

Webster/Klug Detachment Notes/Presentation

- Reedsville School District Highlights - State Statute 117.15(2) Educational Needs
 - Curriculum Highlights
 - 2022-23 - Grades 5-8 Science Curriculum Adoption
 - 2023-24 - Grades 4K-6th ELA Adoption (CKLA) - is on the short list of ACT 20 approved curriculums
 - 2024-25 - Grades 7-8 will be added to the ELA adoption
 - 2024-25 - Begin work on Math curriculum and potential adoption for grades 4K-8th Grade
 - Updated Elementary Building - Renovations in Summer of 2022 - included upgrades to infrastructure, classrooms, office spaces, learning spaces, and a facelift to the entire elementary school
 - Elementary School Schedule - Students have between 90-120 minutes of daily ELA time, 60-75 minutes of math instructional time, PE/Art/General Music - on a rotating schedule, PRIDE time (Intervention Block 40 minutes), and multiple recess times throughout the day.
 - JR High School Schedule - Grades 7/8 - Students are on a modified schedule that includes core subjects, exploratory opportunities, and elective choices. The students have access to the FACE, tech ed., business, graphic design, art, and music areas at the high school. These areas contain state of the art equipment and are taught by our high school teachers.
 - Senior High School Schedule - Grades 9-12 students are on a modified block schedule (5 classes per day with 90 minute and 45 minute classes) Our course offering book was attached and is extensive. We continue to add new classes and pivot to the needs of our students.
 - Youth Apprenticeship Program - 52% of our current juniors and seniors are enrolled in the YA program. This is the highest in Manitowoc County and have been recognized as a leader in the state in this area. ***There was an article in the Milwaukee Journal Sentinel last fall that highlighted our program.
 - Dual Credit Opportunities - The High School course book highlights the many dual credit programs and transcribed opportunities for our students. We continue to add to this every year with more teachers being approved.
 - 3K and 4K program - We have a full-day, five days a week 3K community program at no cost and we have a full-day, five days a week 4K program.
 - After Care Program - We created an after school program from 3:00-5:30. It is staffed by teachers and hired assistants. Parents, for little cost, can leave their students in our program for 2.5 hours each day as an option for daycare. Our students have many opportunities for play, social, emotional, and academic support during this time.
 - Special Education Programming - We continue to service all of our in-district residents in all areas and participate in the PAES lab, have an apartment at the Reedsville Manor, and have other transitional services for our students. We have serviced the requesting family through equitable participation, and to my

knowledge, when services were provided, the parents were satisfied with the services performed.

- Summer School program - We run a 3-week, full-day summer school program that offers remedial work in reading and math, enrichment opportunities in many areas, and field trip experiences for students in grades 4K-8th grade.
- Co-Curricular Programs - We offer sports for students in grades 5-12 in a variety of areas. This includes volleyball (girls), cross country (both), football, basketball (both), wrestling, baseball, track and field(both), golf, and softball. As a small school, we have had a great deal of success with conference championships and state level success. Our football program fell under the competitive balance formula based on its past success. In addition, we have clubs such as FFA(participate in Brown and Manitowoc County Events), FBLA, National Honor Society, Outdoor Recreation (trap shooting & ice fishing), drama club, summer musical and other drama events, Youth in Government, Reedsville GO, Academic Bowl, Yearbook, and JR High Environmental Camp. We continue to add programs based on student interest.
- Travel opportunities - Reedsville GO club - coordinates local and international trips (Washington DC 2023, Costa Rica 2024, Greece 2025, California 2026)
- Senior Seminar - This is a graduation requirement. Students create resumes, cover letters, complete applications, and a mock interview process that pairs students with local business owners.

Transportation - We currently contract with Kobussen Bus Company. The students would fall within our routes and would be picked up at 6:43 (school start time 7:45) and dropped off at 3:50pm(school end time 3:10). By car, it is 14 minutes from the property to Reedsville High School (Google Maps), approximately the same time to Wrightstown High School. According to 117.15(1) travel time, we are nearly the same distance-10.4 miles to Reedsville, 10.7 to Wrightstown

- Assessed Value (State statute 117.15(4))
 - Parcel #1 - M616 - \$769,500 (2023)
 - Parcel #2 - M619 - \$4,400 (2023)
 - Overall District Assessed Valuation - \$529,323,914.00 (2023)
 - 2023-24 Mill Rate - \$6.42 per \$1000 valuation
 - 2022-23 Mill Rate - \$5.40 per \$1000 valuation
 - We have two detachment proposals today with an assessed value over \$1,000,000
- School District Taxes Paid
 - Parcel #1 - \$4413.77
 - Parcel #2 - \$25.23
 - This was one of the reasons indicated by our school board as to why it was denied.
- The Reedsville School District is in the infancy stages of going to an operational referendum in November 2024. Currently, the only debt we have is a \$300,000

(non-referendum) internal loan used to complete the elementary school project in 2022. The district does not have other capital debt and does not foresee future capital referendum projects. (Statute 117.15(7))

- The two properties in question are, in fact, attached to the Reedsville School District and are not currently part of the Wrightstown School District. Page 132 of the documents is not accurate. I refer you to pages 36-38 for the current school district border
- The Reedsville School District School Board voted “NO” 5-0 to allow the detachment to take place and continues to hold the same stance on the issue. We are not agreeable to the detachment proposal and do not support the transfer of the property to the Wrightstown School District. The reasons given at the hearing included:
 - Setting precedence for other property owners to transfer land
 - Loss of assessed value/taxes paid to the district will have a negative impact on the entire school district.
 - Our programs and educational offerings are relatively comparable to that of the “attaching district” in the proposal.
- All timelines, hearings, and communications with all parties adhere to both DPI criteria and state statute. All members of the process were informed of hearing time, date, and location. All members were given appropriate time to discuss the proposal. Once completed, all members received a copy/original documents regarding the findings of the Reedsville School District.

In closing, the Reedsville School District continues to be against today’s proposal. We believe that our course offerings, programs of study, co-curricular activities offered, and other learning opportunities are comparable or exceed those in our area and even in the state. The property loss would be detrimental to our school district in that land would be detached from our district and placed in another district. We believe that approving this today, opens the door for future and similar requests to be approved, which would have a negative impact on our ability to continue offering our current course offerings.

We believe that we have proven all of the criteria necessary to retain the property in our district. The school board meeting and documentation provided to all parties complies with DPI guidance and statutory requirements. Today, the real issue revolves around open enrollment policies and each district’s local decision to set capacity levels, which hinges on available staffing and space. Each school board determines those levels and we each have the opportunity to establish open spaces, if there are available resources, including staffing. It is the district’s position that the petitioner is attempting to fix an open enrollment policy problem with a detachment proposal. We do not believe that this was the intention of the boundary appeal process.