	Required	Semester
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FACS 8 is a semester course that provides students the opportunity to learn essential life skills. Students will utilize food preparation labs and learn about healthy food choices. Cooperation and problem solving are evaluated during all lab experiences. 8th graders will explore the world of work and will use the website, Career Cruising to enhance high school course planning and post-secondary goal setting. Other topics include family relationships, employability skills, housing and design, consumer and financial skills, creative fabric projects, child development, and consumer and financial smarts.

8700	Physical Education 8	Grade 8	Required	Year - Alternate Days
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Physical Education 8 curriculum provides opportunities for students to develop lifetime leisure activities. Emphasis is placed on individual sports. Emphasis is also placed on participation and skill development of all students regardless of ability level. Teamwork, cooperation, healthy competition, fitness, and effort are also stressed at this level. There is a dress code requirement for class.

Grade 8 Music Electives

8900	Band 8	Grade 8	Elective	Year - Alternate Days
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Band 8 requires that students have previous band experience. Concerts, parades, and solo festivals are a few of the experiences students will have. In addition, students may have the opportunity to participate in band clinics and perform in various ensembles such as jazz band, flute choir, clarinet choir, etc. Summer lessons are expected unless other arrangements have been made with the band instructor. Participation in performances will constitute part of the student's grade. This course has a dress code for all performances.

8910	Chorus 8	Grade 8	Elective	Year - Alternate Days
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Chorus 8 offers students who have an interest and ability in singing an opportunity to sing a more challenging level of choral music. Much of the rehearsals will deal with further developing singing technique and music reading skills. Classroom activities will culminate in the performance of a wide variety of styles of music in three and four part harmony. Opportunities may be available for singing solos and performing in local and district solo festivals, as well as singing in various ensembles (trios, quartets, octets, triple trios, show choirs, honors groups, etc.) Participation in performances will constitute part of the student's grade. This course has a dress code for all performances.

8920	Exploring Music 8	Grade 8	Elective	Year – Alternate Days
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Exploring Music 8 will be divided between "Music and Culture Here and There" and "Creativity in Music Through Technology." Students will learn about the functions of music in people's lives, music in the local community, and music in everyday life. Projects of composition and recording music using software and MIDI keyboards will be another focus.

8930	Orchestra 8	Grade 8	Elective	Year - Alternate Days
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Orchestra 8 requires previous string experience. Students will perform in concerts and in the solo and ensemble festival. Students will continue the study of music at a more advanced level, building on the skills learned in previous years. Participation in concerts will constitute part of the student's grade. This course has a dress code for all performances.

8870 Recreational Activities

Grade 8

Elective

Year – Alternate days
OR Semester

Recreation Activities will give students the opportunity to participate in many outdoor/indoor physical activities. Students will learn individual lifetime fitness skills as well as an appreciation for the outdoors. The class will also work on developing leadership skills, positive self-esteem, critical thinking skills, problem-solving skills, and working in diverse situations through an extension of physical education. We will explore the possible opportunity of a field trip at the end of the course.

8890 Advanced Computer Applications and Coding

Grade 8

Elective

Year – Alternate Days
OR Semester

Advanced Computer Applications and Coding course builds on the knowledge and skills learned in the 6th grade Intro to Computer Applications and Coding class. Students will learn more advanced commands in common word processing applications such as Microsoft Word, Microsoft PowerPoint, Microsoft Excel, and Google Docs. Students will learn how to create and share content on their own web pages. A focus will be put on structure and styling the pages using HTML and CSS. Students will also build on their coding experience as they program animations, interactive art, apps, games, and devices using programming concepts and the design processes that computer scientists use daily. By the end of the course, students will be able to apply the programming principles they mastered to learn other programming languages.

8860 Lamination Process – DeLong only

Grade 8

Elective

Year – Alternate days
OR Semester

Lamination Process provides students with an exploratory experience that includes planning, gluing, layout, forming, and shaping of laminated materials. Students may choose to make large or small projects. Students can make complex projects like bows, lamps, skateboards, or canoe paddles; or they can make small projects such as salad forks and spoons, bats, bowls, jewelry, and broad boards. Students will acquire knowledge and develop working skills centered on the construction of laminated materials. Students will use epoxy glue, plastics, woods, and other materials.



EAU CLAIRE
AREA SCHOOL DISTRICT

2022-2023

ECASD High Schools

Academic and Career Planning Guide for Post-Secondary Success

ECASD VISION: "We challenge minds, build relationships and nurture individual growth to prepare all students for post-secondary success."

An electronic version of this Career and Planning Guide is available at:
[http://www.ecasd.us/District/Departments/Teaching-and-Learning/High-School-\(9-12\)](http://www.ecasd.us/District/Departments/Teaching-and-Learning/High-School-(9-12))

*If you would like language assistance to interpret these materials,
please call your child's school, or this number:
715-852-3555.*

*Yog koj xav tau cov ntawv nov txhais ua lus Hmoob, thov hu tus xov tooj
no: 715-852-3555.*

*Si Ud. le gustaría ayuda para interpretar el idioma de estos materiales,
por favor llame Ud. a la escuela de su hijo o hija, o: 715-852-3555.*

Academic and Career Plan for Post-Secondary Success

ECASD Requirements	
23.5 (minimum) total credits required in the following subject areas:	
English	4 Credits including: English 9 (1.0) English 10 (1.0) English 11 (1.0) English 12 (1.0)
Social Studies *Required Wisconsin Civics Test	3 Credits including: US History (0.5) World Studies (1.0) US Government (0.5) Econ (0.5) Psych or Soc. (0.5)
Science	3 Credits including: Earth Science (0.5) Life Science (1.0) Physical Science (1.0) Science (0.5)
Math	3 Credits
Physical Education	1.5 Credits including: PE—Level I (0.5) PE—Level II (0.5) PE—Level III (0.5)
Health	0.5 Credit
Electives/Courses from Program of Study Plan	8.5 Credits
Total Minimum Credits	23.5 Credits

Eau Claire Area School District 4-Year Plan

Graduation Requirements	9 th	10 th	11 th	12 th
ENGLISH 4.0 Credits	<u>1.0 Credit</u> English 9	<u>1.0 Credit</u> English 10	<u>1.0 Credit</u> English 11 AP Lang/Comp AP Lit/Comp	<u>1.0 Credit</u> English 12 AP Lang/Comp AP Lit/Comp
MATH 3.0 Credits	<u>1.0 Credit</u>	<u>1.0 Credit</u>	<u>1.0 Credit</u>	<u>1.0 recommended</u>
SCIENCE 3.0 Credits	<u>0.5 Credit</u> <u>Earth Science</u> Earth Science	<u>Credit</u> <u>Life Science</u> Biology	<u>Credit</u> <u>Physical Science</u>	<u>0.5 Credit Science</u>
SOCIAL STUDIES 3.0 credits	<u>0.5 Credit</u> US History AP US History (1.0 Credit) Taken in grades 10-12 - available alternating years	<u>1.0 Credit</u> World Studies AP European History AP Human Geography	<u>0.5 Credit</u> Government AP Government (1.0 Credit) *required Civics exam	<u>0.5 Credit</u> Economics AP Econ AND
				<u>0.5 Credit</u> Psychology Sociology AP Psych. (1.0 Credit)
HEALTH 0.5 credit	<u>0.5 Credit</u>			
PE 1.5 credits	<u>0.5 Credit</u>	<u>0.5 Credit</u>	<u>0.5 Credit</u>	
ELECTIVES				
	Required Credits:	Required Credits:	Required Credits:	Required Credits:
	Elective Credits:	Elective Credits:	Elective Credits:	Elective Credits:
	Total Credits:	Total Credits:	Total Credits:	Total Credits:
	6.0 credits minimum	6.0 credits minimum	6.0 credits minimum	5.5 credits minimum

Course Listing by Department

Key:

- * Courses with an asterisk (*) have a course prerequisite—refer to course descriptions for more information
- AP: Advanced Placement
- PLTW: Project Lead the Way
- TC: Transcribed Credit - please see course description for dual credit course titles

NOTE: 1.0 CVTC credit = 0.25 ECASD high school credit

Course #	Course Title	Credits	Page	Grade Level
Ag and Natural Resources				
<i>Course Offerings begin on page 22</i>				
0128	Intro to Animal Science (TC)	0.75	22	9-12
0130	Introductory Soils (TC)	0.75	22	9-12
0132	Intro to Horticulture (TC)	0.5	22	9-12
Art				
<i>Course Offerings begin on page 23</i>				
0200	Combined Visual Arts	0.5	23	9-12
0202	Graphic Art I	0.5	23	9-12
0204	Graphic Art II *	0.5	23	9-12
0206	Drawing I	0.5	23	9-12
0208	Drawing II *	0.5	23	9-12
0210	Jewelry/Sculpture I	0.5	23	9-12
0212	Jewelry/Sculpture II *	0.5	23	9-12
0214	Painting I	0.5	24	9-12
0216	Painting II *	0.5	24	9-12
0218	Pottery/Sculpture I	0.5	24	9-12
0220	Pottery/Sculpture II *	0.5	24	9-12
0226	Three-Dimensional Specialized Art I *	0.5	24	11-12
0228	Three-Dimensional Specialized Art II *	0.5	24	11-12
0236	AP Studio Art: Drawing *	1.0	24	11-12
0238	AP Studio Art: 3-D Design *	1.0	25	11-12
1328	Photography I	1.0	25 & 48	9-12
1330	Photography II *	1.0	25 & 49	10-12
Art/Theatre				
<i>Course Offerings begin on page 26</i>				
0628	Theatre I	0.5	26	9-12
0630	Theatre II *	0.5	26	9-12
0632	Theatre III *	0.5	26	10-12
0638	Documentary Theatre *	0.5	26	10-12
Business, Computing & IT				
<i>Course Offerings begin on page 27</i>				
0300	Accounting Concepts	0.5	27	10-12
0302	Intro to Accounting (TC)	0.75	27	10-12
0303	Accounting I (TC)	1.0	27	11-12
0304	Microsoft Office Suite (TC)	0.5	27	9-12
0306	Digital Marketing* (available alternating years) <i>offered 2023-24</i>	0.5	27	10-12
0308	Yearbook I	1.0	27	9-12
0310	Yearbook II *	1.0	27	10-12
0318	Entrepreneurship (TC)	0.75	28	9-12
0322	Marketing I (TC)	1.0	28	9-12
0324	Marketing II (TC) *	1.0	28	11-12

Course #	Course Title	Credits	Page	Grade Level
0326	Sports & Entertainment Marketing (available 2022-23)	0.5	28	10-12
0328	Personal Finance (TC)	0.5	28	10-12
0330	Personal Law	0.5	28	11-12
Health				
0400	Health Science Occupations (TC)	0.5	29	9-12
0440	Medical Terminology (TC)	0.75	29	10-12
0416	Culinary Arts I	0.5	29	9-12
0418	Culinary Arts II *	0.5	29	9-12
0414	Baking and Pastry Arts *	0.5	29	9-12
0430	World Cuisines *	0.5	29	9-12
0420	Your Skills, Your Finances and Your Future	0.5	29	9-12
0424	Parents and Children (TC)	0.75	30	9-12
0426	Careers with Children (TC) *	0.75	30	11-12
0428	Fashion, Fabric and Construction	0.5	30	9-12
0429	Housing and Interior Design	0.5	30	9-12
0408	FACS Co-op *	1.0	30	12
Health	<i>Course Offerings begin on page 31</i>			
1000	Health 9	0.5	31	9
	Health 9 - Summer	0.5	31	9
Independent Programs	<i>Course Offerings begin on page 32</i>			
1700	Library Assistant	0.5	32	10-12
1740	Introduction to Teacher Education (TC)	0.75	32	10-12
Language Arts	<i>Course Offerings begin on page 34</i>			
0600	English 9	1.0	33	9
0604	English 10	1.0	33	10
0608	English 11	1.0	33	11
0614	English 12	1.0	33	12
0616	AP English – Language & Composition	1.0	33	11-12
0618	AP English – Literature & Composition	1.0	33	11-12
0619	Grammar and Usage	0.5	34	10-12
0624	Myths & Legends from Around the World	0.5	34	10-12
0626	Writing with Style	0.5	34	11-12
Math	<i>Course Offerings begin on page 35</i>			
0700	Algebra I	1.0	35	9-12
0708	Geometry *	1.0	35	9-12
0716	Algebra II & Trigonometry *	1.0	35	9-12
0718	Accelerated Algebra II/Precalculus Hybrid *	1.0	35	10-11
0720	Statistics *	0.5	35	12
0721	Functions for College Math *	0.5	35	12
0722	Precalculus *	1.0	35	10-12
0724	AP Statistics *	1.0	36	10-12

Course #	Course Title	Credits	Page	Grade Level
0726	AP Calculus AB *	1.0	36	11-12
0728	AP Calculus BC *	1.0	36	11-12
1312	Digital Electronics (PLTW) *	1.0	36 & 48	10-12
0800	Entry Level Concert Band: White & Purple Bands (Memorial) * Concert Band (North) *	1.0	37	9 MHS 10-12 NHS
0802	Intermediate Level Concert Band: Eagle Band (Memorial)	1.0	37	10-12
0804	Intermediate/Advanced Level Concert Band: Concert Band (Memorial) Symphonic Band (North)	1.0	37	10-12 MHS 9-12 NHS
0806	Advanced Level Concert Band: Old Abe Wind Ensemble (Memorial) Wind Ensemble (North)	1.0	37	10-12
0807	Entry Level Jazz (North)	0.5	37	9-12
0808	Entry Level Jazz: Jazz 9 Early Bird (Memorial)	0.5	37	9-12
0810	Intermediate Level Jazz: Jazz II Early Bird (Memorial)	0.5	38	10-12
0812	Advanced Level Jazz: Jazz I	1.0	38	10-12
0814	Concert Orchestra	1.0	38	9-12
0815	Advanced Orchestra Chamber Orchestra (Memorial) Alternative Strings Ensemble (North)	0.5	38	9-12
0816	Entry Level Orchestra (Memorial)	0.5	38	9-12
0817	Orchestra Winds/Percussion Early Bird (Memorial)	0.5	38	9-12
0818	Advanced Level Symphony Orchestra	1.0	38	10-12
0820	Entry Level Choir: Treble Choir	1.0	39	9-12
0821	Entry Level Choir: Bass Choir	1.0	39	9-12
0824	Upper Level Choir: Concert Choir	1.0	39	10-12
0828	Advanced Show Choir: Old Abe Show Choir (Memorial) Northernaires (North)	0.5	39	10-12
0829	Advanced Chamber Choir (North)	0.5	39	9-12
0830	Advanced A Cappella Choir: Madrigals (Memorial)	0.5	39	11-12
0836	AP Music Theory	1.0	39	10-12
Physical Education	<i>Course Offerings begin on page 40</i>			
0900	Level I Physical Education: Pillars of Wellness	0.5	40	9
	Level I Physical Education – Summer offering	0.5	40	9
0902	Level II Physical Education: Physical Wellness *	0.5	40	10
0910	Early Bird WSI/LGT *	0.5	40	10-12
0912	Level I Early Bird: Pillars of Wellness	0.5	40	9
0914	Level II Early Bird : Physical Wellness *	0.5	41	10
0916	Level III Early Bird: Lifetime Fitness/Sport Education *	0.5	41	11
0918	Level III Physical Education: Competitive Sport Education *	0.5	41	11-12
0920	Level III Physical Education: Lifetime Fitness *	0.5	41	11-12
0924	Level III Strength and Conditioning I *	0.5	41	11-12
0926	Level III Strength and Conditioning II *	0.5	42	11-12
0928	Level IV Strength and Conditioning III *	0.5	42	12

Course #	Course Title	Credits	Page	Grade Level
0906	Senior Physical Education	0.5	42	12
0951	Partner PE	0.5	42	11-12
0952	Officiating	0.5	42	11-12
Science	<i>Course Offerings begin on page 43</i>			
1100	Earth Science	0.5	43	9
1104	Astronomy/Geology *	0.5	43	9-12
1106	Biology	1.0	43	9-10
1114	Chemistry *	1.0	43	9-12
1118	Oceanography/Meteorology *	0.5	43	10-12
1120	Physics *	1.0	43	9-12
1126	AP Biology *	1.0	44	10-12
1128	Biotechnology * (TC)	0.75	44	11-12
1134	AP Chemistry *	1.0	44	10-12
1136	Environmental Science A *	0.5	44	10-12
1138	Environmental Science B *	0.5	44	10-12
1140	Introduction to Human Anatomy and Physiology *	0.5	44	10-12
1142	AP Physics C: Mechanics *	1.0	45	10-12
1324	Principles of Engineering (PLTW) *	1.0	45 & 48	10-12
Social Studies	<i>Course Offerings begin on page 46</i>			
1200	United States History	0.5	46	9
1202	AP United States History (available alternating years) <i>offered 2022-23</i>	1.0	46	10-12
1204	World Studies	1.0	46	10
1206	AP European History	1.0	46	10-12
1244	AP Human Geography (available alternating years) <i>offered 2023-24</i>	1.0	46	9-12
1208	United States Government	0.5	46	11
1210	AP United States Government and Politics	1.0	46	11-12
1214	Principles of Economics	0.5	47	12
1216	AP Macroeconomics	0.5	47	11-12
1218	Psychology	0.5	47	12
1220	AP Psychology	1.0	47	11-12
1222	Sociology/Social Issues	0.5	47	12
1226	Ancient and Medieval History	0.5	47	10-12
1228	Criminal Justice (TC)	0.75	47	9-12
1232	Intro to Philosophy	0.5	47	10-12
1240	The Vietnam War	0.5	47	9-12
1246	Hmong History and Culture	0.5	47	9-12
Technology & Engineering	<i>Course Offerings begin on page 49</i>			
1306	Entertainment Technology	1.0	48	9-12
1309	Aerospace Engineering (PLTW)	1.0	48	10-12
1310	Introduction to Electricity and Residential Wiring	0.5	48	9-12
1312	Digital Electronics (PLTW) *	1.0	36 & 48	10-12
1318	Introduction to Engineering Design (PLTW)	1.0	48	9-12
1320	Civil Engineering and Architecture (PLTW)	1.0	48	10-12
1324	Principles of Engineering (PLTW) *	1.0	45 & 48	10-12
1328	Photography I	1.0	25 & 48	9-12
1330	Photography II *	1.0	25 & 49	10-12

Course #	Course Title	Credits	Page	Grade Level
1332	Printing Graphics I	1.0	49	9-12
1334	Printing Graphics II *	0.5	49	10-12
1341	Metals/Welding I	1.0	49	9-12
1342	Welding II (TC) *	1.0	49	10-12
1346	Woodworking I	1.0	49	9-12
1348	Woodworking II (TC) *	1.25	49	10-12
1349	Construction	0.5	49	9-12
1352	Recreational Small Engines	0.5	50	9-12
1354	Vehicle Care	0.5	50	10-12
1356	Automotive Mechanics I (TC)	1.0	50	11-12
1358	Automotive Mechanics II * (TC)	1.0	50	12
1369	Introduction to Computer Hardware	0.5	50	9-12
1370	Computer Hardware	0.75	50	11-12
1378	Cartoon Animation	0.5	50	9-12
1382	Video Game Development	1.0	51	9-12
1386	Computer Science Essentials (PLTW)	1.0	51	9-12
World Languages				
0500	French I	1.0	52	9-12
0502	French II *	1.0	52	9-12
0504	French III *	1.0	52	10-12
0506	French IV *	1.0	52	11-12
0508	French V * (AP Exam available)	1.0	52	12
0510	German I	1.0	52	9-12
0512	German II *	1.0	52	9-12
0514	German III *	1.0	52	10-12
0516	German IV *	1.0	53	11-12
0518	German V * (AP Exam available)	1.0	53	12
0520	Japanese I	1.0	53	9-12
0522	Japanese II *	1.0	53	10-12
0524	Japanese III *	1.0	53	11-12
0526	Japanese IV * (AP Exam available)	1.0	53	12
0528	Spanish I	1.0	53	9-12
0530	Spanish II *	1.0	53	9-12
0532	Spanish III *	1.0	54	10-12
0534	Spanish IV *	1.0	54	11-12
0536	Spanish V * (AP Exam available)	1.0	54	12
0538	American Sign Language I	1.0	54	9-12
0540	American Sign Language II *	1.0	54	10-12
0550	Hmong I	1.0	54	9-12
0552	Hmong II	1.0	54	10-12
0554	Hmong III	1.0	54	10-12

Key:

* Courses with an asterisk (*) have a course prerequisite – refer to course descriptions for more information

AP: Advanced Placement

PLTW: Project Lead the Way

TC: Transcribed Credit - please see course description for dual credit course titles

NOTE: 1.0 CVTC credit = 0.25 ECASD high school credit

Registration Guide

- Consult Course Descriptions for course numbers
- Consult Teachers for appropriate selections

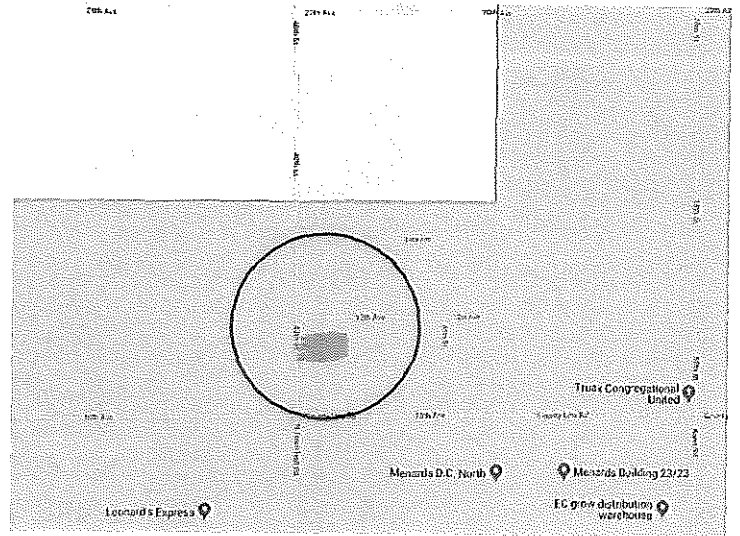
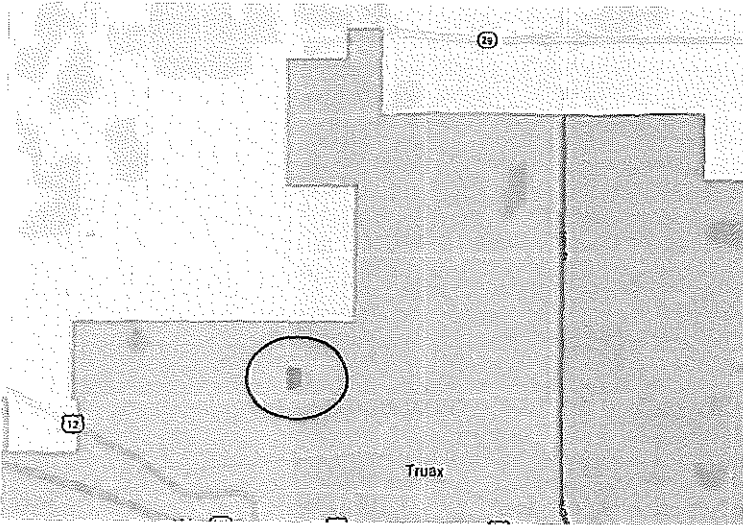
Graduation Requirements	9th	10th	11th	12th
ENGLISH 4.0 credits	1.0 Credit English 9	1.0 Credit English 10	1.0 Credit English 11 AP Lang/Comp AP Lit/Comp	1.0 Credit English 12 AP Lang/Comp AP Lit/Comp
MATH 3.0 credits	1.0 Credit	1.0 Credit	1.0 Credit	1.0 recommended
SCIENCE 3.0 credits	0.5 Credit Earth Science Earth Science	1.0 Credit Life Science Biology	1.0 Credit Physical Science	0.5 Credit Science
SOCIAL STUDIES 3.0 credits	0.5 Credit US History AP US History (1.0 cr) Taken in grades 10-12 Available alternating years	1.0 Credit World Studies AP European History AP Human Geography	0.5 Credit US Government AP US Government (1.0 cr) *required Civics exam	0.5 Credit Economics AP Economics AND
				0.5 Credit Psychology Sociology AP Psychology (1.0 cr)
HEALTH 0.5 credit	0.5 Credit			
PE 1.5 credits	0.5 Credit	0.5 Credit	0.5 Credit	
ELECTIVES				
ALTERNATES	Students MUST register for 3 Alternative Course Choices			
	Required Credits:	Required Credits:	Required Credits:	Required Credits:
	Elective Credits:	Elective Credits:	Elective Credits:	Elective Credits:
	Total Credits:	Total Credits:	Total Credits:	Total Credits:
	6.0 credits minimum	6.0 credits minimum	6.0 credits minimum	5.5 credits minimum

Study halls are automatically added later by the computer to fill empty class periods.

7.0 Credits = no study hall 6.5 credits = study hall one semester 6.0 credits = study hall all year

Eau Claire Area School District map of northwest corner of boundary:

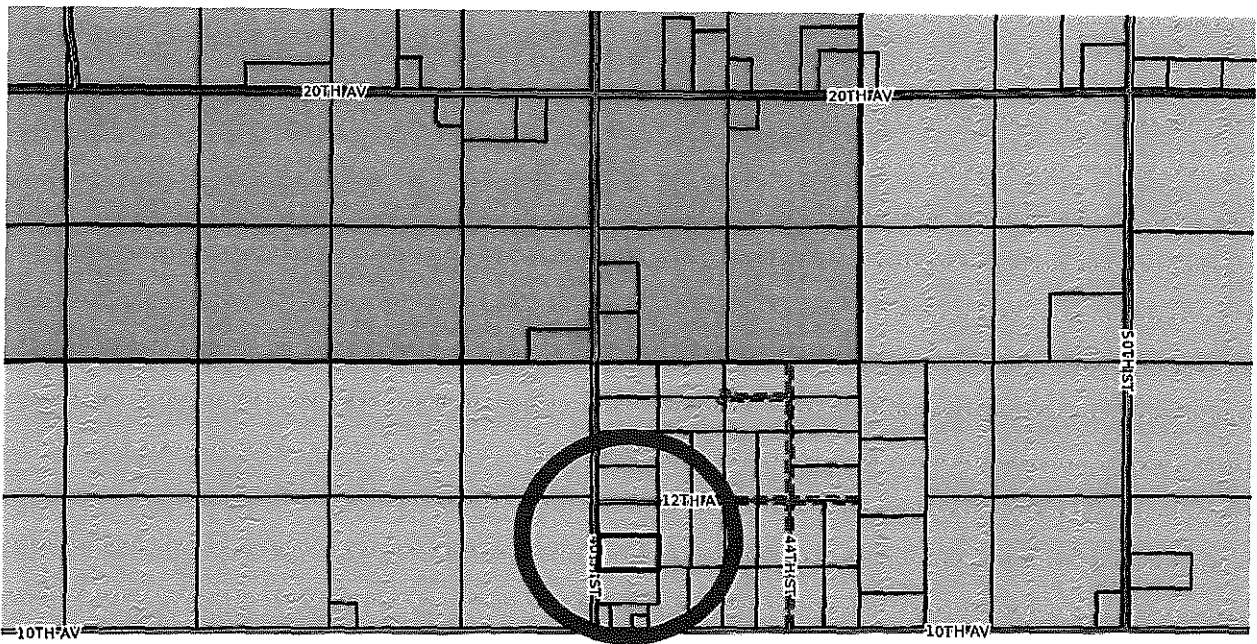
Eau Claire Area School District map of northwest corner of boundary (magnified):



1121 40TH ST EAU CLAIRE, WI 54703 (highlighted in yellow)

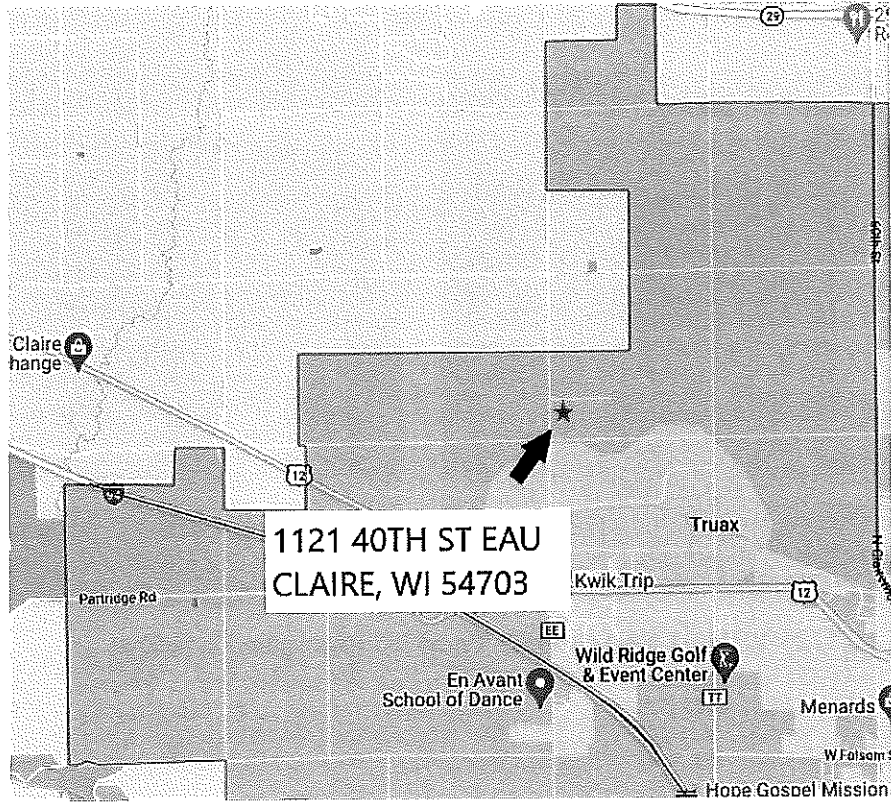
Coral = Elk Mound School District

Orange = Eau Claire, South of 10th Avenue is all Eau Claire School District



Petitioner's property 1121 40TH ST EAU CLAIRE, WI 54703 (outlined in pink)

Eau Claire Area School District map of northwest corner of boundary (alternate view):



Dark green = Eau Claire Area School District

Light green = Elk Mound School District

**MATERIALS
FROM
ATTACHING
DISTRICT**

AFFIDAVIT OF COMPLIANCE WITH STATUTORY
MEETING NOTICE REQUIREMENTS

STATE OF WISCONSIN

DUNN COUNTY

I, Patrick Rende, District Clerk
(Office or Title)

of the Elk Mound Area School District being duly sworn on oath, depose and say that:
on the 17th day of February, 20 22 at approximately (see below)
o'clock I posted or caused to be posted a notice setting forth the time, date, place and subject
matter of said School Board meeting in the following public places:

Posted at:

Time 1:20 pm
Date 2-17-2022

Post Office – Elk Mound
Independence State Bank – Elk Mound
Mound View Elementary School
Elk Mound Middle School
Elk Mound High School

Also sent to:

Mailed on:

Date 2-17-2022

Eau Claire Leader Telegram
Chippewa Herald Telegram
Colfax Messenger - Colfax
Dunn County News - Menomonie
Maverick Media (WEAQ/WAXX –
(Eau Claire)
WMEQ – Eau Claire
Glenwood City Tribune

Patrick Rende
District Clerk

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

WHEREAS, a meeting of the school board of the Elk Mound Area School District was held on February 21, 2022, and

WHEREAS, a petition has been filed with the clerk of the school board, pursuant to s.117.11-13, Wis Stats., proposing (See attached documents for legal description of territory proposed for detachment), and

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

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

Introduced by: Kyle Jensen

Seconded by: Mark Cedarblade

Vote: Yes 7 No 8

Dated this 14 day of February, 2022

 Patrick Rhode Clerk

Elk Mound Area School District

NOTICE OF REGULAR SCHOOL BOARD MEETING

MONDAY, FEBRUARY 21, 2022

7:00 P.M. – High School Board Room

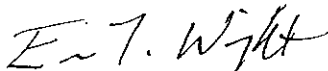
Open Session

1. Call to order
2. Pledge of Allegiance
3. Roll call and Verification of Quorum
4. Verification of proper notice (Compliance with Open Meeting Law Notification (Wis. Stats. 19.84(2))
5. Discuss/Motion of approval of previous meetings(s) minutes
6. Discuss/Motion of approval of bills and vouchers for payment
7. Citizen's forum
 - A. Welcome and Guidelines for Citizen's Forum
 - B. Citizen's Comments
8. Principals' reports: Discussion on activities related to curriculum, activities, goals, events and other student related items
 - A. Discuss/Consideration/Motion of legislative scholarship winner
 - B. Principals will provide update on building goals
9. Superintendent's report/New Business
 - A. Discuss/Motion of auditor's contract proposal for 2021-2022 fiscal year
 - B. Discuss/Motion of potential contracts related to construction and update on construction process
 - C. Discuss/Motion of bus driver retirement
 - D. Discuss/Motion of Resolution of property attachment to the Elk Mound Area School District
 - E. Discuss/Motion of purchasing additional short-range planning items
 - F. Discuss/Motion/Update related to on-site COVID testing and Safe Return to School Plan
 - G. Update on ESSER II expenditures to date
 - H. Discuss/Motion on CESA 10 and CESA 11 services contract for the 2022-2023 school year
 - I. Discuss/Motion of potential cyber security threat assessment
 - J. Discuss/Motion of teacher(s) retirement request
10. W.A.S.B. business
 - A. Legislative report
 - B. Meeting/Workshop reports
 - C. Upcoming meetings/workshops
11. Closed session items

Motion and roll call vote to go into closed session. Pursuant to Wisconsin Statutes 19.85 (1) (c) the Board of Education may move into Closed Session for the purpose of:

 - A. Discuss/Motion of hiring full-time para professional (S. 19.85 (1)(c) of Wis. Statutes)
 - B. Discuss/Motion of hiring assistant high school track coach (S. 19.85 (1)(c) of Wis. Statutes)
 - C. Discussion of specific employment matters which if discussed in public could adversely affect the reputation of the employee involved (S.19.85(1)(c) and (f) of Wis. Statutes)
12. Open session follow up to closed item(s): Discussion and announcement of any action taken in closed if any and if appropriate regarding the following:
 - A. Discuss/Motion of hiring full-time para professional (S. 19.85 (1)(c) of Wis. Statutes)
 - B. Discuss/Motion of hiring assistant high school track coach (S. 19.85 (1)(c) of Wis. Statutes)
 - C. Discussion of specific employment matters which if discussed in public could adversely affect the reputation of the employee involved (S.19.85(1)(c) and (f) of Wis. Statutes)
13. Adjourn

By Direction



Eric T. Wright
Superintendent of Schools

ELK MOUND BOARD OF EDUCATION

Regular Meeting

February 21, 2022

LOCATION: School District Board Room

BOARD MEMBERS: Gary Bodenbug, Mark Cedarblade, Loren Hanson, Kyle Jenson, Mark Oas, Patrick Rhude, and Timothy Sivertson

BOARD OFFICERS: Timothy Sivertson - PRESIDENT
Kyle Jenson – VICE PRESIDENT
Gary Bodenbug – TREASURER
Patrick Rhude – DISTRICT CLERK

ADMINISTRATOR: Eric T. Wright

President Timothy Sivertson called the meeting to order at 7 p.m. Student Representative Olivia Schindler led the reciting of the Pledge of Allegiance. Noting that sufficient members were present for a quorum, all members were present plus Administrator Eric Wright, High School Principal Paul Kling, Middle School Principal Chris Hahn, and Mound View Elementary Principal Eric Hanson.

In compliance with the Open Meeting Law Notification (Wisconsin Statute 19.84(2)), District Clerk Patrick Rhude verified that proper notice of the meeting was posted according to Board-approved policy.

Patrick Rhude/Loren Hanson moved to approve the minutes of the January 17, 2022, Regular School Board Meeting (open and closed sessions). Motion passed unanimously.

Mark Cedarblade/Kyle Jenson moved to approve payroll transfers and payment of Vouchers #73297 through #73391 with no checks voided. There were no manual checks. Motion passed unanimously.

Citizen's Forum – There were no requests.

Mound View Elementary Principal Eric Hanson reported Parent-Teacher Conferences were held February 10 and 17 with near 100 percent turnout. Conferences were held in virtual and in-person formats. Mr. Hanson noted thanks to Ms. Labs for organizing the Valentine's Day activities. A couple of field trips were taken. The 4K Rodeo is planned for March 4. Mr. Hanson acknowledged Mr. Chisholm and community members for organizing activities with the Kids Heart Challenge. The end of the second trimester is March 4. Spring Break is March 14-18. Visitation for five-year-olds is March 25.

Mound View Elementary Principal Eric Hanson gave an update on the progress of building goals at Mound View Elementary.

Middle School Principal Chris Hahn reported the two planned student trips to the Badlands took place. The activity is a reward for appropriate behavior. Mr. Hahn noted thanks to Mr. Lesik and Mr. Chisholm for coaching and thanks to families for supporting the girls basketball athletes. Trentin Spehle won the Annual Spelling Bee Competition of late January and placed sixth overall at the regional competition. The process of scheduling classes for the eighth grade has begun. High School Principal Paul Kling led an eighth grade student and parental/guardian session. The Archery Club, coached by Ms. Erdman, began competitions. The Wrestling season, coached by Mr. Audley, has several meets remaining. Three Middle School teachers attended the State Reading Convention in Milwaukee. The new bus was delivered today. Upcoming events include the Safe Schools Meeting on February 23; Parent-Teacher Conferences (virtual or in-person) on February 24 and March 3; ALICE Training on March 11; Spring Break on March 14-18; and the end of third quarter on April 1.

Middle School Principal Chris Hahn gave an update on the progress of building goals at the Middle School.

Student Representative Olivia Schindler reported the girls basketball program has their first playoff game this Friday, February 25, at home. The boys basketball program has one more game and then their first playoff game on March 4. Archery has had a few meets. Powerlifting had meets on January 22 and February 12 with the State Meet on March 5-6. The Dance Team had Senior Night on February 18 and held camps for Mound View and for Middle School students. Winter Carnival was held with activities on Friday and a dance on Saturday. FFA Week is this week with activities planned for Friday. A Spring Concert is planned for March 3 or 10. Spring sports of track and field, softball, baseball, and golf will begin soon.

High School Principal Paul Kling reported the Inservice of January 24 included a session with Ms. Kongshaug regarding curriculum and curriculum mapping. Ms. Fritz gave a presentation on mental health tools and resources for working with students. Homeroom classes began scheduling classes for the 2022-2023 school year. Winter Carnival went well. The second semester began January 25. The Powerlifting Meet of February 12 was hosted here. Mr. Kling noted thanks to the Powerlifting coaches of Abe Ferguson, Aaron Maves and Taylor Deling. There are many qualifiers for the State Powerlifting Meet of March 5-6. Parent-Teacher Conferences are February 24 and available in virtual and in-person formats. Mr. Goodrich will be available at the conferences for information on CVTC programming. FFA Week is February 21-25. The ACT is planned for March 8 for Junior students. Spring sports will begin the practice portion of their seasons in March.

High School Principal Paul Kling gave an update on the progress of building goals at the High School.

High School Principal Paul Kling presented the candidates in consideration of the Academic Excellence Scholarship (AES) and the Technical Excellence Scholarship (TES).

Patrick Rhude/Loren Hanson moved to award the Academic Excellence Scholarship to Isabella Hollister and to award the Technical Excellence Scholarship to Keagen Lemler. Motion passed unanimously.

Mark Oas/Kyle Jenson moved for approval of CliftonLarsonAllen (CLA Eau Claire) as the firm to audit the school district's 2021-2022 fiscal year financial statements. Motion passed unanimously.

Superintendent Eric Wright gave an update on contracts and construction of the referendum-approved projects. The school district is experiencing issues with product availability. Phase One is nearly complete with some finishing of items to do. Phase Two is underway at the Middle School and High School.

Loren Hanson/Mark Cedarblade moved to accept Karla Jenson's request of retirement as Bus Driver and to thank her for her years of service. Motion passed unanimously.

Ken Books was present regarding a request of property attachment to the Elk Mound Area School District from the Eau Claire Area School District. His (and Kelly Books') children attend school at Elk Mound through open enrollment. Per Wisconsin Statute 117.12(3), the petitioner(s) have an opportunity to speak regarding their request.

Kyle Jenson/Mark Cedarblade moved to authorize the resolution to grant the request of Ken and Kelly Books to attach to the Elk Mound Area School District. Motion passed unanimously.

Superintendent Eric Wright presented information for purchasing additional short-range planning items. Items of consideration include snow removal equipment, replacing the pool cover, Chromebooks, and a floor scrubber.

Mark Oas/Patrick Rhude moved to approve the purchase of additional short-range planning items of snow removal equipment, a pool cover, Chromebooks, and a floor scrubber. Motion passed unanimously.

Superintendent Eric Wright gave an update of onsite COVID testing and the Safe Return to School Plan. The antigen tests arrived today. The number of positive cases in the school district have declined. Mondays have been the day with the highest number of COVID tests taken.

Superintendent Eric Wright reported on the use of ESSER funds. The ESSER 1 funds were used to purchase cleaning and hygiene cleaning items. The ESSER 2 funds were used for full-time substitute teachers, a nurse's aide, curriculum, kits, rentals of hotspots, facial coverings, and a bathroom cleaner for each building. The ESSER 3 funds will be used for an HVAC chiller, curriculum, and science materials.

Kyle Jenson/Gary Bodenborg moved to approve the service contracts with CESA 10 and CESA 11 for the 2022-2023 school year as presented. Motion passed unanimously.

Superintendent Eric Wright presented information regarding cyber security threats.

Kyle Jenson/Loren Hanson moved to authorize the purchase of a cyber security threat assessment at a cost of up to \$10,000. Motion passed unanimously.

Patrick Rhude/Gary Bodenborg moved to approve the retirement request of Kathy Peterson as a Mound View Teacher and to thank her for her years of service. Motion passed unanimously.

Mark Cedarblade/Gary Bodenborg moved to accept the retirement request of Christine Hanson as a Middle School Teacher and to thank her for her years of service. Motion passed unanimously.

WASB Correspondent Gary Bodenborg reported on legislative issued. There are many bills proposed for universities, charter schools, and public schools. A proposed Assembly Bill is to require one credit of personal finance literacy. There is more awareness about sudden cardiac arrest.

There were no meeting or workshop reports given.

Upcoming meetings/workshops include "Board of Education Meetings" on March 21 and April 18; a "Compensation Committee Meeting" to be scheduled, and a "Joint PAC Meeting" at CESA 11 on April 6.

President Timothy Sivertson announced that the Board would adjourn to Closed Session for the purpose of discussing the following:

- A. Discuss/Motion of hiring full-time para professional
(S. 19.85 (1)(c) of Wisconsin Statutes;
- B. Discuss/Motion of hiring assistant high school track coach
(S. 19.85 (1)(c) of Wisconsin Statutes;
- C. Discussion of specific employment matters which, if discussed in public, could adversely affect the reputation of the employee involved
(S. 19.85 (1)(c) and (f) of Wisconsin Statutes.

Kyle Jenson/Mark Cedarblade moved to proceed with Closed Session as announced. The roll call vote to go to Closed Session resulted in: Mark Oas – yes; Kyle Jenson – yes; Timothy Sivertson – yes; Gary Bodenborg – yes; Mark Cedarblade – yes; Loren Hanson – yes; and Patrick Rhude – yes. Motion to Closed Session passed unanimously at 7:0. The temporary end of Open Session was at 8:32 p.m. The agenda states the Board will reconvene into Open Session following the conclusion of Closed Session.

At the conclusion of Closed Session, President Timothy Sivertson called Open Session back to order at 8:53 p.m.

It was announced that hirings approved in Closed Session were Ashley Burger as Full-Time Para Professional and Ryan DeRoeck as Assistant High School Track Coach. There was no action taken on specific employment matters.

Kyle Jenson/Loren Hanson move to adjourn. Motion passed unanimously. Final adjournment of Open Session was at 8:54 p.m.

THIS IS CERTIFIED TO BE THE OFFICIAL MINUTES OF THE ELK
MOUND BOARD OF EDUCATION MEETING HELD ON

February 21, 2022

Date Approved 3-21-22


Patrick Rhude, District Clerk

	A	B	C	D	F	G
1		K	1	2	3	4
2	8:05-8:10	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
3	8:10-8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
4	8:15-8:20					
5	8:20-8:25					
6	8:25-8:30					
7	8:30-8:35					
8	8:35-8:40				LA Target Time	
9	8:40-8:45					
10	8:45-8:50					
11	8:50-8:55					
12	8:55-9:00					Reading/Language Arts
13	9:00-9:05					
14	9:05-9:10		Reading/Language Arts	Reading/Language Arts		
15	9:10-9:15					
16	9:15-9:20					
17	9:20-9:25	LA Target Time				
18	9:25-9:30				Specials	
19	9:30-9:35					
20	9:35-9:40					
21	9:40-9:45					
22	9:45-9:50	Recess	Recess	Recess		
23	9:50-9:55					
24	9:55-10:00					
25	10:00-10:05	Haggerty/Phonemic Awareness				
26	10:05-10:10					
27	10:10-10:15					
28	10:15-10:20	Language Arts				
29	10:20-10:25					
30	10:25-10:30		Specials			
31	10:30-10:35				Reading/Language Arts	
32	10:35-10:40					LA Target Time
33	10:40-10:45					
34	10:45-10:50					
35	10:50-10:55					
36	10:55-11:00					
37	11:00-11:05			LA Target Time		
38	11:05-11:10					
39	11:10-11:15					
40	11:15-11:20					
41	11:20-11:25	Lunch				
42	11:25-11:30					
43	11:30-11:35		Lunch			Specials
44	11:35-11:40					
45	11:40-11:45					
46	11:45-11:50					
47	11:50-11:55			Lunch		
48	11:55-12:00	Rest Time/Choice Alternate				
49	12:00-12:05					
50	12:05-12:10	Math Intervention				
51	12:10-12:15				Lunch	
52	12:15-12:20					
53	12:20-12:25					
54	12:25-12:30					Lunch
55	12:30-12:35					
56	12:35-12:40					
57	12:40-12:45					
58	12:45-12:50		Math Intervention			
59	12:50-12:55					
60	12:55-1:00	Specials				
61	1:00-1:05					
62	1:05-1:10					
63	1:10-1:15					
64	1:15-1:20					
65	1:20-1:25					
66	1:25-1:30			Math Intervention		
67	1:30-1:35					
68	1:35-1:40					
69	1:40-1:45	Recess	Recess	Recess		
70	1:45-1:50					
71	1:50-1:55				Math Intervention	
72	1:55-2:00			Milk Break/Read Aloud		
73	2:00-2:05					
74	2:05-2:10				Milk Break/Read Aloud	Math Intervention
75	2:10-2:15				Flex	
76	2:15-2:20		Milk Break/Snack			
77	2:20-2:25			Specials		
78	2:25-2:30				Science/Social Studies	Science/Social Studies
79	2:30-2:35		LA Target Time			
80	2:35-2:40					
81	2:40-2:45	Milk Show and Tell				
82	2:45-2:50	Additional Puppets				
83	2:50-2:55					
84	2:55-3:00					
85	3:00-3:05					
86	3:05-3:10					

2021-22 Middle School Bell Schedules

5th grade

8:01 - 8:13	TA (12)
8:13 - 9:34	1 st Hour Math / ELA (81)
9:37 - 10:58	2 nd Hour Math / ELA (81)
10:58 - 11:18	3 rd Hour Lunch (20)
11:18 - 11:38	3 rd Hour Recess (20)
11:42 - 12:12	4 th Hour Target Time (30)
12:16 - 12:59	5 th Hour Science/Social Studies (43)
1:02 - 1:45	6 th Hour Science/Social Studies (43)
1:48 - 2:30	7 th Hour Specials (42)
2:33 - 3:15	8 th Hour Specials (42)

6th grade

8:01 - 8:13	TA (12)
8:13 - 9:34	1 st Hour Math / ELA (81)
9:37 - 10:58	2 nd Hour Math / ELA (81)
10:58 - 11:18	3 rd Hour Recess (20)
11:18 - 11:38	3 rd Hour Lunch (20)
11:42 - 12:12	4 th Hour Target Time (30)
12:16 - 12:59	5 th Hour Specials (43)
1:02 - 1:45	6 th Hour Specials (43)
1:48 - 2:30	7 th Hour Science / Social Studies (42)
2:33 - 3:15	8 th Hour Science / Social Studies (42)

7th grade

8:01 - 8:41	1 st Hour SPECIALS (40)
8:44 - 9:24	2 nd Hour SPECIALS (40)
9:27 - 9:45	3 rd TA (18)
9:45 - 11:06	3 rd Hour Math / ELA (81)
11:09 - 11:41	4 th Hour Target Time (32)
11:41 - 12:01	5 th Hour Lunch (20)
12:01 - 12:21	5 th Hour Recess (20)
12:24 - 1:45	6 th Hour Math / ELA (81)
1:48 - 2:30	7 th Hour SS / Science (42)
2:33 - 3:15	8 th Hour SS / Science (42)

8th grade

8:01 - 8:41	1 st Hour SPECIALS (40 min)
8:44 - 9:24	2 nd Hour SPECIALS (40)
9:27 - 9:45	3 rd TA (18)
9:45 - 10:47	3 rd Hour Core 1 (62)
10:50 - 11:06	4A Hour Core 2 (16)
11:09 - 11:41	5 th Hour Target Time (32)
11:41 - 12:01	6 th Hour Recess (20)
12:01 - 12:21	6 th Hour Lunch (20)
12:24 - 1:13	4B Hour Core 2 (49)
1:16 - 2:15	7 th Hour Core 3 (59)
2:18 - 3:15	8 th Hour Core 4 (57)

HS

Teacher	Block	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Aadorff	1A	PREP	PREP	Middle School Exploratory	
	1B				
	2A	Intro to Tech Woods		Intro to Tech Metals	Metals Tech I/Machine Shop II
	2B	Intro to Tech Woods			
	3rd	Intro to Tech Metals	Small Engines I/II	Machine Shop I/Metals Tech II	Intro to Tech Woods
	ME Time	ME Time			
4th	Construction I/II	Cabinet Making	PREP	PREP	
Blaskowski	1A	EMMS			
	1B	EMMS			
	2A	Ceramics I/II		Ceramics I/II	
	2B	Intro to Art		Intro to Art	
	3rd	EMMS			
	ME Time	EMMS			
4th	EMMS				
Currier-Clark	1A	PREP	PREP	PREP	PREP
	1B				
	2A	General Science			
	2B	General Science			
	3rd	General Science			
	ME Time	ME Time			
4th	Biology II		Anatomy & Physiology		
Day	1A	Statistics			
	1B	Statistics			
	2A	Geometry			
	2B	YL Algebra II			
	3rd	Geometry		Geometry	
	ME Time	ME Time	ACT Prep	ACT Prep	ME Time
4th	Geometry		PREP		
Dienger	1A	Middle School Exploratory		Food Science	Landscape Design
	1B	Middle School Exploratory			
	2A	Small Animal Science		Vet Science	
	2B	Large Animal Science		Small Animal Science	
	3rd	Natural Resources	PREP	PREP	Food Science
	ME Time	ME Time			
4th	PREP	Food Science	Biotechnology	PREP	
George	1A	History 10			
	1B	History 10			
	2A	History 10		PREP	PREP
	2B	History 10		PREP	PREP
	3rd	Government	PREP	History 10	
	ME Time	Academic and Career Planning			
4th	PREP	Government	History 10		
Hahn	1A	Middle School Exploratory		Communications	Communications
	1B	Middle School Exploratory			
	2A	Modern Theater		Contemporary Writing	
	2B	AP Literature			
	3rd	Communications	YACN B	PREP	Communications
	ME Time	ME Time			
4th	PREP	PREP	Communications	PREP	
Nerbovig	1A	YL Algebra I			
	1B	YL Algebra I			
	2A	PREP			
	2B	PREP			
	3rd	YL Algebra I			
	ME Time	ME Time			
4th	Intro to Algebra				
Jackson	1A	Reading	Reading	Reading	Reading
	1B	Short Story		Short Story	
	2A	Short Story		Short Story	
	2B	PREP	PREP	PREP	Composition I
	3rd	Media Studies	Composition I	Composition I	PREP
	ME Time	ME Time			
4th	Composition I	Media Studies	Media Studies	Composition I	
	1A	General English		Composition II	
	1B	General English		PREP	

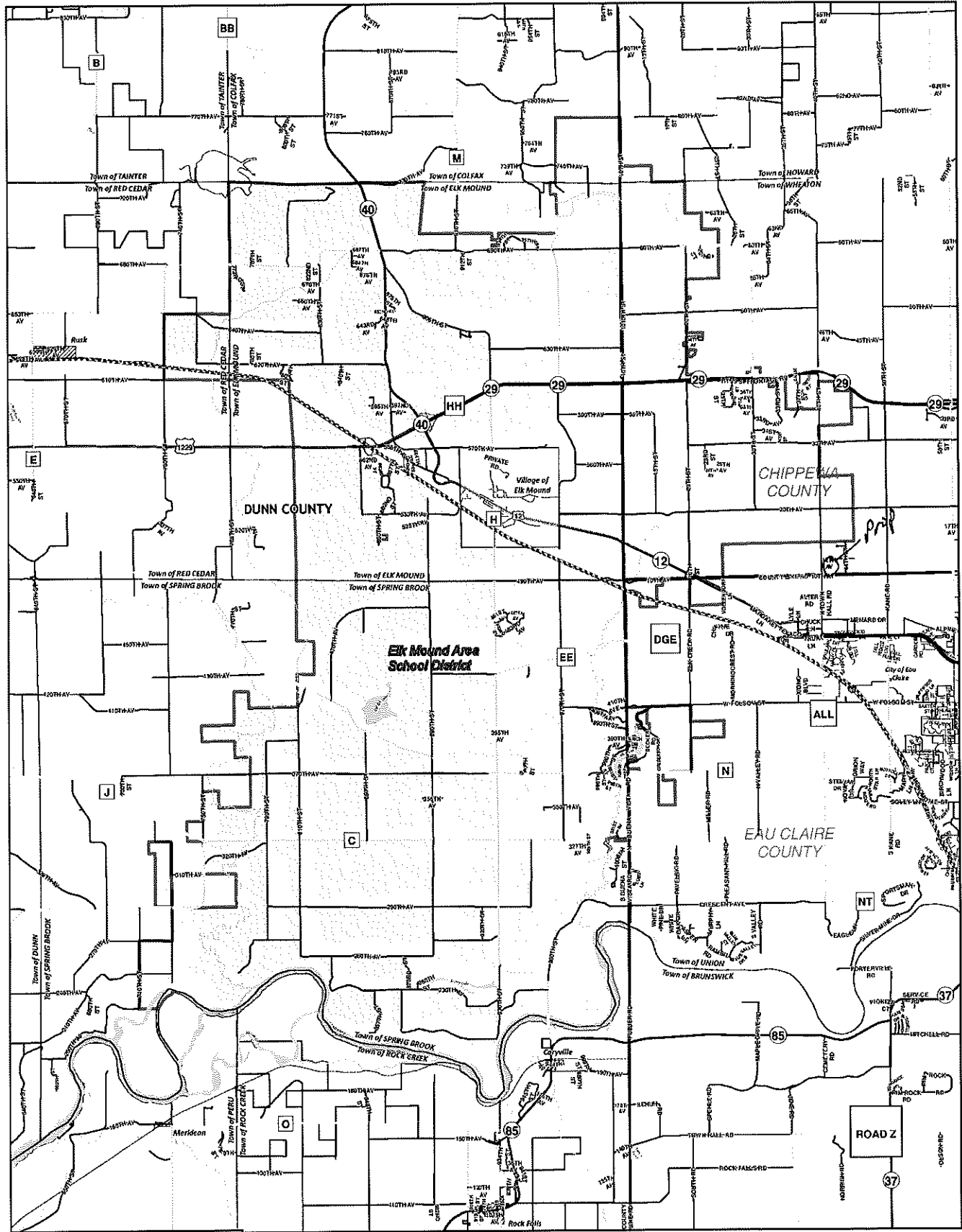
Jones	2A	General English		PREP	
	2B			Composition II	
	3rd	PREP	Nonfiction	General English	
	ME Time	ME Time			
	4th	Advanced Comp II	PREP	General English	
Kallio	1A	Score	Score	Score	Score
	1B				
	2A	Score	Score	Score	Score
	2B				
	3rd	Score	Score	Score	Score
	ME Time	PREP			
	4th	Score	Score	Score	Score
Lew	1A	Behavioral Sciences		History 9	
	1B	World History III		Behavioral Sciences	
	2A	Behavioral Sciences		World History III	
	2B	History 9		Behavioral Sciences	
	3rd	World History II	PREP	History 9	PREP
	ME Time	ME Time			
	4th	PREP	History 9	PREP	World History II
Lundgren	1A	PREP		Middle School Exploratory	
	1B	Cinema and Media Arts			
	2A	Screen Printing		Photography I/II	PREP
	2B	PREP			
	3rd	Photography I/II	Photography I/II	Graphic Design I	Graphic Design II
	ME Time	ME Time			
	4th	Graphic Design	Intro to Digital Animation	PREP	Studio Art I/II
Teacher	Block	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Maenner	1A	Middle School Exploratory		College and Career I	
	1B			Entrepreneurship	
	2A	Principals of Marketing			Financial Literacy
	2B	Yearbook			
	3rd	PREP	College and Career II	Microsoft Office	Financial Literacy
	ME Time	ME Time			
	4th	Financial Literacy	PREP	Financial Literacy	PREP
Murphy/Tilus	1A	EMMS			
	1B	Band 9th/10th	Band 9th/10th	Band 9th/10th	Band 9th/10th
	2A	Band 11th/12th	Band 11th/12th	Band 11th/12th	Band 11th/12th
	2B	Choir	Choir	Choir	Choir
	3rd				
	ME Time	EMMS			
	4th				
Nelson	1A	Chemistry		PREP	PREP
	1B				
	2A	PREP	PREP	Physics	
	2B				
	3rd	Chemistry		Chemistry II	
	ME Time	ME Time			
Powell	4th	General Science			
	1A	General Science			
	1B				
	2A	General Science			
	2B				
	3rd	General Science			
	ME Time	PREP			
Pronschinske	4th	General Science			
	1A	Advanced Algebra I			
	1B	Pre Calculus			
	2A	PREP	PREP	PREP	PREP
	2B				
	3rd	Algebra II		College Algebra	
	ME Time	AP Calculus			
Rostell	4th	Algebra II		Algebra II	
	1A	History of Money and Markets		Current Events	
	1B	Current Events		PREP	
	2A	PREP	PREP	PREP	
	2B			Current Events	

	3rd	Law	YACN A	Creative Writing	Government
	ME Time	ME Time	ACT Prep	ACT Prep	ME Time
	4th	Creative Writing	Law	Government	YACN A
Wesely	1A				
	1B				
	2A	YL Geometry			
	2B	YL Geometry			
	3rd	Algebra I			
	ME Time	ME Time			
	4th	Algebra I			
Rykal	1A	Spanish II			
	1B	Spanish I			
	2A	Spanish I			
	2B	Spanish I			
	3rd	PEP	PREP	PREP	PREP
	ME Time	ME Time			
	4th	Spanish II		Spanish III	
Schiszik	1A	PE Skinny	PE Skinny	Middle School Exploratory	Weight Training
	1B	Health I			
	2A	Health I		Health I	
	2B	PE Skinny	PE Skinny	Health I	
	3rd	Lifetime Sports	Weight Training	PREP	PREP
	ME Time	ME Time			
	4th	PREP	PREP	Weight Training	Lifetime Sports
Stelter	1A	Health II		Health II	Middle School Exploratory
	1B	PREP			
	2A	PREP		PE Skinny	PE Skinny
	2B	Health II		PE Skinny	PE Skinny
	3rd	Health II	Team Sports II	Fitness	PREP
	ME Time	ME Time			
	4th	Team Sports I	Fitness		Team Sports I
Javanovich	1A	Social Skills	Social Skills	Social Skills	Social Skills
	1B	Mathematics	Mathematics	Mathematics/Reading	Mathematics/Reading
	2A	Reading	Reading	Reading	Reading
	2B	Resource	Resource	Reading	Reading
	3rd	PREP	PREP	PREP	PREP
	ME Time	Resource	Resource	Resource	Resource
	4th	Intro to Algebra			
Langreck	1A	Resource	Resource	Resource	Resource
	1B	Writing	Writing	Writing	Writing
	2A	Reading	Reading	Reading	Reading
	2B	Mathematics	Mathematics	Mathematics	Mathematics
	3rd	PREP	PREP	PREP	PREP
	ME Time	Resource	Resource	Resource	Resource
	4th	General Science	General Science	General Science	General Science
Weix	1A	YL Algebra I			
	1B				
	2A	Resource	Resource	Resource	Resource
	2B	Resource	Resource	Resource	Resource
	3rd	YL Algebra I			
	ME Time	Resource	Resource	Resource	Resource
	4th	PREP	PREP	PREP	PREP
Distance Learning	1A	Medical Terminology		Intro to Psychology	
	1B	Intro to Sociology		Intro to Sociology	
	2A				
	2B				
	3rd				
	ME Time				
	4th				



Elk Mound Area School District

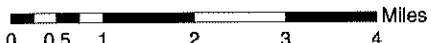
Dunn County, WI



- 194
- US Highway
- State Highway
- County Trunk Highway
- Town Road
- City/Village Road
- State Trail
- Railroad
- Municipality Boundary
- ElkMound2020School
- Unincorporated Areas

Data Sources:
 School District Boundaries: Wisconsin Department of Instruction - Unified School Districts (2020)
 Municipal Boundaries: Wisconsin Legislative Technology Services Bureau - VII Cities, Towns, and Villages (Spring 2018)
 Transportation: Dunn County Land Information (2021), Chippewa County (2017), Eau Claire County (2017)

Disclaimer:
 This map shows the approximate relative location of school district boundaries. This map is provided for informational purposes only and is not intended to be official or authoritative, and the level of accuracy does not support detailed local analysis. This map is not guaranteed to be accurate, correct, current, or complete, and conclusions drawn are the responsibility of the user. The County of Dunn disclaims, and shall not be held liable for, any and all damages, loss or liability, whether direct, indirect, or consequential, that arises or may arise from this product or the use thereof by any person or entity.



Revision date 01/20/2022

MATERIALS FROM DPI FILE

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.

Chronology of Events - Petition for School District Reorganization

School District Boundary Appeal Board Panel- 2021-22

Wisconsin Department of Public Instruction

File # 22-05
 Petitioner(s) Kenneth & Kelly Books
 Detaching District Eau Claire Area
 Attaching District Elk Mound Area

12/9/2021	The detaching district received the petition.
2/7/2022	The school board of the detaching district denied the reorganization.
2/21/2022	The school board of the attaching district approved the reorganization.
3/3/2022	The petitioner was notified about the right to appeal.
3/9/2022	An appeal request was received from the petitioner.
5/23/2022	Date of Appeal Hearing
10:30 AM	Time of Hearing
Virtual-via TEAMS	Location of Hearing
	Hosted in Madison, Wisconsin
4	Number of Students on the Property

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

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

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

Example template
provided by DPI

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

- Provide complete contact information for the person or persons initiating this request for review.
- Submit the request to the Secretary of the School District Boundary Appeal Board (see address below) **BEFORE THE DEADLINE SHOWN ON THE COVER LETTER.**
- Include a check or money order for the amount specified to cover the costs of convening the Board or Appeal Panel. (Section 117.05(9) of the Wisconsin state statutes authorizes the state superintendent to charge a fee to reimburse the costs 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 (the entire page gets copied).
- For more information go http://sms.dpi.wi.gov/sms_rghearn on the Internet or contact Janice Zmrazek, 608/266-2803 Janice.zmrazek@dpi.wi.gov.

INFORMATION PROVIDED BY THE REQUESTER (please print or type)			
Name(s): <i>Kenneth + Kelly Books</i>			
Mailing Address (street, city, zip): <i>1121 40th ST, Eau Claire, WI 54703</i>			
Phone Number	<i>715 874 6414</i>	E-mail Address	<i>books@wvt.net</i>
In which School District is the property located?		<i>Eau Claire</i>	
What is the File # for the Petition?		<i>2022-05</i>	

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

(Use page 2 for additional signatures if there are multiple requesters)	(For each signature)	
SIGNATURE(S) of requester identified above	DATE	Property Owner / Elector
1. <i>[Signature]</i>	<i>03/04/22</i>	
2. <i>[Signature]</i>	<i>03/04/22</i>	

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

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

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

Jill K. Underly, PhD, State Superintendent

Date: March 2, 2022

To: Kenneth and Kelly Books

From: Mark Elworthy, School Administration Consultant
School Financial Services, DPI

Subject: Small Territory Detachment; Right to Appeal – Petition 2022-05

The petition, file 2022-05, to detach property from the Eau Claire Area School District and attach it to the Elk Mound Area School District has been denied. Petitioners whose property detachment requests have been denied have a right to appeal under the provisions of section 117.12(4), Wisconsin statutes.

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

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

Click on the following link to view or print a model appeal application to file for a hearing before the School District Boundary Appeal Panel. The request should be sent to the address noted and must be accompanied by the required filing fee. **The request and required filing fee must be received at the DPI, 125 S. Webster Street in Madison, by 4:30 p.m. on Monday, March 14.** You may wish to consider Priority Mail or in-person delivery to ensure timely arrival. Materials received after March 14 will be returned as not timely.

If you have any questions, feel free to contact me at (608) 266-9534.



WISCONSIN DEPARTMENT OF
Public Instruction

Jill K. Underly, PhD, State Superintendent

Date: March 16, 2022
To: Kenneth & Kelly Books
From: Mark Elworthy, Secretary
School District Boundary Appeal Board (SDBAB)
Subject: Request for SDBAB Review – File 22-05

This memo acknowledges receipt of your request for review by the School District Boundary Appeal Board (SDBAB) of File 22-05, a petition to detach property from the Eau Claire Area School District. We have also received a check in the amount of \$750.00 as the required filing fee.

SDBAB hearings are usually held during April & May so that final orders may be issued by June 15. For us to try to accommodate your schedule, please inform us by Thursday, **March 31** which of the following dates you would be available: April 25, April 26, May 9, May 10, May 11, May 23, and May 24. **NOTE: Hearings may be held in Madison if the GEF 3 office building is open to the public, or held virtually, or cancelled/rescheduled based on governmental instructions related to the COVID-19 virus situation.**

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 the hearing is virtual and you plan to submit such material, please email it to me no later than two days 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 <https://dpi.wi.gov/sfs/school-district-boundary-appeal-board/hearing>. If you have any questions about the hearing or the procedures, please contact me at (608) 266-9534, mark.elworthy@dpi.wi.gov or Kate Lambert at (608) 224-5385, katelynn.lambert@dpi.wi.gov. Materials may be sent to my attention at DPI, P.O. Box 7841, Madison, WI 53707-7841.



WISCONSIN DEPARTMENT OF
Public Instruction

Jill K. Underly, PhD, State Superintendent

Date: March 16, 2022

To: Marquell Johnson, Clerk, Eau Claire Area School District
Patrick Rhude, Clerk, Elk Mound Area School District

From: Mark Elworthy, Secretary
School District Boundary Appeal Board

Subject: School District Boundary Appeal Board Hearing

A request for review of File # 22-05, a petition to detach territory from the Eau Claire Area School District and attach it to the Elk Mound Area School District 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 held from late April through mid-May so that final orders may be issued by June 15. All hearings will be held in Madison and generally take between two and four hours to complete. A representative or representatives from your district may wish to participate. We have identified April 25, April 26, May 9, May 10, May 11, May 23, and May 24 as possible hearing dates. Hearings are generally held between 8:30 am and 4:00 pm, and two or three hearings may be scheduled on the same day. In order for us to try to accommodate the schedule of all participants, please inform us **by March 31** which of the dates a district representative would be available. We will do our best to schedule the hearing for a day that individual 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 of the hearing before the SDBAB appeal panel.

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. Generally this is a two to three page summary - see the enclosed example.
6. School district map indicating location of properties under appeal.

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

The required materials are needed no later than two weeks before the scheduled hearing. Though we have not yet finalized hearing dates your district may wish to assemble the materials described above and submit them as soon as is convenient. Please **submit eight (8) copies** of the requested information collated, **but not stapled**, in the following order:

- A copy of the resolution ... (#1 above)
- A copy of the reorganization order ... (#2 above)
- A copy of the notice ... (#3 above)
- Any written statement of facts ... (#4 above)
- Class schedule or course offerings for relevant school(s) ... (#5 above)
- School district map indicating location of properties under appeal ... (#6 above)

Please send the materials to:

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

Your prompt response will ensure that the panel members will 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.

You may also bring materials on the day of the hearing. If you choose to do so, you must also provide eight (8) copies at that time.

Additional information about the SDBAB panel hearing process can be found at <http://www.dpi.state.wi.us/sms/rghearng.html>. If you have any questions about the hearing or the

Page 3

procedures, please contact me at 608-266-9534, mark.elworthy@dpi.wi.gov or Kate Lambert at 608-224-5385, katelynn.lambert@dpi.wi.gov.

Enclosures

cc: Michael Johnson, Administrator, Eau Claire Area School District
Eric Wright, Administrator, Elk Mound Area School District



WISCONSIN DEPARTMENT OF
Public Instruction

Jill K. Underly, PhD, State Superintendent

February 21, 2022

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

Pursuant to PI 2.05(4), Wis. Admin. Code, I hereby appoint Mark Elworthy secretary of the School District Boundary Appeal Board. In this capacity, Dr. Mark Elworthy will serve as chair of the School District Boundary Appeal Board Panel.

Sincerely,

A handwritten signature in cursive script that reads "Jill Underly".

Jill K. Underly, PhD
State Superintendent



Public Notice of Open Meeting

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

TIME 10:30 a.m. – 12:30 p.m.

DATE 5/23/2022

LOCATION The hearing will be by videoconference on Microsoft Teams
+1 608-620-89781, Conference ID: 545 802 90#

PURPOSE School District Boundary Appeal No. 2022-05

Eau Claire Area School District
Elk Mound Area School District

The School District Boundary Appeal Board will meet to hear testimony and take action on the proposed reorganization of territory, as provided under Wis. Stat. sec. 117.12(4).

FURTHER INFORMATION Mark Elworthy, Secretary
School District Boundary Appeal Board
(608) 266-9534

This meeting site is accessible to persons with physical disabilities. Any person requiring other special accommodations because of a disability should contact Janice Zmrazek at (608) 266-2803 in advance of the hearing date.

Eau Claire-Elk Mound

Section 1: General Info	Eau Claire	Elk Mound
District Type	Unified	Common
Grades Taught	K4-12	K4-12
CESA	10	11

Section 2: 2020-21 Resident Info	Eau Claire	Elk Mound
Summer School FTE	130	11
Pre-K Kind	362	34
Grades 1-12	9772	951

Section 3: 2020-21 Attendance Centers	Eau Claire Centers, Pupils	Elk Mound Centers, Pupils
Elementary	13; 6,303	1; 492
M.S. / Jr. High	3; $1004 + 545 + 841 = 1,386$	1; 344
High Schools	3; $159 + 1595 + 1565 = 3,319$	1; 361
District Total	19, 11,008	3; 1,197

Section 4: 2020-21 Staff Info	Eau Claire	Elk Mound
Licensed Instruction	878	92
Administrative	44	6
Aides/Support/Other	1296	53
District Total	2218	151

Section 5: 2020-21 Membership	Eau Claire	Elk Mound
2020-21 Membership Used for October Aid Certification - Worksheet Column A7	11,968	1,112

Section 6: 2020-21 District Valuation Info	Eau Claire	Elk Mound
Spring 2021 Tax Apportionment Value (TIF-Out Valuation Worksheet Column F1)	7,579,909,599	388,723,840
2021 Value Per FTE Member (using 2020-21 Membership)	633,348	349,572

Section 7: 2020-21 Annual Total Expenditures	Eau Claire	Elk Mound
Fund 10 General	141,693,765.88	13,705,885.89
Fund 30 Debt	7,735,385.02	1,042,285.00
Fund 80 Community Service	609,095.91	0
Total Expenditures (Fund 10 + Fund 30)	149,429,150.90	14,748,170.89
Total Expenditures Per Member (Fund 10 + Fund 30)	12,466.97	13,262.74

Section 8: 2020-21 Equalization Aid	Eau Claire	Elk Mound
Equalization Aid	66,664,242	8,503,323
Equalization Aid Per Member	5,570	7,647
State Share	100.00%	137.00%

Section 9: 2020-21 Fall School Tax Levy	Eau Claire	Elk Mound
Fund 10 General	52,871,038	2,318,111
Non-Referendum Debt	3,132,538	0
Fund 30 Debt Service	3,493,650	1,017,387
Fund 40 Capital Projects Fund	0	0
Fund 80 Community Service	744,782	0
Prior Year Tax Chargebacks	40,363	0
Total Tax Levied (ALL FUNDS)	\$60,282,371	\$3,335,498
Total Tax Levy Rate (Mills)	\$7.44	\$8.21

Section 10: 2020-21 Long Term Indebtedness & Borrowing Power (as of June 30, 2020)	Eau Claire	Elk Mound
Total Potential Borrowing Power		
Long Term Indebtedness	41,030,000	17,650,000
Remaining Borrowing Power		
Percent of Borrowing Power Remaining (%)		
(Using 2020 TIF-IN Valuation)		