

Date: September 21, 2019

To: School District of New Berlin Board of Education:
Ms. Amy Crosby
Mr. Mitchell Helmer
Mr. Jeffrey Kurth
Ms. Susan Manley
Ms. Kate Unger
Ms. Krislyn Wondrachek
Mr. Joe Garza, Superintendent
Mr. Patrick Miller, Chief Financial & Operations Officer
Dr. Kellie Sanders, Chief Academic Officer

We, the citizens and taxpayers of the School District of New Berlin, value our public schools.

We believe they are essential to strong communities, and in turn a strong America. They educate the children who will become the future caretakers of this world. They create connections while creating community-minded citizens of tomorrow. Our schools draw families to New Berlin, enhancing our property values. The value of a strong and financially sound school district is hard to quantify.

You and your predecessors have spent many years building quality schools and attaining a nationally recognized level of excellence here in New Berlin. It has led to a well-deserved reputation for our community that local realtors know very well. **We must do everything possible to protect the level of excellence the District has achieved.**

We write because you continue to consider whether to consolidate and restructure our entire school district by:

- Closing Eisenhower High School
- Closing West Middle School
- Closing Orchard Lane Elementary School
- Moving all 5th and 6th graders from Elementary Schools to Eisenhower
- Moving all 7th and 8th graders from New Berlin West to Eisenhower
- Moving all 9th – 12th graders from Eisenhower to New Berlin West

We ask, “Why”?

“The School Board has confirmed the public’s intent to operate two secondary schools. There are many educational and community interest reasons to do so” (2013 Long-range Facilities Plan, page 17). In 2018, Donovan Group’s Community Survey again confirmed this: our community made it clear that they did NOT want to consolidate high schools.

Moreover, “. . . substantial cost savings are not likely to be realized by consolidating the middle/high schools in separate facilities. The most economical option for housing students over time would be to maintain the current grade configurations, channel future enrollment growth to New Berlin West, and, if the pools are to be rebuilt, use the Eisenhower pool for major competitions allowing the New Berlin West pool to remain in the current location” ([IFF Strategic Facilities Assessment](#), page 32).

If this change is truly advantageous for the District, why wasn’t it contemplated in good times, but only now during a fiscal crisis? It is obvious that our schools are very high performing, so it makes no sense to consider such a major restructuring absent a trigger. The only trigger is the budget crisis, and the goal is to save money. But we believe that premise is fatally flawed and we will explain why.

At the January 7th, 2019 Board Meeting it was reported that consolidation could save the District \$900,000 per year, primarily by eliminating duplicate middle school and high school sports teams and music programs. We do not believe this is a realistic number. We believe actual savings would be much lower, especially in the first few years. More

importantly, it would not meet the goal of solving the structural deficit during those first years because costs would far outweigh the savings. And, even with projected savings, Dr. Gibson's analysis (reported 9/4/19) found this major restructuring would only forestall, but not prevent, the need for another referendum.

Once ALL of the costs are considered relative to the even the most inflated savings estimates, it is readily apparent that **consolidation simply costs the community too much.**

Immediate and Short-Term Costs

Here are some of the immediate costs of closing three of our eight schools and moving all fifth and sixth graders out of their elementary schools:

1. **Equipment Removal Costs:** There would be costs to empty Orchard Lane of furniture, fixtures and supplies. And costs to move all high school classroom materials from Eisenhower, and middle school learning materials out of West.
2. **Disposal of Orchard Lane:** There would be costs to market and sell this property. There would be costs to boarding up or otherwise securing and winterizing the building while it is being prepared for sale. Not all savings in utilities, grounds and roof maintenance, heating to prevent frozen pipes, snow removal and the like would be realized until the property is sold. This could take a year or more, and perhaps longer if the redevelopment proposals are met with resistance by the City's Plan Commission. Until then, some amount of security and maintenance would be essential to protecting the value of the asset and ensure weather and time do not diminish the condition of the building or grounds. Recent investments such as the HVAC system (\$1,176,000 and 30-year lifespan) would be sunk costs.
3. **Loss of Assets and Materials:** There would be no room at the other elementary schools to accommodate all of the furniture, fixtures and supplies from Orchard Lane. The District would also find itself with excess musical instruments as the bands and orchestras downsize to fit their practice and performance spaces. This all represents a loss of usable assets.
4. **Reconfiguring Elementary Schools:** It would be a significant effort to prepare classrooms at Elmwood, Ronald Reagan and Poplar Creek in order to receive the new students from redistricting. What is the cost to reconfigure these schools to be K-4 only schools? How would it work at Elmwood and Ronald Reagan, both of which were built as pod schools?
5. **Fire, Water and Sewer Constraints:** We were unable to confirm statements about whether these would be a problem at West, Eisenhower or the elementary schools due to larger populations. Dr. Gibson recommended further due diligence in some of these areas. They could be showstoppers for the consolidation plan or potentially become significant costs in the execution of such a plan.
6. **Cost to Add Classroom Space:** In 2011, the [IFF Strategic Facilities Assessment](#) found the maximum student capacity at New Berlin West to be 1,404 (Table 3, page 19). Based on our [current \(8/26/19\) enrollment](#), our 1,520 high school students already exceed that capacity! The IFF study concluded that making New Berlin West the sole high school would require an addition of 23,000 square feet just to accommodate all current 9th – 12th grade students and 45,000 square feet to accommodate growth over time. (It also noted that all higher occupancy numbers must be approved for code and fire safety standards.) The estimated cost of that expansion in 2011 was \$9,801,000 (Table 11, page 31).

Similarly, IFF found that Eisenhower was already at 106% capacity (Table 6, page 22) and would be over capacity if it were to absorb the District's 7th – 9th graders or even all of the 10th – 12th graders. The report said that

Eisenhower could accommodate the District's 6th through 8th graders, but noted that to expand Eisenhower the District should explore relocating its District administrative offices. (The 2014 Long Range Facilities Plan shows the Board of Education approved \$600,000 for remodeling those administrative offices at Eisenhower.)

Inadequate classroom space poses an immediate and expensive problem: How would you serve all of the high school students at West? Must the District build out more classroom space in order to make it usable and retain the curriculum options? How would the curriculum offerings be contracted to make the spaces work and maximize the use of the classrooms? How would Eisenhower accommodate the additional students, and how much would that cost?

7. Undersized Common Areas: Another immediate problem is how to serve lunch to much larger populations in New Berlin West and Eisenhower. Are the kitchens large enough? Are the seating areas? Would children have to eat lunch earlier or even later? How would the common spaces like libraries accommodate such large increases in the populations?
8. Undersized Auditoriums: Auditorium and instruction spaces are just barely large enough for Eisenhower Middle School or High School Choir, Band, and Orchestra. A combined high school choir, band and orchestra would be impossible to accommodate at West. Eisenhower audiences alone would fill either auditorium. How would all the families of both high schools attend the performances together? Ask the music teachers, what is their capacity? What would they need to make a program twice the size work for performing arts and music?
9. Cost of Hundreds of Lockers: Published [enrollment numbers](#) as of 8/26/19 show there are 1,520 high school students, but New Berlin West currently serves only 1,098 total students today (grades 7-12). Moving all high school students to West represents **a 38% increase in the student population**. Similarly, there are 1,086 students at Eisenhower, but moving all students grades 5 – 8 to that building would require it to support 1,306 (**a 20% increase** in student body). The District has acknowledged that more lockers would be required to make this work; this would be an immediate and significant cost. Where would the additional lockers be located? Lockers are recessed into the walls so as not to constrict hallways. Hallways already crowded during class exchanges should not be reduced in size. Both schools would need hundreds more hallway lockers and gym lockers.
10. Communications Costs: Telling 2,054 children that they must change schools would require an extensive change management effort. Based on the 8/26/19 [enrollment numbers](#), **a full 47% of the entire population would be directly impacted** in that they would be required to change schools. (The rest of the population would be indirectly affected in ways outlined in this letter.) District families would need to know exactly what is happening when. They would need to know their new bus routes and other important information. Taxpayers would also want information. There would be a cost to this extraordinary communication, and the current staff could require outside support to conduct these activities.
11. Uniforms, Nicknames, Colors, Logos and Emblems Aren't Cheap: Collapsing five decades of two separate communities into one would be a major undertaking on its own. Choosing two new school names and colors, logos and mascots would be a challenging but important step in creating a new identity for the combined middle school and combined high school. (If the District attempts to preserve old identities, would it force Eisenhower Middle School Lions to become High School Vikings?) There would be a significant cost in new signage throughout both Eisenhower and West interior and exterior. Names and colors would need to be updated across all District materials, contracts and websites. There would also be an extraordinary cost to obtain all new uniforms for the new sports teams and programs. Large investments in current uniforms and signage would be lost. For example, Eisenhower has recently made a significant investment in music: over 100 full marching band uniforms recently purchased for over \$38,000, over 100 choir and orchestra gowns, over 100 choir and orchestra tuxedos, over 100 choir robes.

12. Booster Club and Home and School Dissolution: Booster Clubs like the Eisenhower marching band and Lions football have significant assets and structure that would need to be carefully dismantled. The closing of Orchard Lane would mean their Parent Faculty Council would need to dissolve its legal organization and bank accounts. The PFC assets would need to be distributed. These represent immediate costs and disruption for organizations like these.
13. Scout Units Dissolution: Orchard Lane has longstanding, strong Scout units including a very large Boy Scout Troop, Cub Scout Pack and Girl Scout Troops. Closing the school leaves all of these groups without a chartering organization. They would be immediately forced to dissolve, find a new sponsor, or merge with other units (which may not be feasible). These groups of kids are accustomed to their own leadership, their own annual events and their own proud history and identity. Expect a number of them to abandon Scouting. The cost could be high as the families lose their cohesion and the kids lose their sense of “belonging”. For some, their Scout unit is the only group in which they participate and feel they belong.
14. Goodbye to Three Classes: Another hidden cost is to the Home and School bodies at the remaining elementary schools, and the parents that support them. In the final year, these groups would have no choice but to bid farewell not just to their sixth graders, but to their fifth graders and fourth graders at year end – as all three of those classes would move on to Eisenhower instead of just one of them. This would triple the size and cost of the events for that transition year at Elmwood, Poplar Creek and Ronald Reagan. This transition would also mark a significant shift in the makeup of those school bodies going forward.

Medium Term Costs

15. Opportunity Cost – Loss of Progress: Such a massive restructuring effort would create a large workload for many of the District staff including the Superintendent, the Communications Coordinator, Chief Academic Officer, Principals, and others. A year or more of this focus on planning and executing the changes would mean that the District would “stand still” in terms of new programs and services. The staff who would typically tend to studying, implementing and monitoring new programs and improvements would be consumed by work related to the restructuring.
16. Loss of Students and Families: [Studies](#) confirm that high test scores is not among the top reasons parents choose a school. The top five reasons are all related to small school and small class sizes. The top two are “smaller class sizes” (48.9%), and “more individual attention for my child” (39.3%). There are many among us who specifically chose New Berlin due to its exceptional schools, small schools and small class sizes. Make no mistake, parents can and will flee this school district should the schools close. Many of us know families that have already shifted to neighboring districts and private schools at the mere prospect of consolidation, and many more who would consider doing so. The loss of students would further compound the financial strain of lost revenue.
17. Loss of Best Students: When companies don’t take care of their employees, the first employees to leave to join competitors are the best and brightest. Likewise, New Berlin families that care deeply about an excellent education for their high performing students and have the ability to move them would have the most incentive to take their students out of our schools. They have many options with excellent private schools and nearby districts with open enrollment. This would also contribute to lower overall school performance and test scores in New Berlin.
18. Reputational Loss: The upheaval in the community, the negative publicity, the angst over redistricting, the change to larger schools and class sizes, reduced scores and loss of good families and staff would ALL serve to reduce the attractiveness of New Berlin to prospective families. Real estate values would suffer while our homes would remain on the market longer.

19. Rivalry and Identities: When school populations are forced to merge, there is inevitably an “us vs. them” sentiment in the combined population. One of them feels like the “home” and the others arrive as the “visitors”. It can be subtle or overt, as this community saw when Glen Park families joined Orchard Lane and Elmwood populations in 2011. When that happened, it took many years for the students to become a cohesive new community. Eisenhower and New Berlin West have been “crosstown rivals” for almost 50 years. It is deep in our community’s DNA. Forcing a collapse of those two identities would require more than just hoping people embrace a new school name and logo and colors. It would mean the end of a long proud history for both the [Lions](#) and the [Vikings](#). (Ironically, the District is currently cultivating that feeling of unity among Eisenhower alumni, as it promotes “one of the most storied and successful schools in Wisconsin is turning 50”, according to the [District website](#).) A loss of BOTH of these identities would leave a real feeling of loss across the community, something researchers call “institutional mourning”.
20. Disruption to Families: Collapsing schools would affect a huge portion of New Berlin’s families. Using the [8/26/19 enrollment data](#): 340 kindergarten through fourth graders, 642 fifth and sixth graders, 325 seventh and eighth graders and 747 high schoolers would ALL need to move to a different school. 47% of the District’s students would be relocated to new buildings, new lockers, new environments, new teachers, new bus routes – ALL of them farther away from home than before, many of them a great deal farther than their prior school. When factoring in families that are suddenly split apart with siblings in different schools, the effect is even more impactful.

LONG TERM AND PERMANENT LOSSES

21. Loss of the 5th Best High School in the State: This irreversible decision would be a significant loss for New Berlin. This extremely high performing school would be lost forever. Also at risk is the 19th best high school in the state, as its scores would also suffer and its ranking slip due to the disruption and “growing pains”. New Berlin is the envy of hundreds of other districts. Only an extraordinary crisis should lead anyone to shutter one of the best schools in the State and inflict voluntary damage on another. Does a short-term financial crisis meet this threshold?
22. Loss of Trust in Leadership: In the 2018 Donovan Group [community survey](#), 62.7% of New Berlin taxpayers said they would not support consolidation of elementary schools. And 59.5% of respondents said they would not support consolidation of middle and high schools. They trusted the Board to provide excellent schools while being good stewards of the financial resources. Closing schools against their wishes due to short term fiscal problems is a violation of civic trust in elected and public officials. It would take years to gain it back, only after the current actors have been ousted from office and memories of the upheaval fade.
23. Capacity Costs: Fitting 220 more students into Eisenhower and 422 more into West than they have today would strain those facilities and put both over capacities cited by the [IFF Strategic Facilities Assessment](#). The student population grew by 97 students between last school year and current the 2019-20 year (per [8/26/19 District data](#)). And the current population exceeded the District’s projection by 45 students! As enrollment trends upward, how would the District expand capacity at these two facilities even further, and at what cost? Eppstein Uhen explains that “functional capacity” is typically calculated as 80% of a middle school or high school’s “maximum capacity” ([“Why Does School Capacity Matter”](#) article).
24. Larger Classes = Lower Scores: On 9/4/19, the District’s consultant informed us that in order to reduce FTEs as elementary schools contract, we would need increase class sizes. Study after study show that large class sizes are harder on teachers and students – particularly at the elementary level. Many studies have proven that students in small classes perform better in all subjects and assessments than their large class peers (see [NCTE “Why Class Size Matters Today”](#)). These studies also conclude small classes result in better student engagement, better relationships with teachers and less disruptive behavior – leaving more time for instruction. Should consolidation result in larger classes, this, too would harm our children’s learning and in turn reduce the District’s scores. Lost learning at the elementary level appears in test scores at the middle school and secondary levels.

25. Large Schools = More Problems: Small schools are a key ingredient that have helped our New Berlin schools thrive and achieve. These factors have been well studied. A research paper called "[School Size, School Climate, and Student Performance](#)" reviewed 69 different studies to reach key findings:

- The research on large vs. small schools was plentiful and results were consistent.
- Many researchers agree that appropriate and effective school size is 300-400 students in elementary, and 400-800 students for a secondary school. (The book "[Small High Schools That Flourish: Rural Context, Case Studies, and Resources](#)" sponsored by the Office of Educational Research and Improvement asserts "it is now widely recognized that small schools are more productive and effective than larger schools". The book points out that school size continues to grow, "despite findings about the various strengths of small schools and the emerging conventional wisdom that no school should enroll more than 600 to 1,000 students". The book went so far to say (with supporting statements from the U.S. Secretary of Education among others) that "really good high schools *must* be small".
- Students have a greater sense of belonging in small schools, and interpersonal relations between and among students are more positive.
- Small schools have less problems with truancy, discipline, violence, theft, substance abuse and gang activity.

In New Berlin, our small, neighborhood schools enhance safety and personalized learning, reduce bullying and promote community-mindedness. Adults and students in school know and care about one another to a greater degree than possible in large schools. The teachers can get to know all of the students and provide better support to those in need. Our neighbors and realtors know that our relatively small schools draw people to New Berlin.

26. The High Price of Transitions: Studies like those quoted in "[Transitions Hurt Kids](#)" show that when schools are consolidated, the populations suffer for several years. Many factors make the perfect storm: unfamiliar surroundings for students and staff, unfamiliar faces and isolation, new bus routes to grow accustomed to, larger class sizes, new class schedules, and necessary procedural changes to accommodate larger populations. It takes several school years for faculty and students to "settle in" to their new environment. The distractions mean that learning suffers. Sadly, for the affected students, they would never get those school years back. Our District test scores would reflect this dip, and our remaining high school may no longer find itself in the company of the best high schools in the nation.

Relatedly, more studies demonstrate the advantages of longer grade spans (such as K-8). Having students, staff and parents together longer in a school results in many obvious benefits. An excellent treatise called "[Research Supporting a 7-12 School Configuration](#)" explained why "the trend is definitely away from stand-alone middle schools" in the United States. It is well known that transitions are detrimental to student academic achievement and behavior, and schools with more grades are advantageous. In New Berlin, we believe that housing our middle schools inside the high school buildings has many benefits: our students only need to change school buildings once in their academic careers, instead of twice. This arrangement is another cornerstone to our District's success as compared to districts where 9th graders are forced to move into a new environment and start over. This advantage would quickly become a disadvantage after consolidation. At that point, all middle schoolers would need to move to a new school across town when they finish 4th grade, and again when they finish 8th grade, disrupting their learning and relationships twice instead of once. We also believe that the District's Academic and Career Planning (ACP) program would be threatened by the lack of continuity in that scenario.

27. Cost of Too Much and Too Little Parking: Recently, the District made a major investment in the Eisenhower parking lot. This lot would be severely underutilized when there are no high school drivers or high school football games there. New Berlin West has even fewer parking spaces, which are already utilized by many of the 389 juniors and seniors who attend the school. How would West accommodate twice as many drivers who MUST drive in order to travel to class at college campuses, to internships and youth apprenticeships, for Co-ops, mentorships, Service Learning, CTSO and Job Shadowing programs? And what about participation in important co-curriculars that enhance student life and leadership development, such as Student Union, Yearbook, Chess, NHS and other

programs that meet before or after school? Would students lose out on these game-changing opportunities because they cannot park at school and there is no public transportation? Or would this inevitably lead to another six-figure expense to expand parking at West?

28. Traffic Costs: On the first day of school at Eisenhower this year, witnesses attested that the “car line” for drop off resulted in a backup south from the building all the way down Sunnyslope road past Beloit Road! While this was already extraordinary, it would only get worse with a 20% increase in the population of the building. The problem would be amplified on Cleveland Avenue in front of New Berlin West. A large majority of the traffic would come from the east, and would cause congestion the area has never seen as hundreds more drivers seek to drop off students due to lack of parking. The problem could be even worse after school, as families try to pick up their students and get them to jobs and extra-curriculars on time, because they do not have the time for long bus rides home and were not granted a parking space. The District’s consultant recommends a traffic study to see if this factor would prove the consolidation plan infeasible. We believe the County could force the District to pay for improvements to Cleveland Avenue to relieve the congestion problem. If that were to occur, the cost of consolidation could skyrocket.
29. Transportation Costs: These would surely increase as you attempt to run THREE sets of buses through the same neighborhood every morning to collect the elementary students, the middle school students and the high school students and get them to three different places. Not only do you need to transport children from each neighborhood to three different addresses instead of two, those middle and high school students would need to travel farther than ever before, adding time and cost to the routes. We believe that the \$345,000 additional expense estimated for busing, and the additional \$24,100 for athletics transportation could be underestimated.
30. Price That Families Would Pay: The District contemplates running each bus three times each morning and afternoon in order to make the model work without contracting for significantly more buses and drivers at a much higher cost. To make that work, the consultant noted new times of 7:30 – 2:30 (high school), 8:15 – 3:15 (middle school) and 9:00 – 4:00 (elementary school). These times, particularly the elementary start and end times, would add a great burden to working families. The longer bus routes (45 minutes or more) and longer drives would mean children would not have time in the afternoon to make sports practices and other extra-curricular activities such as Scouts or jobs. Longer and later rides on the school bus detract from homework and family before bedtime. Another complicating factor: families used to have their children together in the same school for 7 years and 6 years. Now, siblings would be split up across three schools three times (6 years, 3 years, 4 years), adding pressure to carpool arrangements and drive times.
31. Loss of Tutors: Our National Honor Society (NHS) high school students drive to school early and provide hundreds of hours of tutoring to middle school students, free of charge. It is convenient for the NHS students to earn these service hours since they do it onsite and can start their school day from there. This tutoring program undoubtedly improves middle school test scores and saves the families and the District thousands of dollars: a true win-win. Forcing NHS tutors to drive to Eisenhower to tutor and then try to attend classes at West (potentially without a parking spot) would have a chilling effect on this great program.
32. Loss of Role Models: “[The Great K-8 Debate](#)” reviewed studies and found that schools with longer grade spans are safer because older children take on the part of protector, tutor and role model. In New Berlin, this applies to our middle schools inside of our high schools. Here, high school starts in 7th grade. This means middle school students see the older kids every day, achieving honors and participating in their high school spirit and pep rallies. They benefit academically, as so many high school students mentor younger students in science, math, robotics, orchestra, choir, and other programs. The middle school students also have access to their high school role models in the gyms and on the fields, as the varsity players adopt “little buddies” to accompany them to the field in football and other programs.

33. Loss of the Only “Neighborhood School” in Population-dense Northeast Corner: The Orchard Lane neighborhood would suffer greatly for the loss of its “neighborhood” school. The neighborhood thrives now with children walking to school and playing at the fields. Families living there would suddenly be forced to bus their children for miles to another elementary school. Realtors confirm that the loss of this school would have a negative impact on the prices and salability of homes in this part of the City.
34. Lost Revenues: Our two sets of high school sports teams mean two sets of competitions against teams from outside of New Berlin. These teams and their fans come to New Berlin to support the games at our stadiums and pools, gymnasiums and diamonds, field houses and tracks. Every time they come, they pay to enter our stadiums, and may stop for gasoline, eat at our restaurants, and even make purchases in New Berlin stores. These visiting teams and fans bring revenue to our athletic programs and to our City. That, too, would be cut in half by competing with only one set of teams instead of two.
35. Loss of Cohesion: Shared schools and shared experiences over more years brings the kids and the parents closer together in our community. Breaking up those bonds twice instead of once would disrupt those relationships every few years. The students would find themselves in new groups needing to forge new relationships. So would parents. These relationships take time to develop.
36. Lost Opportunities: After consolidation, simple math tells us there would be only one sports team, club, theater production, marching band, orchestra, choir, decathlon team, robotics, etc. instead of two. In many cases, we have TWO New Berlin teams that do well in state (ex: bands, cheerleading squads, Decathlon teams) and kids on both teams can experience that thrill. But one less school means half the opportunities for our 1,520 high school students. For many (like most of the sports teams), doubling the size of the student body would not double the number of roster spots. For others (like most music and performing arts programs), doubling the student population would not double the size of the play or the size of the practice and performance spaces. Hundreds of students would suddenly be left out and on their own, with diminished morale and engagement in school, increasing the risk of isolation. Hundreds of kids left with diminished opportunities for college scholarships.

[National research](#) has shown that levels of extracurricular participation are much higher and more varied in small schools than large ones, and students in small schools derive greater satisfaction from their extracurricular participation. Closer to home, at the April 9, 2019 Board of Education meeting Eisenhower Principal Matt Buckley reported that kids involved in co-curriculars have a higher GPA than those who are not. At Eisenhower High School the participation rate is 74% - not including orchestra, band and choir! Those students have a 3.63 GPA vs. 3.35 for those who are not involved. At Eisenhower Middle School, students involved have a 3.62 GPA vs. 3.45 if they are not involved. In short, we believe that restricting access to co-curriculars will not only harm levels of social engagement and feelings of belonging, but also reduce academic performance for our students.

37. Different Requirements for 5th grade: The State of Wisconsin Department of Public Instruction sets different requirements for K-5 than it sets for higher grades. Should we move all 5th graders to a “middle” school, their education will have different standards than the rest of the grades at Eisenhower, for example in [physical education](#). This would negate some economies of scale envisioned for this consolidation. Because the 5th graders do not belong with the middle school grades, their presence would hamper the District’s ability to offer the same schedule, same curriculum and electives as the rest of the grades. Both 5th and 6th graders would lose outdoor recess. And at places like Elmwood, there would be few kids left to utilize the playground equipment built for the 4th – 6th graders (there is a separate playground for K-3).
38. Redundant High School Facilities and Sunk Costs: Year after year, we would either continue to pay to support and maintain the Eisenhower pool, softball field, varsity soccer field, the Frank T. Granger Stadium, concession stand and equipment sheds, or they would fall into disrepair and result in deconstruction costs. Recent investments like the [\\$3.2M Eisenhower pool](#), \$302,455 softball diamond, resurfacing work on the parking lots are lost. Per the

9/4/19 consultant presentation, the District contemplates continuing to maintain these sports facilities, and busing students to Eisenhower to use them at an increased cost of \$24,100. Why would any high school maintain two swimming pools in two separate buildings? How many high schools in America maintain two separate football stadiums? This makes no sense.

39. Loss of Advanced Math and Foreign Language Opportunities: Many of our middle schoolers take advanced math classes and high school foreign language today within their building, without altering their day. That model would be lost if we need to transport middle schoolers. There would be new transportation costs and lost classroom time. Alternatively, if those math and foreign language classes are added to the middle school, that would require new classes and teachers, still representing an expense, not savings. It would also require more classrooms, since they are no longer shared with high school. Our math curriculum is unique and proven successful. Currently, we have middle school students in seven levels of math, from 7th grade math through Calculus. Certainly, it is easy to conclude that advanced math is a contributing factor to our District’s high ACT and SAT scores. We would unravel our District’s excellence if we abandon the individualized learning options that we have in math.

In sum, please acknowledge ALL costs of consolidation.

Do NOT close Orchard Lane and Eisenhower High School. Keep them both thriving, along with New Berlin West Middle School. Keep our middle schoolers in the buildings with their older role models and tutors. Keep our small class sizes (with room for growth) across our four neighborhood-based elementary schools. This is a proven model of success that other Districts envy, and we must recognize that this structure is one of the catalysts of this District’s high scores.

The undersigned believe that most of the costs described above are unavoidable, and collectively make a decision to consolidate and restructure the District **fiscally irresponsible**. We urge the District Administration and the Board of Education to consider every possible solution to balancing the budget, and do so without tearing down such a successful school structure. The costs are simply too great.*

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Jason Bretzmann	Brian Martin
Lill Brink	Elizabeth Martin
Paul Brink	Linda Martin
Kristine Broge-Reynen	Joan Maus-Torpy
Brian Brown	Bill McCormick
Frank Brown	Rachel McDonald
Jennifer Brown	Dena McDowell
Michelle Brown	Kate McFarlane
Jill Buchholz	Michael McFarlane
Myra Buelow	Ashley McKanry
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Jodie Burriss	Cathleen McKenzie
Amy Bushman	David McKenzie
Ron Bushman	Evan McKenzie
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Ryan Campbell	Michael McQuitty
Stacy Cannariato	Elissa McRae
Megan Cardenas	Alfredo Medina
Amy Carlson	Amber Medina
Kent Carlson	Heidi Meinerz
Dana Carpenter	Scott Meinerz
Ryan Carpenter	Jessica Merritt
Heather Carroll	William Hamilton Merritt
Joseph Carroll	John Mikolajczak
Jessica Castiglione	Jodi Miller
Cindy Catania	Rachel Miller
Jim Cefalu	Yasmin Miller
Stacy Cefalu	Sayantani Ghosh Mitra
Yuteng Chen	Cherine Montie
Nik Clark	Michael Montie
Katie Clayton	Jenny Moran
Susan Corrigan	Jennifer Morgan
Guy Couillard	Kelly Morgan
Joyce Crisp	Chris Motz
David D'Amato	Jason Mowry
Jill D'Amato	Kate Mowry
Trivikram Dasu	Eric Muehlbauer
Carley Davis	Lindsay Nalbert
Max Davis	Rich Nalbert
Dennis (Homer) Dawson	Chad Neumann
Kari Dawson	Kelly Neumann
Andi De Witt	Bryan Neville

Matt De Witt	Monica Nickerson
Ruth Delaney	Nate Nickerson
Karen DeRome	Jill Nielsen
Austin Dettmann	Ryan Niermann
Katherine Devlin	Greg Nowaczynski
Derek Dietrich	Charmaine Nunag
Joe Dietrich	Mark Nunag
Arumugapriya Dorai	Denise O'Neill
Sarah Drayna	Mark O'Connor
Amy Dretzka	Kathryn Oelschlager
Erika DuBois	Diane Olp
Mark DuBois	Jamie Olp
Laura Dvorak	Sara Olson
Rob Dvorak	Jody Orluske
Allisen Ehret	Paul Orluske
Brandon Ehret	Jeffrey Pahl
Ahmed Elagouz	Steven Parato
Dina Elbatiti	Elvis Parris
Lena Eng	Kathryn E Parris
Rebecca Engle	Nicole Patterson
Maryanne Esser	Allison Peaslee
Sara Esser	Luke Peaslee
Susan Felton	Jessica Pelicaric
Eric Ferguson	Marco Pelicaric
Amy Fetherston	Geraldine Perlberg
James Fetherston	Andrew Peters
Chad Fields	Beth Peters
Melissa Fields	Meghan Peters-Garay
Jennifer Fiene	Ivy Petrick
Mike Fiene	Kelly Phillips
Jan Filipowicz	Gloria Pinkowski
Jennifer Fisher	Liz Plant
Tricia Fitzpatrick	Tracy Plecha
Kristina Florentine	Nicholas Ploeger
Joy Forberg	Rachel Ploeger
Nicole Forester	Jessica Pommering
Carol Fowler	Garrett Ponciroli
Chris Fowler	Kris Ponciroli
Jennifer Freund	Michelle Prei
Eric Fuehrer	Krystal Przybylski
Kristin Fuehrer	Kathy Quandt
Ryan Fuerst	Amber Radulovich
C. Sky Fuller	Manish Raj
Jennifer Gaido	Jessica Redlich
Pavani Ganta	Rose Reichhart
Andrew Gasiorowski	Kristine Reiskytl
Sarah Gasiorowski	Dan Rewolinski
Elaine Gearheart	Nora Rewolinski
Lynda Gearheart	Alayna Richlen
Richard Gearheart II	Brian Richlen
Crystal Gehl	Dorothy Ripley
Jennifer Geurts	Wesley Ripley
Marjorie Gibbons	Chris Romine
Jeff Gilgenbach	Kelly Romine

Kerry Gilgenbach	Joe Roth
Debbie A Gillard	Amelia Ruiz
Mike Gillard	Art Ruiz
Derek Glascock	Nancy Ruiz
Sonja Glascock	Brent Rupcich
Robin Goff	Sunhee Rupcich
Elena Goldstein	Amber Rush
Jordan Goldstein	Bryan Rush
Elsie Gonzales	Fatma Saad
Jeanne Gosetti	Jennifer Sadowski
ReAnna Grabow-Neville	Vasumathy SaiGopal
Lockie Grace	Beth Sartori
Nicholas Grace	Terry Sartori
Dan Grellinger	Jonathan Schaar
Meghann Grosskreutz	Rachel Schaar
Ashley Grube	Laurie Schafer
April Guenther	Alison Schaffart
Andrew Haas	Ray Schaffart
Maria Haas	Ashley Schmeling
Sheri Hall	Judith Schmeling
Kurtis Hammitt	Robert Schmeling
Nicole Hammitt	Christine Schmidt
Kristin Hansen	Ryan Schmidt
Lisa Harrington	Gene Schrom
Thomas Harrington	Lynne Schrom
Bobbie Harrison-Vogel	Susan Schrom
Gretchen Hartung	Robert Schueppel
Alan Hauser	Danielle Sciano
Eileen Hauser	Ryan Sciano
Aleksandra Hebron	John Scott
Tricia Heil	Theresa Sebestyen
Rob Heilmann	Sarah Seitz
Jackie Hensgen	Anthony Senger
Mathew Hensgen	Beth Senger
Kathleen Herder	SaiGopal Sesham
Corey Herman	Matt Sewell
Lia Herman	Matthew Sewell
Lauren Hinrichs	Barbara Shanahan
David Hintz	Erin Shaughnessy
Joe Hoffmeier	Amy Sidello
Katie Hoffmeier	Meagan Sliga
Amy hogan	Darlene Smith
Jeff Hren	Paula Sockett
Natalie Hren	Peter Sockett
Timothy Jablonski	Dylan Somogji
Erica Jackson	Lisa Somogji
Debbie Jakubiak	Peg Speth-Mikolajczak
Joseph James	Amy Sprengel
Marcie James	Robert Sprengel
Ivan Jaquez	Tracey Stanislawski
Kim Jaquez	Shannon Stiller
Carrie Jebe	Jenny Stoltz
Erin Jelden	Rob Stoltz
Jason Jendrach	Frank Stribl

Amy Jentsch	Vicki Strieter
Scott Jentsch	Dan Sullivan
Jennifer Jessup	Lisa Sullivan
Sara Johns	Ann M Szefflinski
Jennifer Johnson	Gregory Szefflinski
Tamara Johnson	Julie Tadlock
Zachary Johnson	Colleen Tadych
Lisa Jones	Jaime Takahashi
Rebecca Jossart	Tiffany Taticek
Jean Juds	Amy Tavera
John Juds	Suzanne Terry
Paula Kabara	Sara Truex
Ann Kabitzke	Charles Tuescher
Jenny Kaldor	Sarah Tuescher
Michael Kaldor	Richard Tyacke
Bethany Kavanagh	Tanya Tyacke
Chiara Keller	Danielle Van Ramshort
Doug Kemstra	Josh Van Ramshort
Valerie Kemstra	Tammy van Sliedrecht
Byung Geun Kim	Aditya Veeram
Joanna kim	Lori Veley
Jong Soon Kim	Aaron Vitale
Mijo Kim	Laura Vitale
Kassia Kisting	Michael Vogel
Timothy J Kisting	Karyn Walker
Brad Kitt	Lisa Wallen
Jason Klemstein	Laura Walster
Rachel Klemstein	Michael Walter
Jason Kline	Suzanne Walter
Karen Kline	Chris Ward
Donald Knoblauch	Erin Ward
Lisa Knoblauch	Jodi Warhanek
Julie Knuth	Jenny Warzonek
Patricia Kocchi	Brian Watson
Jessica Koch	Colleen Watson
Kyle Koch	Janice West
Rebecca Koch	Darrick White
Ryan Koch	Julee White
Brenda Konczal	Jason Wiese
Sirisha Konduri	Emily Will
Andrew Konlock	Cat Willcock
Jessalee Konlock	Jill Winkler
Jacob Korducki	Robert Winkler
Melissa Koski	Kim Wisniewski
Andrew Kowske	Tracy Wisniewski
Christine Kowske	Joseph Wong
Tracy Kraft-Sewell	Rebecca Wong
Daniel Krajewski	Suyong Yi
Lisa Krajewski	Mong Yu
Karen Krammer	Natalie Zavada
Diane Kremkau	Carissa Zielski
Franklin Kremkau	Charles Zielski
Herman Kremkau	Erika Zuehl
Laury Kremkau	Frank Zuehl

* These citizens expressed support of this letter by entering their names on a signature form. The respondents were asked to enter their name, their street (optional) and attested that they live within the boundaries of the School District of New Berlin. The 482 names were collected electronically between 9/11/19 and 9/21/19 via a website, and are presented alphabetically.