

COVER FOR OFFICIAL FILE
SCHOOL DISTRICT BOUNDARY APPEAL BOARD

File No: 2024-16

From: Fall Creek School District

To: School District of Altoona

Appellant(s): Taylor Greenwell/City of Altoona

Address: 1303 Lynn Avenue
Altoona, WI 54720

SDBAB Hearing

Date: Wednesday, May 22, 2024

Time: 10:00 AM

Location: Via Videoconferencing on Microsoft Teams
+1 608-620-9781 , Conference ID: 614 056 739#

School District Boundary Appeal Panel (Board) Members:

1. Wendi Stitzer, CESA 3 (small)
2. Barbara Wuensch, CESA 4 (medium)
3. Barbara Herzog, CESA 6 (large)

Chair: Kathy Fry



Public Notice of Open Meeting

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

TIME 10:00 AM

DATE May 22, 2024

LOCATION Via video conference on Microsoft Teams
+1 608-620-9781, Conference ID: **614 056 739#**

PURPOSE School District Boundary Appeal No. 2024-16

Fall Creek School District
School District of Altoona

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

FURTHER INFORMATION Kathy Fry, Secretary
School District Boundary Appeal Board
(608) 224-5343

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

SDBAB Hearing Agenda

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

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

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

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

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

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

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

SUBCHAPTER II

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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

115.28 General duties. The state superintendent shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SUBCHAPTER II
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chronology of Events – Petition for School District Reorganization

School District Boundary Appeal Board Panel, 2022-23

Wisconsin Department of Public Instruction

File # 2024-16

Petitioner(s) Taylor Greenwell/City of Altoona

Detaching District Fall Creek School District

Attaching District School District of Altoona

1/15/2024	The detaching district received the petition.
2/19/2024	The school board of the attaching district approved the reorganization.
2/19/2024	The school board of the detaching district denied the reorganization.
2/20/2024	The petitioner was notified about the right to appeal.
3/12/2024	An appeal request was received from the petitioner.
5/22/2024	Date of Appeal Hearing
10:00 AM	Time of Hearing
Virtual via Teams	Location of Hearing
	Hosted in Madison, Wisconsin
0	Number of Students on the Property

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

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

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

**MATERIALS
FROM
PETITIONER**

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

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

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

Petitioner Name(s) Taylor Greenwell

Address (street, city, zip) 1303 Lynn Avenue, Altoona, WI 54702

Phone Number 534-444-5430

E-mail - taylorg@ci.altoona.wi.us

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:

Eau Claire County Parcels 024110506020; 024110504000; 024110301000

Described in Exhibit B and visually illustrated in Exhibit C attached hereto.

(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 Fall Creek School District and to attach it **TO** the Altoona School District.

(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)			
SIGNATURE(S)		DATE	Property Owner	Elector	Both Owner and Elector
1.	<i>Taylor Greenwell (Taylor Greenwell)</i>	1/15/24	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
School District where territory is located	<u>Fall Creek</u>	Value of Property	<u>\$ 0.00</u>
Municipality where territory is located	<u>Altoona</u>	Year Value was Determined	<u>2023</u>
County where territory is located	<u>Eau Claire</u>	Assessment Ratio	<u>.907065715</u>

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

SIGNATURE OF MUNICIPAL CLERK <i>Cynthia M. Bauer</i>		Date: <u>1/15/2024</u>
Name of Clerk (please print)	<u>Cynthia M. Bauer</u>	
Mailing Address	<u>1303 Lynn Ave, Altoona, WI 54720</u>	
Phone Number	<u>715-839-6092</u>	E-mail Address <u>cindyb@ci.altoona.wi.us</u> <u>cindyb@ci.altoona.wi.us</u>

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

District receiving petition	<u>Fall Creek School District</u>	Date received	<u>1-15-2024</u>
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 rd Friday in September or 2 nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>0</u>
Name of School District Clerk (please print)	<u>Courtney Kneiff</u>	Phone	<u>715-877-1001</u>
SIGNATURE OF SCHOOL DISTRICT CLERK <i>Courtney Kneiff</i>			

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

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

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

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

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

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

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
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Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

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

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

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

INFORMATION PROVIDED BY THE REQUESTER (please print or type)				RECEIVED
Name(s): Taylor Greenwell				MAR 12 2024
Mailing Address (street, city, zip): 1303 Lynn Avenue, Altoona, WI 54720				
Phone Number	715-225-4211	E-mail Address	taylorg@ci.altoona.wi.us	BUSINESS OFFICE
In which School District is the property located?		Fall Creek School District		
What is the File # for the Petition?		File 2024-16		

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

(Use page 2 for additional signatures if there are multiple requesters)	(For each signature check one)			
SIGNATURE(S) of requester identified above	DATE	Property Owner	Elector	Both Owner and Elector
1.	2/28/24	x		
2.				

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

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

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

CERTIFICATE OF TRUE COPY – PETITIONS

State of Wisconsin)

) ss

Eau Claire County)

I, Courtney Kneifl, clerk of the Fall Creek School District, hereby certify that I have carefully compared the attached copy of the petition to alter school district boundaries made and filed by City of Altoona on January 15, 2024, with the original which is now on file in the district office of the Fall Creek School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 15th day of January, 2024

 Clerk
Fall Creek School District

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

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

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

Petitioner Name(s) Taylor Greenwell

Address (street, city, zip) 1303 Lynn Avenue, Altoona, WI 54702

Phone Number 534-444-5430

E-mail – taylorg@ci.altoona.wi.us

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:

Eau Claire County Parcels 024110506020; 024110504000; 024110301000

Described in Exhibit B and visually illustrated in Exhibit C attached hereto.

(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 Fall Creek School District and to attach it TO the Altoona School District.

(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)			
SIGNATURE(S)		DATE	Property Owner	Elector	Both Owner and Elector
1.	<i>Taylor Greenwell (Taylor Greenwell)</i>	1/15/24	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
School District where territory is located	<u>Fall Creek</u>	Value of Property	<u>\$0.00</u>
Municipality where territory is located	<u>Altoona</u>	Year Value was Determined	<u>2023</u>
County where territory is located	<u>Eau Claire</u>	Assessment Ratio	<u>.907065715</u>

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

SIGNATURE OF MUNICIPAL CLERK	<i>Cynthia M. Bauer</i>	Date:	<u>1/15/2024</u>
Name of Clerk (please print)	<u>Cynthia M. Bauer</u>		
Mailing Address	<u>1303 Lynn Ave, Altoona, WI 54720</u>		
Phone Number	<u>715-839-6092</u>	E-mail Address	<u>cindyb@ci.altoona.wi.us</u> <u>cindyb@ci.altoona.wi.us</u>

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

District receiving petition	<u>Fall Creek School District</u>	Date received	<u>1-15-2024</u>
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 rd Friday in September or 2 nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>0</u>
Name of School District Clerk (please print)	<u>Courtney Kneiff</u>	Phone	<u>715-877-1001</u>
SIGNATURE OF SCHOOL DISTRICT CLERK		<i>Courtney Kneiff</i>	

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

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

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

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

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

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

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
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Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

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

TO: Fall Creek School District
c/o Courtney Kneifl, Clerk
242 E Hoover Avenue
Fall Creek, WI 54742

FROM: Taylor Greenwell, AICP, Planning Director

RE: School District Detachment and Attachment of Small Territory

The City of Altoona purchased approximately 83 acres located east of the city at the intersection of Nine Mile Creek Road and Highway 12 in 2020. The City purchased the property to facilitate the orderly future development of the land of the character and timing preferred by the city. The city has an active petition to annex territory to the city that includes these properties (WI DOA File 14476).

Per WI Stats. § 117.12 the City of Altoona is petitioning the Fall Creek School District to detach the property the City owns and attach it to the School District of Altoona. The territory currently has zero dwellings, residents or pupils. The City Council directed staff to proceed with the appeal during its January 13, 2022 meeting.

The property lies approximately 0.9 miles east of the Altoona Elementary School. The City believes it is in the best interest of the city, district, and future residents for the property to be served by the School District of Altoona due to proximity.

The completed WI DPI petition form is enclosed as Exhibit A. The survey description of each parcel is attached at Exhibit B and two illustrations depicting the location of the territory is attached as Exhibit C.

Best

Taylor Greenwell, AICP
Planning Director

Enclosed:

- Exhibit A: WI Department of Public Instruction Sample Form: Petition to Alter School District Boundaires
- Exhibit B: Survey Description of Property
- Exhibit C: Illustrations of Property

EXHIBIT B: Survey Description of Property

Eau Claire County Parcel # 024110506020

THAT PRT OF THE NW-SE LYG N OF USH 12 CONT 21.37 AC M/L

Eau Claire County Parcel # 024110504000

NE-SE EX E 58 RDS LYG S OF HWY ALSO EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH S1*46'12"W 1280.71' TH N74*38'20"W 51.44' TH N1*46'12"E 600.02' TH N88*13'48"W 200' TH N1*46'24"E 1889.97' TH ALG CHORD S81*13'16"E 197.71' TH S82*12'04"E 54.06' TH S1*46'30"W 1191.57' TO POB, EX THAT PRT LYG S OF HWY, EX HWY

Eau Claire County Parcel # 024110301000

SE-NE EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH S1*46'12"W 1280.71' TH N74*38'20"W 51.44' TH N1*46'12"E 600.02' TH N88*13'48"W 200' TH N1*46'24"E 1889.97' TH ALG CHORD S81*13'16"E 197.71' TH S82*12'04"E 54.06' TH S1*46'30"W 1191.57' TO POB EX RR R/W EX PRT OF SD 40 LYG N OF RR R/W

EXHIBIT C: Illustration of Property (1 of 2)

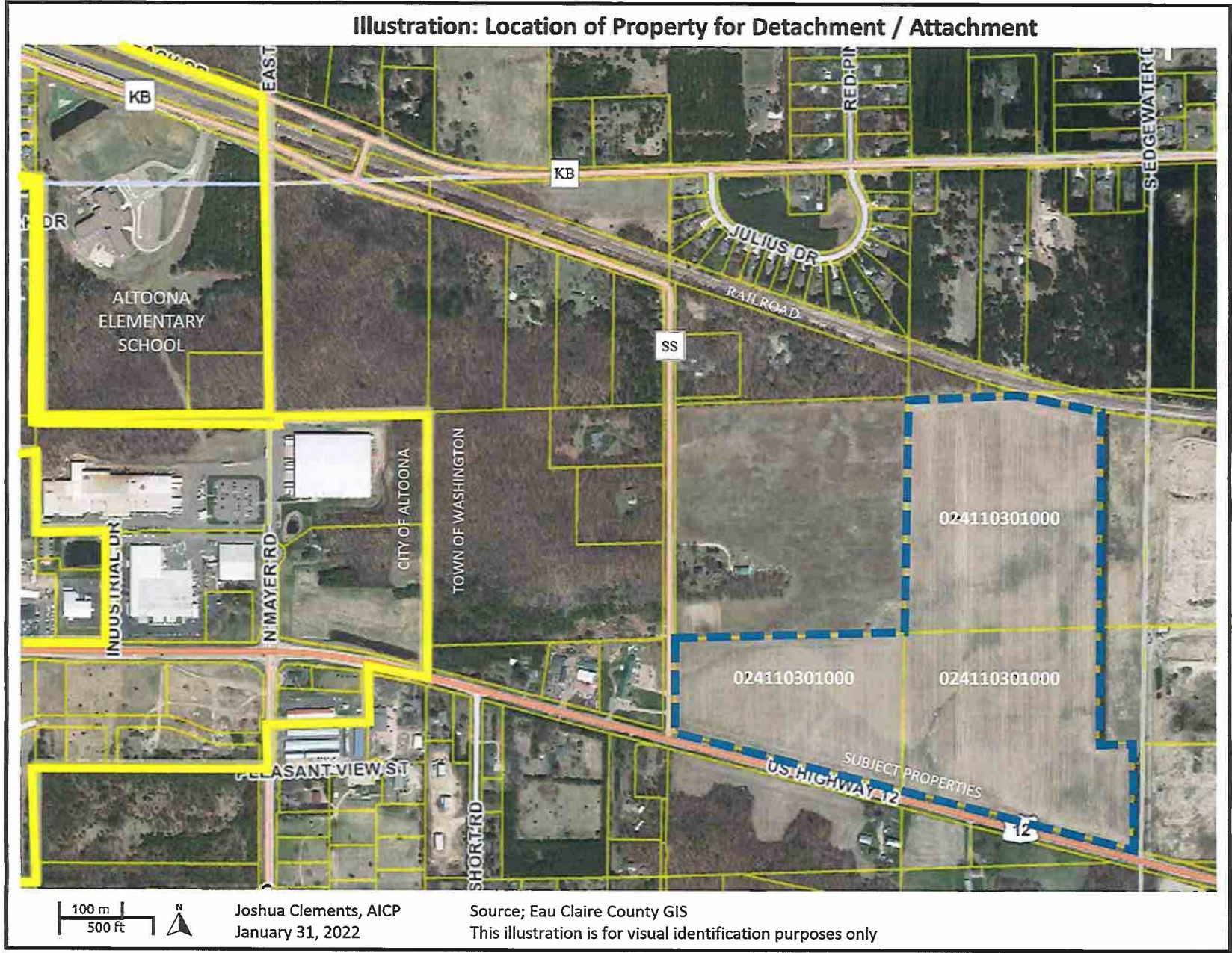
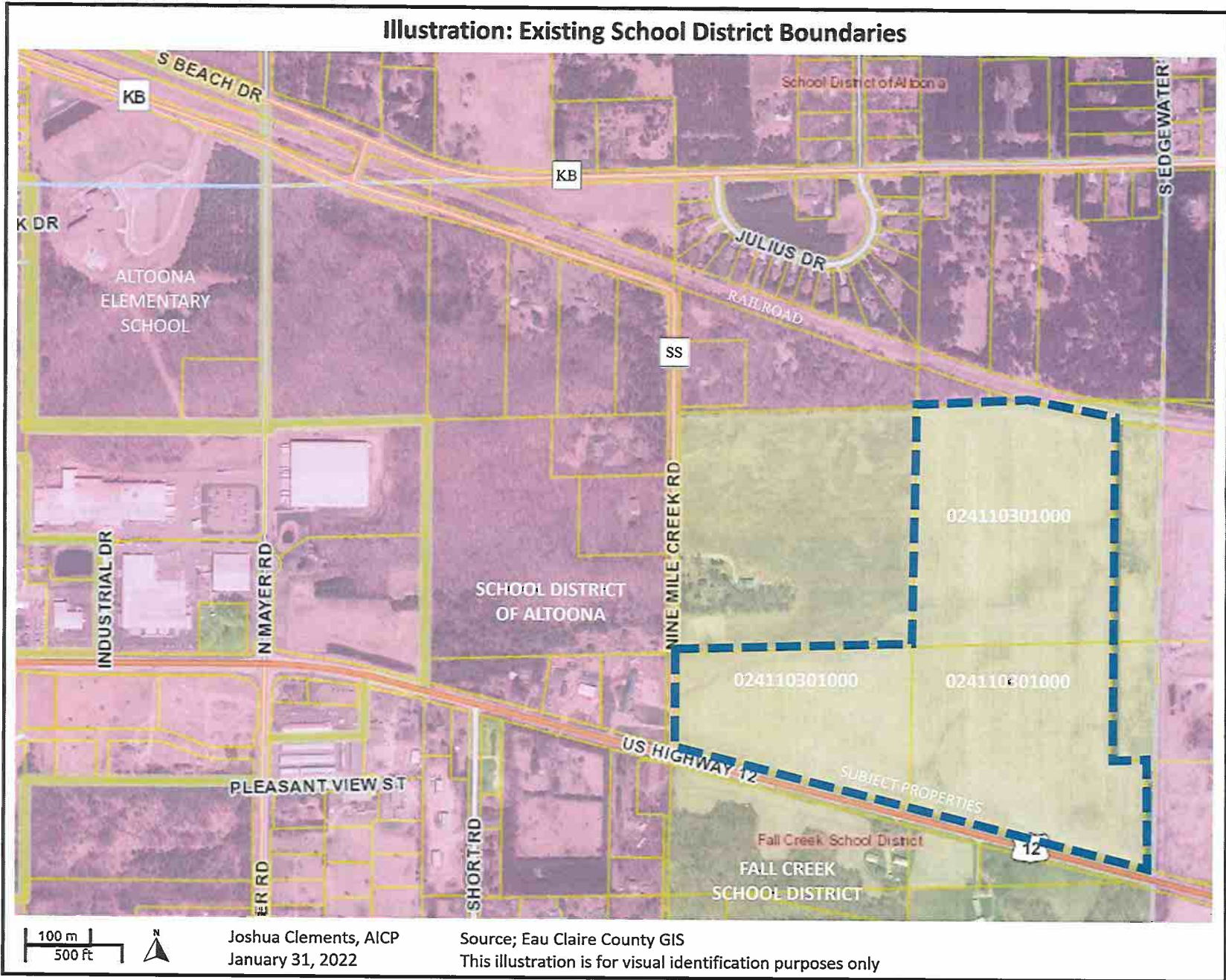


EXHIBIT C: Illustration of Property (2 of 2)



School District Boundary

Appeal Board Hearing

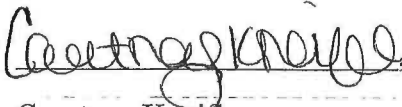
File # 2024-16

Fall Creek School District

Submitted Information

NOTICE OF HEARING
PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES
February 19, 2024

Notice is hereby given that Pursuant to Ch. 117, Wis. Stats., the Fall Creek School District will hold a public hearing on the petition of City of Altoona to detach property from the Fall Creek School District and to attach it to the Altoona School District. This hearing will be held on February 19, 2024 during the Regular School Board Meeting, which begins at 6:00pm, in the Fall Creek District Board Room, at 336 E. Hoover Avenue, Fall Creek, WI.

 Clerk

Courtney Kneif

Fall Creek School District

SCHOOL DISTRICT OF FALL CREEK REGULAR BOARD MEETING
Monday February 19, 2024 6:00 P.M.
District Conference Room
AGENDA

- I. Call to order
 - A. Pledge of Allegiance
 - B. Roll call
 - C. Acknowledge notification of meeting
 - D. Approval of Agenda
 - E. Report next meeting dates
 - February 26, 2024 – Special Bd Meeting – 6:00 P.M.
 - March 18, 2024 – Regular Bd Meeting – 6:00 P.M.
 - April 15, 2024 – Regular Bd Meeting – 6:00 P.M.
 - April 29, 2024 – Special Bd Meeting – 6:00P.M.
 - September 23, 2024 - Annual Meeting – 6:00 P.M
- II. Student Highlights
- III. General Public Address to Board of Education
- IV. Consent Agenda
 - A. Minutes of Regular Bd. Meeting of January 15, 2024
 - B. Minutes of Executive Session of Bd Meeting of January 15, 2024
 - C. Minutes of Special Bd Meeting of January 22, 2024
 - D. Financial Statement dated January 2024
 - E. Approval of Monthly Receipts and Checks
 - F. Student Activity Account Receipts and Checks
 - G. Consideration of Accepting a High School Football Coaching Resignation
 - H. Consideration of Accepting a High School Assistant Cross Country Coach
 - I. Consideration of Accepting the Spirit Card Donation from Unity Bank
- V. Staff Reports
 - A. Facility and Transportation Committee Meeting Report
- VI. Administrative Reports/Board Action
 - A. Personnel
 - 1. Consideration of Retirement Request(s)
 - B. Business and Finance
 - 1. January Membership Counts
 - 2. Preliminary Budget Reductions/Enhancements and Program/Staffing Planning Recommendations for 2024-2025
 - 3. Consideration of Adding a Middle School Counselor Position to begin with the 2024-2025 School Year.
 - 4. Consideration of Changing the Middle School Structure beginning in the 2024-2025 School Year to include 5th Grade
 - 5. Consideration of Awarding a Bus Bid
 - 6. Consideration of CESA 10 Services Contract for 2024-2025
 - 7. Consideration of CESA 10 Environmental Health and Safety Program Contract
 - C. Policy and Legislation
 - 1. Consideration of approving the Series 0000 Bylaw Policies with the Adoption of these policies at a future meeting. (2nd Reading)
 - 2. Consideration of approving the Series 1000 Administration Policies with the Adoption of these policies at a future meeting. (2nd Reading)
 - D. Planning
 - 1. Review of Summer School Offerings
 - 2. Consideration of Approval of the 2024-2028 District Library Plan
 - 3. Stadium Renovation Update
- VII. Announcements by Administration
 - A. Elementary Mini Sessions
 - B. Middle School Showcase
 - C. Winter Sports Playoffs
 - D. CVTC Academies
 - E. Music Celebrations
- VIII. Announcements by Board of Education
 - A. WASB/WASDA/WASBO Joint Convention- January 17-19 in Milwaukee
- IX. Land Detachment Hearings
 - A. Hearing 1 on the Petition to Alter School District Boundaries (City of Altoona)
 - B. Hearing 2 on the Petition to Alter School District Boundaries (Brianna Nichols)
 - C. Hearing 3 on the Petition to Alter School District Boundaries (Amber & Tanner Brunschmid)
- X. Convene to Executive Session as per Chapter 19.85 (1)(c)(e) Wisconsin Statutes
 - A. Personnel
 - 1. Discussion on Hiring Recommendation for Positions in the District Mr. Kohlhepp will discuss with the Board the recommendation he is making for positions in the District
 - 2. Teacher Negotiations Update
 - 3. Support Staff Negotiations Update
- XI. Reconvene to Open Session
 - A. Clerk Report of any Action Taken in Executive Session
- XII. Administrative Reports/Board Action
 - A. Personnel
 - 1. Consideration of Hiring a Middle School Football Coach
 - 2. Consideration of Approval of the Certified Staff Base Wage Contract
- XIII. Adjourn

The Hearing 1 on the City of Altoona Petition to Alter School District Boundaries was called to order by President Wright at approximately 7:01 P.M. in the District Conference Room. Board Members present were Brock Wright, Amy Kurtz, Courtney Kneifl, Jill Geske and Eric Ryan. Also present were Brad Ceranski and Teresa Reetz. Proponent of the Petition, Taylor Greenwell was present.

President Wright was identified as the Chairperson of the hearing.

Motion by Mrs. Kneifl and seconded by Mr. Ryan to have Teresa Reetz be the secretary for this hearing. Motion carried on a roll call vote 5-0.

Notice of the Hearing was read.

Introduction of the Board Members was conducted: Brock Wright, Amy Kurtz, Courtney Kneifl, Jill Geske and Eric Ryan.

President/Chairperson Wright stated the statutory basis for making a decision was included in the Board Booklet.

President/Chairperson Wright gave an overview of the petition.

President/Chairperson Wright stated the rules of this hearing.

Taylor Greenwell, AICP Planning Director for the City of Altoona, 1211 Summit Street, Eau Claire, WI gave reasons for altering the school district boundaries.

Brad Ceranski, Superintendent of the Fall Creek School District residing at 425 S. Victory Street, Fall Creek, WI 54742 gave reasons against altering the school district boundaries.

No additional information was presented from the proponents of the petition for altering the school district boundaries.

No additional information was presented from the opponents of the petition to alter the school district boundaries.

President/Chairperson Wright closed the public presentations.

Motion by Mrs. Kneifl and seconded by Ms. Geske to deny the transfer of the territory described in the petition. That the reorganization requested in the petition filed on January 15, 2024 by the City of Altoona, to detach territory described in said petition from the School District of Fall Creek and to attach it to the School District of Altoona be denied and that said petition be dismissed. Motion carried on a roll call vote 5-0.

Motion by Mrs. Kneifl and seconded by Mrs. Kurtz to adopt a resolution authorizing issuance of an order of denial. Motion carried on a roll call vote 5-0.

Motion by Mrs. Kneifl and seconded by Mr. Ryan to adjourn the hearing at approximately, 7:09pm. Motion carried on a roll call vote 5-0.



Courtney Kneifl, Board Clerk

CERTIFICATE OF TRUE COPY
School Board Resolution

State of Wisconsin)
)ss
Eau Claire County)

I, Teresa Reetz, secretary of the meeting of the Fall Creek School District, following a school board vote for the purpose of adopting a resolution, hereby certify that I have carefully compared the attached copy of the :

- Resolution Altering School District Boundaries
- Resolution of Denial
(check one)

made and filed by said school board on February 19, 2024, with the original which is now on file in the district office of Fall Creek School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 19th day of February, 2024.

 _____, Secretary
Teresa Reetz
Fall Creek School District

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

WHEREAS, a meeting of the school board of the Fall Creek School District was held on February 19, 2024, and

WHEREAS, a petition has been filed with the clerk of the school board, pursuant to s. 117.11-13, Wis Stats., proposing City of Altoona, owning property: **Eau Claire County Parcel# 024110506020**: THAT PRT OF THE NW-SE LYG N OF USH 12 CONT 21.37 AC M/L. **AND Eau Claire County Parcel # 024110504000**: NE-SE EX E 58 RDS LYG S OF HWY ALSO EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH S1 *46'12"W 1280.71' TH N74*38'20"11W 51.44' TH NI *46'12"E 600.02' TH N88*13'48"W 200' TH NI *46'24"E 1889.97' TH ALG CHORD S81 *13'16"E 197.71' TH 582*12'04"E 54.06' TH S1 *46'30"W 1191.57' TO POB, EX THAT PRT LYG S OF HWY, EX HWY. **AND Eau Claire County Parcel # 024110301000**: SE-NE EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH S1 *46'12"W 1280.71' TH N74*38'20"W 51.44' TH NI *46'12"E 600.02' TH N88*13'48"W 200' TH NI *46'24"E 1889.97' TH ALG CHORD S81 *13'16"E 197.71' TH S82*12'04"E 54.06' TH S1 *46'30"W 1191.57' TO POB EX RR R/W EX PRT OF SD 40 LYG N OF RR R/W filed a petition to detach this territory FROM the Fall Creek School District and to attach it TO the Altoona School District., and

WHEREAS, a public hearing has been held on the proposed reorganization by the school board pursuant to s. 117.1-13, Wis Stats.,

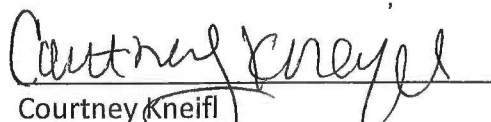
NOW, THEREFORE, BE IT RESOLVED that an order be issued and filed denying the petition upon which said hearing has been held.

Introduced by: Courtney Kneifl

Seconded by: Amy Kurtz

Vote: Yes 5 No 0

Dated this 19th day of February, 2024.


_____, Board Clerk
Courtney Kneifl
Fall Creek School District

CERTIFICATE OF TRUE COPY
School Board Order

State of Wisconsin)
)ss
Eau Claire County)

I, Teresa Reetz, secretary of the meeting of the Fall Creek School District, following a school board vote for the purpose of adopting a resolution, hereby certify that I have carefully compared the attached copy of the :

- Order Altering School District Boundaries
- Order of Denial
(check one)

made and filed by said school board on February 19, 2024, with the original which is now on file in the district office of Fall Creek School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 19th day of February, 2024.


_____, Secretary
Teresa Reetz
Fall Creek School District

**SCHOOL BOARD OF
FALL CREEK SCHOOL DISTRICT
ORDER OF DENIAL**

The school Board of the Fall Creek School District, under the authority of Ch. 117, Wis Stats., and in compliance with a resolution adopted at a meeting of the school board held at Fall Creek School District Office, 336 E. Hoover Ave, Fall Creek, WI 54742 at 7:01 p.m. on the 19th day of February, 2024, hereby order that the action requested in the petition upon which the hearing was held be denied. The petition requested that the following described territory, to wit Eau Claire County Parcel# 024110506020: THAT PRT OF THE NW-SE LYG N OF USH 12 CONT 21.37 AC M/L. AND Eau Claire County Parcel # 024110504000: NE-SE EX E 58 RDS LYG S OF HWY ALSO EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH S1 *46'12"W 1280.71' TH N74*38'20"11W 51.44' TH NI *46'12"E 600.02' TH N88*13'48"W 200' TH NI *46'24"E 1889.97' TH ALG CHORD S81 *13'16"E 197.71' TH 582*12'04"E 54.06' TH S1 *46'30"W 1191.57' TO POB, EX THAT PRT LYG S OF HWY, EX HWY. AND Eau Claire County Parcel # 024110301000: SE-NE EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH S1 *46'12"W 1280.71' TH N74*38'20"W 51.44' TH NI *46'12"E 600.02' TH N88*13'48"W 200' TH NI *46'24"E 1889.97' TH ALG CHORD S81 *13'16"E 197.71' TH S82*12'04"E 54.06' TH S1 *46'30"W 1191.57' TO POB EX RR R/W EX PRT OF SD 40 LYG N OF RR R/W be detached from the Fall Creek School District and said described territory attached to the Altoona School District.

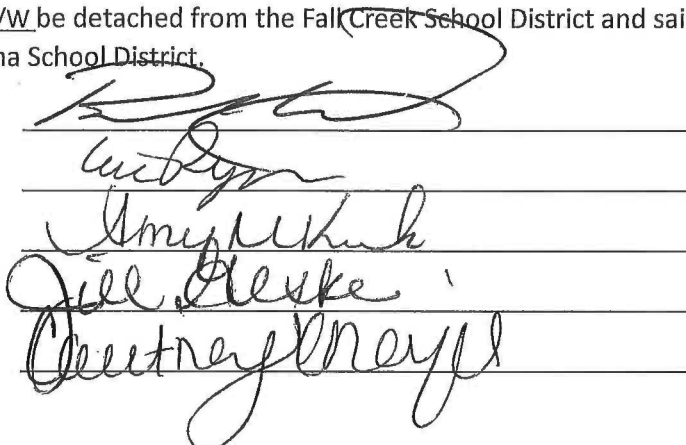
Brock Wright

Eric Ryan

Amy Kurtz

Jill Geske

Courtney Kneifl



Date: February 19, 2024

Fall Creek School District

Order received by School District Boundary Appeal Board on _____, 20__.

_____, Secretary, School District Boundary Appeal Board

NOTE: Within five (5) days after this order is made, a certified true copy of the order must be filed with:
Secretary, School District Boundary Appeal Board
Department of Public Instruction
PO Box 7841
Madison, WI 53707-7841



Dear Board Members,

This matter is before you on a petition from the City of Altoona (“Petitioner” or “City”) to detach a parcel of land from the Fall Creek School District and attach it to the Altoona School District. The School District Boundary Appeal Board is well aware of the criteria set forth in Wis. Stat. § 117.15 but it should note, in this case, that the Petitioner’s argument for detachment does not address any of the criteria but rather, relies solely upon the municipal boundaries of the City in support of Petitioner’s request. Obviously, such an argument fails to address the mandatory statutory criteria for this Board’s determination.

The Fall Creek School District presents this narrative evaluation of the factors this Board must consider in this appeal:

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.*

The subject parcel of land is situated along US Highway 12 at the eastern edge of the boundary between the City and Town of Washington, Eau Claire County. US Highway 12 leads directly east to the Village of Fall Creek, where the Fall Creek Schools are located and directly west to Altoona, where the Altoona Schools are located. The travel time to Altoona High School, Middle School, and Intermediate School is 6 minutes and Altoona Elementary School is 2 minutes. The travel time to all Fall Creek Schools is 9 minutes. The difference of between 3 and 7 minutes is minimal in light of the ease of travel between the subject school facilities.

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

The programming in both schools is similar. The Fall Creek School District is able to meet the needs of all children presently residing in the district. The Fall Creek School District is committed to meeting the needs of all students and educational programming. A review of the DPI report cards for the Altoona School District and Fall Creek School district demonstrate similar levels of achievement and ability to meet the needs of students with the Fall Creek School District achieving an overall score of 73.3 and the Altoona School District achieving an overall score of 71.9. This Board should, however, note that the Fall Creek School District is not at or over capacity at this time while the Altoona School District has increased in enrollment from 1570 students in the 2016-2017 school year when the new Altoona Elementary School opened to 1891 in the 2022-2023 school year – resulting in capacity concerns which were cited as a reason for an April 4, 2023, referendum to acquire additional facility space, which was ultimately unsuccessful. Detaching the subject parcel from the Fall Creek School District and attaching it to the Altoona School District has the potential for exacerbating the Altoona School District’s capacity issues.

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.*

No effect. Both school districts offer similar curricular and extracurricular offerings and most sports programs at both High Schools compete in the Cloverbelt athletics conference, meaning travel to and from most extracurricular events would be to the same or similar conference locations.

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

None. No residents have provided testimony or filed written statements supporting the detachment from the School District of Fall Creek.

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

At this time, there is no development on the property, which is owned by the City. Accordingly, there are not residents nor students residing on the property. However, the Fall Creek School District is aware that the City plans to develop the property for mixed residential and commercial use, which would create a significant fiscal impact to the Fall Creek School District. The City of Altoona has adopted a plan for the parcel and surrounding properties, which it calls the "East Neighborhood Residential Development Plan." According to that plan, the City plans to use the land for "Commercial, employment, and institutional uses," and single-family and multi-family housing. Much of the housing, according to the plan is to be located on the subject parcel. Assuming 50 homes are located on the subject parcel, with two children each, the potential revenue to the Fall Creek School District is estimated at approximately \$1,000,000 per year. The Fall Creek School District has an overall budget of approximately \$9,000,000 per year. Accordingly, the detachment of the parcel has the potential effect to the Fall Creek School District of 10% of the anticipated overall annual budget upon completion of the City's development project.

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

The proposed reorganization would create two non-contiguous parcels which would be a part of the Fall Creek School District. The first would be the 40-acre parcel located in the northwest of the subject parcel and the second consists of two separate parcels totaling approximately 11.5 acres northeast of the subject parcel. The proposed reorganization would not eliminate any noncontiguous territories.

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.

The property is currently undeveloped and unpopulated. While the City has developed a plan for housing on the subject property, the population makeup which would inhabit such housing is currently unknown. Nonetheless, the composition of both school districts are presently similar with the Fall Creek School District being comprised of 14.6% students with disabilities and 27.7% economically disadvantaged and the Altoona School District being 17.2% students with disabilities and 36.1% economically disadvantaged.

Additional Comments:

The Board should note, as mentioned above, that this parcel is currently undeveloped. While there are current plans to develop the parcel, the City has not indicated a timeline and does not even own all of the parcels which are the subject of its plan. It is entirely speculative at this time as to what types of housing, if any housing at all, is to be built on this property and so it would be speculative as to whether either of the subject school districts would best serve the future residents of this parcel. It is similarly speculative to assume that the potential future residents of this property would prefer to attend schools in either of the subject school districts but the City now attempts to substitute its judgment for those potential future residents.

At no point prior to this appeal has the City presented the Fall Creek School District with any academic or instructional reasons for the proposed reorganization. From the above, the Board can see that no such reasons exist. The Fall Creek School District is adequately situated, geographically, based upon academic programing, and based upon curricular and extracurricular offerings to meet the needs of any potential future students residing in the subject property.

The Board should also note that the initial Petition from the City to the Fall Creek School District is misleading. The Petition indicates a property value of "\$0.00." While the parcel is not subject to the assessment of property taxes, the representation of value is misleading. The City paid \$1,000,000 to purchase the property in 2020 at a time when the land was vacant and used for predominantly agricultural use.

The Board should also strongly weigh the potential snowball effect a reorganization will have in the local area. The subject parcel is situated at the edge of the City at present but the City has rapidly expanded and the subject parcel was only recently the subject of an annexation into the City from the Town of Washington. Allowing the reorganization of this parcel sets the precedent that an aggressively expanding municipality could argue for the conflation of municipal and school district boundaries in ways not contemplated by the legislature under Ch. 117. Similarly, allowing such detachments effectively would allow the municipality to substitute its judgment for that of the DPI without regard for the statutory criteria set forth in § 117.15, Stats. Such a message should

be strongly rejected and resisted by this Board in favor of requiring proof by the petitioner of the criteria set forth in the statute.

For these reasons, the Fall Creek School District strongly urges the Board to affirm its decision to reject the petition of the City of Altoona and deny reorganization of the subject school district boundary.

FALL CREEK ELEMENTARY SCHEDULES

Kindergarten

7:55 – 8:05	Morning Meeting
8:05 – 8:25	Number Corner
8:25 – 9:20	CKLA Reading Skills
9:25 – 9:50	Intervention
9:50 – 10:50	CKLA Reading Knowledge
10:55 – 11:20	Lunch
11:25 – 11:55	Recess
11:55 – 12:55	Mathematics
12:55 – 1:10	Handwriting
1:10 – 2:20	Specials Rotation
2:30 – 2:45	Recess
2:45 – 3:05	Snack

1st Grade

7:55 – 8:05	Morning Meeting
8:05 – 8:25	Number Corner
8:25 – 9:20	Mathematics
9:25 – 9:50	Social Emotional Learning / Guidance
9:50 – 10:50	CKLA Reading Skills
10:50 – 11:15	Lunch
11:20 – 11:50	Recess
11:55 – 1:05	Specials Rotation
1:05 – 2:05	CKLA Reading Knowledge
2:05 – 2:35	Intervention
2:35 – 2:50	Handwriting
2:50 – 3:05	Recess / Snack

2nd Grade

7:55 – 8:05	Morning Meeting
8:05 – 8:25	Number Corner
8:25 – 8:55	Intervention
8:55 – 9:55	CKLA Reading Skills
10:00 – 11:10	Specials Rotation
11:15 – 11:40	Lunch
11:45 – 12:15	Recess
12:15 – 12:30	SEL/HWT (15 minutes)
12:30 – 1:30	Mathematics
1:30 – 1:40	Snack
1:40 – 2:00	Recess
2:00 – 3:00	CKLA Reading Knowledge

3rd Grade

7:55 – 8:05	Morning Meeting
8:05 – 8:25	Number Corner
8:25 – 8:40	Handwriting
8:40 – 9:50	Specials Rotation
9:50 – 10:50	Mathematics
10:50 – 11:20	Social Emotional Learning / Guidance
11:20 – 12:45	Lunch
11:50 – 12:20	Recess
12:20 – 1:20	CKLA Reading Knowledge
1:20 – 1:35	Snack / Recess
1:35 – 2:35	CKLA Reading Knowledge
2:35 – 3:05	Intervention

* K-3 Specials Rotation – Music, Art, Library Guidance and Physical Education

4th Grade

8:00 – 8:30	Physical Education
8:30 – 9:00	Social Emotional Learning / Guidance
9:00 – 10:20	Reading / Social Studies
10:20 – 11:40	Writing
11:40 – 12:00	Lunch
12:05 – 12:35	Recess
12:40 – 2:00	Mathematics
2:00 – 2:25	Intervention
2:25 – 3:05	Specials Rotation

5th Grade

8:00 – 8:40	Specials Rotation
8:40 – 9:10	Physical Education
9:10 – 9:20	Reading / Social Studies
10:25 – 11:35	Writing / Science
11:40 – 12:00	Lunch
12:05 – 12:35	Recess
12:35 – 12:50	Transition
12:50 – 2:00	Mathematics
2:00 – 2:30	Social Emotional Learning / Guidance
2:30 – 3:05	Band / Intervention / Recess

* 4-5 Specials Rotation – Music, Art, Library Guidance and Keyboarding

FALL CREEK ELEMENTARY CURRICULUM

The Curriculum in place at the Elementary level is listed below.

Reading Curriculum – Core Knowledge Language Arts Program (CKLA)
Handwriting – Handwriting without Tears
Keyboarding – Keyboarding without Tears
Mathematics – Bridges in Mathematics Program
Science & Social Studies – Mystery Science Program and Social Studies Weekly
(Both are embedded within Reading Curriculum)
Social & Emotional Learning – Character Strong
Supplementary Curriculum utilized:
 Reading – Boost
 Mathematics / Reading – IXL
 Mathematics – e Spark

FALL CREEK MIDDLE SCHOOL SCHEDULES

6th Grade

7:55 – 8:20	SEL Cricket Time
8:23 – 9:13	Math/SS/Lit 6
9:13 – 9:22	Breakfast
9:24 – 10:14	Math/SS/Lit 6
10:17 – 11:07	Math/SS/Lit 6
11:10 – 11:50	Band/Choir/Launch
11:50 – 12:20	Lunch
12:20 – 12:58	Music/PE
1:02 – 1:43	Science/Art/Lang.Arts
1:45 – 2:27	Science/Keyboarding/Lang.Arts
2:29 – 3:11	Science/Agriculture/Lang.Arts

7th Grade

7:55 – 9:13	ELA/Math/SS/Science
9:13 – 9:22	Breakfast
9:22 – 10:40	ELA/Math/SS/Science
10:43 – 12:01	ELA/Math/SS/Science
12:01 – 12:31	Lunch
12:31 – 12:57	SEL Cricket Time
1:00 – 1:42	Band/Choir/Launch
1:45 – 2:27	PE/Health
2:30 – 3:11	Art/Computer Basics/Spanish

8th Grade

7:55 – 9:13	ELA/Math/SS/Science
9:13 – 9:22	Breakfast
9:22 – 10:40	ELA/Math/SS/Science
10:43 – 12:01	ELA/Math/SS/Science
12:01 – 12:31	Lunch
12:31 – 12:57	SEL Cricket Time
1:00 – 1:42	Band/Choir/Launch
1:45 – 2:27	Art/Computer Science/Technology Ed.
2:30 – 3:11	PE/Health

After School Homework:

3:11 – 4:15 - Monday, Tuesday, Thursday

Student Enterprise:

Snack Shack is a student-based enterprise that provides healthy snacks to students.

FALL CREEK MIDDLE SCHOOL CURRICULUM

The Curriculum in place at the Middle School:

ELA – Prentice Hall, McGraw Hill; StudySyn for Reading

Keyboarding – Edutyping

Mathematics – CPM, DESMOS

Science & Social Studies – Foss and Delta Science Modules

Social & Emotional Learning – Character Strong

Agriculture: CASE inquiry-based learning

PBL – Interdisciplinary Project Based Learning for all 6,7,8 grade students. Graded and evaluated on the 6 Habits of Mind

LAUNCH E4L: Education for Learning – Project-based individualized projects aligned with the 16 programs of study. Introduction to our Academic and Career Planning sequence.

STEAM – FAB Lab: Integrated Fabrication lab with 12qty 3-D printers, three lasers, 1 CNC Router, 1 Plasma table, 1 CNC Bridgeport Mill

Supplementary Curriculum utilized:

Mathematics / Reading – IXL

Fall Creek High School Course Description Book

<https://sites.google.com/fallcreek.k12.wi.us/fchs-course-description-book>

**MATERIALS
FROM
ATTACHING
DISTRICT**



School District of Altoona

Creating Tomorrow Ready Citizens



Dr. Heidi Eliopoulos
Superintendent

February 21, 2024

Dr. Brian Misfeldt
Director of Finance and
Operations

Secretary, School District Boundary Appeal Board

Sarah Radcliffe
Director of Future Ready
Learning

Department of Public Instruction

PO Box 7841

Madison WI 53707-7841

Amy Dahms
Director of Curriculum and
Instruction

Dear Ms. Fry,

Missy Lesik
Director of Student Services

Enclosed please find the Certificate of True Copy - Order and Certificate of True Copy - Resolution.

Please let me know if you have any questions.

Have a wonderful day!

Sincerely,

Lisa Boss
School District of Altoona
Executive Assistant
715-838-7347
lboss@altoona.k12.wi.us

CERTIFICATE OF TRUE COPY
School Board Order

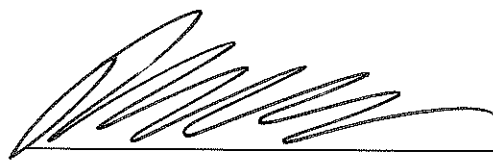
State of Wisconsin)
)ss
Eau Claire County)

I, Hillarie Roth, clerk for the School District of Altoona Board of Education, following a school board vote for the purpose of issuing an order, hereby certify that I have carefully compared the attached copy of the:

Order Altering School District Boundaries
 Order of Denial
(check one)

made and filed by said school board on February 19, 2024 with the original which is now on file in the district office of the School District of Altoona as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 19th day of February, 2024.


_____, Clerk
School District of Altoona

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

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

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

**SCHOOL BOARD OF
SCHOOL DISTRICT of ALTOONA**

ORDER ALTERING SCHOOL DISTRICT BOUNDARY LINES

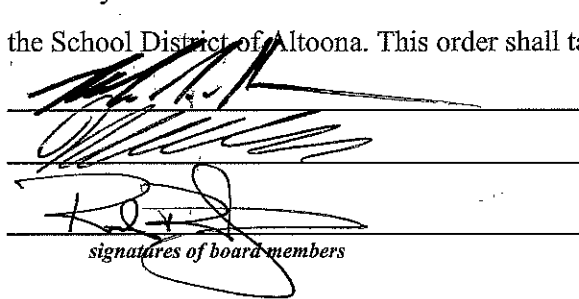
The School Board of the School District of Altoona, under the authority of Ch. 117, Wis. Stats., and in compliance with a resolution adopted at a meeting of the school board held at 1903 Bartlett Ave, Altoona, WI 54720 at 6:30 pm on the 19th day of February, 2024, hereby order that the following described territory, to wit:

Eau Claire County Parcel# 024110506020
THAT PRT OF THE NW-SE LYG N OF USH 12 CONT 21.37 AC M/L

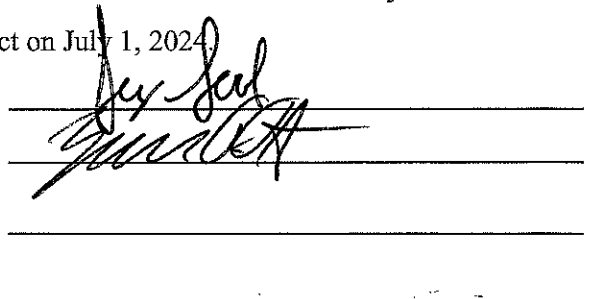
Eau Claire County Parcel# 024110504000
NE-SE EX E 58 RDS LYG S OF HWY ALSO EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH SI *46'12"W 1280.71' TH N74*38'20"W 51.44' TH NI *46'12"E 600.02' TH N88*13'48"W 200' TH NI *46'24"E 1889.97' TH ALG CHORD S81 *13'16"E 197.71' TH S82*12'04"E 54.06' TH SI *46'30"W 1191.57' TO POB, EX THAT PRT LYG S OF HWY, EX HWY

Eau Claire County Parcel# 024110301000
SE-NE EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH SI *46'12"W 1280.71' TH N74*38'20"W 51.44' TH NI *46'12"E 600.02' TH N88*13'48"W 200' TH NI *46'24"E 1889.97' TH ALG CHORD S81 *13'16"E 197.71' TH S82*12'04"E 54.06' TH SI *46'30"W 1191.57' TO POB EX RR R/W EX PRT OF SD 40 LYG N OF RR R/W

is hereby ordered detached from the Fall Creek School District and said described territory attached to the School District of Altoona. This order shall take effect on July 1, 2024



signatures of board members



Date February 19, 2024
date signed

School District of Altoona
legal name of school district

Order received by School District Boundary Appeal Board on _____, 20__

Secretary, School District Boundary Appeal Board
Note: Within five (5) days after this order is made, a certified true copy of the order must be filed with: Secretary, School District Boundary Appeal Board
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

CERTIFICATE OF TRUE COPY
School Board Resolution


State of Wisconsin)
)ss
Eau Claire County)

I, Hillarie Roth, Clerk for the School District of Altoona Board of Education, following a school board vote for the purpose of adopting a resolution, hereby certify that I have carefully compared the attached copy of the:

- Resolution Altering School District Boundaries
 Resolution of Denial
(check one)

made and filed by said school board on February 19, 2024 with the original which is now on file in the district office of School District of Altoona as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 19th day of February, 2024.


_____, Clerk
School District of Altoona

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

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

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



School District of Altoona

1903 Bartlett Avenue • Altoona, Wisconsin 54720
715-839-6033 • Fax 715-839-6066 • www.altoona.k12.wi.us

SCHOOL BOARD RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER

WHEREAS, a meeting of the school board of the School District of Altoona was held on February 19, 2024, and

WHEREAS, a petition has been filed with the clerk of the school board, pursuant to s. 117.11-13, Wis Stats., proposing that property located in the Fall Creek School District be detached from that district and attached as of July 1, 2024 to the School District of Altoona, and

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

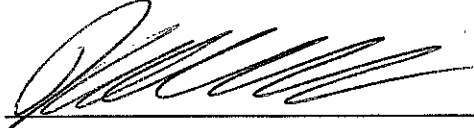
NOW, THEREFORE, BE IT RESOLVED that an order be issued and filed (granting or denying) the petition upon which said hearing has been held.

Introduced by: Hillarie Roth

Seconded by: Richard Hager

Vote: Yes 5 No 0

Dated this 19th day of February, 2024



Clerk
School District of Altoona

Students are prepared academically and socially for personal success in life and are respectful, contributing members of the local and global communities.



School District of Altoona

1903 Bartlett Avenue, Altoona, WI 54720

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IF MAILED
IN THE
UNITED STATES



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POSTAGE WILL BE PAID BY ADDRESSEE
\$ 000.58⁰

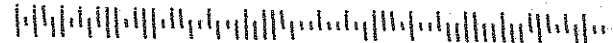
RECEIVED

FEB 23 2024

BUSINESS OFFICE

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

ACKGSMN 53707





School District of Altoona

1903 Bartlett Avenue • Altoona, Wisconsin 54720
715-839-6033 • Fax 715-839-6066 • www.altoona.k12.wi.us

Dr. Heidi
Eliopoulos
Superintendent

Brian Misfeldt
Director of Finance
and Operations

Sarah Radcliffe
Director of Future
Ready Learning

Amy Dahms
Director of
Curriculum and
Instruction

Missy Lesik
Director of Student
Services

Date: May 8, 2024

To: Kathy Fry
School District Boundary Appeal Board

From: Rich Hager,
Clerk, School District of Altoona Board of Education

Subject: Requested School District Submissions
File #2024-16

On behalf of the School District of Altoona, I am providing the requested submissions related to the School District Boundary Appeal Board Hearing, File #2024-16

Included is

- The School Board Meeting Notice dated February 15, 2024.
- Copies of the exhibits and data that was submitted for the hearing.
- The Minutes for the hearing dated February 19, 2024.
- Class schedules for Altoona Elementary School and Altoona Intermediate School.
- Course selection books for Altoona Middle School and Altoona High School.
- Handbook for the 6-12 virtual learning academy.
- A list of athletics, clubs, and activity offerings for the middle school and high school.
- A map of the school district of Altoona boundaries. The parcel related to this boundary matter is outlined and filled in red. There is a larger yellow circle to assist in identifying the location of the red parcel.

The certified copy of the resolution and the reorganization order were submitted to DPI on February 21, 2024.

Our superintendent will be attending the scheduled virtual hearing on behalf of the School District of Altoona.

Sincerely,
Rich Hager
Clerk, Board of Education



School District of Altoona

1903 Bartlett Avenue • Altoona, Wisconsin 54720
715-839-6033 • Fax 715-839-6066 • www.altoona.k12.wi.us

February 15, 2024

NOTICE OF HEARING PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

February 19, 2024, 6:30 pm
District Office Conference Room

NOTICE is hereby given pursuant to Chapter 117, Wisc. Stats., that the Altoona Board of Education will hold a public hearing on the petition of the City of Altoona to detach property from the Fall Creek School District and attach it to the School District of Altoona. Rick Risler has been designated to serve as chairperson of the hearing. This hearing will be held at **6:30 p.m. on February 19, 2024** in the District Board Room, **1903 Bartlett Ave, Altoona, Wisconsin**, in conjunction with the Regular Meeting of the school board.

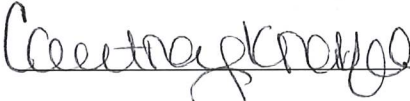
Lisa Boss
Board Secretary

Students are prepared academically and socially for personal success in life and are respectful, contributing members of the local and global communities.

NOTICE OF HEARING
PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Date: January 16, 2024
To: Altoona School District
From: Fall Creek School District
Subject: School Board Public Hearing

Pursuant to Ch. 117, Wis. Stats., the School Board of Fall Creek School District has set February 19, 2024, for the public hearing on the petition of City of Altoona to detach property from the Fall Creek School District and to attach it to the Altoona School District. Brock Wright has been designated to serve as chairperson of the hearing. This hearing will be held during the Regular School Board Meeting, which begins at 6:00pm, in the Fall Creek District Board Room, at 336 E. Hoover Avenue, Fall Creek, WI.

 Clerk

Courtney Kneiff

Fall Creek School District



SCHOOL DISTRICT *of* FALL CREEK

336 E. Hoover Ave. • Fall Creek, WI 54742 • (715) 877-2123

January 16, 2024

Altoona School District
Attn.: Lisa Boss
1903 Bartlett Ave
Altoona, WI 54720

Dear Mrs. Boss,

Enclosed you will find the Petition to Alter School District Boundaries Small Territory Transfer and a Certificate of True Copy –Petitions.

Please let me know if you have any questions.

Have a great day!

Teresa Reetz
Fall Creek School District
District Secretary
715-877-1001
teresareetz@fallcreek.k12.wi.us

CERTIFICATE OF TRUE COPY – PETITIONS

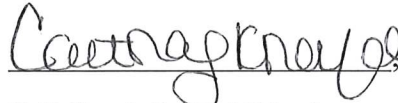
State of Wisconsin)

) ss

Eau Claire County)

I, Courtney Kneifl, clerk of the Fall Creek School District, hereby certify that I have carefully compared the attached copy of the petition to alter school district boundaries made and filed by City of Altoona on January 15, 2024, with the original which is now on file in the district office of the Fall Creek School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 15th day of January, 2024

 Clerk
Fall Creek School District

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

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

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

Petitioner Name(s) Taylor Greenwell

Address (street, city, zip) 1303 Lynn Avenue, Altoona, WI 54702

Phone Number 534-444-5430

E-mail – taylorg@ci.altoona.wi.us

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:

Eau Claire County Parcels 024110506020; 024110504000; 024110301000

Described in Exhibit B and visually illustrated in Exhibit C attached hereto.

(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 Fall Creek School District and to attach it TO the Altoona School District.

(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)			
SIGNATURE(S)		DATE	Property Owner	Elector	Both Owner and Elector
1.	<i>Taylor Greenwell (Taylor Greenwell)</i>	1/15/24	✓		
2.					

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

The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)		YES	✓	NO
School District where territory is located	<u>Fall Creek</u>	Value of Property	\$ 0.00	
Municipality where territory is located	<u>Altoona</u>	Year Value was Determined	<u>2023</u>	
County where territory is located	<u>Eau Claire</u>	Assessment Ratio	<u>.907065715</u>	

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

SIGNATURE OF MUNICIPAL CLERK		<i>Cynthia M. Bauer</i>	Date:	<u>1/15/2024</u>
Name of Clerk (please print)	<u>Cynthia M. Bauer</u>			
Mailing Address	<u>1303 Lynn Ave, Altoona, WI 54720</u>			
Phone Number	<u>715-839-6092</u>	E-mail Address	<u>cindyb@ci.altoona.wi.us</u> <u>cindyb@ci.altoona.wi.us</u>	

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

District receiving petition	<u>Fall Creek School District</u>	Date received	<u>1-15-2024</u>
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 rd Friday in September or 2 nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>0</u>
Name of School District Clerk (please print)	<u>Courtney Kneiff</u>	Phone	<u>715-877-1001</u>
SIGNATURE OF SCHOOL DISTRICT CLERK		<i>Courtney Kneiff</i>	

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

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

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

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

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

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

			(For each signature check one)		
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
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Signature:	Municipality:	DATE	Owner	Elector	Both
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Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

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

TO: Fall Creek School District
c/o Courtney Kneifl, Clerk
242 E Hoover Avenue
Fall Creek, WI 54742

FROM: Taylor Greenwell, AICP, Planning Director

RE: School District Detachment and Attachment of Small Territory

The City of Altoona purchased approximately 83 acres located east of the city at the intersection of Nine Mile Creek Road and Highway 12 in 2020. The City purchased the property to facilitate the orderly future development of the land of the character and timing preferred by the city. The city has an active petition to annex territory to the city that includes these properties (WI DOA File 14476).

Per WI Stats. § 117.12 the City of Altoona is petitioning the Fall Creek School District to detach the property the City owns and attach it to the School District of Altoona. The territory currently has zero dwellings, residents or pupils. The City Council directed staff to proceed with the appeal during its January 13, 2022 meeting.

The property lies approximately 0.9 miles east of the Altoona Elementary School. The City believes it is in the best interest of the city, district, and future residents for the property to be served by the School District of Altoona due to proximity.

The completed WI DPI petition form is enclosed as Exhibit A. The survey description of each parcel is attached at Exhibit B and two illustrations depicting the location of the territory is attached as Exhibit C.

Best

Taylor Greenwell, AICP
Planning Director

Enclosed:

- Exhibit A: WI Department of Public Instruction Sample Form: Petition to Alter School District Boundaires
- Exhibit B: Survey Description of Property
- Exhibit C: Illustrations of Property

EXHIBIT B: Survey Description of Property

Eau Claire County Parcel # 024110506020

THAT PRT OF THE NW-SE LYG N OF USH 12 CONT 21.37 AC M/L

Eau Claire County Parcel # 024110504000

NE-SE EX E 58 RDS LYG S OF HWY ALSO EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH S1*46'12"W 1280.71' TH N74*38'20"W 51.44' TH N1*46'12"E 600.02' TH N88*13'48"W 200' TH N1*46'24"E 1889.97' TH ALG CHORD S81*13'16"E 197.71' TH S82*12'04"E 54.06' TH S1*46'30"W 1191.57' TO POB, EX THAT PRT LYG S OF HWY, EX HWY

Eau Claire County Parcel # 024110301000

SE-NE EX PRT FOL LYG IN SD 40 DESC AS FOL: BEG E 1/4 COR TH S1*46'12"W 1280.71' TH N74*38'20"W 51.44' TH N1*46'12"E 600.02' TH N88*13'48"W 200' TH N1*46'24"E 1889.97' TH ALG CHORD S81*13'16"E 197.71' TH S82*12'04"E 54.06' TH S1*46'30"W 1191.57' TO POB EX RR R/W EX PRT OF SD 40 LYG N OF RR R/W

EXHIBIT C: Illustration of Property (1 of 2)

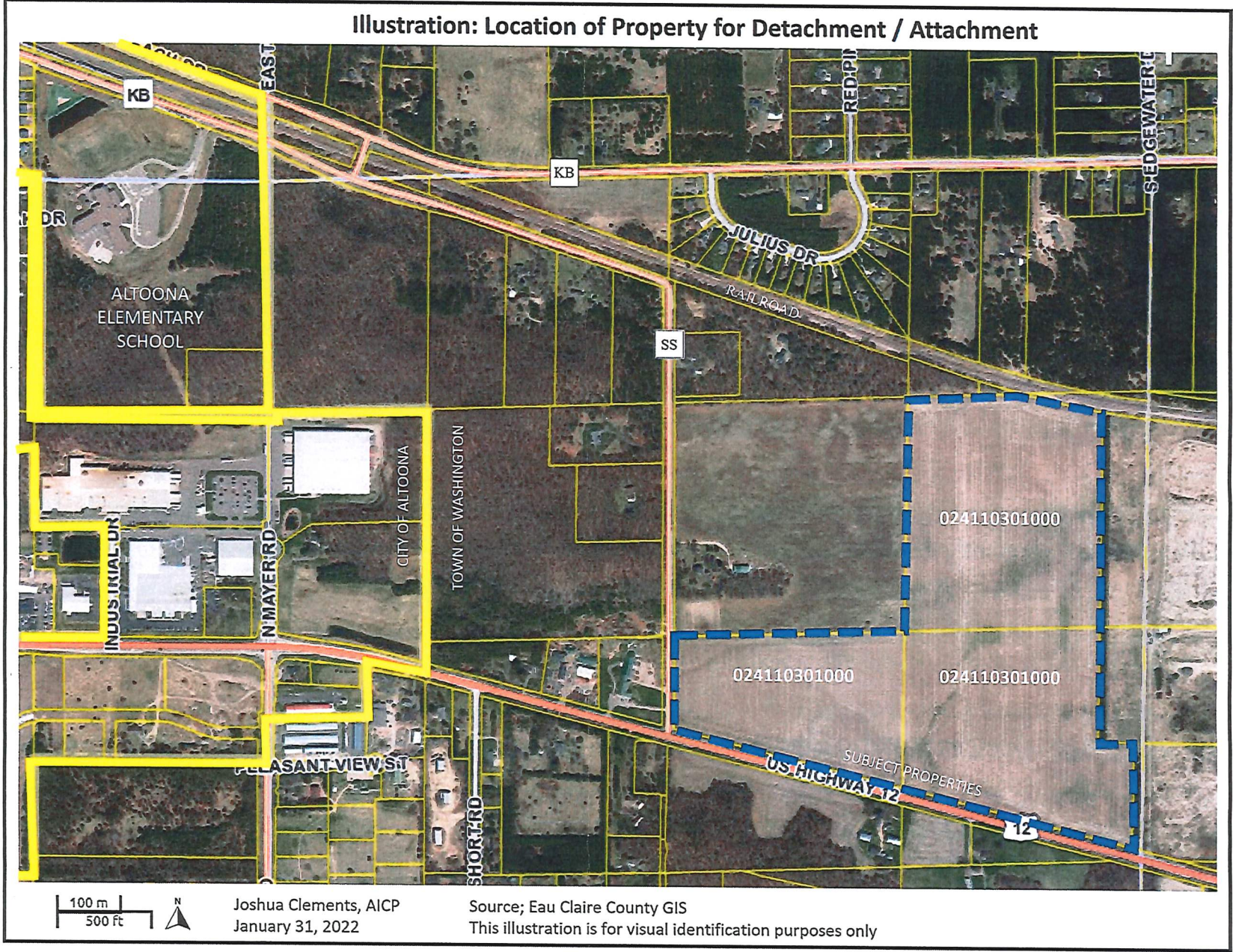
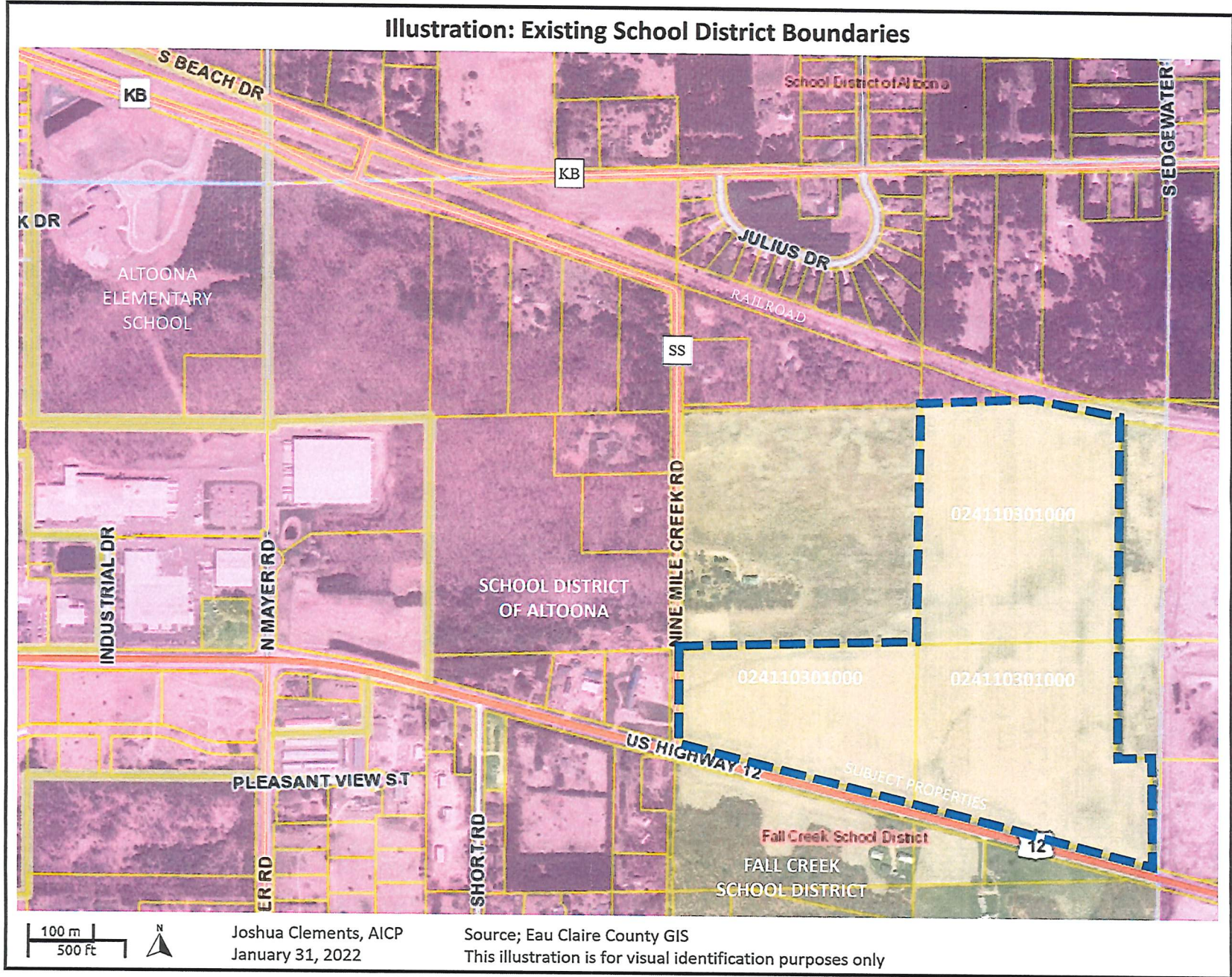


EXHIBIT C: Illustration of Property (2 of 2)



Joshua Clements, AICP
January 31, 2022

Source; Eau Claire County GIS
This illustration is for visual identification purposes only

Public School District Reorganization-Evaluation Criteria for School District Reorganization (Wis. Stats. 117.15)

Wis. Stats. Ch. 117.15 lists the criteria by which school boards and the School District Boundary Appeal Board (SDBAB) or the three-member Appeal Panel evaluate school district reorganization requests. The following items, along with other appropriate factors, should be considered when assessing the effect of the reorganization on the educational welfare of all the children residing in all of the affected school districts:

- The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.
- The 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.
- 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.
- The testimony of and written statements filed by the residents of the affected school districts.
- The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.
- Whether the proposed reorganization will make any part of a school district's territory noncontiguous.
- 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.
- The results of any referendum held under s.117.10.
- Other appropriate factors.



School District of Altoona

1903 Bartlett Avenue • Altoona, Wisconsin 54720
715-839-6033 • Fax 715-839-6066 • www.altoona.k12.wi.us

Regular Monthly Meeting of the Board of Education
February 19, 2024
6:30 pm
District Office Board Room

Minutes on the Agenda Items

- I. The regular meeting was called to order by Board President - Rick Risler at 6:30 pm.
- II. Roll Call was taken and the following were present:

Rick Risler - President	Jeremy Zook - Vice-President
Rich Hager - Treasurer	Hillarie Roth – Clerk
Lauren Otto - Member	Andrew Kraft - Student Representative
Mary Fedie - Student Rep (Absent)	Dr. Heidi Eliopoulos – Superintendent
Lisa Boss – School Board Secretary	Amy Dahms - Director
Dr. Brian Misfeldt - Director	Sarah Radcliffe - Director (Absent)
Missy Lesik - Director	
- III. Approval of Agenda - *Motion by Lauren Otto to approve the agenda as presented, seconded by Hillarie Roth. Motion carried 5-0 with a unanimous yes vote.*
- IV. The Pledge of Allegiance was recited.
- V. Communication with the Board (OE 8)
 - A. Learning Spotlight - AMS Science (OE 8.2) - Mr. Todd's 8th Grade Science students Brennan Dutton, Ilana Buske and Lucy Feichter explained and predicted the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

- B. Student Representative Report (GC 10) - Andrew Kraft provided an update on Altoona High School including the recent Hoedown dance, after school tutoring opportunities as well as spring sports starting soon.
 - C. Discussion of Board Activities (GC 3.4) - Rich, Hillarie and Jeremy attended the 4K Learning Visit on February 8th. Hillarie and Lauren attended the WASB State Education Convention in Milwaukee. Hillarie shared that Special Education hiring and retention is a statewide and nationwide issue. Hillarie also stated that special education referrals have doubled for 3-5 year olds since Covid-19 began in 2020. Hillarie attended a Legal session and reported out on legal responsibilities associated with open meetings. Lauren shared that she attended sessions on Referendums and School Finance.
 - D. Second Friday in January Pupil Count (OE 8.2) - Dr. Eliopoulos shared the January 2024 pupil count.
 - E. Board Discussion of Self-Evaluation Format (GC4.1.d.) - The board agreed to keep the self-evaluation format the same as in past years.
 - F. Budget Monitoring/Budget Transfers (OE 8.2) - Dr. Misfeldt provided an overview of our current budget.
- VI. Hearing on the Proposed School District Reorganization - Petition to Alter School District Boundaries Pursuant to 117.11-13 - Wisc. Statutes. A hearing on a Petition to Alter School District Boundaries pursuant to 117.11-13 - Wisc. Statutes was held. The request to detach property from the Fall Creek School District and attach it to the School District of Altoona was submitted by the City of Altoona (property owner) on January 15, 2024.
Motion by Lauren Otto to appoint Lisa Boss as clerk, seconded by Hillarie Roth. Motion carried 5-0 with a unanimous vote.
- VII. Board Action after Consideration and Discussion on the Request to Transfer of the Territory
- A. Consider the Request for Transfer of the Territory Described in the Petition
Motion by Hillarie Roth to grant the transfer of the territory described in the petition that the reorganization requested in the petition filed on January 15, 2024, be granted and an order entered detaching the territory described in said petition from the Fall Creek School District and attaching said territory to the School District of Altoona. Motion

seconded by Lauren Otto. Yes by Hager, Otto, Roth, Zook and Risler. Motion carried 5-0.

- B. Consider Adopting a Resolution Authorizing Issuance of an Order
Motion by Hillarie Roth to adopt the Resolution authorizing issuance of an order to grant the petition as presented, seconded by Rich Hager. Yes by unanimous vote. Motion carried 5-0.

VIII. Agenda-Related Public Comment (OE 8.4) - None.

IX. Non-Agenda-Related Public Comment (OE 8.4) - One resident provided comment.

X. Monitoring for Results (B/SR 5.4a & B/SR 5.3a)

- A. OE 6: Financial Administration - Dr. Misfeldt gave an overview of the district's indicators of compliance. *Motion by Lauren Otto to accept OE 6: Financial Administration, seconded by Jeremy Zook. Motion carried 5-0 with a unanimous yes vote. Jeremy Zook made a motion that the district is in compliance, seconded by Rich Hager. Motion carried 5-0 with a unanimous yes vote.*
- B. R 2: Science - Ms. Dahms gave an overview of the district's progress data. *Motion by Hillarie Roth to accept R2: Science, seconded by Lauren Otto. Motion carried 5-0 with a unanimous yes vote. Rich Hager made a motion that R2: Science has not made reasonable progress, seconded by Hillarie Roth. Motion carried 5-0 with a unanimous yes vote.*

XI. Board Consent Agenda (GC 2.4)

- A. Removal of an Item from Board Consent Agenda for Separate Consideration (GC 2.5) - None.
- B. Approval of January 15, 2024 Meeting Minutes (GC 2.4) -
Motion by Hillarie Roth to approve the Board Consent Agenda as presented, seconded by Lauren Otto. Yes by Roth, Zook, Hager, and Otto. Rick Risler abstained. Motion carried 4-0.

XII. Superintendent Consent Agenda (GC 2.4)

- A. Removal of an Item from the Superintendent Consent Agenda for Separate Consideration (GC 2.5) - None.
- B. Approval of Hires, Resignations and Retirements (GC 2.4)
 - 1. AES Special Education Teacher LTE - Hire

2. AES Special Education Paraprofessional - Hire
3. AHS Special Education Paraprofessional - Hire
4. Occupational Therapist - Hire
5. AES Kindergarten Teacher - Retirement
6. AES 1st Grade Teacher - Retirement
7. AES Special Education Paraprofessional - Retirement
8. AIS Fifth Grade Teacher - Retirement
9. AIS Fifth Grade Teacher - Retirement
10. AIS/AMS LMC Assistant - Retirement
11. AMS English Teacher - Retirement
12. AHS Math Teacher - Retirement
13. AHS Guidance Counselor - Retirement
14. AHS Special Education Paraprofessional - Retirement

C. Approval of Checks for Payment (GC 2.4)

Motion by Lauren Otto to approve the Superintendent's Consent Agenda as presented, seconded by Hillarie Roth. Motion carried 5-0 with a unanimous yes vote.

XIII. Matters Reserved for Board Action (B/SR 2.1)

- A. Item Removed from Board Consent Agenda for Separate Consideration (GC 2.5) - None.
- B. Item Removed from Superintendent Consent Agenda for Separate Consideration (GC 2.5) - None.

XIV. Recess

XV. Discussion of the Meeting (GC 2.2)

XVI. Adjourn to Executive Session to approve executive session minutes and pursuant to Wisconsin State Statute 19.85(1)(c) to consider employment recommendations, pursuant to Wisconsin State Statute 19.85(1)(d) to review safety drill reports, and pursuant to Wisconsin State Statute 19.85(1)(f) to discuss the conduct of individual non-employee persons.

Motion by Lauren Otto to adjourn to Executive Session at 7:43 pm, seconded by Rich Hager. Motion carried 5-0 with a unanimous yes vote.

XVII. Following closed session, the Board will entertain a motion to reconvene into open session and will take any further action that is necessary and appropriate,

including acting on any resolution that may be presented. Thereafter, the Board will entertain a motion to adjourn the meeting.

Motion by Hillarie Roth to adjourn from Executive Session at 8:21 pm, seconded by Rich Hager. Motion carried 5-0 with a unanimous yes vote.

The next Regular Meeting of the Altoona Board of Education is scheduled for March 18, 2024 in the District Board Room.

Lisa Boss, School Board Secretary



Clerk

March 18, 2024

Date

Students are prepared academically and socially for personal success in life and are respectful, contributing members of the local and global communities.

AES Grade-Level Schedule Overview

Please note: These times are not exact but can be used to see a general overview of each grade level's schedule.

Time	Kindergarten	Grade 1	Grade 2	Grade 3
7:30	7:20 - 7:40	7:20 - 7:40	7:20 - 7:40	7:20 - 7:40
7:35	Arrival, Breakfast & Recess	Arrival, Breakfast & Recess	Arrival, Breakfast & Recess	Arrival, Breakfast & Recess
7:40				
7:45				
7:50	7:45 - 8:10 Morning Meeting & Announcements	7:50 - 8:15 Morning Meeting & Number Corner	7:40 - 8:00 Morning Meeting	7:45 - 8:10 Morning Meeting
7:55				
8:00				
8:10				
8:15	8:10 - 9:00 Foundations	8:15 - 9:15 Math	8:00 - 8:30 Number Corner	8:10 - 9:20 Specials
8:20				
8:30				
8:40				
8:50				
9:00				
9:05	9:00 - 9:30 W.I.N.	9:15 - 9:30 Bathroom Break + Snack	8:30 - 9:30 Wit & Wisdom + Snack	9:20 - 9:35 Snack & Milk
9:10				
9:15				
9:20				
9:30				
9:35	9:30 - 10:00 Wit & Wisdom	9:35 - 10:45 Specials	9:30 - 10:00 W.I.N.	9:35 - 10:30 Math
9:40				
9:50				
10:00				
10:05	10:00 - 10:45 Math	10:50 - 11:15 Phonics	10:00 - 10:30 Foundations	10:30 - 11:45 ELA
10:10				
10:15				
10:20				
10:30				
10:35				
10:40				
10:45	10:45 - 11:15 Recess	11:15 - 11:50 W.I.N.	10:30 - 10:50 Flexible Reteach	11:45 - 12:15 Recess
10:50				
10:55				
11:00				
11:05				
11:10				
11:15				
11:20	11:20 - 11:45 Lunch	11:50 - 12:15 Lunch	11:15 - 11:45 Recess	12:20 - 12:40 Lunch
11:30				
11:40				
11:45				
11:50				
11:55	11:45 - 11:55 Phonemic Awareness	12:15 - 12:45 Recess	11:45 - 12:45 Math	12:40 - 1:10 Number Corner
12:00				
12:05				
12:10				
12:15				
12:20				
12:25	12:00 - 1:10 Specials	12:45 - 1:00 Cool Down + Reading Station	12:45 - 1:10 Science or Social Studies	1:10 - 1:40 Phonics
12:30				
12:35				
12:40				
12:45				
12:50				
12:55	1:10 - 1:30 Quiet Time	1:30 - 1:50 Writing	1:10 - 1:15 Clean Up + Pack Up	1:40 - 2:10 W.I.N.
1:00				
1:05				
1:10				
1:15				
1:20				
1:25	1:30 - 1:55 Science or Social Studies or Writing	1:50 - 2:15 Science or Social Studies	1:20 - 2:30 Specials	2:10 - 2:35 Science or Social Studies
1:35				
1:40				
1:45				
1:50				
1:55				
2:00	1:55 - 2:20 Free Choice + Snack	2:15 - 2:30 Free Choice + Clean Up		
2:05				
2:10				
2:15				
2:20				
2:25				
2:30	2:25 - 2:35 Clean Up + Pack Up			
2:35				
2:40	Dismissal	Dismissal	Dismissal	Dismissal
2:45				

AES Specials:
 Art
 Music
 Phy Ed
 Guidance / SEL
 Structured Recess
 Computer Science

2023-2024 AIS Schedule

4th Grade		5th Grade	
8:20-8:30	Homeroom	8:20-8:30	Homeroom
8:30-8:50	Number Corner	8:30-9:50	Math 8:30-8:50 Number Corner
8:50-9:15	ELA - Language Workshop	9:50-10:00	Snack/Milk
9:15-9:55	ELA - Reader's Workshop	10:00-10:40	ELA-Language Workshop
9:55 - 10:25	PIE		
10:25 - 10:35	Snack/Milk	10:45-11:20 11:23-11:58	Specials
10:35 - 11:40	Math	12:00-12:50	Lunch/Recess
11:45-12:35	Lunch/Recess	12:50-2:00	Stamina/iWork/groups
12:40-1:15 1:18-1:53	Specials		
2:00-2:50	ELA - Writer's Workshop	2:00-2:30	PIE
2:50-3:30	Socials Studies &/or Science	2:30-3:30	Social Studies &/or Science

AIS
Specials:

Music
Phy Ed
Art
Spanish
Tech Ed

3:30-3:35 Pack up (dismissal at 3:35)



2024-2025 ALTOONA MIDDLE SCHOOL

6TH GRADE | **7TH GRADE** | **8TH GRADE**

COURSE DESCRIPTION HANDBOOK

All courses, including Career and Technical Education courses, are available without discrimination based on race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability, any other characteristic protected by law (“protected classes”) in any of its student programs, activities, and employment.



**2024-2025
ALTOONA MIDDLE SCHOOL**

8TH GRADE

COURSE DESCRIPTION HANDBOOK

ALL COURSES, INCLUDING CAREER AND TECHNICAL EDUCATION COURSES, ARE AVAILABLE WITHOUT DISCRIMINATION BASED ON RACE, COLOR, RELIGION, NATIONAL ORIGIN, ANCESTRY, CREED, PREGNANCY, MARITAL STATUS, PARENTAL STATUS, SEXUAL ORIENTATION, SEX (INCLUDING TRANSGENDER STATUS, CHANGE OF SEX OR GENDER IDENTITY), OR PHYSICAL, MENTAL, EMOTIONAL, OR LEARNING DISABILITY, ANY OTHER CHARACTERISTIC PROTECTED BY LAW ("PROTECTED CLASSES") IN ANY OF ITS STUDENT PROGRAMS, ACTIVITIES, AND EMPLOYMENT.

Required Courses

AMERICAN HISTORY – 2.5 BLOCK CLASSES PER WEEK ALL YEAR

Eighth grade American History is a detailed exploration of our nation's past from the events precipitating the American Revolution until the end of Reconstruction. AMS Students will do so using a variety of primary and secondary sources to interpret the historical context, audience, purpose, point of view to draw conclusions. Further analysis will examine the Declaration of Independence, the US Constitution, our Bill of Rights and Supreme Court cases to identify and analyze democratic principles and ideals while examining and interpreting rights, privileges, and responsibilities in society. Additional activities will have our students initiate an inquiry, gathering evidence, evaluating sources, and developing claims using evidence to support reasoning concerning the Lewis and Clark expedition, Westward Movement and the Civil war. Throughout the year we will also be requiring students to use geographic tools to analyze the world around us as well as the economic interdependence of nations.

ENGLISH LANGUAGE ARTS – EVERY DAY ALL YEAR

The eighth grade ELA curriculum focuses on the art of reading and writing. Emphasis is placed on creating narrative, informative, argumentative, and creative writing pieces. Grammar and conventions lessons are taught throughout the year. Students write personal narratives, argumentative essays, textual analyses, reflective responses, informative biographies, researched speeches, and a variety of other pieces. Students will also practice reading strategies, critical thinking skills, citing text evidence, and vocabulary building. The overall goal of the class is to increase the literacy and writing ability of all students. Units include: The Outsider's Novel Unit, The Civil Rights Movement, Poetry, The Holocaust, Greek Mythology, Social Media, and creating written artifacts for a time capsule at the end of the year.

MATH – EVERY DAY ALL YEAR

Eighth grade math uses Core Connections Course 3 and is designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students develop multiple strategies to solve problems and to recognize the connections between concepts. Though more will be covered over the course of the year, the following essential standards/skills are what every student must master in order to be considered minimally proficient in this course: Problem Solving, Simplifying with Variables, Graphs and Equations, Multiple Representations, Systems of Equations, Transformations and Similarity, Slope and Association, Exponents and Functions, Angles and the Pythagorean Theorem, Surface Area and Volume. Study Teams are used in this class to learn or do work, while assessments focus on the individual.

Required Courses

PHYSICAL EDUCATION – EVERY OTHER DAY ALL YEAR

Students will be introduced to a variety of fitness based warm-ups, followed by the specific unit activities and skill work. The following units will be taught throughout the year if time permits; net games (volleyball, team handball, tchoukball, lacrosse, tennis, badminton) invasion games (basketball, floor hockey, flag football, soccer), fitness (fitness testing, weight room), outdoor recreation (snowshoeing, cross country skiing, disc golf, archery, golf), and team building. Students will be expected to work well with a team/partner setting as well as perform the necessary skills to be successful in the units. Students will be required to wear a PE shirt and will be given a PE locker. PE shirts are \$10 and can be purchased through the PE teachers on registration day.

PIE (PREVENTION/INTERVENTION/ENRICHMENT)

This non-graded course provides students an opportunity for additional instruction in the areas of math and ELA helping meet their needs. This course also provides an array of enrichment and school-community activities. Students are selected for the intervention or enrichment options based on how their teachers feel they can best be supported. These courses change throughout the year. Elective courses are assigned randomly, giving students various experiences.

SCIENCE 8 – 2.5 BLOCK CLASSES PER WEEK ALL YEAR

Science 8 will be a progression of the same topics covered in Science 6 and 7. Topics include: Waves and Wave Properties, Sound and the Electromagnetic Spectrum, The Sun-Earth-Moon System, Solar and Lunar Eclipses, the Seasons, Earth's Energy Resources, Humanity's Relationship with the Earth, Climate Change, Genetics and Heredity, and the Foundations of Evolution by Natural Selection. The emphasis of this course is on the scientific process through the study of the topics listed above. Students use models to make predictions and construct explanations. They also collect, analyze and interpret data, and report their findings through a formal scientific lab report using the CER (claim, evidence, and reasoning) format. This study will continue through the first semester of 9th grade with emphasis on the Earth's place in the universe.

Elective Courses

ADVANCED TECH ED ELECTIVE

Welcome to an exclusive course specially tailored for 8th graders that already took FABulous FabLab or Manufacturing & Design. This is both an exciting and challenging adventure where you will use fab lab machines, electronics, 3D design, and graphic arts into one incredible project. Previous students wowed us with their creations, like crafting mag-lev tracks and trains. Will you and your classmates follow this track or blaze a new trail to showcase your awesomeness?

BAND ELECTIVE

How can students develop their skills to become a lifelong musician? 7th and 8th Grade Band is the ensemble that students become a part of after the year of 6th Grade Band. Our class is split into two sections, one with all woodwinds and one with brass and percussion. In this course, students will further develop their technical and musical skills on their instruments. A strong emphasis on fundamental skills and technical development will be taught throughout the year. The repertoire of music that students play will be more advanced than that of the beginning band. Some evening performances are required for this course. Students should practice outside of the school day to help develop their skills and promote the growth of our classroom ensemble. Please note that a purchase of a method book will be required.

CERAMICS AND SCULPTURE ELECTIVE

Three-dimensional art occupies space defined through the dimensions of height, width and depth. This class will look at three-dimensional works of art, the methods an artist used to create the three-dimensional piece, and the history of the time that shaped the artist's work. Students will complete their own works of art using a variety of techniques and problem solving skills. Techniques that may be used to create these works of art may include modeling, carving, assemblage and paper folding. Materials to complete the projects may include clay, plaster, wood, Paper Mache, plastics, Styrofoam, paper, and other materials depending on the three-dimensional art project. A field trip to the Minneapolis Art Institute culminates this class.

CHAOS & CASH: MIDDLE SCHOOLERS' GUIDE TO BUSINESS ELECTIVE

This introductory course is designed to ignite students' entrepreneurial spirit and provide a foundational understanding of the world of business. Students will explore how these concepts can enhance future career goals through interactive activities and real world examples. Additionally, students will create a plan for a prospective business using aspects of marketing, finance, accounting, and management. Join us to discover the world of business and the many possibilities it offers!

Elective Courses

CHOIR ELECTIVE

We've all heard talented singers, but did you know much of this talent boils down to hard work and an understanding of how the voice works? Seventh and eighth grade choir is the next step in the journey as a choral musician. Building off of musical skills from 6th grade choir as well as the other music offerings, this choir learns and performs more advanced music. In choir, students will continue to learn the skills to maintain vocal health, master reading music, and understanding the many different elements of music. Small group and solo opportunities are available as well. All students are welcome, regardless of previous experience, though previous experience in choir is preferred. Two evening performances are required for this course.

CREATIVE ENTERTAINMENT IN POP CULTURE ELECTIVE

Music is a vital part of American culture. In this class, students will look at the popular music that we listen to, including rock, pop, country, and rap. Students will learn how to mix their own music, as well as create a podcast. Students will also analyze music in movies and television, and create our own soundtracks, sound effects, and music videos. There are no required performances. A love of music is all that is required!

DIGITAL ART ELECTIVE

In today's world, media has become an essential part of our lives. It plays an incredible role in shaping the information and knowledge that is shared every day and everywhere. In this digital art class, students will continue to develop the skills of empowered learners by being innovative and creative designers, problem solvers and communicators. The learning and application of a variety of media production skills could include: stop motion, green screen, video editing, pixel art in correlation with video game design, infographics, digital graphics/marketing, social media and more.

DRAWING AND PAINTING ELECTIVE

Two-dimensional art consists of a composition which occupies length and width such as paintings, drawings, prints, and photographs. Students will learn about the artists and cultures that contribute to our rich global artistic heritage and the two-dimensional works of art that they have created. Students will learn to use multiple media and techniques for creating two-dimensional works of art. Students will also learn to analyze and critique the works of art and the artists who made them to develop an appreciation and love for art. Techniques students may use are printmaking, collage and many other exciting mediums. Materials used to complete the projects may include acrylic, tempera and watercolor paints, oil and chalk pastels, colored pencils, or pen and ink. A field trip to the Minneapolis Art Institute culminates this class.

Elective Courses

FABULOUS FABLAB ELECTIVE

In FabLab you will utilize the software and machines in the lab and learn many facets of technology education. Students will study technology like electric motors, electromagnets, and gear ratios. Students will learn digital fabrication and create their own laser cut ornaments, vinyl cut stickers and heat transfer vinyl t-shirts. They will also study the engineering design process and use problem solving skills to complete challenges like building their own catapult. Last but not least, students will get to try their hand at woodworking. With a wide variety of projects, there is something for everyone to enjoy.

MANUFACTURING & DESIGN ELECTIVE

Get ready to dive into an exciting course where you'll explore both traditional manufacturing methods like cutting and drilling, and modern automated production machines such as laser engraving and CNC routers. Learn hands-on skills while also discovering how to use software and communicate your ideas effectively. From safety basics to problem-solving, this class will spark your creativity and teach you valuable technical know-how.

MIXED MEDIA AND FUN WITH FIBERS ELECTIVE

Come explore the world of mixed media and be introduced to a new way of breaking the boundaries between different art forms. This class is designed to expose the student to various processes, techniques and methods related to crafts. The student will not only explore art history as it relates to various crafts and cultures, but will also learn the processes used to create art. Students will utilize more than one medium in a single piece of art and may include paint, glitter, crayons, fabric and wool, magazine/book images/quotes, found objects, ink, watercolor, oil pastel, chalk pastel, colored pencils, etc. This art form is perfect for all those who are beginners as well as those who are not very good at drawing but still want to make something to fulfill their inner need of creativity.

Elective Courses

FMS CODING 1A ELECTIVE

Do you find yourself wondering how your favorite apps, websites, and games were made? Maybe you want to try building your own. Well, now you can! In Middle School Coding 1a, you will get an introduction to the basics of computer science, HTML, CSS, JavaScript, and Python. You'll leave the course with a portfolio of work you can show off.

This class is an online self guided course provided through Wisconsin Virtual School. The teacher for this course is not present in the classroom, students will be supervised by an Altoona staff member during class period. Please see the attached link for more information about what will be covered in class and what programs students will be using to learn about coding. Students who have a successful completion of MS Coding 1a may be allowed to move onto MS Coding 1b during the school year.

Students who take this course should feel comfortable:

- Working independently on classwork
- Typing for all assignments independently
- Reading through coursework independently
- Advocating for their learning and asking questions

SPANISH 1B ELECTIVE

Students who completed Spanish 1A in 7th grade will take Spanish 1B in 8th grade. Students who pass the course will then be placed in Spanish 2 as a freshman! Spanish 1B will build upon content from Spanish 1A. Students will continue to participate in reading, writing, speaking, and listening activities to improve their language proficiency. Students will complete projects, presentations, and in-class activities to practice Spanish and learn more about cultural traditions from around the world. Middle school students signing up for Spanish 1B must realize the curriculum is at the same rigorous pace as it is for high school students. It is a fun, yet fast-paced learning atmosphere. Get ready to learn new and exciting things as a student in Spanish 1B! ¡Olé!



CO-CURRICULAR ACTIVITIES

ALTOONA HIGH SCHOOL



2024-2025 Course Description Guide

“College, Career, & Community Ready”

ALTOONA HIGH SCHOOL
7TH STREET WEST
ALTOONA, WI 54720

VISION OF ALTOONA SCHOOL DISTRICT

“Offering Large School Opportunities with a Small School Approach”

Engage. Equip. Empower.

NON-DISCRIMINATION POLICY:

The School District of Altoona does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. All courses, including Career and Technical Education courses are available without discrimination based on sex, race, color, national origin or disability.

The School District of Altoona has complaint procedures that allow residents or aggrieved persons to file a written complaint with Missy Lesik, Director of Pupil Services, 1903 Bartlett Avenue, Altoona, WI 54720, (715) 839-6031 ext. 311.

The complaint procedure requires the District to acknowledge the complaint within 45 days and to issue a determination within 90 days, unless the parties otherwise agree in writing.

CONTACT INFORMATION

www.altoona.k12.wi.us/schools/high/index.cfm

PHONE: 715.839.6031

HS OFFICE FAX: 715.839.6028

HS COUNSELING OFFICE FAX: 715.855.7810

ADMINISTRATION

Becky Bauer
HS Principal
Ext. 4002

Chad Hanson
Assistant Principal
Ext. 4018

Melissa Buss
Administrative Assistant
Ext. 4000

Tessa Ginder
Administrative
Assistant/Attendance
Ext. 4001

STUDENT SERVICES

Heather Burich Holle
9-10 School Counselor
Ext. 4005

Jay Mielke
11-12 School Counselor
Ext. 4004

Jocelyn Prohovnik
Administrative Assistant
Ext. 4003

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**ANNUAL NOTICE:
STUDENT NONDISCRIMINATION**

It is the policy of the School District of Altoona that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, career and technical education or other program or activity because of the persons' race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, including transgender status, change of sex or gender identity, or physical, mental, emotional, or learning disability as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination under related federal statutes, including Title IX of the Educational Amendments of 1972 (sex), Title II, Title VI and Title VII of the Civil Rights Act of 1964 (race and national origin), Section 504 of the Rehabilitation Act of 1973 (handicap), and the Americans with Disabilities Act of 1990. This policy also prohibits harassment. Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.

The District Compliance Officer is:

Missy Lesik
1903 Bartlett Avenue
Altoona, WI 54720
(715) 839-6032, ext. 311

[PI 9.05 Wisconsin Admin Code](#) and District [Policy 411](#)


All courses, including Career and Technical Education courses, are available without discrimination based on race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability, any other characteristic protected by law ("protected classes") in any of its student programs, activities, and employment.

If you would like language assistance to interpret these materials, email: translations@altoona.k12.wi.us

Advanced Educational & Career Opportunities

Taking advantage of these opportunities means you may be able to earn free technical and college credits.

ADVANCED PLACEMENT

The College Board's Advanced Placement Program (AP) enables students to pursue college-level studies while still in high school. Based on their performance on rigorous AP Examinations, students can earn college credit, advanced placement, or both for college. Students who intend to apply for college admission and are willing to accept the challenge of a rigorous academic curriculum should strongly consider enrolling in at least one AP course during their junior or senior year. Courses that are offered as an AP course will be depicted in this guide with an  AP icon.

In May students take their Advanced Placement exams through the College Board, and are scored on a five-point scale. AP Exam grades of 5 are equivalent to the top A-level work in the corresponding college course. AP exam grades of 4 are equivalent to a range of work representing mid-level A to mid-level B performance in college. Similarly, AP Exam grades of 3 are equivalent to a range of work representing mid-level B to mid-level C performance in college.

Benefits of the AP Program

- Provides an opportunity to earn college credit. (All UW institutions and many colleges and universities in the country offer credit for scores of 3, 4, or 5 on AP exams. Over 1,200 colleges and universities offer up to one year's credit, or sophomore standing, to students presenting qualifying grades on the AP exams.
- Provides an opportunity to participate in college-level challenges while still under the guidance of supportive high school staff.
- Compares abilities in a variety of disciplines with other students in the nation and world.
- Assesses skills in a variety of discipline areas to assist students to better prepare for the future.

Costs for Testing

AP Exams, given in May, are approximately three hours in length. The cost of tests are determined each academic year. Currently, Altoona High School has the following AP Courses:

AP Calculus * AP English Language & Composition * AP English Literature & Composition * AP Psychology

CAPP

The University of Wisconsin Oshkosh (hereafter referred to as University), in cooperation with Altoona High School, provides the Cooperative Academic Partnership Program (CAPP) for qualified secondary students who may elect to earn college credits and required high school Carnegie units simultaneously. It is intended that academically able students have the opportunity to realize college expectations in the familiar and supportive setting of their high schools.

The curriculum is in alignment with what is offered on the University campus. When appropriate, the same assessment tools are used. The grades earned are considered dual credit - high school and University. University transcripts reflect CAPP course credit in the same way as that of other University courses. Altoona currently offers the following CAPP courses:


115 American Government (meets Civics graduation requirement)

202 U.S. History Since 1877 (meets U.S. History graduation requirement)

105 Biology



DUAL CREDIT

You can earn college credit at **NO COST** to you by taking dual credit coursework while in high school. Actual technical college courses are taught to AHS students in a high school setting. An agreement between the technical college and the high school spells out conditions that must be met by the instructor and student to successfully complete the course. The course is taught by your high school instructor and college credits are awarded and recorded on a technical college transcript upon successful completion of the course. If a student fails to earn the Chippewa Valley Technical College credit, there will be no record of it if they choose to attend Chippewa Valley Technical College in the future. Chippewa Valley Technical College credits earned through Altoona can be transferred to or used for advanced placement at other schools just as if they had attended Madison College. It is the student's responsibility to check with the school to which you would be transferring, to make sure this credit will be allowed to transfer. Students should see each class' course description for grade requirements to receive Chippewa Valley Technical College credit. Courses that are offered as a Dual Credit course will be depicted in this guide with a  Chippewa Valley Technical College icon. Currently, the following courses are **DUAL CREDIT** through Chippewa Valley Technical College:

**Accounting * Personal Finance* Desktop Publishing* Microsoft Office* Certified Nursing Assistant(CNA) *
Basic Electronics * Engineering * Welding ***

CVTC HIGH SCHOOL ACADEMIES

Altoona School District and CVTC have expanded our partnerships to give high school students more opportunities to complete college credits, credentials, and degrees in a variety of career pathways while they are in high school. The CVTC High School Academies meet both high school graduation requirements and earn college credit. As we begin our scheduling for next year, please review the CVTC website to see the various college opportunities students can explore. For more information, [watch this video](#).

Students can complete an entire technical diploma, a full semester of a program, or a full year of college general education credits. Seats are limited and interested students are encouraged to apply as soon as possible. All students have an opportunity to explore a variety of career pathways. At Altoona High School we offer two academies onsite, IT Software Technical Diploma and Nursing Assistant Technical Diploma. Other academies are offered at CVTC or virtually. Students can explore many different careers including, Pre-Nursing/Healthcare, College Transfer, Truck Driving, Residential Construction, Electrical Maintenance,

START COLLEGE NOW (CVTC) and the EARLY COLLEGE CREDIT PROGRAM (UWEC)

The **Start College Now (CVTC)** and the **Early College Credit Program (UWEC)** are available to Juniors and Seniors who currently have an accumulative GPA of 2.0 or higher. The programs allow students to enroll at an institution of higher education (IHE) in Wisconsin and take courses that lead to credit earned toward high school graduation.

Students may **not** take courses that are comparable to ones already offered at Altoona High School. Our district pays for the cost of tuition, texts, and materials; transportation is not included. Because of cost factors our district will carefully screen applications for appropriateness and deny payment when deadlines are not observed. To be considered for either program during the **first Trimester** the application must be submitted to the counseling office **by March 1st of the previous year**; for **second Trimester** enrollment, the application is due **by October 1st of the school year**.

State law does allow the school district to seek reimbursement from the parent/guardian or the student for any class that a student drops or fails under the Start College Now (CVTC) program.

GIFTED and TALENTED PROGRAMMING / ACCELERATED LEARNERS

Gifted and talented students refer to those students who give evidence of high-performance capability in intellectual, creative, artistic, leadership, or specific academic areas. The students may require differentiated instruction, acceleration, and/or a variety of enrichment or extension opportunities to reach their level of challenge and achieve measurable growth. The School District of Altoona recognizes that the individual talents and social/emotional aspects of the gifted learner may require modification in teaching, counseling, and programming to meet the unique and diverse needs of this student. In an effort to meet such needs, specific services supervised by the Gifted and Talented Liaison shall be implemented.

The school board of Altoona shall provide access without charge for tuition, to appropriate programming for students identified as gifted and talented. Appropriate programming will include a systematic and continuous set of instructional activities or learning experiences which expand the development of students identified as gifted and talented.

ONLINE LEARNING OPPORTUNITIES

The Altoona online Learning program has been added to the services offered to students. We are thrilled to offer families another avenue for education of their children through these services. With support from our faculty and support from the home, students should experience an enjoyable, challenging, and productive learning experience. Our students will be presented with online courses in their future, whether it is in college, vocational school, or an extended learning degree. Altoona online courses are aligned to national, state, and a common core standard. All courses are taught by Wisconsin certified teachers. Students currently enrolled at the Altoona School District full-time can enrich their course selection with courses that may not be offered on-site. This program also serves gifted and talented students who need additional programming options, homebound students, students in a home-based learning environment, or a student with unique circumstances. Listed below are some of the Wisconsin Virtual online electives available:

CAREER DEVELOPMENT



Xello is a valuable online career planning resource available to Altoona Middle and High School students and families. Xello allows students to explore careers, build a personalized career portfolio, find careers that match their interests, learn about hundreds of different careers - everything from accountant to zookeeper, check out multimedia interviews with real people, search for schools that offer the education and training you need, find financial aid programs to help you achieve your goals, keep track of your career exploration activities, and plan your future.

ALTOONA CAREER CLUSTERS

A Career Cluster is a broad grouping of careers in the same field of work that require similar skills. You can use career clusters to explore careers and focus education plans toward gaining the necessary knowledge and skills for success in a career pathway. There are 16 Career Clusters. Within each cluster there are a varying number of career pathways. The School District of Altoona has developed Programs of Study for all 79 Career Pathways. A Program of Study is a sequence of coursework, co-curricular activities, work-based learning, service-learning, and other learning experiences. This sequence provides preparation for a student to pursue post-secondary options and ultimately a career in that area. The School District of Altoona continues to develop local plans to assist planning by students and their families.

Technical College Entrance Requirements

Technical colleges provide affordable, career-oriented programs for many high-skilled, technical jobs in the state. Small class size, flexible scheduling, and a high job placement rate are all attractive features of these schools. Students spend most of their class time in job-related settings where they receive hands-on training from experienced instructors. Degrees offered range from short-term programs and certificates to technical diplomas and associate degrees which take one to two years to complete. Chippewa Valley Technical College (CVTC) is an example of a technical college.

Technical colleges currently have an open enrollment policy, which requires a high school diploma or equivalency diploma. Specific programs have specific requirements for admittance. It is very important to check the specific requirements in the college catalog or on the college website.

Speak with your school counselor if you have questions about technical college and two-year colleges or refer to program listings on the technical college website at [Wisconsin Technical College System](#) for the most current admission requirements.



Private College Entrance Requirements

Wisconsin has 20 private colleges and universities. The Wisconsin Association of Independent Colleges and Universities (WAICU) supports these schools. Its mission is to provide access to higher education for every qualified student.

The strongest candidates for admission have taken four years of English and three or more years of mathematics, natural sciences, and social sciences. Most students go beyond this minimum, taking advantage of AP, enriched, honors, and accelerated courses. Some private colleges may expect two or more years of a foreign or classical language. The greater the number of courses taken in the subjects listed above, the stronger the application.

For specific admission requirements at Wisconsin Private schools, please go to [Our Colleges | Wisconsin's Private Colleges](#) and click on "Select a School". Students should refer to the particular website for any other private schools.

Four-Year College Entrance Requirements



All schools in the University of Wisconsin System accept the ACT for admission. **The University of Wisconsin-Madison requires students who take the ACT to also take the ACT Writing test. The rest of the UW-System schools do not require the Writing test at this time.**

The UW System schools use holistic assessment in determining admission for students. Academic record and test scores will still be important criteria in the selection process, but admission decisions will also consider personal characteristics and other factors in determining admission.

More information on UW System requirements can be found at www.uwhelp.wisconsin.edu



Minimum Requirements for the UW-System

Private and out-of-state schools may have additional requirements

17 Core College Prep Credits:

- 4 Credits of English including credits of Literature and Composition
- 3 Credits of Math including Algebra 1, Geometry, and Algebra 2
- 3 Credits of Social Studies
- 3 Credits of Natural Sciences

4 Elective Credits

<p>World Language: In the UW-System, <i>UW-Madison</i> is the only college that requires two years of the same world language. Other UW schools recommend it. Schools in the <i>University of Minnesota System</i> also require two years of the same world language.</p>	<p>4 Elective Credits: These can be chosen from the above core college prep areas: world language, fine arts, and other academic areas. Some UW System schools may also accept vocational courses for some of these four elective credits.</p>
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Rigorous courses, including senior year course work, are strongly recommended for those looking to attend a four-year college.



Minimum Requirements for University of Minnesota Systems

All applicants are expected to have completed, at a minimum, the university’s high school course preparation requirements as follows:

- 4 Credits of English including credits of Literature and Composition
- 4 Credits of Math including Algebra I, Geometry, and Algebra 2
- 3 Credits of Social Studies
- 3 Credits of Sciences (1 credit each physical/biological)
- 2 Credits World Language (2 years of the same World Language)
- 1 Credit Visual/Performing Arts

5 Elective Credits

Admission to the University of Minnesota is competitive. All freshman admission decisions are based on an overall assessment of each applicant’s academic record and individual circumstances.

Primary factors considered in reviewing an application are completion of required courses (see above), class rank, grade point average, ACT/SAT scores, and rigor of the curriculum, including 12th grade coursework in progress. Secondary factors, such as leadership, community service, and extenuating circumstances will also be considered.

Applicants to the University of Minnesota-Duluth, the University of Minnesota-Morris, and the University of Minnesota-Twin Cities are required to take the ACT plus the Writing test.

For information and admission requirements for the University of Minnesota and Minnesota State Colleges and Universities contact: **University of Minnesota schools at www.umn.edu Minnesota State Colleges and Universities at [Minnesota State Colleges and Universities](#)**

NCAA Eligibility Center (formerly NCAA Clearing House)

Do you want to continue to compete in athletics after high school? In order to do so at any NCAA Division I or II college/university you must register and be certified by the NCAA Eligibility Center. You must apply and be approved prior to your freshman year of college or you will not be allowed to be on the team or to accept any athletic scholarships. It is recommended to apply to the NCAA Eligibility Center before the end of your 11th grade school year. Final certification will come after graduation.

What is the NCAA Eligibility Center?

The NCAA Eligibility Center was created to bring academic and amateurism certifications together under one roof. Its purpose is to ensure that college-bound student-athletes, as well as coaches and administrators, understand the requirements to participate in NCAA Division I and II athletics.

All incoming college freshmen who plan on attending any NCAA Division I or II college/university **MUST** register with the NCAA Eligibility Center, meet all academic and amateur requirements and be certified by the NCAA Eligibility Center.

What are the NCAA Eligibility Center standards I must meet?

The standards issued by the NCAA Eligibility Center are slightly different for Division I and Division II but are based on the same four principles:

- 1) You must graduate from high school.
- 2) You must successfully complete all core courses.
- 3) You must have a minimum 2.000 GPA in core courses; and
- 4) You must have a minimum qualifying score on the ACT or SAT.

What are core courses?

This is a very important topic for you to understand. Core courses are the foundation of the NCAA Eligibility Center standards. The more you know about core course requirements and the sooner you know it, the better prepared you will be to monitor your progress throughout your high school career. If you are even DREAMING of being a collegiate athlete, you should meet with your school counselor to map out a 4-year plan of the courses you will take. It's best to do this by no later than midway through your 10th grade year or as soon as possible after that if you are learning about this for the very first time. Making a plan prior to your 9th grade year is even better.

A core course is any course at your high school that has been reviewed and approved by the NCAA Eligibility Center as a course that meets its academic standards. In other words, core courses are courses "approved" by the Eligibility Center.

The NCAA Eligibility Center approves courses in four categories; English, Math, Natural/Physical Science and Social Science. Some Foreign Language, Philosophy, and Non-Doctrinal Religion classes may also be approved As core courses. Please note that classes like Art, Band, Choir, Computers, Economics, Yearbook, and Physical Education are examples of courses that are NOT approved as core courses.

You must complete a minimum number of core courses in each category as part of the NCAA Eligibility Center certification process.

What courses at my high school are considered Core Courses?

The NCAA Eligibility Center maintains a list of approved core courses for every high school in the country that has registered with the NCAA Eligibility Center. To view the list of approved courses for Altoona High School:

[NCAA Eligibility Center - High School Portal](#)

ALTOONA CEEB/ACT Code: 500035

Early Graduation

REQUEST FOR EARLY GRADUATION FORM

Students can request to graduate early during their Senior year. Students that want to graduate early need to complete an Early Graduation form. In addition to completing the Early Graduation form, students need to attach a copy of their transcript, a letter stating the reason(s) for the request to graduate early, and a letter stating their post-graduation plans. The Request for Early Graduation form and all of the supplemental documentation, must be submitted to the high school principal based upon the timeline below.

Graduation Date	Request Due Date
End of Trimester 1	3rd Friday in March
End of Trimester 2	3rd Friday in September

AHS Graduation Requirements

- All students must take a minimum of 5 classes per Trimester.
- A student must earn a minimum total of 26 credits to receive an Altoona High School Diploma
- This 26 minimum must include the following requirements:

SUBJECT	CREDITS	REQUIRED COURSE(S)
English	4.0	English 9, English 10, and 2.0 English electives - Eng with Ms. Bri
Social Studies	3.0	World Studies, Civics or Government (CAPP), U.S. History or U.S. History (CAPP), and 0.5 Social Studies elective
Science	3.0	3.0 science electives- Science 9
Mathematics	3.0	3.0 math electives- Alg 1 and Alg Intervention
Health	0.5	Health
Physical Education	1.5	1.5 Physical Education electives Fitness 1
Personal Finance	0.5	Personal Finance
Computer	0.5	Microsoft Office
Electives	10.0	Basic Mechanics
TOTAL	26.0	

Grading Scale

A = 4.0

C+ = 2.33

D- = 0.67

ME = Medical

A- = 3.67

C = 2.0

NC = 0.0

P = Pass

B+ = 3.33

C- = 1.67

RW = Requirement Waived

B = 3.0

D+ = 1.33

W = Withdrawal

B- = 2.67

D = 1.0

Credit/No Credit (CR/NCR)

The School District of Altoona promotes the highest quality of academic rigor to best prepare students for success at the post-secondary level. The intent of the Credit/No Credit (CR/NCR) policy is to provide students with the opportunity to take a class they deem as difficult without the negative effects of a less than average grade jeopardizing their cumulative Grade Point Average (GPA). The guidelines and procedures are listed below.

The deadline to submit the completed CR/NCR request form is **during the first 20 days** of a Trimester.

1. The "CREDIT/NO CREDIT" ("CR") option is limited to one course per Trimester to juniors, seniors, and students who have exceptional needs (Differentiated Education Plans - DEPs)
2. A "CR" course cannot be a required course.
3. The student must have a minimum cumulative GPA of 2.00 to qualify for the "CR" option.
4. A No Credit (NC) grade is possible in a "CR" course. If received, an NC grade will count toward the student's GPA.
5. Any recorded "CR" grade will not count toward the student's GPA.
6. The student has the option to convert a "CR" grade into a letter grade at the end of the Trimester. This letter grade will count on the student's GPA. ***IT IS THE STUDENT'S RESPONSIBILITY TO INITIATE THE REQUEST AND INFORM THE TEACHER THAT A LETTER GRADE SHOULD BE RECORDED INSTEAD OF THE "CR" GRADE.***
7. The student must complete this application during the first 20 days of any Trimester.
8. **ALL** Advanced Placement (AP) classes are eligible for the "CR" option regardless of the student's grade level.
9. "CR" option is not available for the Start College Now program (CVTC) classes or the Early College Credit program (UWEC) classes.

General Information on Course Offerings

Your freshmen, sophomore, junior, and senior years at Altoona High School may be viewed as a single experience in preparation for the future. Consequently, your post high school plans should be taken into consideration when constructing your schedule.

Early and thorough planning is essential if you hope to meet your post high school goals. A majority of Altoona High School graduates pursue post-secondary education, but because entrance requirements vary significantly from one institution to another, it is never too early to become familiar with the specific requirements of the technical college or university the student may wish to attend. Your preparation should keep as many doors open as possible.

Schedule Changes

We base our master course schedule on a combination of student requests, district needs, and efficient allocation of district resources. It is important to understand that we are making decisions based on the course selections made by the student. Therefore, the school expects students to take the courses they requested during the registration process. It is imperative that thoughtful consideration be given to the registration process.

If a schedule correction needs to be made, students are expected to make that request during the designated time frame established in August. Students will need to look at their entire schedule (i.e. all three trimesters) and make corrections prior to the start of the school year. The only time that a schedule correction should be made is if there is an error.

Examples of error(s) would include:

- an incomplete schedule
- a prerequisite has not been met
- enrolled in a class previous passed
- missing a graduation/college admission requirement
- inappropriate course placement as agreed upon by the teacher

If a schedule change needs to be made after the 5 day grace period at the beginning of each trimester, students and parents will need to complete this [Schedule Change Form](#) to make a formal request. The request will be reviewed and the administration will approve or deny the request.

Co-Curricular Activities and Athletics

Baseball	Dance	Hockey (Boys & Girls)	Tennis (Boys & Girls)	Wrestling
Basketball	Football	Softball	Track & Field	
Cross Country (Boys & Girls)	Golf (Boys & Girls)	Soccer (Boys & Girls)	Volleyball	

Fine Arts

Concert Band/Jazz Band	Concert Choir/Show Choir	Chamber Choir	Treble Choir	Solo Ensemble	Drama
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Clubs

Battle of the Books	Fishing	Mock Trial	SAFE (Students Advocating for Excellence)
DECA	Forensics	National Honor Society	Student Council
Drama	Skills USa	Research	Educators Rising
	Interact	HOSA	ESports

SUGGESTED FOUR-YEAR GRADUATION PLAN





26 Credits Required for Graduation

SUBJECT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
ENGLISH	English 9 1.0 credit	English 10 1.0 credit	English 11 or AP Language & Composition 1.0 credit	English 12, or AP Literature & Composition 1.0 credit
SOCIAL STUDIES	World Studies 1.0 credit	U.S. History or U.S. History (CAPP) 1.0 credit	Civics .5 credit or Government (CAPP) 1.0 credit Social Studies Elective .5 credit	
SCIENCE	Science 9 1.0 credit	Biology 1.0 credit	Science Elective 1.0 credit	
MATH	Algebra I 1.0 credit	Geometry 1.0 credit	Math Elective 1.0 credit	
HEALTH		Health .5 credit		
COMPUTER REQUIREMENT/ BUSINESS	Microsoft Office .50 Credit		Personal Finance .50 Credit	
PHYSICAL EDUCATION	Physical Ed .5 credit	Physical Ed .5 credit	Physical Ed .5 credit	
OTHER ELECTIVES	2.5 credits	2.5 credit	2.5 credit	6.5 credits

Students should register for 2.5 credits per Trimester

BUSINESS

The Business department offers a broad selection of courses for all. Student abilities. Students taking these classes will gain real-world life skills in addition to college prep skills.

COURSE	CREDITS	GRADES
Accounting 	1.0	11/12
Personal Finance * 	0.5	11/12
Business Law	0.5	11/12
Microsoft Office * 	0.5	9/10/11/12
Desktop Publishing 	0.5	9/10/11/12
Introduction to Business	0.5	9/10/11/12
Business Sales I	0.5	9/10/11/12
Business Sales II	0.5	10/11/12
School-To-Work	0.5	12

* Graduation Requirement

 Dual Credit

ACCOUNTING

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: NONE

Accounting is a year-long course designed to provide students with an understanding of the basic concepts of accounting, including entering transactions in journals, posting to ledgers, and preparing financial statements. Students will complete simulations to reinforce these concepts. Automated accounting principles will be integrated into the course. ***Students will receive CVTC credit for dual enrollment.***

 **PERSONAL FINANCE *GRADUATION REQUIREMENT**

GRADE: 11/12
CREDIT: .5
LENGTH: Trimester
RECOMMENDATION: NONE

Personal Finance is a one-Trimester course designed to give students a practical knowledge of financial matters that they will face now and after they graduate. Students will learn how to set up a workable budget, use checking and savings accounts, manage investments, prepare income tax returns, understand the wise use of credit, gain knowledge of various kinds of insurance, and make housing decisions. A field trip to the Real Life Academy will be required. *Students will receive CVTC credit for dual-enrollment.*

BUSINESS LAW

GRADE: 11/12
CREDIT: .5
LENGTH: Trimester
RECOMMENDATION: NONE

Business Law is a one-Trimester course designed to teach students about the legal aspects they will face in personal, consumer, and business law. Students will gain knowledge in how to handle disputes properly and successfully. Students will learn about criminal law, contracts, court systems, buying/renting, insurance, and other legal topics.

MICROSOFT OFFICE *GRADUATION REQUIREMENT

GRADE: 9/10/11/12
CREDIT: .5
LENGTH: Trimester
RECOMMENDATION: NONE

Microsoft Office is a one-Trimester course designed to improve computer concepts and computer applications. The applications will include word processing, spreadsheet, graphic, and slide show. In addition a unit on the job campaign will be taught. All applications will be hands-on using a PC computer. This course is intended to be a general education course that should be studied by every student, ideally early in their high school career.

 **DESKTOP PUBLISHING**

GRADE: 9/10/11/12
CREDIT: .5
LENGTH: Trimester
RECOMMENDATION: NONE

Desktop Publishing is a one-Trimester course designed to give students an understanding of design and layout. Students will design and format letterheads, flyers, magazine covers, brochures, pamphlets, bookmarks, storybooks, business cards, newsletters, and web pages. Through these desktop publishing activities, students will gain experience in making decisions, using imagination, planning page layouts, and developing effective work habits. In addition, projects using a photo cube, magnet, and keychain will be produced. *Students will receive CVTC credit for dual-enrollment.*

INTRODUCTION TO BUSINESS

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

Recommended for all business courses

Introduction to Business is a one-Trimester course designed for students interested in exploring the business field. Students will be introduced to a variety of business topics, including: business occupations, accounting concepts, computer applications, personal finance, business communications, ethics, and economics. Students will do a record-keeping simulation, plan a wedding, and use the internet to supplement material.

BUSINESS SALES I

GRADE: 9/10/11/12

CREDIT: .5 LENGTH: Trimester

RECOMMENDATION: NONE

Marketing I is a one-Trimester course designed to provide students with skills that are necessary in the career areas of marketing, management, and entrepreneurship. Students will develop human relation skills, as well as learn how to market, promote, advertise, and sell merchandise. Working in the school store is a requirement of the course.

BUSINESS SALES II

GRADE: 10/11/12

CREDIT: .5 LENGTH: Trimester

RECOMMENDATION: Completion of Business Sale I

This course will continue to develop Marketing skills and foundations attained in Introduction to Marketing with emphasis on advertising, event planning, product creation, business financials, technology advancements in business, and social media relations. The course will incorporate the use of the school store and take leadership roles in running the DECA chapter by getting involved throughout the region.

SCHOOL-TO-CAREER

GRADE: 12

CREDIT: .5 LENGTH: Trimester

School-to-Career is a unique class that allows you to learn in the workplace setting. You will gain hands-on experience that will help prepare you for either further schooling or the world of work. Depending on your work experience and career objectives you will be enrolled in Youth Apprenticeship. These certificates are a valuable personal sales tool. These tools will greatly enhance student's future employability. Students will be expected to apply for Youth Apprenticeship, turn in bi-weekly paychecks, and have employers fill out evaluations.

English

The English department offers challenging and engaging courses to prepare students for their future and educational and career paths.

COURSE	CREDITS	GRADES
English 9 *	1.0	9
English 10 *	1.0	10
English 11: American Literature & Composition	1.0	11
English 12: Literature & Composition	1.0	12
AP Language & Composition AP	1.0	11/12
AP Literature & Composition AP	1.0	12

* Graduation Requirement **NOTE: Four credits of English are required for graduation.**

AP Advanced Placement Credit

ENGLISH 9 *GRADUATION REQUIREMENT

GRADE: 9

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: NONE

This course focuses on all aspects of Language Arts and gives students a high school basis for reading and writing skills with new vocabulary acquisition. In literature, English 9 focuses on novels, short stories, speeches, and a Shakespearean tragedy. Students will study and practice the writing process through viewing examples, drafting, citing sources, and improving punctuation. In addition, students will learn how to write in the following modes: personal narrative, explanatory/informational, argumentative/persuasive, real-life writings, and research papers. This differentiation of curriculum is designed to challenge and to move all students forward in their learning.

ENGLISH 10 *GRADUATION REQUIREMENT

GRADE: 10

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of English 9

The first half of the course begins with a study of narrative texts. Students will read with a focus on characterization. They will also write a variety of narrative texts. Next, students will read, analyze, and write poetry. All sophomores will participate in the Poetry Out Loud program, reciting and interpreting a poem from memory. Students will also write a variety of informative texts, including summary, review, analysis, and a speech.

During 2nd Trimester, students will complete a whole-class novel study, read a historical fiction novel of their choice, complete a multi genre study, and complete a variety of argumentative and persuasive writing tasks

ENGLISH 11: AMERICAN LITERATURE & COMPOSITION

GRADE: 11

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of English 9 & 10

This course examines American Literature throughout the years. The students throughout the year will read American authors' work on their own and be responsible for blogging about the information they have learned. The year will start with students examining their own view of the world and writing a "Worldview" paper. Then we will continue by studying Puritan writings and *The Crucible*. The students will then work on a Modern Day Witch Hunt presentation where they will research, prepare a visual, and present their research on a current "witch hunt". Then the focus will move to the Dark Romantics and look how the writings in America have changed over the years.

In the second half of the year we will work on rhetorical devices and how they are used in famous American speeches. Students will then pick and write an analysis of a famous speech and how rhetorical devices are used during the speech. Next, students will write their own Super Hero Speeches using the rhetorical devices they have learned about in other speeches. Students will also prepare for the ACT. The year will end with the study of *The Great Gatsby*.

ENGLISH 12: LITERATURE & COMPOSITION

GRADE: 12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of English 9, 10, 11

The focus of English 12 is to develop reading and writing skills across a variety of genres. In the 1st half of the course, students read narrative texts, composing written responses to those texts and engaging in text-based collaborative discussions focused on examining and solving issues common to the human experience. They also read essays to analyze this type of text. They compose an Informative essay that analyzes the author's purpose, craft, techniques and ideas. Students will also analyze multiple interpretations of excerpts from two plays with a similar theme – one by Shakespeare and one by an American playwright. They gather literature and information texts related to the theme to support discussions and write an analysis and reflection of the theme. Finally, students will complete a research project to answer an inquiry question that they have developed.

In the second half of the course, students select a novel from several options. They engage in collaborative discussions and write a literary analysis about the novel. They apply rhetorical principles to their texts and they construct and present an argumentative essay. Following this presentation, students generate an inquiry question related to how rhetorical principles apply to a contemporary issue. They conduct research and construct an argument to answer this question. Then they present this argument to a specific audience. Students read science fiction novels with embedded research and analyze the author's choices. They conduct their own research and embed it in a science fiction narrative.

AP LANGUAGE & COMPOSITION

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of English 9 and English 10

Advanced Placement Language and Composition is a college-level English class focusing on rhetoric and effective writing. Students will develop evidence-based analytic and argumentative essays. Students evaluate, synthesize, and cite research to support their arguments. Students are expected to write numerous short essays, impromptu essay exams, and several longer critical papers.

The Advanced Placement (AP) program allows students to take college level work during their high school career and receive credit from the college they plan to attend. Each May, AP Examinations are given and test fees are paid by the student and/or their family. Colleges grant credit for Advanced Placement work based on the score earned by the student on the test taken in May. Check with the college of your choice to determine their policy.

AP LITERATURE & COMPOSITION

GRADE: 12

CREDIT: 1.0

LENGTH: Trimesters

RECOMMENDATION: Completion of English 9, English 10, English 11

Advanced Placement Literature and Composition is a year-long, college-level English covering world literature from the Greeks through the modern period. We will be studying playwrights, novelists, essayists, and poets, such as Homer, Achebe, Conrad, Shakespeare, Dickinson, and Joyce. Our primary text will be *The Bedford Introduction to Literature*. Students are expected to write numerous short essays, impromptu essay exams, and several longer critical papers.

The Advanced Placement (AP) program allows students to take college level work during their high school career and receive credit from the college they plan to attend. Each May, AP Examinations are given and test fees (approximately \$95) are paid by the student and/or their family. Colleges grant credit for the Advanced Placement work based on the score earned by the student on the test taken in May. Check with the college of your choice to determine their policy.

JOURNALISM

GRADE: 11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

This course will focus on the principles of journalism through the development of a school newspaper and school news broadcasts that will be published throughout the school, district, and community. Students will learn and practice journalistic skills such as news writing, interviewing, editing, photography, layout/design, and news broadcasting. As students will be utilizing all realms of the ELA standards - writing, reading, and speaking/listening - students who enroll in this course should be comfortable and willing to learn and improve in these areas.

FINE ARTS

The performing and visual arts, generally referred to as the fine arts, are unique and important in the school curriculum. The Fine Arts are an essential component of all societies and that an education is not complete without knowledge of the history, purpose, function, and techniques of the fine arts. Further, the fine arts value their content as an expressive medium for everyone.

Music

COURSE	CREDITS	GRADES
Concert Band	1.5	9/10/11/12
Concert Choir	1.5	9/10/11/12
Treble Choir	0.5	10/11/12
Chamber Choir	1.5	10/11/12
Music Theory	0.5	10/11/12

Art

COURSE	CREDITS	GRADES
Introduction to Art	0.5	9/10/11/12
Painting & Drawing	0.5	9/10/11/12
Advanced Painting & Drawing	0.5	10/11/12
Photography	0.5	9/10/11/12
Advanced Photography	0.5	10/11/12
Ceramics & Sculpture & Metals	0.5	9/10/11/12
Advanced Ceramics & Sculpture	0.5	10/11/12

Music

CONCERT BAND

GRADE: 9/10/11/12

CREDIT: 1.5

LENGTH: Year

Membership in the High School Concert Band is open to all wind and percussion musicians, who have successfully completed the Middle School Band Program or its equivalent, meet or exceed the minimum competency requirement of method book level achievement, and/or have the consent of the High School Concert Band instructor; or through remediation on their instrument to meet minimum standards of performance, or by switching to an instrument needed by the band with regards to instrumentation and section size. These will be determined by the Concert Band director.

The Band meets in full rehearsal five days each week. Members of the band earn one credit for a full year. The High School Concert Band is a performance group. Performances include: Marching band shows, parades, concerts, festivals, contests, graduation, and Pep band performances at athletic events. Students are expected to take individual lessons – either privately (outside of school), or from the band instructor. The lesson expectation for each student is 4(four) lessons per quarter – minimum requirement. Student understanding and accountability for such may be measured in periodic performance tests.

Grades are computed on a percentage basis from points earned in lessons, performances, tests, and outside assignments.

CONCERT CHOIR (50-60 members)

GRADE: 9/10/11/12

CREDIT: 1.5

LENGTH: Year

RECOMMENDATION: None

“Concert Choir” is a non-auditioned, mixed chorus performance group open to all Altoona High School students. All members enrolled for the first Trimester will automatically be enrolled for the second Trimester. This course is a year-long commitment and no dropping will be allowed after the initial drop period in the first quarter. This course is an intermediate course that explores all types of choral literature and builds music skills such as vocal production, sight-singing, ear-training, performance practices and the like. Every choir member receives four individual lessons per quarter as part of the course. Choir members will have an opportunity to participate in the WSMA solo and ensemble contest. Each choir member is required to participate in all rehearsals, lessons, programs and district large group contests. Failure to do so can result in dismissal from the class with a failing grade. Previous music experience is encouraged but not required.

CHAMBER CHOIR (24-32 members)

GRADE: 10/11/12

CREDIT: 1.5

LENGTH: Year

“Chamber Choir” is a select mixed chorus performance group comprised of students placed via audition. All members enrolled for the first Trimester will automatically be enrolled for the second Trimester. This class is a year-long commitment and no dropping will be allowed after the initial drop period in the first quarter. This course is an advanced course that explores all types of choral literature and builds music skills such as vocal production, sight-singing, ear-training, performance practices and the like. Each choir member is required to participate in all rehearsals, lessons, programs and district large group contests. Failure to do so can result in dismissal from the class with a failing grade. Every choir member receives four individual lessons per quarter as part of the course. Choir members will have an opportunity to participate in the WSMA solo and ensemble contest. Previous music experience is required.

TREBLE CHOIR (20-24 members)

GRADE: 10/11/12

CREDIT: 0.5

LENGTH: Trimester

“Treble Choir” is an auditioned elective choir for students that sing either the soprano or alto voice part. In this course, we will study repertoire written for the treble ranges. All members enrolled for the first Trimester will automatically be enrolled for the second Trimester. This class is a year-long commitment and no dropping will be allowed after the Trimester. This class is a year-long commitment and no dropping will be allowed after the initial drop period in the first quarter. This course is an advanced course that explores choral literature and builds music skills such as vocal production, sight-singing, ear-training, performance practices and the like. Each student will receive four individual voice lessons each term. Choir members will have an opportunity to participate in the WSMA solo and ensemble contest. Each choir member is required to participate in all rehearsals, lessons, programs and district large group contests. Failure to do so can result in dismissal from the class with a failing grade. Previous music experience is encouraged.

MUSIC THEORY

GRADE: 10/11/12

CREDIT: 0.5

LENGTH: Trimester

RECOMMENDATION: None

This course is designed for musicians who would like to expand their understanding of Western music theory concepts. In this study we will cover the basics of Western Music Theory such as the staves and note names to intervals, triads, the beginning musician who has limited knowledge of Western music theory concepts, although more complex work will be found for the more advanced learner. In this study we will cover the basics of Western Music Theory such as the staves and note names to triads and composition of melodies. Students will understand more concepts of Western music and why it works the way it does. It will also help prepare any students who wish to further their music education and those who wish to major or minor in music in college.

Art

INTRODUCTION TO ART

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

Introduction to Art is an exploratory course open to students in grades 9-12. All students are welcomed regardless of perceived artistic abilities. The areas of drawing, painting, printmaking, ceramics, sculpture, and art-metals will be explored. The focus of the class will be to investigate works of artists and cultures from around the world and to encourage a broader understanding of the art-making process.

PAINTING & DRAWING

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Completion of Introduction to Art

Painting/Drawing is a one-Trimester course offered to students who have successfully completed "Introduction to Art". Emphasis is placed on achieving excellence in painting and drawing while developing ideas through a variety of drawing materials. Students will investigate how an artist's personal motivation develops creative thinking and will explore artistic- style and techniques. Art making will be enriched with exposure to art history, aesthetics, and art criticism.

ADVANCED PAINTING & DRAWING

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Completion of Painting & Drawing

Advanced Painting/Drawing is a one-Trimester course offered to students who have successfully completed "Painting/Drawing". Emphasis is placed on achieving excellence in painting and drawing while exploring ideas through materials of the artist's choice. Students will work more independently, honing their skills as they develop a series of self-motivated projects. Students will develop an artist's statement to define their individual artistic vision.

PHOTOGRAPHY

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Completion of Introduction to Art

Photography is a one-Trimester course offered to students who have successfully completed "Introduction to Art". Students will use a digital camera to create pictures that capture a moment in time, describe an event, an environment, a subject, and a person. Students will learn the fundamentals of sound photo composition, the history of photography and how to manipulate and edit photos. Students may be asked to investigate the works of artists who used photography as a starting point for pieces done to work in other media. It would be optimal if one has his or her own camera for this course however some will be available through a check-out system.

ADVANCED PHOTOGRAPHY

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Completion of Photography

Advanced Photography is a one-Trimester course offered to students who have successfully completed "Photography". Emphasis is placed on further development while exploring ideas through a variety of photographic styles and tools. Students may work more independently, honing their skills as they detour from the classroom projects. Students create a series of self-motivated projects with their solid understanding of photographic processes. Students will develop an artist's statement to define and accompany their individual artistic vision.

CERAMICS & SCULPTURE

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Completion of Introduction to Art

Ceramics/Sculpture is a one-Trimester course offered to students who have successfully completed "Introduction to Art". This class is designed for students to learn to work with clay and other materials as well as learn to create three-dimensional objects. Emphasis will be on hand-building techniques and three-dimensional form building. Students will learn to use the pottery wheel.

ADVANCED CERAMICS & SCULPTURE



GRADE: 10/11/12

CREDIT: .5 LENGTH: Trimester

RECOMMENDATION: Completion of Ceramics & Sculpture

Advanced Ceramics/Sculpture is a one-Trimester course offered to students who have successfully completed "Ceramics/Sculpture". Emphasis is placed on further development and achieving sculptural excellence while exploring ideas through materials of the artist's choice. Students may work more independently, honing their skills as they detour from the classroom projects. Students create a series of self-motivated projects with their solid understanding of sculptural materials. Students will develop an artist's statement to define and accompany their individual artistic vision.

MATHEMATICS The math department offers a variety of courses for different students' needs and goals. We use a cooperative learning atmosphere to increase creative thinking, social responsibility and problem solving strategies. **NOTE: 3 credits of Math are required for graduation.**

COURSE	CREDITS	GRADES
Algebra I	1.0	9/10/11/12
Algebra II	1.0	9/10/11/12
Geometry	1.0	9/10/11/12
Statistics	1.0	11/12
Math for the Technical Trades 	1.0	11/12
Pre-Calculus	1.0	11/12
Advanced Placement Calculus AB 	1.0	10/11/12

 **Advanced Placement Credit**

ALGEBRA I

GRADE: 9/10/11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: NONE

The study of Algebra I will help you in two ways: 1) it will prepare you to continue your studies in mathematics if you wish and 2) it will help you to organize your thoughts to solve mathematical problems that everyone meets from day to day. The following topics are covered: language of algebra, working with polynomials, factoring, inequalities, functions and relations, systems of open sentences.

ALGEBRA II

GRADE: 9/10/11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of Algebra I and Geometry

This second year course in algebra should provide the student with a good understanding of the real number system. Many of the topics covered reinforce the concept of elementary algebra. Emphasis is placed on graphing, relations, linear and polynomial functions, complex numbers, radical, rational, exponential and logarithmic expressions, and an introduction to trigonometry. Graphing Calculator is needed for the class.

GEOMETRY

GRADE: 9/10/11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of Algebra I

This course is designed to help the student perceive the role of inductive and deductive reasoning in both mathematical and non mathematical situations. Major emphasis is placed on plane geometry, although some units involve solid geometry. The study of Geometry will help prepare you for further problem solving situations in all aspects of life. Geometry may also be needed for admission to colleges and post-secondary schools.



MATH FOR THE TECHNICAL TRADES

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of Geometry

This course is designed to give students experience in working with “real-life” situations. Major emphasis is placed on applying basic math skills to solve problems involving bank balances, checking, interest, percents budgets, finance charges, wages, taxes, etc.

NOTE: This is a transcribed math course for the CVTC Technical Trades.

PRE-CALCULUS

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of Algebra II

This course is designed for the student who plans to go into the areas of computer science, engineering, chemistry, physics or other fields where a more extensive background of mathematics is needed. Emphasis is placed on trigonometry, analytic geometry, probability and statistics, advanced algebra and beginning calculus. A Graphing Calculator is needed for the class.

AP ADVANCED PLACEMENT CALCULUS AB

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of Pre-Calculus

This course covers the concepts taught in first Trimester calculus at a university. Students will first review unit circle trigonometry and the fundamentals of linear equations and other higher degree functions. Other topics covered are: limits, continuity, derivatives, graph sketching, exponential functions, logarithms, optimization, instantaneous change, integration, applications of derivatives and integration, and inverse function relations. A Graphing Calculator is needed for the class.

The AP program allows students to take college level work during their high school career and receive credit from the college they plan to attend. Each May, AP Examinations are given and test fees are paid by the student and/or their family. Colleges grant credit for the Advanced Placement work based on the score earned by the student on the test taken in May.

STATISTICS

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of Algebra I and Geometry

This course is designed as a college prep course for the student who is not necessarily majoring in a mathematics or science field. Students learn to explore, summarize, and display data; design surveys and experiments; use probability to understand random behavior; make inferences about populations by looking at samples from those populations; and make inferences about the effect of treatments from designed experiments. The topics covered include functions, logarithms, trigonometry, probability, sequences and statistics. A Graphing Calculator is needed for the class.

PHYSICAL EDUCATION

The Altoona Physical Education Department

acknowledges the research indicating that people who are physically active on a regular basis are healthier than those who are not. Based on this research, the Altoona PE Department emphasize developing and challenging student learning to acquire the knowledge, skills, and self-confidence all students need to participate in a wide variety of physical activities during their school years and beyond. **NOTE: 1.5 credits of Physical Education is required for graduation.**

COURSE	CREDITS	GRADES
Fitness I	0.5	9/10/11/12
Advanced Fitness	0.5	9/10/11/12
Activities for Life	0.5	9/10/11/12
Team Sports	0.5	9/10/11/12
Strength and Conditioning	0.5	9/10/11/12

FITNESS I

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

The focus of this course is to reinforce and continue to build the basis of physical education and fitness of our students. This course provides them with the information and motivation to be able to design an individual fitness program. The course will include: 3 days of vigorous physical activity designed on the basis of each *individual's* measurable goals, 1 day of classroom work focusing on anatomy, training principles, safety precautions and fitness testing, and 1 day of various sport activities which will be cardio intensive.

ADVANCED FITNESS

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Completion of Fitness I

The focus of this course is to reinforce and continue to build the basis of physical education and lifelong fitness of our students. This course will continue to prepare the student for life in school and out of school with health and wellness tips as well as creating their own individualized workout plan. The course will include: 3 days of vigorous physical activity designed on the basis of each individual's measurable goals as well as their own exercise plan that they create along with the help of the teacher. There will be 1 day per week where there is a structured workout introducing a variety of ways to **improve** and **challenge** your fitness level. Some examples would consist of HIITS (High Intensity Interval Training), speed workouts, ability workouts, core and

balance work. The last day of the week will include various sport activities which will be cardio intensive to give our muscles a break from lifting but still staying active and moving while having fun.

ACTIVITIES FOR LIFE

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Completion of Fitness I

The focus of this course is to introduce various recreational, outdoor, and fitness activities to promote lifetime physical fitness. This class will incorporate activities from one extreme to another in order to give students a chance to find which activities they enjoy and which ones best suit their ability to achieve life-long health and fitness. Students may be asked to create their own activities, work in groups, teach classmates, and perform skills in front of a group. This course may include some of the following activities: archery, step aerobics, Frisbee golf, snowshoeing, yoga, golf, Pilates, self-defense, fishing, hunting, boot camp, fitness videos, fitness walking, stress management, cross country skiing, and yard games.

TEAM SPORTS

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Completion of Fitness I

Learn the value of team building, competition, and sportsmanship through team sport activities. Some activities include: basketball, lacrosse, volleyball, team handball, floor hockey and more.

STRENGTH AND CONDITIONING

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Completion of Fitness I

In this class, students will learn the principles of strength and conditioning for sports performance. This course will include three strength training sessions per week as well as two speed/agility sessions per week. Throughout the course, we will also cover a variety of topics such as sports nutrition, injury prevention, recovery, different exercises, supplements, and more.

PE CREDIT OPTION

GRADE: 10/11/12

CREDIT: .5 PE credit is waved

LENGTH: Sport Season

Policy 345.64

In lieu of one-half credit of physical education for purposes of high school graduation, a student who meets all of the following requirements shall be eligible to complete an additional one-half credit course offered by the District in a subject area that may or may not be required for graduation. A student is eligible for this option under the following conditions:

- The student has participated in one or more approved school sponsored sports or other organized physical activities after the successful completion of 9th grade (5.5 credits).
- The student has participated in the approved sport/activity during a Trimester, or portion of a Trimester, in which the student is not enrolled in a for-credit physical education class that is required for graduation.

Approved school-sponsored sports and activities shall include, but are not necessarily limited to, the following: WIAA sports, dance team, cheerleading, any club sports offered through the district.

If a student wishes to use participation in another sport or organized physical activity, other than those listed above, to establish eligibility for the physical education credit option, he/she shall seek approval from the High School Principal who shall compare the primary purpose, rigor, supervision/instruction, and frequency of practices and contests/performance of the activity to other eligible sports and activities. The student request must be submitted in advance of the sport/activity, including the eligibility or ineligibility for physical education credit.

In terms of minimal length and rigor, the season (or activity period) should be at least as long as the

shortest WIAA season of an approved WIAA sport. It shall be the responsibility of the student to provide relevant information regarding the sport or organized physical activity that will support the request.

During each sport season/activity period used to establish eligibility for the physical education credit option, the student must **not** have

1. been subject to any disciplinary suspension from a contest or performance imposed either by the supervisor/coach or under any applicable code of conduct;
2. violated any applicable code of conduct during the season (or activity period), the penalty for which was, or would have been, suspension from one or more contests or performances; and
3. been absent from a practice or contest/performance without an acceptable/approved excuse. If the student was injured after the beginning of any sports seasons but continued to participate in team activities as appropriate for the remainder of the season, he/she still satisfies this requirement.

A student must have his/her eligibility for the physical education credit option fully approved, including successful completion of his/her participation in the qualifying sport or other activity, by the time the student needs to register for classes for a second Trimester of 12th grade.

Nothing in this policy shall prevent a student who is eligible for accommodations to the high school graduation requirements, including the credit requirements, under other District policies from receiving those accommodations.

LEGAL REF.: 118.13, 118.33 Wisc. Statutes School District of Altoona

The necessary forms for this option are available in the counseling office upon completion of the sport's season. If you have questions please speak with Mr. Mielke, School Counselor or print this [form](#).

HEALTH

At Altoona High School we believe Health Education is a combined responsibility of school, community, and home. Together, we can teach our youth to be responsible for their overall wellness in hopes that they will choose healthy lifestyle behaviors now and in the future. The Health curriculum is developed to help students understand that the choices they make can affect the quality of their life now and in the future.

COURSE	CREDITS	GRADES
Health *	0.5	10
Food and Fitness I	0.5	10/11/12
Food and Fitness 2	0.5	11/12

* Graduation Requirement

HEALTH *GRADUATION REQUIREMENT

GRADE: 10

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

In this health course students will develop skills to be an all-around healthy person. Topics they will learn more about include: personal health, nutrition, mental health, drug, alcohol and tobacco, First Aid & CPR training and human growth and development. Students will be assessed on participation in activities, homework and tests.

FOOD AND FITNESS 1

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

In this class, students will learn about meal planning and nutrition. We will have food labs where students learn the fundamentals of the kitchen, while making informed decisions about what they eat and the components of a healthy lifestyle. In this class, you will learn about more than just food and nutrition. The class will also put a great emphasis on teamwork, problem solving, and collaborative learning.

FOOD AND FITNESS 2

GRADE: 11/12



CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Food and Fitness 1

This course will help you understand the importance of a balanced diet and provide you with great tips on how to stay healthy in today's hectic and fast-paced world. Students will engage in more challenging food labs, meal-planning, nutrition education, and fitness activities. By the end of this course, learners should have the tools they need to understand which foods support their health and those that threaten it. We become advocates for a return to simple home cooking, an essential part of our efforts to live longer, healthier lives.

SCIENCE The science department at AHS offers science courses that emphasize critical thinking and problem-solving. Students need 3 credits of science to graduate. Students are encouraged to take additional science courses, especially for students wishing to complete a post-high school degree. **NOTE: 3 credits of Science are required for graduation**

COURSE	CREDITS	GRADES
Science 9	1.0	9
Biology	1.0	10
Human Anatomy and Physiology	1.0	11/12
Biology (CAPP) 	1.0	11/12
Chemistry	1.0	11/12
Physics	1.0	11/12
Environmental Science	.5	11/12
Ecology	.5	11/12
Green Technology	.5	11/12
Certified Nursing Assistant (CNA) 	.75	11/12

 **Dual Credit**

SCIENCE 9

GRADE: 9

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: NONE

This course involves the study of the physical world designed for the freshman level. The course prepares the student for other science -courses and gives the student a practical understanding of the scientific world to help meet graduation requirements. The course will be divided into three major areas of study: an introduction to chemistry, an introduction to physics, and the continuation of the study of earth and space. Topics will include the fundamentals of matter, chemical bonding, energy, the Earth’s cosmic address, impact events and forces, and Earth’s structure and systems.

BIOLOGY

GRADE: 10

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of Science 9

In this life science course, students will explore the shared characteristics of living things, learn about genetics and the human body, explore interactions between nonliving and living things in nature, and more! Through inquiry, students will design and conduct their own investigations by following their own curiosities as they pertain to living things.

HUMAN ANATOMY AND PHYSIOLOGY

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Completion of Biology

This course is an anatomical and physiological in-depth study of the human body. Included in this study will be various systems of the human body as well as independent research. Dissection of the fetal pig is a requirement for this class as well.



BIOLOGY (CAPP)

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Rank in the top 25% of the class OR have at least a cumulative GPA of 3.25

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The textbook used for AP Biology is one used by college biology majors and labs done by AP students are the equivalent of those done by college students. Course topics include: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Students are expected to develop a conceptual understanding of science and biology: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

CHEMISTRY

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Currently enrolled or completion of Geometry

This course will cover the basics of the study of matter and its interactions. This course will cover 8 units: Becoming a Chemist, Atomic and Nuclear Structure, Electrons and Periodicity, Bonding and Naming, Moles, Chemical Reactions, Stoichiometry, Gas Laws. Students will be exposed to many different tools used by chemists including equipment, measurement, and the inquiry process.

PHYSICS

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Currently enrolled or completion of Algebra II

Physics introduces students to the mechanics of motion and interactions between physical objects. The course covers topics such as: velocity, acceleration, vectors, force, momentum, work, and power. There is a strong emphasis on using mathematical practices and the inquiry process to model and explore the topics.

ECOLOGY

GRADE: 11/12

CREDIT: .5

LENGTH: 1 Trimester

RECOMMENDATION: Completion of Biology

Ecology is an introduction to the aquatic and terrestrial ecosystems of our planet and the interactions between the organisms and the environment. Students will explore the various threats to biodiversity and explore ways to mitigate the negative implications of a growing human population. Ecology is for a student who is mature, responsible, self-motivated and willing to work, as there are many projects requiring them to stay motivated and on task.-Students are required to participate in outdoor observations as we explore our local environment.

ENVIRONMENTAL SCIENCE

GRADE: 11/12

CREDIT: .5

LENGTH: 1 Trimester

RECOMMENDATION: Completion of Biology

This course will explore different phenomena involving our Earth. We will look at rock formations and the fossil record to tell the story of Earth's dynamic history while also identifying where gaps in the story exist. By looking at various properties of rocks, we can predict what's happened in the geographic area. In our oceanography unit, we will explore the effects of shelf waters on our constantly evolving seabed. As part of that unit we will look at seabed mapping and how it informs us on protections for habitats and species while trying to minimize human impacts. The course will explore offshore petroleum infrastructures and assess renewable energy potential.

GREEN TECHNOLOGIES

GRADE: 11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

Societal energy consumption, resources and future trends are presented through discussion, labs and field trips. Other learning topics include: "Going Green", Biofuels, GMOs, Carbon Footprint and Green buildings. Students will have the opportunity to research a "New Green Technology" and present it to the class.

 **CERTIFIED NURSING ASSISTANT (CNA)**

GRADE: 11/12

CREDIT: .75

LENGTH: Trimester

COURSE FEE: students must pay for their scrubs and TB test.




This 120 hour course prepares students for employment as a Certified Nursing Assistant ("CNA"). Course includes 60 hours of classroom/lab experience and 60 hours in a clinical setting. Course prepares students to care for patients under the supervision of a licensed professional nurse.

In addition to using a textbook, the CNA course allows students to view instructional nursing skills videos, practice nursing skills, and complete nursing assistant skills testing. Course skills taught include: bed making, personal care and hygiene, transporting patients, taking temperature, pulse and respiration, and feeding patients. Learn to assist patients with activities of daily living, assisting patients to their highest level of functioning, and maintain resident rights and patient confidentiality.

The State of Wisconsin requirements for certification will not be met if a student is absent for 8 clock hours for any reason. Student and parent(s) must sign an Agreement to reimburse the school district the full cost of the class and books if you drop or fail the class. Upon successful completion of the course, students will be eligible to earn a state Certified Nursing Assistant certification, and his/her name will be placed in the nursing assistant directory for the State of Wisconsin. ***Students will receive CVTC credit for dual enrollment.***

SOCIAL STUDIES

The social studies department at Altoona High School offers a variety of courses for our students, with a primary purpose of helping our students to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

COURSE	CREDITS	GRADES
World Studies	1.0	9
U.S. History *	1.0	10/11/12
United States History (CAPP) *** 	1.0	10/11/12
Civics *	0.5	11/12
American Government and Politics (CAPP) ** 	1.0	11/12
Psychology	0.5	11/12
Advanced Placement Psychology 	1.0	11/12
Social Issues	0.5	11/12
Street Law	0.5	11/12
Topics in History: Genocide	0.5	10/11/12

* Graduation Requirement

** Meets Civics Graduation Requirement

***Meets US History Requirement

 Advanced Placement Credit

WORLD STUDIES

GRADE: 9

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: NONE

World Studies uses history along with pieces of geography, political science, economics, and anthropology to gain a big picture look at the world. The course is designed to provide students with skills and knowledge to understand major themes, concepts, characteristics, and events that will help them better understand and navigate the world around us.

U.S. HISTORY 1900-2016 *GRADUATION REQUIREMENT

GRADE: 10/11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: None

Students will take an inquiry-based approach to the history of North America and the United States between the years of 1900-2016. Topics covered: The Progressive Era and World War I; Economic Growth, the Great Depression, and the New Deal; The U.S. and World War II; The Early Cold War Civil Rights, the Later Cold War, the Vietnam War Era, and The Modern Era.



UNITED STATES HISTORY (CAPP)

GRADE: 10/11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Rank in the top 25% of the class OR have at least a cumulative GPA of 3.25.

NOTE: Satisfies “U.S. History” graduation requirement

This class provides an overview of United States history from 1877, including the emergence of the United States as a modern industrial state, expansion abroad, the First and Second World Wars, and the role of the United States as a great power. You will learn to read and write at a college level through the use of primary and secondary sources. The course requires a substantial amount of reading and preparation. Successful completion of this class will earn three credits from UW-Oshkosh. For more information:

[Cooperative Academic Partnership Program University of Wisconsin Oshkosh](#)

CIVICS *GRADUATION REQUIREMENT

GRADE: 11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: World Studies

The goal of this course is to help students to develop civic responsibility and become a good citizen of society! We will study the meaning of citizenship and learn about the US Constitution and Bill of Rights. We will also discuss the three branches of government and how they make up our local, state and national government.

PSYCHOLOGY

GRADE: 11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: World Studies

This class is what is called a survey course. It will cover all areas of psychology including the research methods, states of consciousness, learning, memory, motivation and emotion, development from infancy to adulthood, and social psychology. Here is what is cool about a survey course. Colleges offer courses specific to each of these subfields. After completing this course, you will be able to determine which areas interest you. This can help direct you toward further areas of study within psychology should you

choose to study it in college.

AP ADVANCED PLACEMENT PSYCHOLOGY

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: World Studies

The purpose of AP Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology, including History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology.

After completing the course students will:

1. Prepare to do acceptable work on the AP Psychology Examination
2. Study the major core concepts and theories of psychology. They will be able to define key terms and use them in their everyday vocabulary.
3. Learn the basic skills of psychological research and be able to apply psychological concepts to their own lives.
4. Develop critical thinking skills.

SOCIAL ISSUES

GRADE: 11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: World Studies

This class will focus on current events and issues that impact our school, city, country and the world at large. We will study a variety of topics including, but not limited to culture, taboos, gender and racial inequalities and social justice. You will utilize different learning methods to research, discuss and formulate opinions on these contemporary issues and will be empowered to discover your value and responsibilities as a global citizen.

STREET LAW

GRADE: 11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: None

This class will cover both constitutional and criminal law. The class will cover the basics of our criminal justice system and criminal law. Students will learn about the court system and participate in a mock trial. Several professionals in the field will come to share their experiences in the real world. Students will also learn about their constitutional rights, including freedom of speech and protection from arbitrary search and seizure.



AMERICAN GOVERNMENT AND POLITICS - CAPP ****MEETS CIVICS GRADUATION REQUIREMENT**

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Rank in the top 25% of the class OR have at least a cumulative GPA of 3.25.

American Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. For more information: [Cooperative Academic Partnership Program University of Wisconsin Oshkosh](#)

TOPICS IN HISTORY: GENOCIDE

GRADE: 10/11/12

CREDIT: .5




LENGTH: Trimester

RECOMMENDATION: World Studies

This class will examine the in-depth historical, social, and political events surrounding genocidal massacres. Students will investigate the ten stages of genocide and apply those to several case studies (including the Armenian genocide, the Holocaust and Rwandan genocide), before exploring reasons for international action and inaction. The class will utilize primary source documents, videos, and online sources.

TECHNOLOGY EDUCATION

Technology Education courses enables students to survey areas in which they have an interest, aptitude, or career aspirations. They provide an excellent opportunity to develop skills and learn about industry and technology through hands-on activities.

COURSE	CREDITS	GRADES
Basic Home Mechanics	0.5	9/10/11/12
Building Construction	0.5	9/10/11/12
Consumer Auto	0.5	11/12
Digital Fabrication	0.5	9/10/11/12
Electricity-Electronics 	0.5	10/11/12
Engineering 	0.5	10/11/12
Graphic Design	0.5	10/11/12
Green Technology	0.5	10/11/12
Metal Fabrication	0.5	10/11/12
Robotics	0.5	10/11/12
Railroader Industries	0.5	11/12
Small Engines	0.5	9/10/11/12
Welding 	0.5	9/10/11/12
Woodworking	0.5	9/10/11/12



SUGGESTED TECHNOLOGY EDUCATION COURSE SEQUENCE

- Electricity-Electronics ⇒ Robotics ⇒ IT Academy (Altoona Campus through CVTC)**
- Welding ⇒ Metal Fabrication ⇒ Machine Tool Academy (CVTC Campus)**
- Woodworking ⇒ Basic Home Mechanics ⇒ Building Construction**
- Digital Fabrication ⇒ Graphic Design ⇒ RailRoader Industry**
- Green Technology ⇒ Engineering ⇒ RailRoader Industry**
- Small Engines ⇒ Consumer Auto**

BASIC HOME MECHANICS

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

If you plan on renting or own a home, this course is for you. In this hands-on class, you will learn types of homes, buying/selling/renting, home inspection, construction/repairs and safety. Units include home safety, appliances, hand tools, power tools, electrical distribution systems, potable water systems and building materials.

BUILDING CONSTRUCTION

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

Students will study and apply the following conventional building construction techniques: building design, layout, surveying, concrete, masonry, and energy conservation. Learning modules may include floor framing, wall framing, roof framing, plumbing, electrical, insulation and vapor barrier, drywall and taping, painting, fascia and soffit, roofing, siding, and finish flooring.

CONSUMER AUTO

GRADE: 11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: VALID DRIVER'S LICENSE & ACCESS TO A VEHICLE

Students will learn how to be an owner/operator of a motor vehicle.

Maintenance Projects include:

Purchasing a Vehicle - Maintain Battery - Washing/Waxing - Lighting - Oil Change - Use of Hoist/Jack Stands
Change/Balance Tire - Change Air Filter - Rotate Tire

DIGITAL FABRICATION

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

ADDITIONAL FEES: Based on project

Digital Fabrication uses the School District's Fab Lab learning environment to use the 3D printer, Laser Engravers, Vinyl Cutters and Software to design and create products. Students will focus on quality control, problem-solving, and collaboration in the process of product design and development.



ELECTRICITY-ELECTRONICS

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Algebra 1

Students will analyze electrical circuits. Content will be taught using online learning content and students will use hands-on materials like BreadBoard-Power supplies, and simulations. Students will learn to use digital multimeters and receive Snap-On VOM Industry Certificate.



ENGINEERING

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

Students will learn what engineers do and to effectively solve problems using software, machines, 3- D modeling and tools involved in the design process.

GRAPHIC DESIGN

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

Students will be using computer software to create graphics projects. Software usage will include Adobe Photoshop and Illustrator. Students will create logo designs, memes, advertisements, animations and more.

GREEN TECHNOLOGIES

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

Societal energy consumption, resources and future trends are presented through discussion, labs and field trips. Other learning topics include: "Going Green", Biofuels, GMOs, Carbon Footprint and Green buildings. Students will have the opportunity to research a "New Green Technology" and present it to the class.

METAL FABRICATION

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Welding (REQUIRED)

In this course students will design and produce sheet metal projects, metal fabrication projects, print reading, CNC plasma cutting and CNC machining.

ROBOTICS

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION:

In this class students will program and build an automated system and explore interaction between mechanics, electrical engineering, electronics, and computer engineering.

RAILROADER INDUSTRIES

GRADE: 11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: Graphic Design and Digital Fabrication

Students will create products to sell to specific markets and learn the process to create a business. Students will learn to use a 3D Printer, Laser Engraver, Banner Printer, Vinyl Cutter and corresponding software to design and operate equipment.

SMALL ENGINES

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

During the course students will learn how engines work. Students will diagnose engine problems through dis-assembling and assembling an engine.



WELDING

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

Students will learn types of welding and cutting processes. In this course you will build skills needed to produce industry standard welds. ***Students will receive CVTC credit for dual-enrollment.***

WOODWORKING

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

This one trimester course is designed for high school students who are interested in learning about woodworking processes, woodworking safety, wood finishing techniques, material selection and woodworking joinery. Major course topics include safety, woodworking tools/equipment, measurement, sequence of squaring a board, woodworking joinery, wood species, cabinet and furniture construction, finishing techniques and woodworking in the modern manufacturing world. Students will learn through lecture, individual assignments, group assignments, research, assessment and hands-on lab work.

WORLD LANGUAGE

In today's global environment, the knowledge and awareness of other languages and cultures is an absolute necessity to build a global perspective. All courses are aligned with the benchmarks/proficiency levels of American Council on Teaching Foreign Languages (ACTFL) guidelines and designed to build proficiency in Spanish.

COURSE	CREDITS	GRADES
Spanish I	1.0	9/10/11/12
Spanish II	1.0	9/10/11/12
Spanish III	1.0	10/11/12
Spanish IV	1.0	11/12
Spanish V	1.0	12

SPANISH I

GRADE: 9/10/11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: NONE

Spanish I emphasizes high frequency vocabulary and grammar unique to situational settings. Vocabulary, grammar and pronunciation are applied actively in speaking, reading, writing and listening comprehension. Hispanic culture is stressed in an on-going manner as an integral part of the course. Activities include full class participation and instruction, as well as small group work in speaking, reading, and conversational practice. A variety of media is used and Chromebooks are used for practice and review. Homework projects and tests are designed to develop and master all language skills and guide students toward language proficiency. Assessment is based on daily work, class participation, performance assessments including presentations and projects, along with quizzes and tests.

Students must receive a passing grade in the first Trimester of Spanish I in order to complete the second Trimester. If the first Trimester is failed, the student will be dropped from the course and required to repeat both first and second Trimesters of Spanish I before advancing to Spanish II.

SPANISH II

GRADE: 9/10/11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Spanish I

This course is a continuation of Spanish level one of basic language skills development. Language proficiency is the focus of developing comprehension skills in reading, listening, writing, speaking, vocabulary, culture, and grammar. Students will continue to expand their understanding and awareness of Hispanic and Latino culture. Activities include full class participation and instruction, in addition to small group practice to build proficiency in all skill areas. Various digital resources are incorporated into this course. Homework activities are designed as extensions of class activities to build fluency and accuracy in the target language. Performance assessments, such as presentations, skits, projects, exams, class participation, and daily work, are used to assess proficiency in the target language.

Students must earn a passing grade in the first Trimester to continue Spanish II for the second Trimester.

SPANISH III

GRADE: 10/11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Grade of "C" or higher in Spanish II or instructor's consent

Vocabulary expansion and grammar are emphasized through reading, listening and speaking activities in this upper level Spanish course and instruction is given primarily in the target language. Students are given the opportunity to practice their language skills in various situational contexts and build language proficiency according to ACTFL guidelines. Students continue to explore world cultures and language through a variety of authentic resources. Assessment is designed to support and progress student proficiency levels.

Students must pass the first Trimester Spanish III to continue in the second Trimester.

SPANISH IV

GRADE: 11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: Grade of "C" or higher in Spanish III or instructor's consent

In this upper level college preparatory course students continue to receive continual exposure to the essential aspects of learning a world language. This is done through a variety of listening, reading, writing and speaking activities. Authentic resources and materials are applied to relevant activities, including an authentic series from Spain. Instruction is received mainly in the target language, with the teacher facilitating speaking amongst students. Culture is taken to another level in learning the history of some Spanish-speaking countries, studying the art and architecture of Spanish cities, along with the daily life activities of the Spanish-speaking world. Class work and homework are designed to help prepare students for the College Placement Test which will determine their placement and allow students to receive retroactive credits at the university level. Assessments for this course are based on daily classwork, presentations, projects, and homework.

Students must pass the first Trimester Spanish IV to continue in the second Trimester.

SPANISH V

GRADE: 12

CREDIT: 1.0

LENGTH: 2 Trimesters


RECOMMENDATION: Grade of "C" or higher in Spanish IV or instructor's consent

In this upper level college preparatory course students will receive continual exposure to the essential aspects of learning a world language, with the primary focus on optimizing student proficiency in speaking skills. Classroom activities will be designed to encourage application of these skills.

Classwork and homework are designed to help prepare students for the College Placement Test which will determine their placement and allow students to receive retroactive credits at the university level. Assessment for this course is based on daily classwork, homework, presentations, projects and tests. They are designed to promote confidence and growth in language proficiency.

Students must pass the first Trimester Spanish V to continue in the second Trimester.

MISCELLANEOUS ELECTIVES

COURSE	CREDITS	GRADES
Media Production	0.5	9/10/11/12
Showmanship, Manuscripts and the Stage	0.5	10/11/12
Introduction to Educational Practices 	0.5	11/12
Yearbook	1.0	11/12
Math Assistant/Tutor	0.5	11/12



MEDIA PRODUCTION

GRADE: 9/10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: None

In today's world, media has become an essential part of our lives. It plays an incredible role in shaping the information and knowledge that is shared every day and everywhere. In the Media Production class, students will be empowered learners by being innovative and creative designers, problem solvers and communicators in order to advance their media production skills. The learning and application of a variety of media production skills could include a deeper look into: podcasts, stop motion, green screen, video editing, website design, infographics, digital graphics/marketing, social media and more. In culmination, students will develop a project in partnership with an organization that is school or community based. The goal of this project is to assist this organization in sharing their message and information through media production and social media.

SHOWMANSHIP, MANUSCRIPTS AND THE STAGE

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

This Trimester long course will focus on the reading, analyzing, and writing of plays. We will look at what it takes to move the play from ideas to the script to the stage. Students will practice designing monologues that show range, creating dialogue, and selling ideas for a play. The final exam will be to write and direct a one act play. The logistics of staging will include costuming, stage design, direction, and lighting. We will study the works of Neil Simon, Fredrick Knott, and other noted playwright.

INTRODUCTION TO EDUCATIONAL PRACTICES

GRADE: 10/11/12

CREDIT: .5

LENGTH: Trimester

RECOMMENDATION: NONE

This course will include the study of historical, philosophical and social foundations of education; issues and trends including diversity affecting our schools of today including elementary, middle level and secondary educational settings. An overview of the governmental basis of education; fundamentals of teaching methodologies, learning styles, questioning techniques and basic assessment practices will be addressed.

YEARBOOK

GRADE: 10/11/12

CREDIT: 1.0

LENGTH: 2 Trimesters

RECOMMENDATION: NONE

The Yearbook class is responsible for producing the high school yearbook. Students will gain and demonstrate knowledge and understanding of page layout and design, photo composition, book organization and production, and computer skills using yearbook software, Photoshop, digital images, and scanning. Accuracy of page design and strict adherence to deadlines (as set by the publishing company) will be a major component of students' grades.

MATH ASSISTANT

GRADE: 11/12

CREDIT: .50

LENGTH: Trimester

RECOMMENDATION: Successful completion of Alg2 and/or Geometry.

Math Tutoring is designed to give students the opportunity to help other high school students with Math. Math Tutors will be assigned to a Math Teacher and be in the classroom to help students directly with math assignments, classroom activities and missing work. Math Tutors would be expected to attend class daily, display appropriate behavior.

MISCELLANEOUS WVS ONLINE ELECTIVES

Agriculture, Food and Natural Resources

Agriscience I: Introduction

Agriscience II: Sustaining Human Life

Biotechnology 1a: Introduction

Biotechnology 1b: Unlocking Nature's Secret

Culinary Arts 1a: Introduction

Culinary Arts 1b: Finding Your Palate

Culinary Arts 2: Baking, Pastry, and More

Outdoor Education

(Intro to) Forestry & Natural Resources

Business, Marketing, Management, Entrepreneurship

Advertising & Sales

Entrepreneurship 1a: Introduction

Entrepreneurship 1b: Make your Idea a Reality

International Business

Manufacturing: Product Design & Innovation

Media & Communications

Sports and Entertainment Marketing 1a: Introduction

Sports and Entertainment Marketing 1b: Promoting the Main Event

Info Tech and Engineering

Animation 1a: Introduction (NOT Chromebook Compatible)

Animation 1b: Animating your Creativity (NOT Chromebook Compatible)

Basic Web Design (Updated)

Computer Science Principles (NOT Chromebook Compatible)

Concepts of Engineering & Technology

Digital Information Technology S1

Digital Information Technology S2

Game Design for Chromebooks 1a: Introduction (Updated; Previous Title: Foundations of Game Design)

Game Design for Chromebooks 1b: From Prototype to Product (Updated; Previous Title: Foundations of Game Design)

Programming: Python S1 (RECOMMENDATION: Computer Science Principles or similar course)

Programming: Python S2 (RECOMMENDATION: Computer Science Principles or similar course)

Foundations of Programming: CMU CS1 S1

Foundations of Programming: CMU CS1 S2

Intermediate Programming S1 (RECOMMENDATION: Computer Science Principles or similar course)

Intermediate Programming S2 (NOT Chromebook Compatible, RECOMMENDATION: Computer Science Principles or similar course)

Robotics: Applications and Careers

Wearable Technology Innovations

Family and Consumer Science

Culinary Arts 1a: Introduction

Culinary Arts 1b: Finding Your Palate

Culinary Arts 2: Baking, Pastry, and More

Family & Consumer Science

Interior Design

Health Science

Career Exploration in Dentistry

Emergency Medical Responder 1a: Introduction

Emergency Medical Responder 1b: Prepared for Action

Health I: Life Management Skills

Health Careers I

Health & Personal Wellness

Health Science I: The Whole Individual

Health Science II: Patient Care & Medical Services

(Intro to) Nursing 1

(Intro to) Nursing 2

Nursing Assistant 1a: Introduction

Nursing Assistant 1b: Patient Care

School District of Altoona

Altoona Virtual Academy (AVA)

Engage. Equip. Empower.

“Offering large school opportunities with a small school approach.”

The School District of Altoona has developed a virtual learning program for students in grades 6-12. Because virtual learning has different requirements and expectations than in-person learning, an application process is required to be selected to participate. We will provide Altoona Virtual Academy students with access to curriculum through a digital platform, an Altoona School District Virtual Learning Coordinator to support academic success, and other supports and services open to all students of the School District of Altoona.

The Altoona Virtual Academy is a parallel, commensurate learning program that aligns with the same WI State learning standards as the in-person students in the School District of Altoona. While pacing of content and the rigor of the material is similar in both programs, the delivery of content will occur at different times during the school year. This is one reason that moving between in-person and virtual instruction frequently is not recommended. Except in rare circumstances, moves between these two delivery methods will not be allowed outside of a school grading period.

In this handbook are specific policies and procedures for the Altoona Virtual Academy (AVA). Our high school program is primarily asynchronous, meaning that learning takes place with pacing and schedule considerations specific to student needs, while complying with compulsory district, state and federal laws and guidelines. Our middle school program is primarily synchronous, meaning that students receive live online instruction weekly as well as planned support time for core classes. Elective classes are also available for middle school and are offered in the asynchronous format. All curricular materials will be delivered through a partnership with Wisconsin Virtual School.

Family Considerations

Is virtual learning right for my child?

- AVA students will need the support, encouragement and coaching through home learning partners, such as parents or guardians, to be successful.
- AVA students must be able to work independently for extended periods of time and exhibit self-motivation.
- AVA students will need an individual learning space free from distractions with appropriate lighting, space for materials and room for stretching and movement.
- Families should create a daily schedule to follow a school routine with scheduled lunch breaks, time for physical activity and reading.
- Socializing and collaborating with peers is part of a traditional in-person schooling model. Socialization is also an important part of child development. Home learning partners will need to find ways to ensure that students are able to access adequate social development experiences.

Attendance / Course Completion Expectations

- The School District of Altoona school calendar will be followed for asynchronous classes.
- The Wisconsin Virtual School calendar will be followed for synchronous MS classes.
- AVA students will be expected to spend approximately 1 hour per day per course actively engaged online, studying, reading, or completing assignments and activities.
- AVA students will be expected to maintain passing grades throughout the grading period.
- AVA students must remain on pace with course completion or create a plan with the Virtual Learning Coordinator to get caught up.
- Failure to meet attendance expectations will result in invoking our truancy process, which is outlined in our SDA Student / Family Handbook.
- Midterm and final course grades will be communicated on a progress report and report card following the school schedule for reporting. Grades will be based on the current course score and percent completion and will follow the AHS or AMS grading scale.

Coursework Requirements

Orientation

All new families will be required to engage in an orientation prior to course assignments to assure that navigation of the online platform is understood. This must be completed before the first day of school.

Middle School Courses

1. 6 courses per semester
2. Synchronous courses will include ELA, Math, Science, and Social Studies.
3. Additional grade-level requirements taken asynchronously
 - a. Phy-Ed is required in 6th-8th grade
 - b. Art and Music are required in 6th grade
 - c. Health is required in 7th grade
 - d. Careers course is required in 8th grade.
4. Electives taken asynchronously
 - a. 6th grade: Up to 1 elective may be available based on schedule.
 - b. 7th grade: 2 electives are required each year.
 - c. 8th grade: 2 electives are required each year.
 - d. In-Person: *optionally* students may participate in up to two electives in person at AMS. Families will be responsible for transportation.

High School Courses

1. 7.5 credits per year:
 - a. 4 credits/semester (8 classes) or 2.5 credits /trimester (5 classes)
2. Required courses for graduation must be completed prior to graduation ([see HS coursebook](#))
3. Electives
 - a. Virtual: Electives will be based on the number of required courses in a student's schedule. Students can select electives from the Wisconsin Virtual School coursebook. Efforts to choose electives based on college and career interests will be emphasized. Electives will be chosen in coordination with the school counselors and Virtual Learning Coordinator.
 - b. In-Person: *optionally* students may participate in up to two electives in person at AHS. Families will be responsible for transportation.

Virtual Platform Information

- [WVS Student Guide:](#)

This guide is for middle and high school students who are interested in taking courses online. Most of the content comes from teachers, mentors, and students who have personal experience with online teaching and learning.

Virtual learning is a great option for many students and can be a very effective way to learn. Because taking virtual courses is quite different from taking courses in your traditional face-to-face classroom, it's good to know what you're getting into and what kind of support you'll need to be successful before classes start. Research shows that students who are well prepared and well supported for this new experience do better in their classes.

- [WVS Parent Guide:](#)

This guide has been prepared for parents, guardians, counselors, and others who want to help students decide whether online courses are a good option for them.

In the pages that follow, you will find information about:

- Online learning opportunities,*
- Characteristics of a successful online learner, and*
- How to prepare for learning online.*

Virtual Attendance Requirements

Adherence to state and federal guidelines as well as local policies on attendance must be followed. If a virtual student is not able to complete anticipated coursework, a parent/guardian should call the office by 8:20 am to explain the student's absence by calling 715-839-6095.

Attending	Absent
<ul style="list-style-type: none">• Student is logged in and working a minimum of about 1 hour per day/per class or about 20-25 hours a week and• Student is making progress (percent complete is on pace) each day or for the week and• Student is attending weekly coaching meetings with the Virtual Learning Coordinator.	<ul style="list-style-type: none">• Student has not logged on for a day and is not making up the extra time later that week prior to Sunday at 11:59 pm.• Student is logged into the platform but is idle for a day and not making up extra time/work later that week before Sunday at 11:59 pm.• Student is 20% or more behind in all classes and not making progress during the school week.• Student is not attending weekly coaching meetings with the Virtual Learning Coordinator.

Virtual Learning Contacts

Families will work in conjunction with the AMS and AHS School Counselors and the Virtual Learning Coordinator to support long term academic success.

Virtual Learning Coordinator:

Lindsey Jentzsch, ljentzsch@altoona.k12.wi.us, 715-838-7117

School Counselors:

Grades 6-8 Ms. Ingebretson, 715-839-6030 x3088

Grades 9-10 Mrs. Burich-Holle, 715-839-6031 x4005

Grades 11-12 Mr. Mielke, 715-839-6031 x4004

AVA Administrator:

Director of Future Ready Learning - Sarah Radcliffe, 715-839-6168

Social Emotional Learning and Student Support

School-Based Mental Health is available to all of our students, whether in person or virtual. For questions, contact your school's School Counselor or the SBMH Coordinator.

What is School-Based Mental Health (SBMH)?

- Provides students the opportunity to receive therapeutic support in the school setting (or virtually) during school hours.
- Connects students with professionals who are clinically licensed therapists and regularly treat concerns related to mental health.
- Allows students to receive integrated emotional, behavioral and therapeutic support that can be beneficial to their educational experience.

Who can receive SBMH?

- Students that display higher levels of social-emotional challenges such as feelings of depression, anxiety and/or difficulties regulating their mood.
- Students that experience situations that would necessitate intervention on a therapeutic level, such as (but not limited to):
 - Divorce / family changes
 - Death of a family member
 - Complicated medical diagnoses
 - Difficulty with attention
 - Other traumatic life events.

Parent/Family Role:

- Parents are notified of referral
- Request permission for SBMH Coordinator to review insurance and determine providers
- Sign a release for the district to communicate with your child's therapist

Financial Information:

- Insurance information is collected by the School Social Workers to research providers in your network.
- Referrals are made to an in-network provider.
- Provider bills the family directly for therapy services.
- Students without insurance coverage may be eligible for a sliding scale payment or grant funding for services.

Virtual Learning Coordinator will set up weekly virtual meetings or phone calls with single

families and/or groups of students. Attendance by students at these weekly meetings is required, unless otherwise mutually agreed-upon by the Virtual Learning Coordinator and family.

Weekly meetings may include: group discussions, Q&A sessions, test preparation, lectures, lesson explanations, group activities, games, social opportunities, skills practice, etc.

Technology Resources

Virtual Learning students will be provided with a district-owned mobile device for work completion.

Virtual Learning students that do not have access to reliable internet at home can apply for a district-owned internet hotspot. These are in limited supply. Please contact the Virtual Learning Coordinator for more information.

Chromebook repair / support:	jstangel@altoona.k12.wi.us 715-838-7353 x5555	M - F 7:30 am to 4:00 pm
Internet hotspot	ljentzsch@altoona.k12.wi.us 715-838-7117	M - F 7:45 am to 3:45 pm
WVS Platform Support	715-453-1953	M - F 8:00 am to 4:00 pm
After-hours homework help	Click the link for tutor.com in your WVS course	

School Library Books and Materials Checkout

Virtual learners enrolled in AVA have access to school library materials. Students can search for books in our collections using [Destiny Discover](#). Books can be made available for pickup in the AHS or AMS office during regular school hours. AVA students are also welcome to browse books in the AMS or AHS Library with an appointment by calling 715-839-6031 x3002.

School Supplies

Virtual Learning students should have access to typical school supplies like paper, pencils, and erasers for required courses. Additional supplies may be needed for students enrolling in elective classes. Additional curriculum-related specific supplies will be communicated prior to the start of the school year. If your family needs financial assistance with materials or supplies, please contact the Virtual Learning Coordinator.

Parent and Student Agreements

There is a higher level of responsibility and self-motivation required to be successful in AVA. Below are elements that we believe ensure that a student can be most successful with virtual learning. We want students to be successful in whichever learning format is best. We will support students to be successful at AVA, however, failure to comply with these agreements may result in the following:

Step 1: In-person attendance at AHS or AMS will be required to complete Wisconsin Virtual School work until the student is caught up.

Step 2: Returning to fully in-person learning with possible summer credit recovery work will be necessary.

We agree that:

- There is an at home learning partner available
- We will follow the procedures for “drop windows” for a course. Courses dropped after the drop date will be assessed a fee of \$290 per course. This is the responsibility of the family to pay.
- We will submit course assignments in accordance with due dates to make adequate progress toward course completion.
- We have identified a quiet work space that will allow for concentration.
- We can provide a reliable internet connection prior to the start of the school year and plan for an alternative or back-up plan if you have temporary service interruption. (A limited number of district-supplied hot spots are available to families in need).
- We will complete all coursework agreed upon by the course end date.
- We will abide by the Virtual School Handbook and the virtual learning contract; as well as, student handbooks and district policies.
- We will contact the Altoona Virtual Learning Coordinator if a student is unable to participate in class for more than two consecutive days.
- We will report technical problems to the Help Desk so we can provide timely assistance wvshelpdesk@cesa9.org or 715-453-1953.
- We will use the support center.... Etc for questions regarding course content, assignments or exams.
- We will inform the Virtual Learning Coordinator immediately if there are any changes in contact information - physical address, phone number, email address, etc.
- We will arrange for transportation to mandatory state testing sessions, or other required on-site events at AMS or AHS.
- We understand our student will have to take their final exams in person at AMS or AHS.

**School District of Altoona
Athletics Programming
2023-2024**

Altoona High School Grades 9 - 12	
<p>Baseball Basketball (Boys) Basketball (Girls) Cross County Football Golf (Boys) Golf (Girls) *cooperative program Ice Hockey (Boys) *cooperative program Ice Hockey (Girls) *cooperative program</p>	<p>Soccer (Boys) Soccer (Girls) *cooperative program Softball Tennis (Boys) Tennis (Girls) Track & Field Volleyball (Girls) Wrestling (Boys) *cooperative program Wrestling (Girls) *cooperative program</p>
Altoona Middle School Grades 6 - 8	
<p>Basketball (Boys) Basketball (Girls) Cross County Football Soccer (Boys) Soccer (Girls) *cooperative program</p>	<p>Tennis (Boys) Tennis (Girls) Track & Field Volleyball (Girls) Wrestling (Boys) *cooperative program Wrestling (Girls) *cooperative program</p>

**School District of Altoona
Clubs and Activities
2023-2024**

Altoona High School Grades 9 - 12	
Club/Activity	Description
DECA	DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. We participate in competitions in which students will have to use problem solving, critical thinking, and communication skills that are used in a variety of career paths. DECA is known around the world and is an excellent resume builder for all students looking at careers and colleges alike.
Drama Club	In Drama Club, students delve into the enchanting world of theater, experiencing its magical allure firsthand. With a repertoire ranging from timeless classics to groundbreaking productions, Drama Club provides a platform for every talent and a spotlight for every dream: acting, technical expertise, or simply appreciating the arts,
ESports	The ESports program is rooted in the principles of inclusivity, teamwork, and sportsmanship, providing a platform for all students to showcase their skills and passion for gaming. Students in the ESports community experience the thrill of ESports while fostering friendships, teamwork, and respect both on and off the digital battlefield. Altoona High School is part of the PlayVS community, a platform that sets the standard for amateur esports.
FBLA	Future Business Leaders of America (FBLA) focuses on preparing high school students for business careers. Through programs, competitions, and leadership opportunities, it enhances skills, develops leadership, and facilitates networking. Chapters nationwide

	offer events covering finance, entrepreneurship, marketing, and management.
Fishing Club	Students explore the world of angling with the Fishing Club at our school, proudly affiliated with The Wisconsin Interscholastic Fishing Association (WIFA). The club offers students a chance to delve into the art of fishing while promoting camaraderie, skill development, and conservation ethics. As part of WIFA, the club adheres to high standards of sportsmanship and competition, participating in tournaments and events that celebrate a love for the sport.
Forensics	Forensics is an organization that engages in competitive speaking. The goal of Forensics is to improve students' public speaking, communication skills, and confidence. There is a wide variety of categories to compete in ranging from interpretive categories, to acting, to speech writing.
HOSA	HOSA (Health Occupations Students of America) is a global organization committed to empowering future health professionals. Through leadership development, skill-building competitions, and community service, HOSA equips its members with the knowledge and experience necessary for success in healthcare careers.
Locomotion (Show Choir)	Show Choir combines music, dance, and theater to captivate global audiences. With vocal excellence and intricate choreography, students showcase their passion on stage, delivering unforgettable performances from pop hits to Broadway classics. Through teamwork and creativity in endless rehearsals, they not only hone their skills but also forge lifelong friendships and memories.
Mock Trial	Mock Trial is a simulation of a court case where students take on the roles of lawyers, witnesses, and jurors to argue a legal case. It provides an immersive experience for students to develop critical thinking, public speaking, and legal reasoning skills in a competitive yet educational setting.
National Honor Society	The Altoona National Honor Society (NHS) is a chapter of the national organization. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of

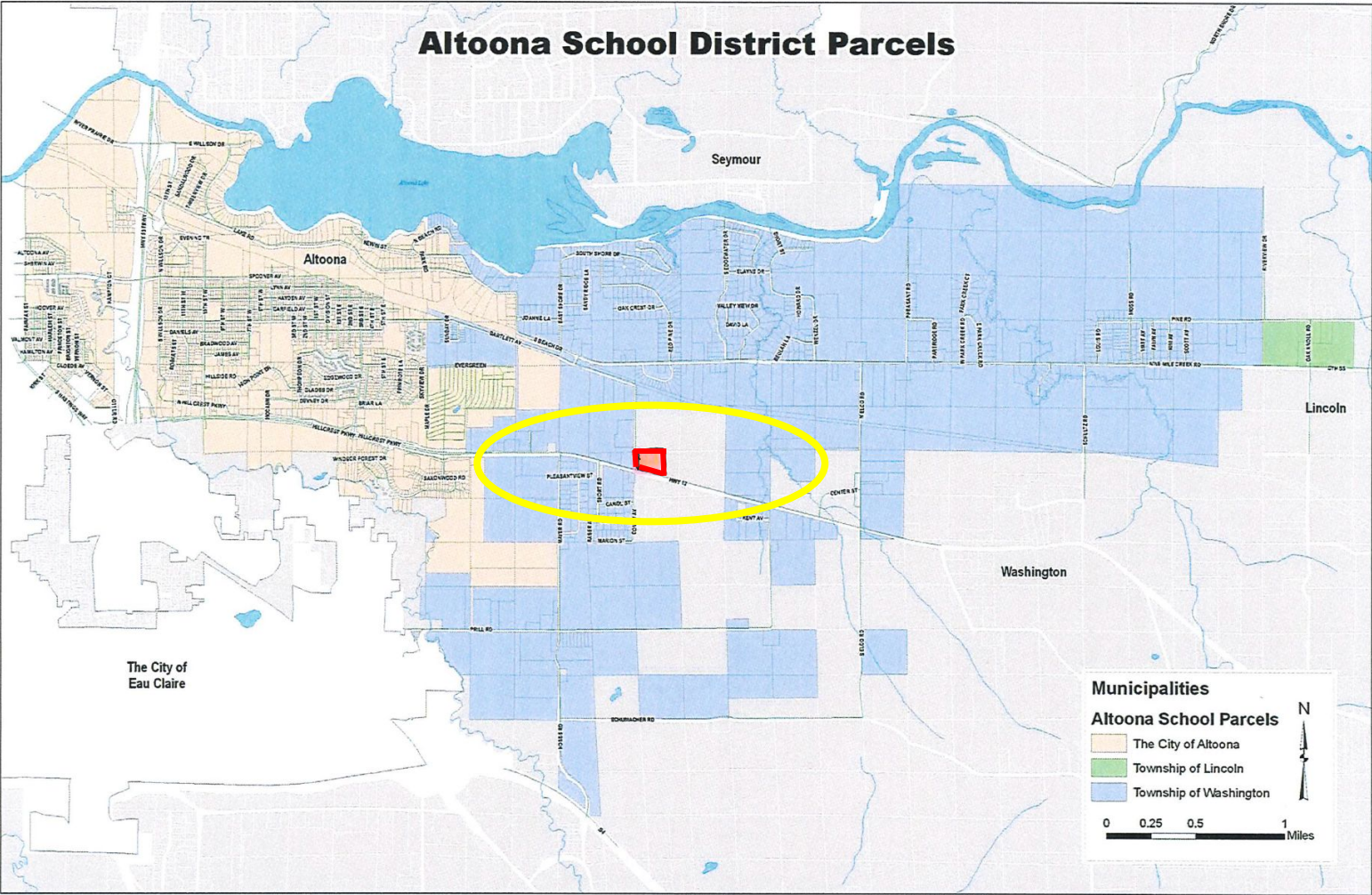
	scholarship, leadership, service, and character. Service is a major focus of our organization, and our club strives to provide volunteer opportunities for students both within the school and in the community at large.
Pep Band and Marching Band	In Pep Band and Marching Band, students combine their musical enjoyment and experience with community events. Participating in local parades, half-time shows, and sporting events, the Pep Band and Marching Band showcase Altoona's musical talent for the community.
S.A.F.E.	Students Alive from Education (S.A.F.E.) is a group of students who educate their peers on making positive decisions that will enhance their health and safety. Activities create awareness about the dangers of drinking alcohol, using drugs, texting and driving, etc.
Skills USA	SkillsUSA is an organization that empowers students to excel in career and technical education. Through hands-on competitions, leadership development, and community service, SkillsUSA equips members with the skills needed to thrive in the workforce. With a focus on teamwork and professional excellence, SkillsUSA prepares students for success in diverse fields, fostering innovation and leadership for a bright future.
Student Council	The Student Council serves as a cohort of leaders dedicated to fostering a positive school environment and coordinating student events and activities. Our mission is to enhance the "AHS Experience" for both students and staff alike. We spearhead and actively engage in a range of initiatives including Homecoming, Red Cross Blood Drive, Teacher Appreciation, A Time to Share, and more. Additionally, we regularly participate in WASC Leadership Conferences to further develop our leadership skills and expand our impact within the school community.

**Altoona Middle School
Grades 6 - 8**

Club/Activity	Description
Art Club	Students creatively express themselves through application of art free choice and collaboration.
Drama Club	In Drama Club, students delve into the enchanting world of theater, experiencing its magical allure firsthand. With a repertoire ranging from timeless classics to groundbreaking productions, Drama Club provides a platform for every talent and a spotlight for every dream: acting, technical expertise, or simply appreciating the arts,
Fitness Club	Students work to become stronger physically, mentally and emotionally through lifting weights and fitness activities.
Forensics	Students learn the art of persuasive and informative speaking. They learn to present compelling arguments and evidence in a structured manner. It fosters critical thinking as students analyze and respond to various speech prompts. Forensics speech competitions provide a platform for students to showcase their communication talents.
Fuel Up to Play	Students become leaders and stay active in the community. They run the Snack Shack, They learn and apply their skills with field trips to the farm, contests, school events, and other activities.
In Training (Show Choir)	Students find a love of performing on stage in front of an audience. They perform at Locopalooza and other show choir competitions.
Mathcounts	Students expand math achievement with real-life individual and group problem-solving challenges. Students grow their problem-solving skills as a school team and then compete against middle school students in the area.
Minecraft Club	Minecraft Club is a student organization where members come together to explore, build, and collaborate in the virtual world of Minecraft. It provides a space for creativity, teamwork, and problem-solving, fostering a sense of community among players who

	share a passion for the game.
Student Council	Students take a leadership role in organizing student activities while contributing to the positive atmosphere of our building for all students.

Altoona School District Parcels



**MATERIALS
FROM
DPI FILE**



Date: February 20, 2024
To: Taylor Greenwell
From: Kathy Fry, School Administration Consultant
School Financial Services, DPI
Subject: Small Territory Detachment; Right to Appeal **File 2024-16**

The petition, **file 2024-16**, to detach property from the Fall Creek School District and attach it to the Altoona 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.

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

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

Enclosure
KF



Date: March 28, 2024
To: Taylor Greenwell, City of Altoona
From: Kathy Fry, Secretary
School District Boundary Appeal Board (SDBAB)
Subject: Request for SDBAB Review – File #2024-16

This memo acknowledges receipt of your request for review by a panel of the School District Boundary Appeal Board (SDBAB) of File 2024-16, a petition to detach property from the Fall Creek School District. We have also received your check in the amount of \$750.00.

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

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

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

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

Thank you.

Kathy Fry

School Administration Consultant
School Financial Service Team



Date: March 28, 2024
To: Courtney Kneifl, Clerk, Fall Creek School District
Hillarie Roth, Clerk, School District of Altoona
From: Kathy Fry, Secretary
School District Boundary Appeal Board
Subject: School District Boundary Appeal Board Hearing, File #2024-16

A request for review of File #2024-16, a petition to detach territory from the Fall Creek School District and attach it to the School District of Altoona, has been filed with the Secretary of the School District Boundary Appeal Board (SDBAB). A copy is enclosed for your information. The petitioner has paid the required \$750 filing fee.

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

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

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

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

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

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

Page 2

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

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

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

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

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

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

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

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

Thank you.

Kathy Fry
School Administration Consultant
Wisconsin Department of Public Instruction

Enclosures

cc: Bradley Ceranski, Superintendent, Fall Creek School District
Teresa Reetz, Administrative Assistant, Fall Creek School District
Dr. Heidi Eliopoulos, Superintendent, School District of Altoona
Lisa Boss, Executive Assistant, School District of Altoona

2022-23 DATA

1. GENERAL INFORMATION		
	<u>Fall Creek</u>	<u>Altoona</u>
Type of District	Common	Common
Grades Taught	K4-12	K4-12
Area in Square Miles	106.63	13.03
CESA	10	10

2. 2022-23 RESIDENT ENROLLMENT				
	September 2022 Pupil Count		Summer 2022 Pupil Count	
	<u>Fall Creek</u>	<u>Altoona</u>	<u>Fall Creek</u>	<u>Altoona</u>
Summer School F.T.E.			12	52
Pre-K / Kind	103	203		
Grades 1-12	648	1,463		
District Total	751	1,666		

3. 2022-23 ATTENDANCE CENTERS		
	Total Number of Centers	
	<u>Fall Creek</u>	<u>Altoona</u>
Elementary	1	2
Intermediate		
M.S./Jr. High	1	1
Academy		
Charter		
Middle/ High School		
High Schools	1	1
District Total	3	4

4. 2022-23 STAFF INFORMATION						
	<u>District F.T.E.</u>		<u>District Pupil/Staff Ratio</u>			
	<u>Fall Creek</u>	<u>Altoona</u>	<u>Fall Creek</u>	<u>Altoona</u>	<u>STATE</u>	
Licensed Instruction	64.48	151.97	13.51	12.44	69509.45	11.84
Administrative	4.30	10.40	202.56	181.83	4472.89	183.95
Aides/Support/Other	28.96	48.77	30.08	38.77	39208.50	20.99
District Total	97.74	211.14	8.91	8.96	113190.84	7.27

5. MEMBERSHIP		
(Membership is resident enrollment adjusted for full-time equivalency.)		
	<u>Fall Creek</u>	<u>Altoona</u>
2022-23 Membership (Used for 2022-23 October Aid Certification)	735	1,668

6. DISTRICT VALUATION INFORMATION		
	<u>Fall Creek</u>	<u>Altoona</u>
Fall 2022 Tax Apportionment Value (TIF-OUT Valuation)	\$ 449,763,749	\$ 916,674,787
Fall 2022 Value Per FTE Member (Using 2022-2023 Membership)	\$ 611,923	\$ 549,565

7. 2022-23 ANNUAL TOTAL EXPENDITURES		
	<u>Fall Creek</u>	<u>Altoona</u>
FUND 10 - General	\$ 10,861,650	\$ 23,891,738
FUND 38- Debt Service	\$ -	\$ 757,425
FUND 39- Debt Service	\$ 2,372,008	\$ 2,519,888
FUND 80 - Community Service	\$ -	\$ 245,116

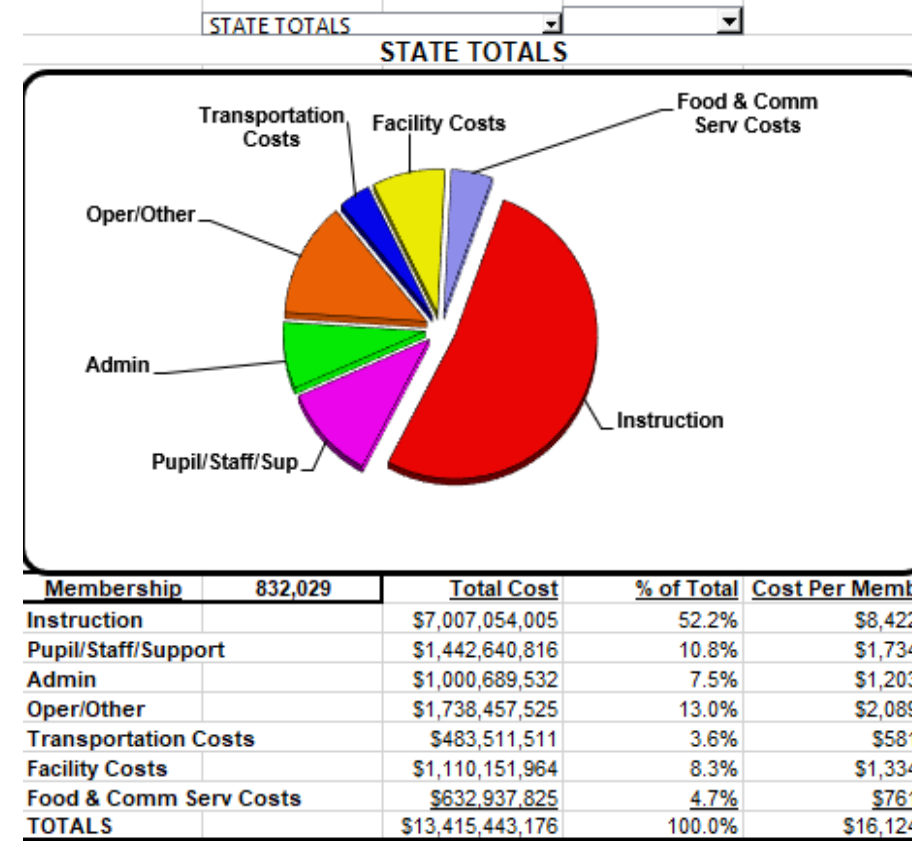
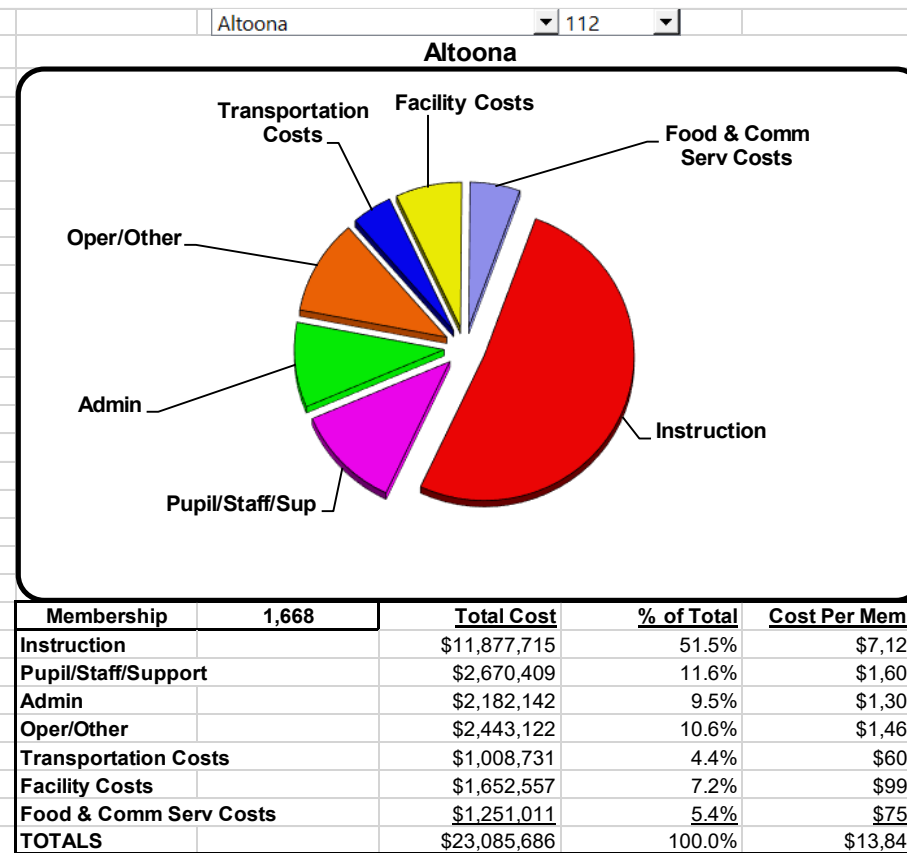
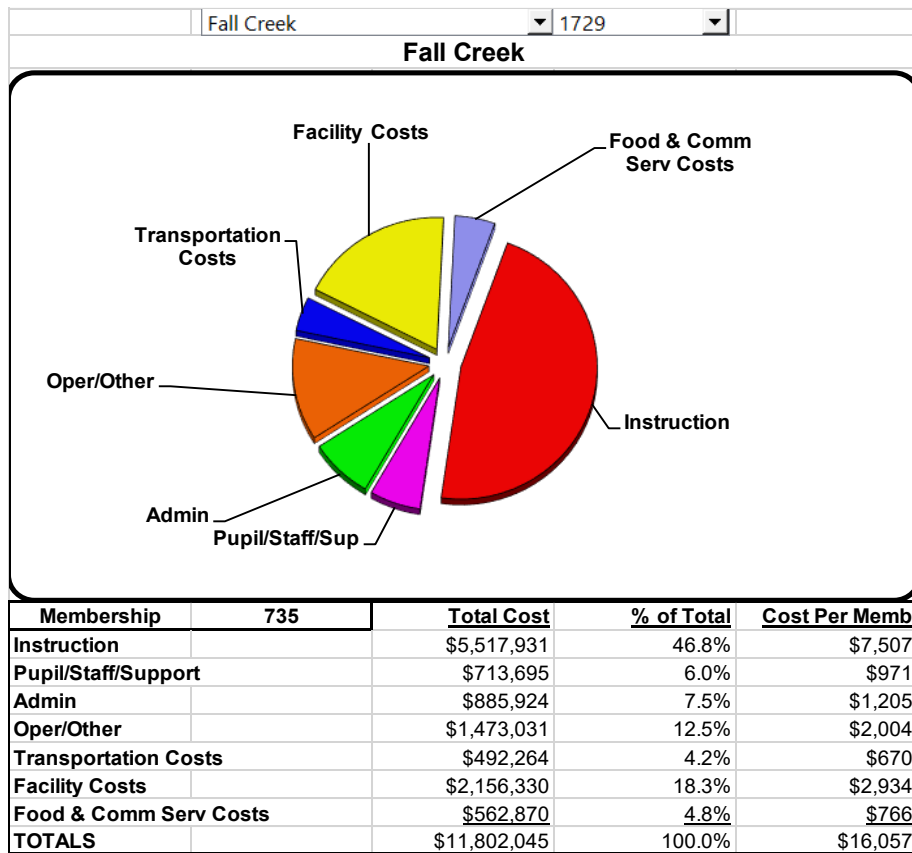
8. 2022-23 EQUALIZATION AID		(2022-2023 October Certification)	
(Based on 2021-2022 Expenditures & Membership)			
	<u>Fall Creek</u>		<u>Altoona</u>
Equalization Aid	\$ 5,927,862	\$	12,224,125
Equalization Aid/Member	\$ 8,065	\$	7,329

9. LONG-TERM INDEBTEDNESS & BORROWING POWER			
(As of October 2022)			
	<u>Fall Creek</u>		<u>Altoona</u>
Total Potential Borrowing Power	\$ 45,802,245	\$	122,368,809
Long-Term Indebtedness	\$ 9,170,000	\$	16,976,000
Remaining Borrowing Power	\$ 36,632,245	\$	105,392,809
Percent of Borrowing Power Remaining (%)	79.98%		86.13%
(Using 2022 TID-IN Valuation)	\$ 458,022,449	\$	1,223,688,087

10. FALL 2022 SCHOOL TAX LEVY			
	<u>Fall Creek</u>		<u>Altoona</u>
FUND 10 - General	\$ 1,765,472.00	\$	5,034,654.00
FUND 38 Non-Referendum Debt	\$ -	\$	400,000.00
FUND 39 - Debt Service	\$ 2,340,958.00	\$	1,945,346.00
FUND 80 - Community Service	\$ -	\$	220,000.00
Prior Year Tax Chargebacks	\$ -	\$	-
Total Tax Levied (ALL FUNDS)	\$ 4,106,430.00	\$	7,600,000.00
Total Tax Levy Rate (Mill Rate)	9.13		8.29

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

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



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



February 2, 2023

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

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

Sincerely,

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

Jill K. Underly, PhD
State Superintendent



WISCONSIN DEPARTMENT OF
Public Instruction

Jill K. Underly, PhD, State Superintendent

April 3, 2024

RE: Appointment

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

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

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

DocuSigned by:

Carey Bradley

568774090E26487

Carey Bradley

Chair, School District Boundary Appeal Board