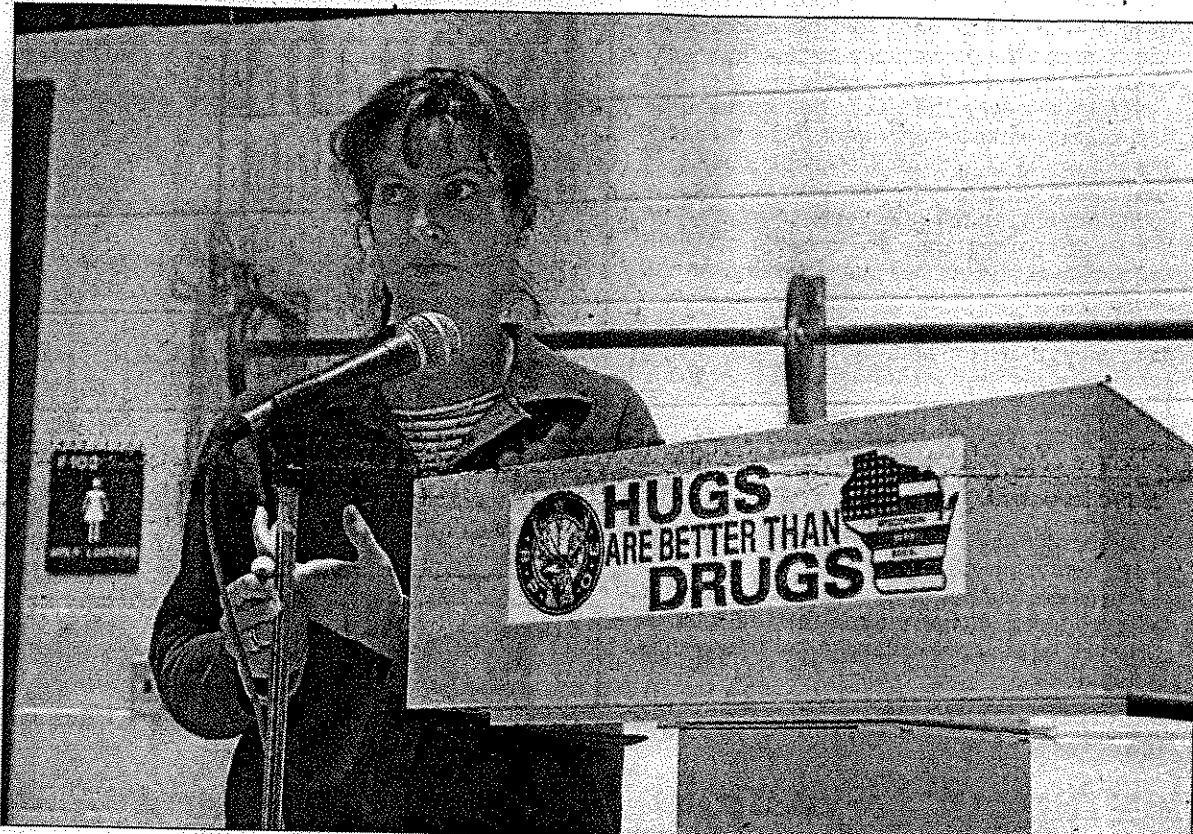


Parents turn out to voice displeasure over plans to shift Stevens Point elementary school students

371



SALLY MCDONALD-LEWIS (above) speaks to other parents assembled at Jackson School Thursday night to discuss school consolidation plans. Fellow parent Larry Eckendorf (below) airs his concerns as a crowd of parents looks on.

Journal photos by Renee Eismueller

Board a dead for lan decisio

By CHARLEY Journal st

Portage County sol cials have three mon whether to develop a haul waste outside the

"We've been with this and I think we need to sure and move on," sa Management Board C Krem's. The Solid Thursday set a June 2 making the decision.

The county is faced ing a new landfill on la the current Highway (town of Stockton or) outside the county.

Krem's said inform: options will be provide meetings that will begi meetings will conclude the board will make Krem's said.

Last year, the cour land for a new landfill, a feasibility study sut state Department Resources for a new along Highway QQ.

Winnebago County expressed interest Portage County's wast county officials is pur for sending waste out c

Landfill engineer Zeyghami of Centra Engineers is looking volume at the landfill jectio'ns for future need

The waste stream fo mated to reach 30,00 from about 44,000 tons

The present figure is 2000 due to loss of com after the sale of waste Bros. Trucking Co. Services, which owns t Creek landfill near Rapids. The Portage Co scheduled to reach it: 2006, Zeyghami said. reduction in tonnage, mated closure in 2004.

Drawing a line

By LISA NELLESSEN-LARA Journal staff

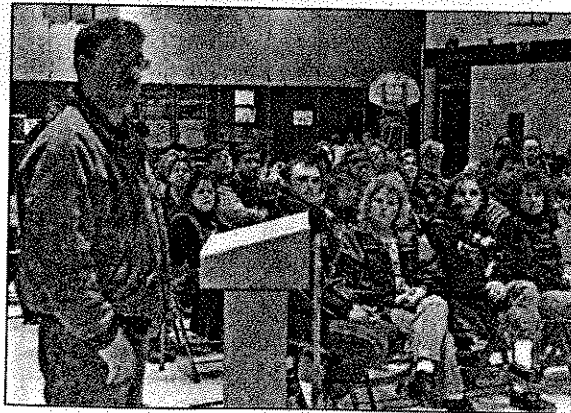
There won't be a war between Jackson and Jefferson elementary school parents over which of the two schools to consolidate with other elementary schools in the district.

Parents at both facilities are calling for cooperation instead of animosity to come up with alter-

native plans to save money in the Stevens Point Area Public School District.

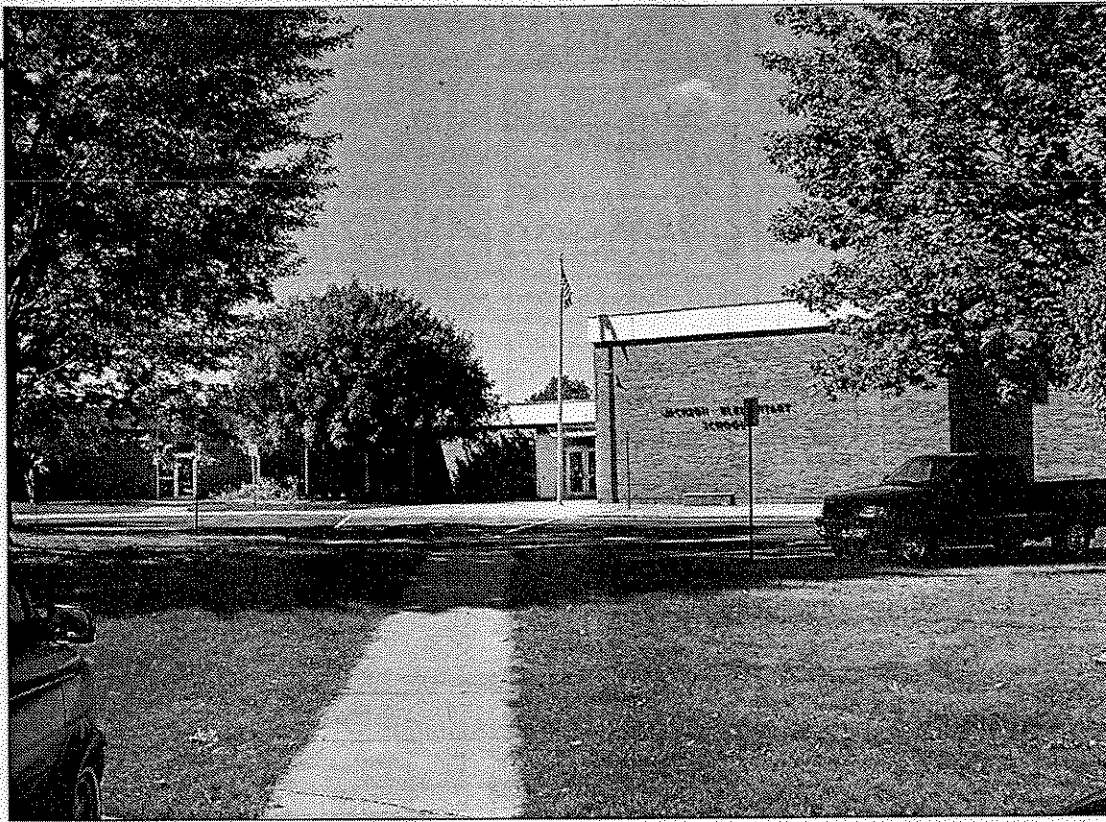
"My biggest concern is that Jackson is being pitted against Jefferson, and that's not right," said Susan Morrison. "That's pitting parent against parent."

Superintendent Emery Babcock brought a plan before the school board nearly two weeks ago that called for removing some students from Jackson or Jefferson schools. The students would make room for teen-agers from the Alternative High School program currently housed at Emerson



school.

The proposals were meant to help the district save money as its enrollment continues to drop. The School Board cut more than \$4 million in recent years. The budget is projected to fall short by \$1 million next year, \$4 million the following year and \$5 million by the 2003-04 school year.



Journal file photo

JACKSON SCHOOL is one of two schools Stevens Point Area Public School District officials are targeting for a proposed consolidation program.

SCHOOLS: Parents debate best decision

From A1

Under the consolidation plan, Jackson School would move all of its regular education students, while Jefferson School would lose its third-through sixth-graders to other schools.

More than 100 Jackson School parents gathered at their school Thursday to speak out against the plan. Posters written by students set the scene for what was to come — “We’re not going anywhere,” “We like it here” and “Let us be Jackson students next year” — were strewn throughout the gymnasium.

Jefferson School parents held a similar meeting last week.

“One of my concerns is I feel I’m being ambushed as a citizen of Stevens Point and the Stevens Point School District,” said parent Sally McDonald-Lewis. “We haven’t had much time to give any input, any ideas.”

On the contrary, district officials have had plenty of time to study the issue before it was made public, she said.

“I have to wonder why, all of a sudden, this is being pushed at this community — that all of a sudden we have to make this decision.”

Lori O’Neal,
Stevens Point parent

students also would lose access to classes such as band and chorus, and extracurricular activities, including student council.

Several parents suggested

One parent threatened to pull his child out of the NOVA program, predicting other parents would follow, putting the program at risk of ending.

Parents also pointed out that more students would be impacted than just those in Jackson and Jefferson schools. Several schools would receive more students next fall if either plan is approved. Babcock has said that would mean many schools would once again be asked to use all possible space in their buildings — including storage closets.

Jackson, which has lost 99 students between 1993-94 and the current school year, was unable to make use of special funding this year because the money was tied to lowering class ratios. Student Achievement Guaranteed in Education (SAGE) grants are available to all schools able to lower their class ratios to 15 students per teacher.

Parents at both Jackson and Jefferson schools plan to attend the district’s public hearing Tuesday at SPASH, where the issue will be dis-

Hospitals

DES MOINES, Iowa (AP) — The new year was only hours old, but Kimberly Groninga already wanted the world to know about an early 2001 blessing — her newborn daughter.

So Groninga, 30, of Iowa City, was grateful when friends and relatives responded to the local newspaper announcement of her daughter’s birth on Jan. 2.

“We did receive cards and gifts from people who would not even have known — more distant friends that maybe we wouldn’t have called,” she said.

But if Groninga’s daughter had been born just a few weeks later, there would probably have been fewer cards. Her hospital, like many others across the country, decided to stop releasing birth announcements to protect against infant abductions.

Some Iowa hospitals require written consent to release birth data, but at least eight hospitals throughout the state, and in Arizona, Illinois and Wyoming, are not giving the information to newspapers at all.

“The intent is certainly not to cause panic or fear. The intent is to keep babies safe,” said Janet McIntyre, a spokeswoman for the Joint Commission on Accreditation

Scaffolding

LOS ANGELES (AP) — Scaffolding red carpet for the Academy Awards collapsed Thursday, injuring five seriously.

Most of the mangled metal fell on bleachers that will seat fans and gather to watch celebrities enter Auditorium for Sunday’s ceremony also tumbled onto a tent over the leading into the auditorium.

“Everybody just started screaming ‘Watch out!’ ‘Watch out!’” said I an Oscar production worker who crash.

“First the left side came recalled. Then the structure broke over in a wave that moved from the right.

The structure had stood about

SOLID WASTE:

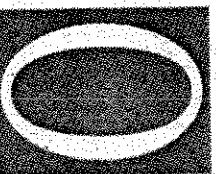


Journal photo by Doug Wojcik

JULIE STEFFY (left) and her daughter **Caroline**, hold signs Monday outside Jefferson Elementary School proclaiming their displeasure with a plan to move children within the school district. Steffy is the school's PTO president.

School spirit

By **LISA NELLESEN-LARA**
Journal staff



Officials, parents and community members will meet face to face tonight to hash over financial problems plaguing the Stevens Point Area Public School District and possible solutions to the budget crunch.

With a deficit of nearly \$2 million projected for the coming school year, and \$4 and \$5 million for the following two years, Superintendent Emery Babcock and the school board have proposed a variety of options to meet the shortfall.

These options include consolidating one of two elementary schools with the Alternative High School program, reducing the number of credits required for graduation, eliminating some elective classes available to students and asking teachers to take on more classes.

"What I'm hoping is that the board gets the message that they're moving too fast."

Monica Pritchard,
Jackson School PTO president

Board members, who have already cut about \$4 million in programs in the last few years, are now looking at major changes in the district.

Among the current suggestions, school consolidation has received the most attention in recent weeks. An army of parents from

Jefferson and Jackson elementary schools are expected to make an appearance at the school forum at 7 p.m. tonight at the Stevens Point Area Senior High School auditorium.

"Where most of us are coming from is that we understand the position the board is in with the failed referendums, and we know cuts need to be made, but what we're presenting (tonight) is that the elementary schools are not the place to make the cuts," said Julie Steffy, Jefferson School Parent Teacher Organization president. "It makes more sense to make cuts with extracurricular activities than to make cuts to elementary schools."

Babcock presented a proposal to the School Board two weeks ago, which called for consolidating Jefferson's third- through sixth-graders with four other elementary schools. Those empty classrooms would make room for students from the Alternative High School program.

See **SCHOOL, A5**

homes without any assistance were used for payments were used for "the administrative in its budget blueprint.

The blueprint notes that Congress addressed the what is called the up loophole continues to treasury billions — an above and beyond what normally cost just this Medicaid, the health for the poor and disabled combination of federal On average, Washington States are allowed to ment rates to doctors, ing homes, but there can't pay more than Medicare service.

For years, this was typically Medicaid paid Medicare, which main But beginning in the federal government an earlier Medicaid states discovered a trick.

States would massive to state- or out and-or nursing home: nents were averaged as a whole would be charge, making the legal.

Those overpayment being used to enhance The state would tr: the hospital or nursing stay there just long e inflated matching mo — perhaps just a few ities returned the mor could use it for any p

INDEX

Weather

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High 36
Low 18

Experts tackle problem gambling

By **DAVID PAULSEN**

For the Journal

On Oct. 6, 1996, gambling was the last thing on Dave Fisher's mind. But the Wausau resident ended up driving

years.

Since then, Fisher, 66, has regained control over his life through counseling and weekly attendance at Gamblers Anonymous meetings. He has not gambled since July 14, 1999.

An estimated 5 to 7 percent of people in Wisconsin have gambling problems and

MORE IN

The Wisconsin Problem Gambling third annual Thursday and Ramada Conference Wausau

SCHOOL: Parents, administrators work toward budget resolution

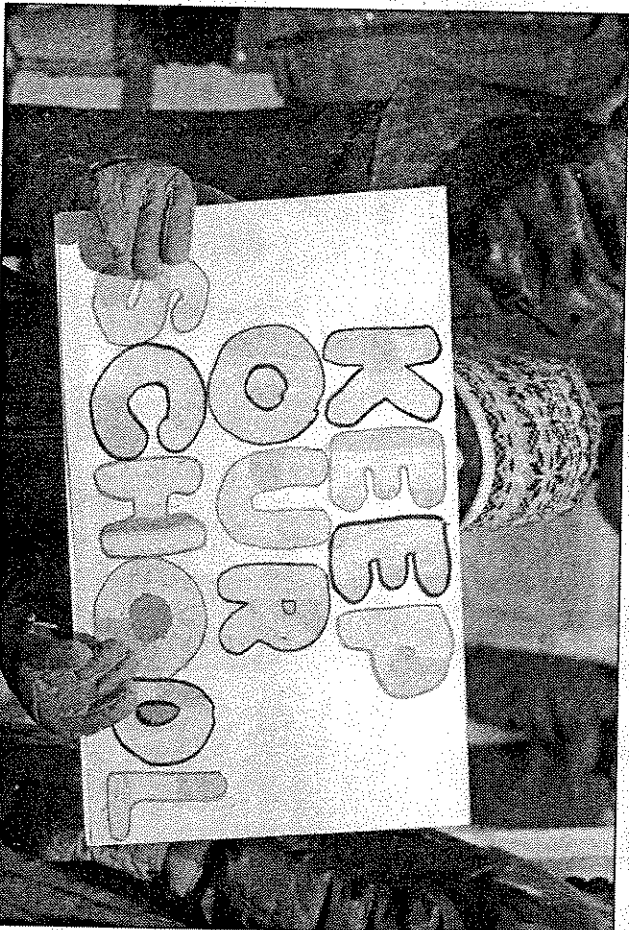
From A1

A similar proposal at Jackson Elementary School would move all regular education students from the school into five other schools. The special education programs, including self-contained learning disabled and NOVA for gifted and talented students, would remain in the building.

"What I'm hoping is that the board gets the message that they're moving too fast — that there hasn't been enough communication with parents in the district," said Monica Pritchard, Jackson School PTO president. "It's unfortunate that Jefferson and Jackson are the targets right now, but next time, it could be any of the schools. I don't think it's just a Jefferson and Jackson problem. I think it's a community-wide problem, and people need to be aware."

Communication is the driving force behind the public forum, according to Babcock, who plans to lay out the district's financial picture for the community. Following the financial information, he will present current proposals to alleviate the budget crunch, including a discussion of the school consolidation.

"That's just one of the options we have, and the board has to look at them all," Babcock said. "People need to understand that we were going to cut \$750,000 worth of programs this year. We didn't, because people gave us the opportunity (through a two-year referendum) to overturn the revenue caps to support those programs



Journal photo by Doug Wojcik

CASSIE STANCHIK spends part of her lunch period outside Jefferson Elementary on Monday along with others voicing concern about the fate of the school.

and keep them in. But, they only did it for two years."

After next year, the board must come up with a way to finance the original \$750,000 worth of programs, in addition to making up a shortage in funding for the coming years due to declining enrollment.

Gov. Scott McCallum's budget includes more bad news for the district. He has proposed cutting back the reimbursement rate for summer school programs to allow counting of

only 25 percent of the students vs. the current 40 percent. He also wants to freeze the current level of per-student funding provided by the state.

In the past, that amount has slightly increased each year. However, even that increase isn't enough to make up for the rising cost of utilities and supplies, Babcock said.

Babcock said the district may need to make several adjustments in the fall to meet the budget, regardless of which proposal is chosen.

Parents, especially those who oppose the consolidation plan, have already begun researching other options.

Parents plan to ask the board to consider breaking up the Alternative High School's three programs into classrooms currently available in the district. Jefferson parents have divided into different committees to study various aspects of the funding problem, including an analysis of proposals already made.

"We're trying to educate ourselves to offer up a plausible solution," Steffy said. "But, we're also asking that the board be more open in the future. They really haven't been able to communicate well what's going on with them, and some people feel they've been blindsided."

Parents also are calling for the board to slow down and collect more information before finalizing any plans.

"There seems to be a real hurry-up attitude to get this going and get it done," Pritchard said.

District administrators, however, intend to collect community input tonight and provide answers to questions that arise.

"This should be a very good dialogue — a chance for everyone to learn and to get some answers," Babcock said.

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lisa.nellessen-lara@cwnews.net

A GLANCE INSIDE PLOVER'S HERITAGE PARK

The following buildings are located at Heritage Park in the village of Plover. They are among those sponsored by the Portage County

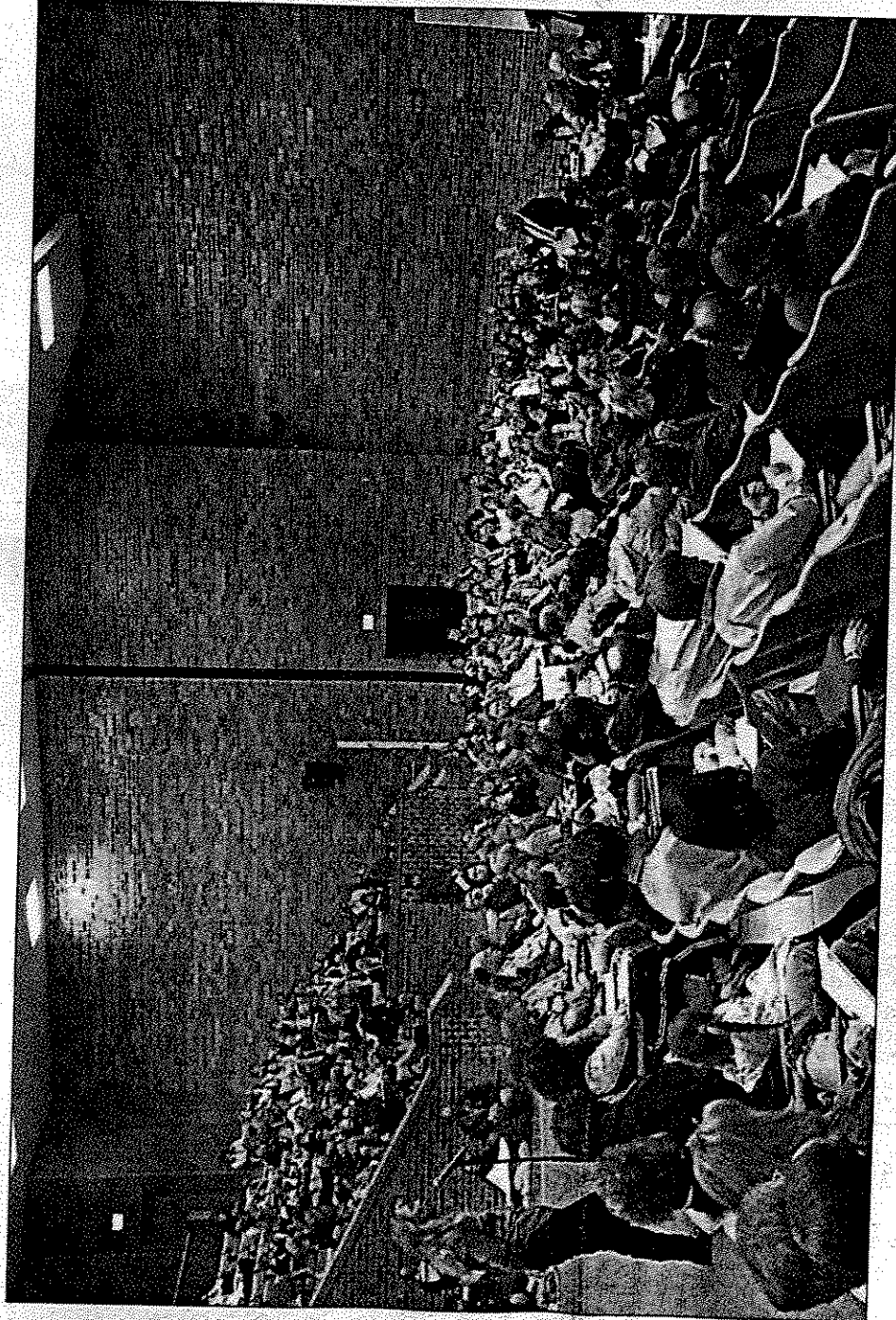
was moved to Heritage Park in 1983. It was built circa 1887 and has been restored as it would have looked like in 1870.

■ The Hie Corner School was moved to the park in 1990. It was originally built in 1898 in Armburst. It is fully restored and functional.

structured in 1898 in Bancroft by the Soo Line. It was moved to the park in 1992. The building and its platform have been restored as they would have

SCHOOLS

As Stevens Point Area Public School district officials search for ways to trim the budget, area parents urge the School Board to explore options other than school consolidation



PARENT Shirley Winters (left, standing) addresses the Stevens Point Area Public School District Board during a forum Tuesday at the Stevens Point Area Senior High School auditorium. Hundreds of parents attended the event to voice concerns about proposals for elementary school consolidation efforts. Jefferson School parent Shane Sprecher (below) makes a point during the forum.

Journal photos by Tom Kujawski

Searching for solutions

By **LISA NELLESEN-LARA**
Journal staff

tudents, parents and community members came out in droves Tuesday night to voice



with the power of destruction the school board now holds in its hands," Daniels said. Consolidating Jefferson School might save the district money, but no dollar amount can be put on the other losses students in the schools would incur if the plan should move forward.

Sol rec anc sen

By **Ci J**

A town of prison time der pleaded i ed charge in Court.

Linda Sobi 10-year prison ing death, of 1978, made meanor chari Sobish, wh Taycheedah C appeared bef James Even received months of time added to sentence.

Prosecut originally cha Sobish with fe perjury for l at a motion t ing to exhume body of the Dale Zurawsk According Sobish and Zu a written m: 1992 but were At a hea Zurawski's de documents in Court that we to the crimina

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 received six
 months of jail
 time added to her
 sentence.

Prosecutors
 originally charged
 Sobish with felony
 perjury for lying
 at a motion hear-
 ing to exhume the
 body of the late
 Dale Zurawski.

According to cou
 Sobish and Zurawski
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At a hearing i
 Zurawski's death, Sc
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 Court that were falsi
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On a report of co
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 in different ink than
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A jury determined
 that Sobish shook 5-r
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 later at St. Josep
 Marshfield. Medical r
 ed at the trial indicat
 ed referal hemorr
 eyes, as well as hem
 brain. She was sent
 in prison by Portage
 Judge John Finn.

Shaw can be reach
 Ext. 2510, c
 charley.shaw@ci

attended the event
 to voice concerns
 about proposals for
 elementary school
 consolidation efforts.
 Jefferson School
 parent Shane
 Sprecher (below)
 makes a point
 during the forum.

Journal photos by Tom Kujawski



Searching for solutions

By LISA NELLESEN-LARA
 Journal staff

Students, parents and commu-
 nity members came out in
 droves Tuesday night to voice
 their opposition to a proposed
 plan to consolidate elemen-
 tary schools in the district.

"If you evict elementary
 students from Jefferson,
 you'll be going against what's
 best for our students and the community," said
 parent Shane Sprecher.

Jefferson and Jackson elementary schools
 both are under consideration for possible con-
 solidation with other schools. The move would
 allow the Stevens Point Area Public School
 District to trim staff, including teachers,
 administrators and janitors. It also would allow
 room for Alternative High School program stu-
 dents to move into the building.

There were very few seats available in the
 640-person capacity auditorium at Stevens
 Point Area Senior High School, where commu-
 nity members gathered to share their views
 with the School Board. Talk of the school con-
 solidation dominated discussion.

Jefferson parent Todd Steffy gave the School
 Board a petition to keep boundaries the same,

with the power of destruction the school board
 now holds in its hands," Daniels said.

Consolidating Jefferson School might save
 the district money, but no dollar amount can be
 put on the other losses students in the schools
 would incur if the plan should move forward, he
 said.

Students are equally concerned, said sixth-
 grader Andrew Tolstedt of Jefferson School.
 Tolstedt feels he and his peers "are being trad-
 ed like Pokemon cards." Tolstedt won't be in
 elementary school next year, so he won't be hit
 with a move, but he's concerned for his third-
 grade brother, Henry, who attends Jackson
 School's NOVA program.

SPASH students also came forward, high-
 lighting the positive experiences of their time
 in elementary school. Students said the rela-
 tionships they formed with friends, teachers
 and administrators they carry with them today
 wouldn't happen for the younger students if
 they shift schools.

In the past few days, parents have asked the
 School Board to slow down and gather more
 information before making a decision, and the
 board listened. Babcock is recommending the
 proposal, should it be implemented, not go into
 effect until the 2002-03 school year. However, a



signed by about 750 parents.

Superintendent Emery Babcock and board
 members emphasized it was only one of sever-
 al options to save funds.

One of parents' biggest fears is the loss of the
 "neighborhood school" concept if children were
 to be bused to other schools, said parent Mike
 Daniels, who has lived in his neighborhood for
 39 years.

"I've seen many things change, but nothing

See SCHOOLS, A5

Ground water plan needed environmental cave

SCHOOLS: Parents speak against plan

From A1

decision would need to be made by September.

The board is considering several options to trim the budget due to a projected deficit of more than \$1 million for the coming school year. That number will grow if Gov. Scott McCallum's proposal to freeze student spending and cut back on summer school enrollment reimbursement makes it into the state budget.

The district's fiscal consultants estimate the budget will be short about \$4 million in 2002-03 and \$5 million in 2003-04.

Other cost-cutting proposals include reducing graduation

requirements, cutting extra-curricular activities, reducing seventh- through 12th-grade classes and cutting English as a second language and Reading Recovery program staff.

Babcock said the board has only three possible solutions — make large cuts including consolidation, go to the community for a referendum or take money out of the cash flow, which leaves the district in danger of being closed if financial problems persist.

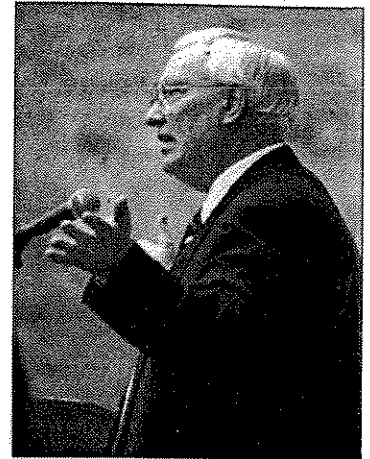
Whatever the solution, community members made it clear they want to play a role.

"I don't think it's right to come up and complain if you can't offer a solution, but I haven't had time to do that,"

said Sally McDonald-Lewis. "We're all supposed to be on the same side, but it's becoming us against them, and that's not the way it's supposed to be."

Parents vowed to work with the district to bring the message to the community if a referendum is planned.

But, the board will need to work too, visiting with community members at fun fairs, church meetings, festivals and shopping malls, said Susan Morrison.



Journal photo by Tom Kujawski

STEVENS POINT AREA Public School District Administrator Emery Babcock addresses parents at a forum Tuesday. The district has proposed several ways to cut costs, including consolidating schools.

Nellessen-Lara can be reached at 344-6100, Ext. 2507, or at lisa.nellessen-lara@cwnews.net.

SNE: Relocation idea is history, firm's CEO says

From A1

three as an opportunity to grow faster in the market in a way we couldn't do before."

However, overlap of brands won't mean layoffs for the area plants.

"We're already seeing a growth of jobs in the engineering area. Because we are now in the position to use the other's strengths, the three companies offer a chance for

growth. Employment should grow as the business grows," MacDonald said. "I think we have outstanding workers here that care about what we're doing."

MacDonald hopes to improve on the strengths of the company with investments in technology, engineering advances and continued dedication to delivering products that customers want.

"We want to make it easy for

ordering and manufacturing, so we'll be easy to do business with," MacDonald said.

With changes being made to current building codes in accordance to severe weather situations, more potential exists for growth, MacDonald said.

"There will be a huge opportunity to sell these better performing products," he added.

The Peachtree Companies Inc. is part of the Windows, Doors and Siding Group of

Nortek Inc., Providence, R.I. The Crestline, Peachtree and Vetter brands are sold through building material suppliers and home centers nationwide. In addition to the Stevens Point and Mosinee plants, the company has plants in Gainesville, Ga., Norcross, Ga. and Huntington, W.Va.

Kolesar can be reached at 344-6100, Ext. 2506, or at terry.kolesar@cwnews.net.

GROUND WATER: Plan is necessary, specialist says

From A1

nants into ground water, Schmidt said.

"We need clean water, and we need good food. I think we can produce good food without dirtying up ground water," Schmidt said.

Goals for the future include avoiding significant depletion of ground water reserves. The spread and increase of nitrate contamination needs to be curtailed, and pesticides need to be targeted and detected,

Schmidt said.

County officials also need to determine locations with current or future ground water shortages.

The village of Junction City, Schmidt noted, has needed to drill a new well to supply its fire-protection needs. Ground water is pumped out of the Little Plover River Fishery and is utilized by municipalities for drinking water and farmers for irrigation, Schmidt said. The river's flow goes down in some years, he said.

A 1997 "value of ground water" survey of 8 percent of the county population showed people are concerned about ground water, Schmidt said. Among the respondents, 50 percent said ground water quality was only fair or poor, 70 percent thought the county's ground water quality has gotten worse during a 10-year period and 90 percent said they want ground water to be at least as good as drinking water.

A Citizen's Ground Water Advisory Committee is devot-

ing particular attention to three things: water quantity, water contamination from nitrates and contamination from pesticides.

Schmidt said more information about contaminants in ground water needs to be gathered. He encouraged people to test for bacteria, nitrates and corrosives that can dissolve metals inside the home.

Shaw can be reached at 344-6100, Ext. 2510, or at charley.shaw@cwnews.net.

Plastic is temporary solution to leaking roof

By BILL MESHAK

Drip ... drip ... drip... Stevens Point Area Senior High students are all accustomed to the sound of water falling into buckets whenever they enter the library. They have learned how to sidestep the buckets that are there to catch the water that is dripping through the roof. Ceiling tiles have been removed to reveal the leaks that are in the school's roof.

Librarian Marilyn Cychosz said the roof over the library has been leaking since October 2000. Plastic drop cloths were recently placed over the bookshelves to protect the books. The holes in the roof are directly over the art and architecture books, the second most expensive books, only after the reference materials, in the collection. The plastic was put in place after a series of calls to school maintenance and the district's building and grounds office, said Cychosz.

Some of the ceiling tiles in the library have been replaced three times. However, the possibility for more costly damage is only a drip away. The risk of damage to the books has been lessened thanks to the plastic.

However, if the water was to get under the bookcases, the resulting mold and mildew could end up leading to the re-carpeting of the entire library.

This was not the first time the library has had problems with the roof. Last year, during the spring melt, there was a leak in the roof



PLASTIC COVERS the books of the Stevens Point Area Senior High School after water leaked from the roof. Buckets have been set up as a temporary remedy to the problem.

by the computer office.

The roof on SPASH has been replaced in sections as set forth by a schedule created by the school district, thus, some roof sections are eight years old.

The entire roof was recondi-

tioned three years ago, and was given a five-year guarantee against problems.

The roofer has been called back three times this year to make repairs to the section over the library. Due to the cold, snow, and

ice on the roof, only temporary repairs can be made, including shoveling the ice and snow off of the damaged parts, drying the damaged parts and sealing the leaks. The section is then marked for future reference.

By CHAI

Every year Marc blooming of spring & March, having beer Month, is a time students can display classroom and indi the entire communi

The Portage Cou held at the Charli Library, has been dents' artwork th month of March an great amount of att

Stevens Point Ar teacher Pete Wern art teacher Mary B this year to coordin consists of more th

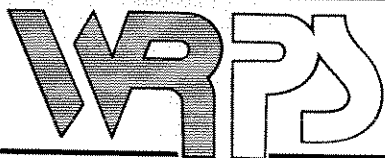
ing from pottery more. An average o selected by each k submitted, creating and eye-catching va

"I'm not subject works, I look for an on projects, or go b someone puts into said.

SPASH art teache saying, "I like un favorite artwork is put-real effort into."

Effort is almost a the great deal of pr their projects, whic weeks completing, exposure for stud they've done, and to nity the talent and e Larson said.

"What's great is b the work, ranging f to senior high, whic room. It's beautiful.



Written Testimony
Wisconsin Legislature
Joint Finance Committee

Senators:

Brian Burke
Russell Decker
Gwendolynne Moore
Kevin Shibilski
Kimberly Plache
Robert Wirch
Alberta Darling
Robert Welch

Representatives:

John Gard
Dean Kaufert
Sheryl Albers
Marc Duff
David Ward
Michael Huebsch
Gregory Huber
Antonio Riley

Re: 2001-2003 Biennial Budget Initiatives

Thank you for your desire to listen to Wisconsin residents share our concerns for Wisconsin's future. I'm Dean Ryerson, Superintendent of the 6,000-student Wisconsin Rapids Public School District.

As a declining enrollment school district, the Wisconsin Rapids Public Schools will experience a loss of \$966,000 in revenues in 2001-2002 compared with the previous school year. Because the enrollment reductions will be distributed throughout approximately 350 classrooms in the District, and because heating, lighting, bussing, and maintenance costs will rise with inflation, the District's expenditures will not go down at the same rate as revenues.

What can we do? We ask that flexibility and local control be returned to school districts. We need the flexibility to pay for increases in transportation costs, maintenance, school safety, and unfunded mandates. I appreciate Senator Shibilski's attempt at providing flexibility as we face a 17% increase in health insurance premiums. In our District, that amounts to an increase of \$760,000. Under total package collective bargaining that means employees will receive limited salary and wage increases making the bargaining process particularly challenging this year. We need creative ways to help us to meet costs for things we can't control. Without that flexibility, we're taking scarce resources away from the instruction of our students.

Governor McCallum proposes reducing summer school reimbursement to 25 percent from 40 percent. If enacted, that will cost our District \$117,085. In order to continue our summer school program with that reduction, we would need to subsidize the program from other operations. That could jeopardize the existence of our summer school. That's not the right message at a time

when we are creating graduation criteria and grade retention criteria involving summer school remediation for those students who are unsuccessful during the school year.

The Governor's budget proposes to eliminate the inflationary per pupil adjustment and to cap that adjustment at the 2000-2001 level of \$220.29. That action will cost our district \$28,849. You might say that a district our size should absorb that amount; yet those dollars would support a half-time teaching position.

Our District is concerned about the status of the SAGE program. It's a "catch-22" situation for us. Here's why.

Under current rules, we must expand the program to grade 2 next year. Due to the \$150,000 this will cost in District dollars, we'd rather stick with the program in Kindergarten and grade 1. We're prepared to find dollars to add the program to grade 2 if we must. It's time to start thinking about staffing for that program. Yet, if the Governor's proposal passes, nine of our ten elementary schools would be ineligible for SAGE in grade 2 next year. What is a district to do? How can we staff when we don't know what the program status will be? Why can't we have the flexibility in these tight times to maintain K-1 SAGE programming without expansion to grade 2? I urge you to provide some clarity to us on how to proceed. Until we know, we have a real dilemma with which to deal.


Let's address charter schools. With planning and implementation grants we were able to start a charter high school for alternative at-risk students this year. The program is a collaboration among the Nekoosa, Port Edwards, and Wisconsin Rapids school districts. It's a success. We will graduate 17 students from the program this year. Without the program, a high number of those students would have dropped out of school. We question the budget proposal to expand the chartering authority to universities, CESA's, or technical colleges. Local control of public charters is a reason for the success of those programs, including ours. Let's continue that structure.

Finally, when research demonstrates that we need to do more to improve instruction through a quality teaching staff, let's not water down the standards for teacher licensure. Yes, we have shortages in certain areas. To widen the screens to licensure in order to meet those shortages is simply not acceptable and certainly contrary to today's culture of school improvement.

I thank you for taking the time to consider these comments. Local control and flexibility within revenue caps is a good idea in keeping with Wisconsin's tradition of strong public schools. Let's not let that tradition erode.

Thank you.

Sincerely,


Dean Ryerson
Superintendent

JFC Testimony:

From: Mark Kryshak (Vice-President) Tomorrow River School Board,
231 Mill Street
Amherst, WI 54406
715-824-3655

Good afternoon, my name is Mark Kryshak. I am a school board member from the Tomorrow River School District of Amherst as well as a teacher in the Waupaca School District. I am here today to address this committee on the impact "revenue caps" have had upon the quality of education in the community of Amherst.

Our district is experiencing declining enrollment at a rate of about 1% (average per year), and projections are for this trend to continue for the next 5-6 years. These declines have resulted in a significant reduction in state aids to our district over the past three years and I am here to inform you of the negative impacts this has had upon our district's finances as well as the quality of education we are able to provide to our students.

Our enrollment decline seems small but the effect it has had upon our district in the past three years is as follows; three years ago, during our first year of decline, we needed to streamline our spending which was already quite frugal. This entailed capping any increase in budgets for the upcoming year, prioritizing purchases that were already slated for that year, (many of these were put on hold in the hopes that the state would "rethink" their position on revenue caps for the next budget year), and urging staff to make use of old materials as much as possible in an effort to help achieve a zero balance in the budget. During that year we experienced an app. \$40,000.00 deficit which we were able to absorb with our frugality. In the second year, with an anticipated revenue shortfall of app. \$138,000.00, we were forced to not replace several teacher aides that had retired or relocated, we eliminated our distance learning lab and it's teacher, (12 students lost the opportunity to pursue coursework that was up until that point unavailable in our district), and capped our spending once again to a zero increase. This past year, (our third year of decline, which bore the full brunt of the three year average enrollment figure), the shortfall ballooned to almost \$330,000.00 dollars and the cuts that we would have had to make could not be done without degrading our educational programming. We would have been forced into increasing class sizes, rethinking our block-scheduling format (which has already played a key role in the increase in our test scores over the past years), eliminating vital staff, and cutting programs. We saw this as a "giant-step" backward for the students and staff in this district and refused to give in to the negative effects of the revenue caps. To achieve a balance, we borrowed from our "Fund Balance". This amount is app. 25% of the existing balance and was taken as a temporary fix until a "referendum" could be presented to the district's voters. In the referendum, we addressed the need to upgrade our aging facility and revenue shortfalls. The referendum was pared down to its lowest bearable level to accommodate the "burden" it would put on taxpayers in a small community such as ours, yet still address our school's needs. The referendum was held yesterday and was unsuccessful. We are now faced with the painful task of cutting both staff and programs. Programs that are essential to the development of quality students that can compete in today's society and continue successfully in the post-secondary

education system. Relief that should be provided for schools such as ours is shrinking and under the threat of disappearing altogether. Without a successful referendum, our district will have to continue to draw on its' fund balance. With projected enrollment declines and revenue shortfalls, that balance will be gone in three years even with severe cuts. In the wake of it's demise will be further cuts of "core" programs, the loss of technology upgrades that would keep us current and competitive, the loss of teachers, overcrowded classrooms due to those losses and more. Research is plentiful on the negative effects of crowded classrooms, and I don't need to explain how much this would erode the quality of the teaching in those rooms.

In a small community such as ours where property values are low, it requires a large increase from taxpayers to help overcome the revenue shortfalls caused by the "caps", and many of our taxpayers cannot afford this. We have a substantial population of people on "fixed" incomes, or incomes tied to agri-business and the difficulties faced by both demographics as inflation and falling prices in that industry take its toll on their profits. They understand the need for quality schools but can only afford so much. Out of concern for such taxpayers, our recent referendum asked for \$350,000 to exceed the "cap" when in fact it would require at least \$650,000 annually to allow us to maintain the quality of what we have now.

Our district is trying to prepare for the "high stakes" graduation and promotion tests that are soon to be here by increasing the quality of our curriculum, and upgrading these provisions as the state demands more accountability. We cannot do this under the constraints of the current revenue caps and most certainly will find it impossible with the current proposals from the governor's "belt-tightening" budget. The revenue controls are forcing us to make decisions that steadily decrease the quality of the education we can provide our students while at the same time provide no real relief to our taxpayers. The revenue caps need to be reevaluated and adjusted to meet both the demands of rising inflation and decreasing enrollments. If anything, the state needs to take a good hard look at the negative effect these controls are really having on the quality of education in Wisconsin.

SCHOOL DISTRICT OF Neillsville

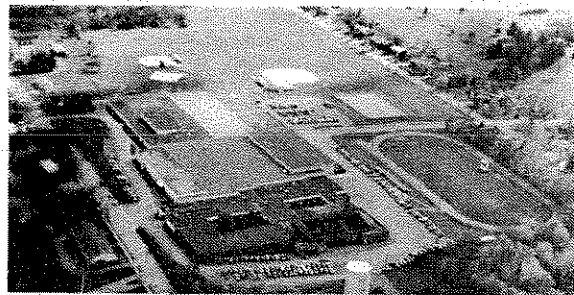
ADMINISTRATIVE OFFICE

614 East 5th Street

Neillsville, Wisconsin 54456-2057

Phone 715-743-3323 Fax 715-743- 8718

John Gaier, ADMINISTRATOR



STATE BUDGET HEARING

Marshfield, Wisconsin

April 4, 2001

I would like to take this opportunity to thank the Joint Finance Committee members for coming to central Wisconsin to listen to our concerns regarding public school funding and the need for local school district flexibility under the revenue caps.

My name is John Gaier, I am the district administrator at the School District of Neillsville. My intent today is to provide you with some important information to assist you in creating legislation regarding the funding of public schools in the State of Wisconsin. Over the 9 years that the revenue limits have been in place, the School District of Neillsville has used many strategies to deal with the revenue controls, but we are now running out of creative ways to deal with the revenue limits, and the revenue limits will now cause greater problems on our institution and its educational programs for children.

The following are the top eleven reasons that the School District of Neillsville needs flexibility under the revenue caps.

11. Youth Options:

Youth Options is an excellent program for students and creates wonderful partnerships between colleges, universities, technical colleges, and local school districts. However, all of the fiscal responsibility for Youth Options falls on the local school district and the growing number of requests for students to enroll in Youth Options is making it increasingly more difficult for local school districts to pay for the program.

10. Milwaukee Private School and Charter School Funding:

At a time when revenue caps are putting more and more pressure on our school district, the State of Wisconsin sends over \$74,000 per year in aid that was earmarked for our district to fund controversial programs in Milwaukee.

9. Referendums:

The School District of Neillsville has been successful passing referendums in both 1996 and 1998 for additional building additions and for revenue cap exemptions. Our district residents are growing tired of referendums and understandably so. Running referendums in a district is a costly and time consuming venture, which means if the referendum fails the impact is even more devastating. It should also be noted that no other government institution is required to raise funds in such a manner.

8. Energy Costs:

With a full 25% of the school year still to go, our district has already paid over \$24,000 more in energy costs than we did the entire previous school year, and who knows what the total will be by the end of our fiscal year.

7. Class Size:

With the attention that small class sizes have been given by politicians and researchers, parents are now asking for smaller class sizes. When school districts like ours are forced to use attrition to reduce staff and when the SAGE contract could potentially be frozen in the governor's new budget, smaller class sizes cannot be attained or even maintained.

ELEMENTARY SCHOOL
504 EAST 5TH STREET

MIDDLE SCHOOL
504 EAST 5TH STREET

HIGH SCHOOL
401 CENTER STREET

6. Technology:

TEACH is very close to reaching its sunset. With that in mind, the question of how technology is going to be funded in schools certainly arises. If local school districts are going to provide employers with workers who are capable in using the latest technology, then local school districts must be able to afford the technology in order to train their students.

5. Health Costs:

With health insurance premiums projected to increase by 20% at the School District of Neillsville, the new health costs will make up 53% of the QEO dollars available for certified staff and over 100% of the dollars available under a QEO settlement for noncertified staff.

4. Special Education:

According to the Legislative Audit Bureau, in the first 5 years of revenue limits categorical aids increased 6.3% while special education populations increased by 19.1%. During that time the per pupil aid dropped \$314. In essence, we are trying to educate more special needs students with less dollars. The School District of Neillsville has 2 hearing impaired students, both of whom are wonderful students and important members of our student community. The combined cost for meeting the needs of these two special students is over \$120,00 per year. The majority of that money has to come from dollars that would normally be spent on other programs. The governor's budget proposal to cut funds even more would have a very negative effect on our programs.

3. Teachers:

PI34 was passed by legislators to increase accountability and professional development for teachers. Raising those requirements will cost money. With rising health costs taking up the majority of QEO dollars, there will not be much money for teachers to use to pay for their professional development, and because of declining enrollment, there will not be money available for the district to provide them with more professional development opportunities. It should also be noted that the further we let salaries fall behind other states and other occupations, Wisconsin will lose more and more highly qualified teaching candidates each year.

2. Declining Enrollment:

Because the School District of Neillsville is a district in decline, we are calculating approximately \$138,000 for new money in the 2001-2002 school budget. With a QEO total of \$223,000 for certified staff alone, the district is already \$85,000 short in its next budget. Therefore, not even a 3.8% QEO makes sense for declining enrollment districts. The enrollment in the School District of Neillsville is projected to drop by 18 students, or to put it another way, enrollment will drop 1.29 students per grade. The financial impact of that drop in enrollment is over \$129,000. When enrollment drops just over 1 student per grade, how is a district supposed to find over \$129,000 of savings to cover the loss of revenue?

1. Children:

We all talk about raising the bar in student achievement, student behavior, and student programs, but expecting more from children without providing them proper support is abandonment. For instance, with the new state tests now in place, we know there will be some children in need of remediation. A significant part of that remediation will be done outside the normal school day or school year. An example is summer school but with summer school potentially being dropped from 40% FTE to 25% FTE, school districts will no longer be able to provide the remediation courses that many students will need.

Summary:

Like all districts facing declining enrollment, the School District of Neillsville will have a difficult time providing the level of service to our children that we now enjoy. Also, it only makes sense that if we cannot maintain the programs that we have now for the citizens of our district, we certainly cannot talk about raising expectations in student achievement, or raising teaching standards under the new teacher certification programs in PI34. If we do have these expectations for improvement, new funding flexibility must also be developed.

Thank you for your time and consideration and for coming to central Wisconsin to hear our concerns.

My name is Cynthia Bodenheimer. I live at 2109 Edgewood Avenue in Schofield, Wisconsin. I am here to speak as a parent of three school-age children. One of those children is currently receiving services through special education.

The lack of relief from the revenue caps in the current budget puts the programs in our schools at jeopardy. The lack of support for special education is disappointing. Our schools are the home of our children for six to ten hours per day. We all entrust the care of our children to the people who work there. We ask these people to teach, console, guide, grade, handle emergencies, evaluate disabilities, and help to shape these children for the future. We ask the schools to meet more often with parents, keep them informed of progress and problems, assess our children's needs and meet them. Yet, every year budgets are submitted that provide less funding for the education while our society and the state law require more from the schools. The state tells me that my children need to meet the standards and need to pass the tests, but you cut the funding for the people in charge of making sure my children succeed. You tell me, as a parent, I should expect more from my schools, but you force the schools to make impossible decisions regarding my children because of the budget cuts. As a parent

My nine year old son has a high I.Q. but is so dyslexic he has trouble recognizing his name on a chart. He attends classes each day that require one to one or small group interaction to teach him the skills he needs to become the park ranger he longs to be as an adult. He has to learn to use technology, recognize sight words, and various skills to enable him to be successful in school and to be ready for college. This costs the district a great deal of money to meet his needs. The current budget and the proposed budget seriously under-fund special education. Special education is a mandated program. The district must provide these services to my son. What cuts must the district make, how many more children must they put in a regular education classroom, to make up for the individualized and small group instruction my son needs?

Why are we requiring our districts to make these decisions? Why must good, responsible people be forced to choose between services that are desperately needed by our children? Parents, educators and every study ever published, say that kids deserve and require small group interactions. The smaller, the better. Why then, do we continually have to go into battle to save our kids and their right to an education? Please, do what is right. Find a way to fund education. Lighten up on the revenue caps and fund the programs that you require.

Kathy Webb
815 Fulton St.
Wausau, WI 54403

Testimony before the Joint Finance Committee

Members of the Joint Finance Committee, thank you for allowing me the opportunity to address you today. My name is Kathy Webb, and I live in Wausau with my three children, where I work as an ESL teacher. All of my children have attended Wausau public schools. My oldest child, Andrew, is a sophomore at UW-Madison, my daughter, Emily, is a freshman at St. Olaf College, and my youngest child, Elizabeth, is a sophomore at Wausau East High School.

I grew up in Winnetka, Illinois, and had the opportunity to attend New Trier High School, which, by any standard, is a model high school. With over 3,300 students, a student/teacher ratio of 14.2/1, and a \$55.25 million operating budget, they were able to spend \$13,426 per pupil in 1998-99. Ninety-five percent of their students go on to college. If you visit their web site, you will see a program that's hard to match – in addition to a large variety of academic courses, there are those extras that set it apart – dance, opera, photography (with their own lab), television production, and so on. About 300 courses are offered. In other words, it is a “Saks Fifth Avenue” school. Do I believe we all **need** a school like this? No, I don't.

In Wausau, we have always had good schools – a “Sears” model, if you will – dependable, good quality, not outrageously expensive. We have had AP and IB programs at our high schools, the team concept at our middle schools, dedicated teachers, a reasonable student/teacher ratio, and extracurricular programs in sports, music, theater, forensics, etc. to enhance our children's learning experiences. Nothing fancy – just good programs that make our educational system attractive to families and businesses. In Wausau we have always prided ourselves in investing in all of our children, and providing our taxpayers with quality for their educational dollar.

But now, because of revenue caps, our educational program in Wausau is in danger of becoming a “Dollar Store” program. We all know the type of products we buy there – cheap, but of what quality? Without the ability to adequately adjust its revenues to account for increased expenses, such as

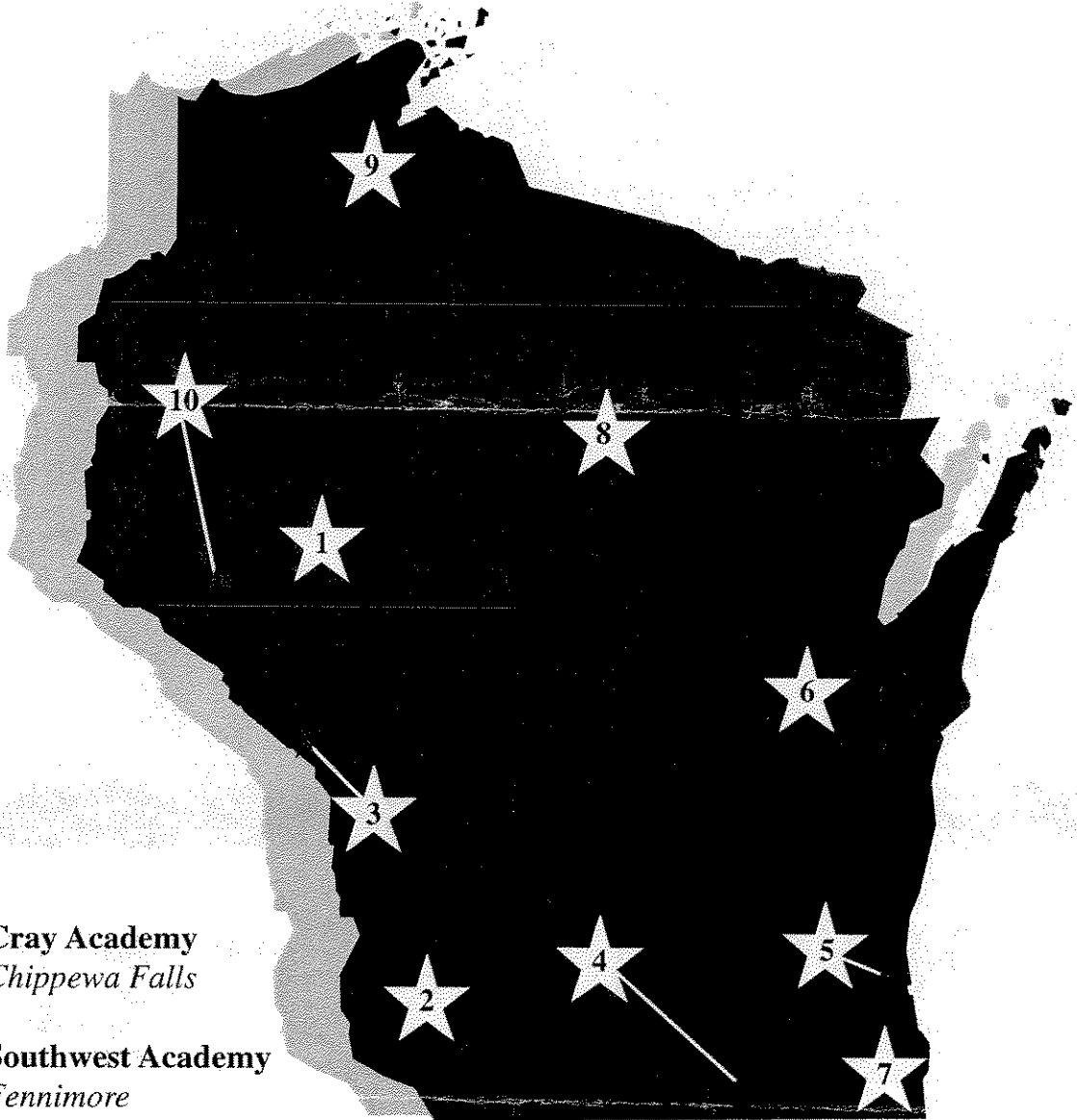
utility costs and insurance rate increases, and decreased governmental funding for special education and ESL, our district will have to make increasingly significant cuts that will cheapen our educational product and reduce its quality. My children have already experienced foreign language and chemistry classrooms of thirty students, and I worry that cherished programs like art and music will be cut next. It seems inevitable that our high schools will have to reduce IB and AP classes as we raise student/teacher ratios, and those smaller classes become too expensive to maintain.

I also worry that we won't be able to attract and keep talented teachers who could work elsewhere for more money. My student teacher this past quarter was excited to leave Wisconsin for Nevada, where he would be making more than I do, even though I have a master's degree.

At what point do we decide we are only hurting ourselves by strangling our school districts financially? How bad does it have to get? Do test scores need to drop significantly? Do businesses need to stop moving here? Unfortunately, by then it will be too late. We don't aspire to be a "Saks Fifth Avenue" district, but please, just help us remain the good district we have always tried to be. Our children are worth the investment.

Wisconsin Academy Staff Development Initiative

2001 Summer Academy Workshops for K-12 Teachers
in Science, Mathematics, and Technology



1. **Cray Academy**
Chippewa Falls

2. **Southwest Academy**
Fennimore

3. **Washburn Academy**
Onalaska/Holmen

4. **John Muir Academy**
Williams Bay/Oregon

5. **Sally Ride Academy**
West Allis/Waukesha

6. **Christa McAuliffe Academy**
Appleton

7. **Chiwaukee Academy**
Kenosha/Racine

8. **Northwoods Academy**
Rhineland

9. **Gitche Gumees Academy**
Ashland

10. **Star Academy**
Amery/Menomonee

Wisconsin Academy Staff Development Initiative (WASDI)

The Wisconsin Academy Staff Development Initiative is a statewide staff development project for K-12 teachers to improve mathematics, science and technology education in Wisconsin. WASDI consists of two components: the Lead Teacher Institute and ten summer academies.

Lead Teacher Institute

- ◆ Lead Teachers participate in 32 days of training over a 12-18 month period
- ◆ Topics covered include:
 - ◆ Leadership
 - ◆ Change
 - ◆ Team building
 - ◆ Updated content in mathematics, science and technology education
 - ◆ New learning theories
 - ◆ Best classroom practices
 - ◆ Alternative assessments
 - ◆ Presentation skills
 - ◆ Standards-based education
 - ◆ Third International Math and Science Study (including TIMSS-R the updated report)
 - ◆ Glenn Commission Report
 - ◆ Strategies of professional development
- ◆ 337 Wisconsin Lead Teachers have been trained to provide leadership in their schools, districts, regions and professional organizations as well as WASDI summer academies.

Summer Academies

- ◆ 15 academy sites throughout Wisconsin
- ◆ 186 week-long workshops in mathematics, science, technology, educational technology, language arts, social studies, assessment, leadership skills, and new theories in learning and child development
- ◆ 13,255 teachers attended WASDI academies from 1994-2000
- ◆ 1.6 million students will have had a teacher who has attended one of the summer academies
- ◆ 600 businesses have provided tours for teachers
- ◆ 300 corporations have made financial contributions at the state and local levels
- ◆ 1000 business representatives have participated in discussions with teachers

Evaluation Results

- ◆ Lead Teachers are involved in national and state standards development & receive numerous awards
- ◆ Lead Teachers write and receive grants and assume leadership roles in their local schools & districts
- ◆ 30% of the districts in Wisconsin have a WASDI Lead Teacher on staff who serve as a resource to other teachers
- ◆ Teachers who have attended WASDI academies have changed their attitude toward math and science and have significantly increased the amount of hands-on activities in their classrooms
- ◆ Academies are places where teachers:
 - ◆ Renew their interest in their profession
 - ◆ Work with teachers from other grade levels and content areas to revitalize the curriculum
 - ◆ Gain a further understanding of the value of their relationships with people in the business community
 - ◆ 96% of teachers who have attended an academy say they are more effective because of their academy experiences

WISCONSIN ACADEMY STAFF DEVELOPMENT INITIATIVE

The Wisconsin Academy Staff Development Initiative (WASDI) is a coordinated, systematic, statewide dissemination of a documented successful K-12 staff development program to improve mathematics, science, and technology education in Wisconsin. WASDI is a teacher enhancement program, originally funded from 1994-1999 by the National Science Foundation which has received continuation funding from the U.S. Department of Education under its Fund for the Improvement of Education. WASDI consists of two major components: a Lead Teacher Institute and a network of summer academies modeled after the Cray Academy in Chippewa Falls which was initiated and developed with support from Cray Research and its successor SGI.

The WASDI Lead Teacher Institute prepares teachers to act as agents of change in their schools and to conduct staff development workshops across the state. From 1994-2000, 337 WASDI Lead Teachers have received training and are providing leadership in schools, districts, regions, professional organizations and WASDI academies. The Lead Teacher Institute consists of approximately 32 days of training over a 12-18 month period on topics such as leadership, change process, team building, updated content (math, science, and technology education), new learning theories, best classroom practice, alternative assessment, TIMSS, presentation skills, standards-based education and strategies of professional development. Evaluation reports noted that Lead Teachers have conducted staff development workshops for teachers in their own schools and beyond and received outstanding evaluations; became involved in national and state standards development; received numerous professional awards; written and received program related grants and assumed leadership roles in other NSF funded programs. The evaluator concluded that the Lead Teacher Institute has provided a cadre of well trained, dedicated teachers who consistently provide leadership in science, mathematics, and technology education throughout the state. Approximately 30% of the districts in the state have a WASDI Lead Teacher on their staff who can also serve as resources to neighboring districts.

The WASDI statewide academies offer a series of one-week workshops during the summer. By the summer of 2000, 16 weeks of such academies were held geographically scattered throughout the

state. The workshops were led by Lead Teachers, highly recognized professors, consultants or other experts. The instructors are identified for their abilities to model effective teaching practices and to provide the teacher-participants with the tools, activities, tasks, etc. to engage their students in mathematics, science and technology. The integration of these disciplines and networking among participants is emphasized. In addition, during each one-week session, teachers tour local businesses and industries and participate in discussion with business representatives to gain an understanding of the application of science, mathematics and technology in the workplace.

From 1994-2000, 13,255 teachers attended academy workshops and this number included 9,500 unique individual teachers. By the 2000-2001 school year, over 1.6 million students will have been taught by a teacher whose skills were enhanced at a WASDI academy. Over 600 business and industries have provided tours for teacher academy participants and 75 corporations made financial contributions to various academies. In these 6 years, 1000 business representatives participated in structured discussions with teachers about skills needed by the workforce of the present and future. Evaluations of the academies have documented that teachers have changed their attitude toward math and science and have significantly increased the amount of hands-on activities in their classrooms. Evaluators have found that the academies also provide teachers with the unique opportunity to work in other subject areas, to renew interest in their profession and revitalize their energy, to work with teachers from grade levels other than their own, and to further understand the value of their relationships with people in the business community.

The WASDI Lead Teacher Institute and summer academies exist presently in a viable fashion to continue to move Wisconsin ahead in implementing standards-based education under the direction of the senior staff and academy directors. Academy content and lead teacher training focus on the most up-to-date reform curriculum materials and district needs. As a result of this statewide coordination, staff development opportunities are available to teachers with similar needs at a more reasonable cost and with minimal driving distance.

More information is available at www.wasdi.org.

Project Directors: Dr. Julie C. Stafford
Dr. Billie Earl Sparks

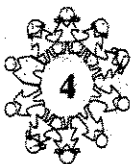
WASDI

e-mail: julie_stafford@wtn.pbs.org
billie_sparks@wtn.pbs.org

WASDI Academies 2001



Mathematics, Science and Technology for Teachers



Academy Sites and Director Information

Chiwaukee Academy, Est. 1998

Kenosha, WI
Dates: August 6-10, 2001
Application Fee: \$75.00
Registration Fee: \$275.00

Co-Director: **Jay Simonsen 262-653-7710**
email: kitic@cyberlynk.net
Co-Director: **Dave Eggebrecht 262-653-5918**
email: deggebre@kUSD.edu
Co-Director: **John Surendonk 262-631-7087**
email: surendon@wi.net
Center for Community Partnerships, UW-Parkside
Box 2000, Kenosha, WI 53141-2000
Up to 3 credits available from
UW-Parkside or Carthage College
Fax Jay: 262-632-7232; Fax John: 262-631-7016

Christa McAuliffe Academy, Est 1996

Appleton, WI
Dates: July 16-20, 2001
Registration Fees non-refundable: \$50.00
Tuition Fee: \$400.00
Additional Credit Tuition Fee: \$235.00

Director, **Christina Moubarak 920-734-7101**
227 S. Walnut Street, Appleton, WI 54913-1855
Credit issued from UW-Oshkosh
email: christina_moubarak@wetn.pbs.org
Fax: 920-734-7161

Cray Academy, Est. 1988

Chippewa Falls, WI
Dates: July 23-27 & July 30-August 3, 2001
Registration Fees: \$75.00
Tuition: Districts contribute to the CESA Consortium
Non-consortium members: \$300.00

Director, **Linda Dunahee, Ph.D. 715-720-2039**
Program Coordinator, **Kathy Tulman 715-720-2034**
725 West Park Avenue, Chippewa Falls, WI 54729
Credit issued from UW-Eau Claire
email: dunahee@cesa10.k12.wi.us
email: kktulman@cesa10.k12.wi.us
Fax: 715-723-1239

Gitche Gumee Academy, Est. 1999

Ashland, WI
Dates: July 30-August 3, 2001
Registration Fee: \$250.00/Tuition Fee: \$55.00

Director, **LeeAnnette Schmidmayr 715-339-3864**
400 Turner Street, Box 70, Phillips, WI 54555-1123
email: leeannette_schmidmayr@wetn.pbs.org
Credit issued from UW-Superior
Fax: 715-339-2295

John Muir Academy, Est. 1994

Dates: June 18-22, 2001, Williams Bay, WI
Dates: July 23-27, 2001, Oregon, WI
Registration Fee: \$325.00

Director, **Marian Balch 608-576-6166 or 608-223-2168**
PO Box 259412, Madison, WI 53725-9412
Credit issued from Edgewood College
Up to 3 credits available
email: marian_balch@wetn.pbs.org

Northwoods Academy, Est. 1998

Rhineland, WI
Dates: August 6-10, 2001
Application Fee non-refundable: \$50.00
Registration Fee: \$200.00

Co-Director, **Virginia Metzdorf 800-544-3039**
email: metzdorf@nicolet.tec.wi.us
Co-Director, **Penny Kuckkahn 800-544-3039**
email: kuckkahn@nicolet.tec.wi.us
PO Box 518 Hwy G, Rhineland, WI 54501
Credit issued from Viterbo College
Fax: 715-365-4687

Sally Ride Academy, Est. 1995

Dates: June 18-22, 2001, West Allis, WI
Dates: July 30-August 3, 2001, Waukesha, WI
Registration Fee: \$275/Application Fee: \$25.00

Director, **Melinda deCoriolis, Ph.D. 262-695-7972**
892 Main Street, Suite E, Pewaukee, WI 53072
Credit issued from Cardinal Stritch University
Up to three credits available
email: melinda_decoriolis@wetn.pbs.org
Fax: 262-538-0511

WASDI Academies 2001

Academy Sites and Director Information

Southwest Academy, Est. 1993

Fennimore, WI

Dates: July 23-27, 2001

Registration Fee for all teachers: \$20

Tuition Fee: \$25 for 1 graduate credit

Non-Consortium Members Application Fee: \$325

Director, **Melinda Marsh** 608-822-3276

1300 Industrial Drive, Fennimore, WI 53809

Credit issued from UW-Platteville

email: mmarsh@cesa3.k12.wi.us

Fax: 608-822-3828

Star Academy, Est. 1999

Amery & Menomonie, WI

Dates: June 25-29, 2001, Amery

Dates: August 6-10, 2001, Menomonie

Registration Fee: \$175, Tuition Fee: \$50

(CESA 11 Consortium Members)

Registration Fee: \$300, Tuition Fee: \$65

(Non-Consortium Members)

Director, **Brenda Ramin** 715-986-2020

225 Ostermann Drive, Turtle Lake, WI 54889

Credit issued from UW-Stout

email: brennda_ramin@wetn.pbs.org

Fax: 715-986-2040

Washburn Academy, Est. 1994

Dates: July 16-20, 2001, Holmen, WI

Dates: July 30-August 3, 2001, Onalaska, WI

Registration Fee: \$25.00

Workshop Fee w/no credit \$275.00

Workshop Fee with credit \$300.00

Director, **Cheryl Hanson** 608-786-4833

923 East Garland Street, PO Box 157

West Salem, WI 54669

Credit issued from UW-LaCrosse

email: cheryl_hanson@wetn.pbs.org

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UW-Eau Claire

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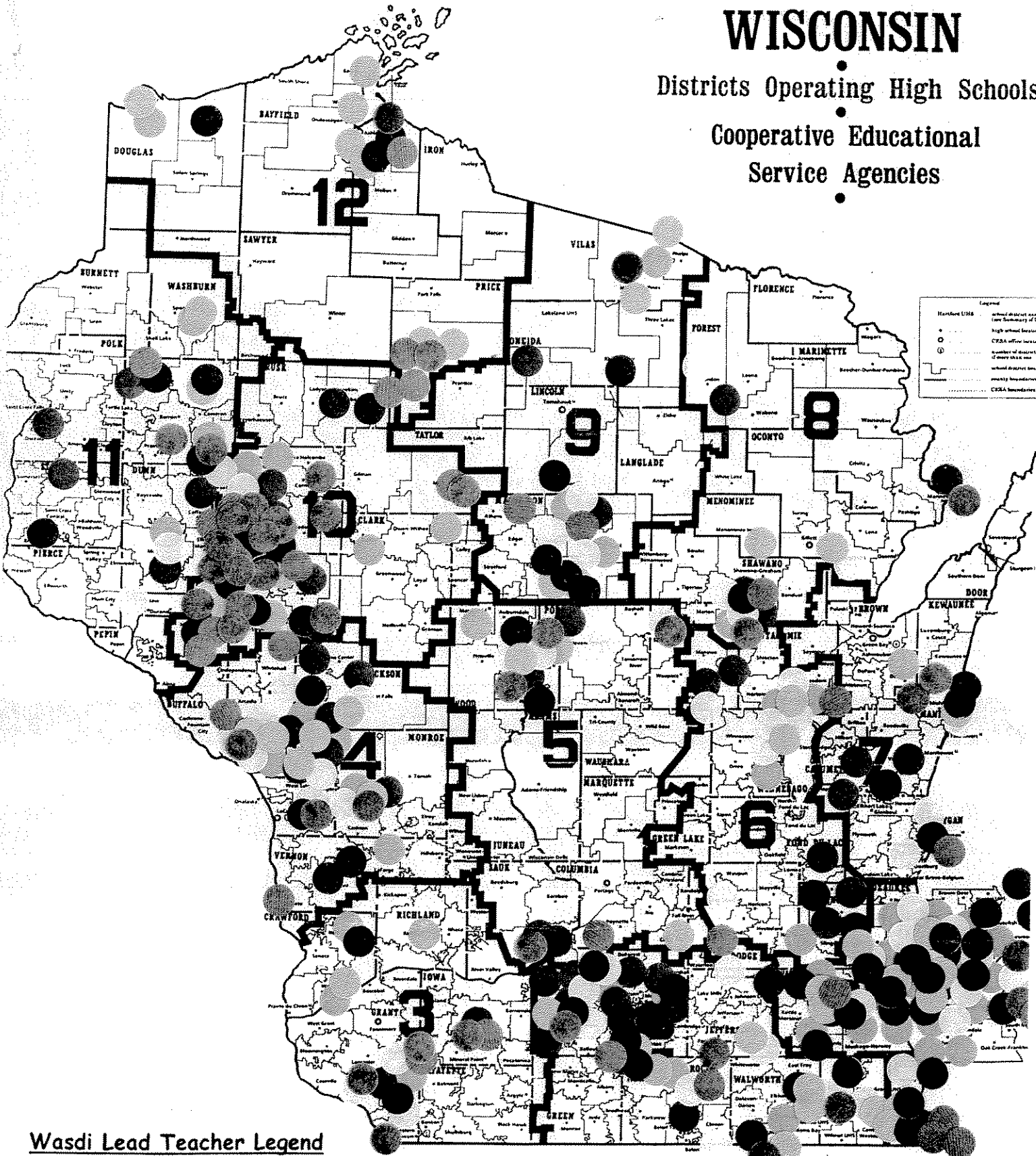
Mathematics, Science and Technology for Teachers



WISCONSIN

Districts Operating High Schools

Cooperative Educational
Service Agencies



Wasdi Lead Teacher Legend

- | | | |
|------------|------------|-------------|
| ● 1's (61) | ● 4's (61) | ● 7's (42) |
| ○ 2's (56) | ● 5's (65) | |
| ○ 3's (58) | ● 6's (35) | Total = 378 |

WASDI Academies 2001

WASDI Lead Teachers Core Programs

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin and are connected on-line through a FirstClass Software program called WASDIline. Service and technical support for this on-line communication program are provided by the Wisconsin Educational Communications Board.

Algebra, Geometry, Statistics For All - High School

Mary Lane Blomquist, 414-272-8423, St. Joan Antida High School, Milwaukee • Lauren Jensen, 608-767-2586, Wisconsin Heights High School, Wisconsin Heights • Kali Kocmoud, 715-243-7451, New Richmond High School, New Richmond • Ann Krause, 608-757-7787, Blackhawk Technical College

Biotechnology - High School

Kevin Cunningham, 715-823-7215, Clintonville High School, Clintonville • Bob Eicher, 608-758-6304, Parker High School, Janesville • Bill Heeren, 715-359-6561, D.C. Everest High School, Schofield • Bruce Russell, 715-284-4324, Black River Falls High School, Black River Falls • Marge Watzke, 414-785-3900, Brookfield Central High School, Brookfield

BSCS Science Grades K-2

Connie Biedron, 608-525-4571, Ettrick Elementary, Ettrick • Linda Luger, 414-763-0190, Burlington Middle School, Burlington • Joan Smith, 414-353-8660, Cosmic Center, Milwaukee • Judy Tate, 920-832-6265, Johnston Elementary, Appleton

BSCS Science Grades 3-5

Mary Jo Fuhry, 414-345-3040, Indian Community School, Milwaukee • Don Lanik, 608-582-2241, Galesville Elementary, Galesville • Traci Roth, 608-742-8814, CESA 5, Portage • Jay Simonsen, 414-653-7682

Children's Engineering - Elementary

Mary Bolen, 608-789-7690, State Road Elementary, LaCrosse • Bill Hartling, 414-832-5750, Janet Berry Elementary, Appleton • Kathy Lee, 608-829-4130 ext 147, John Muir Elementary, Madison • Peggy Nehring, 715-723-0538, McDonell Central High School, Chippewa Falls • Linda Olson, 715-839-6050, Pedersen Elementary, Altoona • Rosie Padgett, 608-789-7980, Summit Elementary, LaCrosse • Dawn Theelke, 715-394-8780, Blaine Elementary, Superior • Sue Wipperman, 414-279-7938, Star Center Elementary, Lake Geneva • Mary Jo Ziegler, 608-246-4646, Sherman Middle School, Madison

Communications Technology - High School

Dave Arndt, 608-786-1220, West Salem High School, West Salem • Margery Brutscher-Collins, 414-942-2200, Tremper High School, Kenosha • Collin Csuy, 715-261-3140, Wausau West High School, Wausau • Jim Machamer, 414-867-2171, Weyauwega Middle/High School, Weyauwega • Damon Smith, 715-839-1500, Memorial High School, Eau Claire

Computers, Calculators & Manipulatives - Elementary

Janet Alekna, 715-422-6136, Grove Elementary, Wisconsin Rapids • Bobbi Bruce, 715-669-5548, Thorp Elementary/Middle School, Thorp • Sue Cook, 414-567-6632, Meadow View Administrative Offices, Oconomowoc • Kris Dimock, 715-839-1880, Northwoods Elementary, Eau Claire • Cathy Fuchs, 608-789-7008, North Woods Elementary, LaCrosse • Karin Hanson, 414-963-9540, St. Robert School, Milwaukee • John Peter, 715-635-2873, Spooner Elementary, Spooner • Vicki Roth, 414-644-5226, Slinger Middle School, Slinger • Linda Somers-Sandersen, 414-281-7100, Elm Dale Elementary, Greenfield

WISCONSIN EDUCATIONAL COMMUNICATIONS BOARD
WISCONSIN RAPIDS
SCIENCE AND TECHNOLOGY FOR ALL



WASDI Academies 2001

WASDI Lead Teachers Core Programs cont.

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

Connected Mathematics Project - Middle School

Kandi Bartelt, 715-545-2724, Phelps High School • Edward Conley, 920-894-2264, Kiel Middle School, Kiel • Jeannie Coppernoll, 608-739-3101, Riverdale Elementary, Muscoda • Michael Dietrich, 715-822-5122, Cumberland Middle School, Cumberland • Polly Goepfert, 608-877-550, River Bluff Middle School • Melissa Henneman, 715-423-6110, East Junior High School • Kevin Haddon, 414-438-3630 ext 8471, Cosmic Center, Milwaukee • Meg Kaduce, 715-726-2400, Chippewa Falls Middle School, Chippewa Falls • Dan Kvislen, 715-285-5315, Arkansaw Middle School, Arkansaw • Bertha Martinez, 414-763-0190, Burlington Middle School • Richard Moen, 715-726-2400 • Chippewa Falls Middle School, Chippewa Falls • Michelle Parks, 715-839-6181, Northstar Middle School, Eau Claire • Jody Pankratz, 715-258-4140, Waupaca Middle School • Tony Pickar, 920-683-4763, Wilson Junior High School • Lynn Raley, 608-342-4481, Platteville Middle School, Platteville • Barbara Riedel, 715-838-2600, South Middle School • Eileen Robel, 608-735-4311, North Crawford Middle School, Soldiers Grove • Robin Starck, 920-459-3666, Horace Mann Middle School, Sheboygan • Julie Theurer, 608-486-2331, Bangor Middle/High School, Bangor • Todd Wilson, 608-854-4144, Southwestern Wisconsin Elementary

Core-Plus Mathematics - High School

Jim Adams, 715-924-3137, Chetek High School, Chetek • Laurel Brandt, 608-269-2107, Sparta High School • Barb Bredel, 715-478-3583, Crandon High School, Crandon • Karen Brenneman, 414-763-0200, Burlington High School • James Fischer, 920-885-7313, Beaver Dam High School • Paul Hansen, 414-868-3284, Gibraltar High School, Fish Creek • Jeremy Kessenich, 608-437-5516, x 2115, Mount Horeb High School • Scott Kirst, 414-846-4471 Oconto Falls High School, Oconto Falls • Kali Kocmoud, 715-243-7451, New Richmond High School, New Richmond • Richard Melcher, 715-779-3201, Bayfield High School • Marcia Olson, 608-763-2161, Potosi High School, Potosi • Mary Rosin, 715-423-1520, Lincoln High School, Wisconsin Rapids • David Summers, 414-562-1797, Cornerstone Achievement Academy • Tony Weisse, 608-789-7900, LaCrosse Central High School

Elementary Mathematics Standards-Based

Pandora Bedford, 414-562-5893, Lloyd Street School, Milwaukee • John Bergum, 608-534-6394, Trempealeau Elementary, Trempealeau • Amy Bergman-Valla, 715-823-7255, Rexford/Longfellow Elementary, Clintonville • Ann Burt, 715-339-3864, Phillips Elementary, Phillips • Pat Glubka, 414-785-3970, Dixon Elementary, Brookfield • Ruth Heine, 608-534-6394, Trempealeau Elementary, Trempealeau • Sandra Irwin, 715-839-6050, Pedersen Elementary, Altoona • Seelpa Keshvala, 414-933-0317, Wisconsin Avenue Elementary, Milwaukee • Colleen Mize, 608-437-5573, Mount Horeb Primary Center, Mount Horeb • John Schultz, 608-592-3842, Lodi Elementary, Lodi • Lori Vetterkind, 715-926-3645, Mondovi Elementary, Mondovi • Clara Whooley, 715-726-2411, Southview Elementary, Chippewa Falls

Elementary Science K-2 Standards-Based

Cheryle Ganser, 608-935-3307, Dodgeville Elementary, Dodgeville • Nancy Lallas, 608-637-1162, Viroqua Elementary, Viroqua • Maren Mapp, 608-743-7506, Kennedy Elementary, Janesville • Kimberly McCarville-Lins, 608-437-3031, Mount Horeb Intermediate Center, Mount Horeb • Brian Milburn, 608-534-6394, Trempealeau Elementary, Trempealeau • Corinne Mueller, 262-653-6309, Southport Elementary, Kenosha • Jill Petersen, 715-369-9600, Central Elementary, Rhinelander • Amy Trawicki, 715-443-2538, Marathon Elementary, Marathon • Teresa Valent, 414-227-4615, Professional Development Center, Milwaukee • Ellen Wilson, 414-942-2104, Pleasant Prairie Elementary, Kenosha

Elementary Science 3-5 Standards-Based

Shannon Camlek, 715-839-6050, Pedersen Elementary, Altoona • Linda Dubaniewicz, 414-947-2110, Whittier Elementary, Pleasant Prairie • Colleen Fandrey, 608-637-1100, Viroqua Elementary, Viroqua • Joseph Haupt, 414-438-3630, Cosmic Center, Milwaukee • Lori Nyman, 920-467-7820, Sheboygan Falls Elementary, Sheboygan Falls • Lori Parker, 715-926-3645, Mondovi Elementary, Mondovi • Christine Parrinello-Peterson, 414-255-6190, Willow Springs Elementary, Menomonee Falls • Larry Pearson, 715-720-9597, Parkview Elementary, Chippewa Falls • Sandra Pelletier, 920-683-7983, C.G. Stangel Elementary, Manitowish

Integrating Science and Technology by Teachers

WASDI Academies 2001

WASDI Lead Teachers Core Programs cont.

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

Elementary Technology Education

Bob Anibas, 414-867-2148, Weyauwega-Fremont Middle School, Weyauwega • Stefanie Boggs, 414-376-6800, Parkview Elementary • Jo Boyd, 414-474-4460, Ashippun School, Oconomowoc • Katherine Danzinger, 715-662-3211, Blair-Taylor Upper Elementary, Taylor • Mary Dawson, 414-942-2104, Pleasant Prairie Elementary, Kenosha • Duong Duong, 414-785-3960, Wisconsin Hills Elementary, Elmbrook • Marie Ellis, 414-653-7622, Ed. Support/Instructional Media Center, Kenosha • Heidi Erstad, 414-895-7540, Lakeview Elementary, Muskego-Norway • Bill Giese, 715-664-8546, Downsview Elementary • Katarina Jungbluth, 608-326-4744, Wauzeka Elementary, Wauzeka • Carol Ketner, 715-537-5621, Woodland Elementary, Barron • Selisa Klomp-Erickson, 608-534-6394, Trempealeau Elementary • Laurie Kuenzi, 715-693-2810, Mosinee Elementary, Mosinee • Laurie Lardinois, 414-424-0174, Smith Elementary, Oshkosh • Deb Lawler, 715-720-3750, Parkview Elementary, Chippewa Falls • Jeff Lucas, 920-751-6975 ext 139, Spring Road Elementary, Neenah • Joyce Marr, 608-935-3311, Dodgeville Elementary, Dodgeville • Dawn Nordine, 715-545-2724, Phelps Elementary, Phelps • Chuck Paulson, 507-895-8785, LaCrescent, MN • Pat Rahn, 715-726-2412, Stillson Elementary, Chippewa Falls • Jeff Rohr, 920-885-7373 ext 134, Wilson Elementary, Beaver Dam • Kathy Romsos, 414-863-2121, Denmark Elementary, Denmark • LeeAnn Schmidmayr, 715-339-3864, Phillips Elementary • Judy Shookman, 715-384-8181, Madison Elementary, Marshfield • Kathleen Zimmerman, 715-720-3750, Parkview Elementary, Chippewa Falls

FOSS Grades K-2

Rosanne Cowan, 414-335-5490, McLane Elementary, West Bend • Mary Beth Hutchinson, 715-597-3196, Osseo Elementary • Joan Jennings, 414-438-3620, Cosmic Center, Milwaukee • Bonnie Johnson, 414-335-5490, McLane Elementary, West Bend • Diane Johnson, 715-265-4231, Glenwood City Elementary, Glenwood City • Karen Kinyon, 414-683-4751, Franklin Elementary, Manitowoc • Lucy McCarthy, 715-359-5206, St. Mark Elementary, Rothschild • Ruth McHorney, 715-835-3500, Immaculate Conception, Eau Claire • Barbara Meyers, 715-339-3864, Phillips Elementary, Phillips • Kaye Mitchell, 414-438-3620, Cosmic Center, Milwaukee • Candy Nerge, 608-231-4550, Crestwood City Elementary, Madison • Melody Orban, 414-653-6390, Jefferson Elementary • Diane Price, 414-438-3620, Cosmic Center, Milwaukee

FOSS Grades 3-5

Joel Anderson, 715-261-2800, Stettin Elementary, Wausau • Randy Colton, 715-359-3186, Rothschild Elementary, D.C. Everest • Jan Drehmel, 715-720-3750, Parkview Elementary, Chippewa Falls • Lynn Elbert, 715-720-3750, Parkview Elementary, Chippewa Falls • Paul Hanson, 414-277-4615, Professional Development Center, Milwaukee • Susan Inkmann, 414-376-6800, Parkview Elementary, Cedarburg • Laura Jackson, 414-424-0460, Webster Stanley Elementary, Oshkosh • Linda Juech, 414-335-5490, McLane Elementary, West Bend • Karen Lea, 715-723-7071, Retired, Hillcrest Elementary, Chippewa Falls • Jane Luehring, 715-682-7083, Lake Superior Intermediate • Jaime Malwitz, 414-477-3291, Eden Elementary, Campbellsport • Diane Olenchek, 414-367-2000, Swallow School, Hartland • Bruce Oxley, 715-356-3282, Arbor Vitae-Woodruff Grade School, Arbor Vitae-Woodruff • Don Primmer, 715-823-7277, Longfellow Elementary, Clintonville • Rhulene Swanigan, 414-438-3630, Cosmic Center, Milwaukee • Joy Turpin, 715-479-6471, Northland Pines Elementary • John Vitale, 414-246-4220, Maple Avenue School

Graphing Calculators - High School

Judy Jones, 608-246-6258, Madison Area Technical College, Madison • Stephanie Luther, 608-837-2544, Sun Prairie High School, Sun Prairie • James Marty, 414-521-8755, Waukesha North High School, Waukesha • Mike Nerbovig, 715-726-2406, Chippewa Falls High School, Chippewa Falls

Graphing Calculators - Middle School

Julie Anderson, 608-643-5990, Sauk Prairie Middle School, Sauk City • Steven Kent, 715-597-3141, Osseo-Fairchild High School, Osseo • Jo Olson, 608-273-5910, Akira Toki Middle School, Madison • Laura Stunkel, 715-532-3183, Flambeau Middle School, Tony • Paul Tess, 920-758-2633, St. John's Lutheran School, Manitowoc

Wisconsin Science and Technology for Teachers



WASDI Academies 2001

WASDI Lead Teachers Core Programs cont.

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

High School Algebra for All Students

Steve Reinhart, 715-726-2400, Chippewa Falls Middle School, Chippewa Falls • Lorna Vazquez, 715-238-7175, Granton High School, Granton • Mike Weidner, 414-351-1700, Nicolet High School, Nicolet

High School Mathematics Standards-Based

Richard Baker, 414-275-2116, Big Foot High School, Walworth • Eloma Bartsch, 715-597-3141, Osseo-Fairchild High School, Osseo • Cynthia Bleuel, 920-459-2920, Kohler High School, Kohler • Bob Coleman, 715-363-2434, Northwestern High School, Maple • Archie Ecker, 715-839-1500, Memorial High School, Eau Claire • Jeffrey Johnson, 715-682-7089, Ashland High School, Ashland • Dawn Peterson, 608-838-3166, McFarland High School, McFarland

High School Science Standards-Based

Carol Banaszynski, 608-764-5431, Deerfield High School, Deerfield • Steven Bower, 608-849-2100, Waunakee Community High School, Waunakee • Kraig Brownell, 608-789-7700, Logan High School, LaCrosse • David Ley, 715-693-2550, Mosinee High School, Mosinee • Elizabeth Niklewicz Zdrojewski, 414-604-3100, West Allis Central High School, West Allis • Karyl Rosenberg, 414-351-8298, Nicolet Union High School, Glendale • Ann Schneider, 715-682-7089, Ashland High School, Ashland • Nancy Smith, 414-534-3189, Waterford Union High School, Waterford • John Whitsett, 920-929-2740, L.P. Goodrich High School, Fond du Lac • Sue Whitsett, 920-929-2740, L.P. Goodrich High School, Fond du Lac

High School Technology Education

Michael Beranek, 715-926-3656, Mondovi High School, Mondovi • Fred Beyer, 715-526-2175, Shawano Community High School • Ron Fisher, 608-526-9446, Holmen High School • Edward Jeffers, 715-839-6227, North High School, Eau Claire • Sherri McDougal, 715-823-7220, Clintonville High School, Clintonville • Bill Munch, 715-924-3137, Chetek High School, Chetek • Dave Olenchek, 414-367-3611, Arrowhead High School, Harland • Dan Rosa, 414-367-3611, Arrowhead Union High School • Jay Ruetten, 608-789-7900, Central High School, Michael Stanislawski

Integrating Technology in High School Science

Linda Cram, 414-671-4000, Pulaski High School, Milwaukee • LaVerne Harrison, 715-223-2386, Abbotsford High School, Abbotsford • Mark Klawiter, 715-532-5531, Ladysmith High School, Ladysmith • Marian Schraufnagel, 414-363-6200, Mukwonago High School, Mukwonago

Integrating Physical & Life Sciences - High School

Jeff Anderson, 414-964-5900, Riverside University High School, Milwaukee • Jill Hunger, 608-643-5928, Sauk Prairie High School, Sauk Prairie • Brad Staats, 4920-982-2567, New London High School, New London • Steve Stevenoski, 715-423-1520, Lincoln High School, Wisconsin Rapids

Introduction to Engineering - Middle School

Christopher Amundson, 608-269-2185, Sparta Middle/High School, Sparta • Ken Bremer, 608-267-4246, Georgia O'Keefe Middle School, Madison • Rebecca Deist, 414-495-7102, Palmyra-Eagle Middle School, Palmyra • Russell Gilbert, 608-647-4311, North Crawford High School, North Crawford • Dale Hanson, 920-832-6201, Appleton East High School, Appleton • Ken Hopperditzel, 715-261-3500, Wausau East High School, Wausau • Lee Krueger, 414-353-3220, Burroughs Middle School, Milwaukee • Mark Poggensee, 414-723-6800, Elkhorn Middle School, Elkhorn • Dave Rasmussen, 715-345-5569, P.J. Jacobs Junior High School, Stevens Point • Phil Shores, 715-294-4180 ext 328, Osceola Middle School, Osceola • Jerry Sims, 608-647-6381, Richland Middle School, Richland Center • Sandra Swietlik, 414-933-9900, Grand Avenue Middle School, Milwaukee • Peter Watts, 414-262-1480, Riverside Middle School, Watertown

WASDI Academies 2001

WASDI Lead Teachers Core Programs cont.

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

Middle School Math

Carole Beyer, 414-644-5226, Slinger Middle School, Slinger • Heidi Culbertson, 715-726-2400, Chippewa Falls Middle School, Chippewa Falls • Stephanie Ganshert, 608-221-7676, Winnequah Middle School, Monona • Faye Hilgart, 715-662-2311, Blair-Taylor Middle School, Blair • Sheri Johnson, 715-822-5122, Cumberland Middle School, Cumberland • Ann Letko, 715-682-7087, Ashland Middle School, Ashland • Pat Madsen, 715-286-2291, Augusta Elementary, Augusta • Bridget McIlquham, 715-597-3141, Osseo-Fairchild Middle School, Osseo • Julie Olson, 715-474-3368, Catawba Middle School, Catawba • Jane Patterson, 414-481-6720, Fritsche Middle School, Milwaukee • Lynn Scala, 715-285-5315, Arkansaw Middle School, Durand • Sarah Schumacher-Pross, 608-723-6425, Lancaster Middle School, Lancaster • Richard Sterry, 715-232-1673, Menomonie Middle School, Menomonie • Ernie Thieding, 608-838-8980, Indian Mound Middle School, McFarland • Wendy Torgerson, 715-359-0511, DC Everest Jr. High School, Schofield • Pat Tyunaitis, 414-795-4327, New Holstein Elementary, New Holstein • Paul Weisse, 920-788-7905, Kimberly High School, Kimberly • Missy Zeman, 414-481-0700, Deer Creek Elementary, St. Francis

Middle School Technology Education

Dan Dunn, 608-723-6425, Lancaster Middle School • John Griffith, 715-635-2172, Spooner High School • Steve Hoersten, 715-234-8156, Rice Lake Middle School, Rice Lake • Jerry Johnson, 920-424-0065, Carl Traeger Middle School • Joseph Leazott, 715-886-8040, Alexander Middle School, Nekoosa • Dave Masterson, 715-693-3660 x 3428 • Tom Mlsna, 715-877-2511, Fall Creek Middle School • Alona Paydon, 608-877-5531, River Bluff Middle School, Stoughton • Selena Seibt-Helmers, 414-363-6292, Park View Middle School, Mukowonago • Katherine Weber, 414-970-3300, Horning Middle School, Waukesha

Middle School Science Standards-Based

John Bezier, 715-536-9593, Prairie River Middle School, Merrill • Robert Boone, 715-232-1673, Menomonie Middle School, Menomonie • Rodney Dymesich, 715-474-3368, Catawba Middle School, Catawba • Sheila Flox, 262-886-2240, Lance Middle School, Kenosha • Constance Gasior, 715-532-3183, Flambeau School, Tony • Wendy Giannattasio, 608-877-5552, River Bluff Middle School, Stoughton • Julie Holzinger, 715-726-2406, Chippewa Falls Sr. High School, Chippewa Falls • Maureen Look, 414-970-3305, Horning Middle School, Waukesha • Dan Loomis, 715-726-2400, Chippewa Falls Middle School, Chippewa Falls • Donald Lutz, 715-443-2538, Marathon Middle School, Maraton • Lynne McMahon, 262-597-4460, Bullen Middle School, Racine • Christine Pace, 715-422-6100, East Junior High School, Wisconsin Rapids • Jane Perkins, 414-481-0700, Deer Creek Elementary, St. Francis • Cheryl Schmitt, 715-839-6181, Northstar Middle School, Eau Claire • Susan Sewell, 920-623-5954, Columbus Middle School, Columbus • Jeanine Staab, 715-748-2516, Medford Middle School, Medford • Rosanne Sundin, 608-342-4480, Platteville Middle School, Platteville • Antonia Velure, 715-425-1800, Meyer Middle School, River Falls • Nadine Whiteman, 608-328-9120, Monroe Middle School, Monroe

Operation Physics - Middle School

Dave Clarke, 414-849-2358, Chilton Middle School, Chilton • Laura Hellman, 414-466-9920, Morse Middle School, Milwaukee • John Nevins, 715-478-3339, Crandon High School, Crandon • Eldora Ondrus, 715-962-3676, Colfax Elementary, Colfax • Joe Riederer, 715-422-6200, West Junior High School, Wisconsin Rapids • Karen Schilling, 608-742-2165, Platteville Middle School, Platteville • Richard Seng, 414-248-6215, Denison Middle School, Lake Geneva • Carol Wagner, 414-567-1674, Greenland School, Oconomowoc • Deb Wearne-Neurohr, 608-742-2165, Julia Rusch Junior High School, Portage • Don Vincent, 608-267-7001, Madison West High School, Madison

Principles of Engineering- High School

Ed Pedretti, 608-625-2400, LaFarge High School, LaFarge • Greg Quam, 608-342-4420, Platteville High School, Platteville • John Reiels, 414-351-8164, Nicolet High School, Glendale • William Weber, 414-374-5450, Rufus King High School, Milwaukee

Mathematics, Science and Technology for Teachers



WASDI Academies 2001

WASDI Lead Teachers Core Programs cont.

Listed below are the names of the WASDI Lead Teachers and their core program areas in which they were trained during the first five years of this grant project. These teachers are prepared to make presentations in these core areas. These teachers are all currently teaching in Wisconsin.

Principles of Technology - High School

Pete Donndelinger, 608-784-0287, Aquinas High School, LaCrosse • Herb Haubrich, 608-437-5516, Mount Horeb High School, Mount Horeb • Jeff Johnson, 414-351-8253, Nicolet High School, Nicolet
Deb Van Steenderen, 608-835-8070 ext 4871, Oregon Middle School, Oregon

Problem Solving - Elementary

Jill Baston, 414-250-1431, Family Leave • Suzanne Euler, 608-272-3111, Cataract Elementary, Sparta
Shelly Long, 608-789-7020, Southern Bluffs Elementary, LaCrosse • Jenny Murphy, 715-845-4607, St. Anne's School, Wausau • Maggie Paoletti, Daves Creek Elementary, Cummings, GA • Sherry Sackett, 715-284-7155, Third Street Elementary, Black River Falls • Paul Skarda, 715-752-4000, Bear Creek Elementary, Clintonville • Tracy Taylor-Johnson, 608-789-7982, Summit Elementary, LaCrosse • Johnna Noll, 414-481-3017, Willow Glen Elementary, St. Francis • Liz Nutter, 608-778-6566, Hogan Elementary, LaCrosse • Sharon Zagorski, 414-438-3620, Milwaukee Teacher Education Center, 414-672-6650 ext 16

Science & Sustainability-Standards Based High School

Allan Hess, 920-739-4441, Fox Valley Lutheran High School • Pam Hosseini, 414-679-2300, Muskego High School • Polly Knoll, 715-394-8720, Superior High School • Dick Lind, 715-693-2550, Mosinee High School • Jim Schmitt, 715-839-6227, North High School • Ron Thomas, 920-623-5956, Columbus High School

SEUP - Middle School

Bob Budgins, 414-351-7160, Glen Hills Middle School, Glendale • Ritchard Dunn, 715-682-7087, Ashland Middle School • Dave Eggebrecht, 414-653-6300, Educational Support Center • Annya Fahey, 608-884-9402, Edgerton Middle School • Nadine Kuziej, 414-481-3017, Willow Glenn Elementary, St. Francis • Kris Schilling, 715-234-8156, Rice Lake Middle School • Jill Spiegelhoff, 715-823-7245, Clintonville Middle School, Clintonville
Paul Verdon, 715-232-1673, Menomonie Middle School • Tanya Wagner, 414-466-9920, Morse Middle School • Lori Walker, 414-467-7880, Sheboygan Falls Middle School, Sheboygan Falls

Technology in High School Mathematics

Jim Adams, 715-723-0341, Chetek High School, Chetek • John Katz, 414-253-3400, Germantown High School, Germantown • June Kieckhafer, 414-542-7101, Catholic Memorial High School, Waukesha
Andy Kuemmel, 608-884-9402, Edgerton High School, Edgerton • Jack Pfitsch, 608-875-5311
Wauzeka High School, Wauzeka

TERC - Elementary

Barbara Borgwardt, 608-582-2241, Galesville Elementary • Sandra Brown, 608-221-6620, Frank Allis Elementary, Madison • Doug Dalman, 608-363-5351, Beloit Memorial High School, Beloit • Diana Duffey, 414-481-3017, Willow Glen Elementary • David Erickson, 608-534-6394, Trempealeau Elementary • Judy Fadness, 715-834-6772
Retired, Locust Lane Elementary • Melissa Kirst, 920-846-4476, Oconto Falls Elementary • Pam Legler, 414-277-4615, Professional Development Center, Milwaukee • Maggie Lewis, 414-895-7540, Lakeview Elementary, Wind Lake • Judy Reinhart, 715-839-2824, Longfellow Elementary, Eau Claire • Andrea Rockney, 715-662-3211
Blair-Taylor Elementary, Taylor • Vicki Slafter, 414-653-6307, Durkee Elementary, Kenosha • Lori Williams, 414-683-4752, Jackson Elementary, Manitowoc • Deb Wood, 715-422-6136, Grove Elementary, Wisconsin Rapids • Kerri Wood, 715-232-3987, River Heights Elementary, Menomonie

UNITES - Elementary

Cheryl Dummer, 608-789-7020, Southern Bluffs Elementary, LaCrosse • Bev O'Hara, 414-282-4380, J.F. Cooper Elementary, Milwaukee • Jeanne Paulus, 414-778-6566, Roosevelt Elementary, Wauwatosa
Mary Richards, 715-258-4141, Waupaca Learning Center, Waupaca • Linda Salopek, 608-827-1800, Sunset Ridge Elementary, Middleton • Carol Stein, 414-353-5535, Barton Elementary, Milwaukee • Jane Wisniewski, 414-645-4370, Lincoln Avenue Elementary, Milwaukee

Growth Over Time

Results of the WASDI Program at the end of the 6th year

Recognition of the unique and multiple impacts that the WASDI Project is having in Wisconsin and nationally has grown steadily over the past six years. This has occurred for several reasons.

In Wisconsin, during this time period, there has been adoption of Model Academic Standards (1998), preparation and release of the Wisconsin Curriculum Guidelines (2001) and development of new high stakes student tests for fourth, eighth, and tenth graders, including a High School Graduation Test (2002). There also is new legislation regarding teacher certification and licensing (1999).

WASDI is recognized as a successful in preparing K-12 teacher leaders/master teachers to guide the implementation of these diverse reforms in mathematics, science and technology education. Teacher leaders are prepared through the WASDI Lead Teacher Institute program.

WASDI is further recognized for preparing teachers to implement curriculum and instruction reforms at the classroom level in K-12 mathematics, science and technology education. Teachers are prepared through a system of statewide K-12 teacher professional development Academies.

This recognition of WASDI is evidenced in the following diverse actions:

1. More districts are seeking out WASDI Lead Teachers to lead K-12 curriculum reform and increasingly these requests are due to the preparation of the WASDI Lead Teachers in implementation of the NSF "reform curriculum" in K-12 mathematics and science.
2. WASDI Lead Teachers continue to extend the reach of their leadership activities at all levels: state, regional and local, as well as in all areas of K-12 curriculum reform: assessment, mentor teachers, deeper content knowledge, and new pedagogy.
3. Increasing use of the WASDI asynchronous communication system-WASDIline to provide support for teacher leaders and to further develop the WASDI Academies.
4. Increasingly, in Wisconsin, diverse groups are stepping forward to develop WASDI Academies for their region.
5. Established WASDI Academies are finding increasing support in the community and experiencing increasing enrollments.
6. Districts are recognizing the outstanding quality of the workshops provided at the summer WASDI Academies, particularly the workshops presented by the WASDI Lead Teachers.
7. WASDI Lead Teachers and teachers participating at Summer Academies are increasingly recognizing ways to integrate technology into mathematics and science, as well as ways to integrate mathematics, science and technology.
8. Technology Education is increasingly viewed as relevant to all areas of the curriculum, as a valid curriculum area in its own right, particularly in elementary curriculum, and as a rich source of activities for inquiry and problem-solving activities for the mathematics and science curriculum.
9. State professional organizations are experiencing new leadership from WASDI Lead Teachers who are officers, board members and presenters at national and state meetings.
10. In 2000, all four Presidential Award winners for Excellence in Science and Mathematics teaching for Wisconsin were WASDI Lead Teachers. Also, Lead Teachers have received many other honors such as Fulbright and GTE awards.

WASDI is recognized nationally by other states who have seen their Systemic Initiative grants from the National Science Foundation expire before the accomplishment of the K-12 curriculum reforms. Twelve other states have observed the WASDI project and are working to replicate part or all of the WASDI approach to statewide K-12 curriculum reforms. Michigan, Minnesota and Colorado are already implementing parts of the WASDI project.

Regional WASDI K-12 Teacher Professional Development Academies/Centers

From all corners of the state, Wisconsin educators and community members who are responsible for reform of K-12 mathematics, science and technology education are seeking to implement a WASDI Summer Academy to accomplish K-12

reform. When the project began in November 1994, there were 6 Academies that offered 96 professional development workshops to 1653 teachers. The project proposed to develop 10 professional development Academies or centers over a period of 5 years. By the end of 6 years, there were 11 academies offering sixteen weeks of workshops to 2868 K-12 teachers in the summer of 2000 bringing the total of 13,255 teachers attending academy workshops from 1994-2000. This number includes 9,500 unique individual teachers and the other 3755 teachers have attended more than one Academy and/or more than one year.

A unique part of WASDI that is beginning to gain more importance in regional curriculum reform efforts is that WASDI connects mathematics and science curriculum reform with technology education curriculum reform. Increasingly, these technology education workshops have an explicit connection to curriculum reform in mathematics and science. Academy offerings also include instructional technology training in general and as applied to these three content areas.

Two important reasons for making the technology education connection is to promote the development of increased participation and commitment to school and business partnerships in order to enhance the preparation of students for the world of work and to do so in a manner that is equitable for all students. In 2000, teachers participating in the summer workshops spent a half day touring 500 businesses, discussing school-business partnership issues with 600 business and industries representatives, and 96 Wisconsin corporations made contributions to various Academies.

The WASDI Academy workshops presented by the WASDI Lead Teachers are grounded in this concern for equity and the success of all students with worthwhile mathematics and science knowledge and abilities. These school-business collaborations and the integration of technology education with mathematics and science, represent demonstrated ways to achieve equity and success for all students.

Prepared Teacher Leaders

The WASDI Lead Teacher Institute prepares teachers to act as agents of change in their schools and districts, as well as to conduct staff development workshops across the state. The institute has consisted of approximately 30 days of professional development over a one year period on topics such as Leadership, Personal Development, the Change Process, Team Building, Content (math, science, and technology education), Best Classroom Practices, Alternatives for Assessment, the Third International Mathematics and Science Study (TIMSS), Presentation Skills, Standards-based Education, the National Science Foundation-Sponsored Reform Curriculum, How Children Learn, Brain-Based Learning Theory Research, and Strategies of Teacher Professional Development. From 1994-2000 336 Lead Teachers have gone through the institute program and are providing leadership in schools, districts, and professional organizations, as well as at WASDI Academies.

The WASDI Lead Teachers are increasingly recognized for their preparation in leadership skills, such as how teachers work with administrators or teachers who are hostile towards reform, or unable to take risks. Lead Teachers have proven their competency with curriculum reform knowledge, skills, processes and attitudes. They have demonstrated in depth knowledge of the national and state mathematics and science standards and the emerging technology education and instructional technology standards. They also have experience with implementation of one or more of the 26 mathematics, science and technology education reform curricula sponsored by the National Science Foundation which have been part of the Lead Teacher Institute training program.

Monthly reports from Lead Teachers to the evaluator document the increasingly diverse leadership activities. For example, Lead Teachers are (a) leading district curriculum reform, (b) teaching district, regional and state courses and workshops related to curriculum reform, including the integration of standards, new assessment and instructional technology; (c) working at the district level to expand other teachers' vision of how K-12 education can benefit students and the community; (d) providing leadership in district adoptions of one or more of the 26 national reform curricula, and (e) preparing and receiving grants, honors and awards at regional, state, and national levels.

The WASDI Line, asynchronous communication system that WASDI senior staff, Academy Directors, and Lead Teachers used for 6,737 hours in 2000. (There are 8,760 hours in a year.) Over six years WASDI Line has been used for over 28,737 hours, or 3.28 years. Lead Teachers claim that this online computer network provides the kind of daily support they need to shift into their new and diverse roles as teacher-leaders in curriculum reform.

In addition, WASDI project work, related to Academies, Lead Teachers, project staff, interstate and out of state outreach, is accomplished asynchronously, as is other project management work. Due to WASDI Line, there are fewer face-to-face meetings and thereby, saved travel and meeting time. There is less surface mail and therefore, quicker turn around time and more timely information sharing.

A subgroup of WASDI Lead Teachers, called WASDI Online Facilitators, and the Senior Staff took a course in how to facilitate online learning communities. This course improved their knowledge and skills in how to use WASDI Line for continuing the professional development begun during the face-to-face meetings of the Lead Teacher Institute. These Facilitators and staff have committed extra efforts to developing the social-informational culture required in an online environment that is a continued learning opportunity. There is commitment to continue developing these online facilitation skills so that new Lead Teachers, and in the future, even Academy participants, can experience the professional development results that online networking, that includes facilitated learning community, provides.

They do so because their personal experiences, as well as professional development research findings, tell them that learning and changes take place daily and incrementally, a phenomena that can occur more readily through the support provided via online learning communities. The WASDI Line results experienced by Lead Teachers include these slow, continual personal changes in beliefs about teaching and learning, deeper understanding of the national standards and more extensive implementation of standards-based teaching and learning in their own classrooms, paradigm shifts, and new reform curriculum knowledge and skills.

Benefits to Teachers, Students, and Other Teachers

Teachers, students, and other teachers benefit from a teacher's participation in a WASDI Summer Academy workshop and these benefits increase the more years a teacher participates. Teachers who have participated for 5 or more years, taking workshops across science, mathematics and technology education begin to understand the constructivist (or teaching for understanding and daily problem-solving/inquiry) approach to teaching, in general, as well as the many ways they must reform teaching and learning for students to become confident with in depth mathematics, science and technology education at their grade level.

At WASDI Academies, teachers participating described the workshop offerings as places where teachers first experience the same lessons students will later experience. This permits teachers to gain comfort with what often is difficult science or mathematics content, new ways that "students" are required to communicate with one another about problem solution strategies or inquiry approaches, plus experience new assessment procedures. After participating in these exemplary or model lesson experiences taught by master teachers, teachers are then introduced to the "theory" behind the lesson including the constructivist approach to teaching and learning, brain-based research and theory, equity theory, the use of technology and the national and state standards.

At the Academies, teachers also participate in half-day tours of at least two businesses where they are provided a career-oriented rationale of what they are learning in the workshops. For example, teachers hear from employers that what they want are students with the self-confidence and a vision of oneself as successful with mathematics, science and technology education activities that may be new and unexpected- the, "I can do it attitude" that is needed in workers today.

Perhaps, because WASDI Lead Teachers represent three curriculum areas: mathematics, science, and technology education; represent the K-12 curriculum and grade span, or perhaps because their Institute training program includes developing new knowledge and skills related to both Technology Education and educational technology for multiple reasons, a strong WASDI outcome has been Academy workshop offerings that promote integration. This integration comes in three forms: (1) integration of educational technology into mathematics and science; (2) integration of Technology Education activities into the mathematics and science program; and (3) integration of Technology Education into the K-12 curriculum.

Elementary Technology Education is viewed as a legitimate new part of the K-5 curriculum for student benefits related to design engineering processes, inquiry and problem-solving (the same processes promoted by the new mathematics and science standards). Other legitimate student benefits are related to preparation for the workplace where problems and inquiry do not come as strictly mathematics or science problems, but rather require the problem solver to flow in and out of mathematics, science, and other areas of knowledge and related processes.

Project Extensions and View into 2000-2001

The WASDI Project Senior staff has solidified as a productive team who can readily explain to others how to go about doing an extension of the project in another state or in other content areas. The Wisconsin State Department of Instruction (DPI) is interested in extending the model to social studies and language arts and having the WASDI structure and staff continue their leadership in an extended program for both the Lead Teacher Institute and the Academy workshop offerings. The project leadership team is interested in continuing the project into next decade.

More information is available at www.wasdi.org.

Good Afternoon,

I am Julius Erlenbach, Chancellor for the University of Wisconsin-Superior. It is a pleasure for me to welcome you to our city and to speak to the Committee. And, if you haven't already noticed, to let you know that it is a beautiful day in Superior.

My brief remarks today will focus on three areas:

1. The importance of maintaining the UW System portion of the capital budget as approved to date by the Building Commission.
2. Briefly examine why the Board of Regents proposed Economic Stimulus Package is important to UW-Superior.
3. And to speak to the impact that base GPR budget cuts, as proposed in the Governor's Budget, have on a small state institution such as UW-Superior.

The capital budget as approved last week by the Building Commission will go a long way in helping the UW-System maintain quality buildings in which to enhance the learning experience. A great deal of the funding will go toward renovating existing buildings to modern expectations.

At UW-Superior, we are pleased that Governor McCallum visited our campus and pledged his support to the remodeling of our Gates Physical Education Building and constructing a new Health and Wellness Center. This will be our first new building on campus in 30 years. It will do absolute wonders in helping us deliver health and wellness education, promote the whole student, encourage athletic and intramural activities, and serve the community. I've left a brochure detailing the project with the clerk. Your continued support to the UW System's capital budget as a whole will help each campus improve the learning environment for our students.

The Economic Stimulus Package:

The initial budget presented for consideration by the Board of Regents was built on the concept of growing the economy. I understand that the downturn in the economic outlook has caused Gov. McCallum to make some difficult budgetary decisions. While the UW System fared better than some state agencies, the UW System is confident that a slight infusion of additional funds could accomplish more for the state. The Board of Regents have countered Governor McCallum's latest recommendations with the Economic Stimulus Package. I would encourage including this proposed addendum in the state's budget.

Among its many attributes, this package gives an additional amount of support for the UW-Superior Transportation and Logistics Research Center, already funded in the budget by \$800,000. Just flying and/or driving here today, you are bound to have noticed that Superior is a hub for rail, sail, air, pipeline and trucking industries. Our Transportation and Logistics Research Center, and its affiliated academic major, has received

unprecedented interest and support from the industry, and is beginning to attract attention from the Federal Government. It directly benefits the economy of Wisconsin in that it is a resource for industry research. Companies can learn to better distribute goods, lay pipeline, or maintain their fleets, based on cooperative research projects. They can also establish education programs that will help existing employees become strong managers and administrators. With the Center's assistance, these Wisconsin companies are gaining the tools and talents to become global players, bringing the money back to our state.

Already, student internships in this program are turning into quality jobs for our new graduates. The U.S. Dept. of Labor estimates that 2-3,000 new transportation and logistics job entrants will be needed in our area, and demand is driving wages up. The average salary is now \$41,000. What we need today are the additional funds to gear up the Center to serve the industry needs, and approval

of the five new positions to teach new enrollees in the credit and seminar-based programs.

Lastly, I would like to express my desire to have the Joint Finance Committee pay particular attention to the Governor's GPR portion of the budget.

The Governor's budget proposal that you are considering today increases GPR spending for the whole of state government by 3.9% and 2.9% in each of the next two fiscal years. By comparison, the UW System's proposed GPR increase is 2.9% in the first year and minus 3/10ths of a percent in the second year — for an average annual 1.6% increase in GPR/fees. This is less than the 1.9% increase that higher education averaged from 1994-95 to 1999-2000.

The Governor's budget provides \$59.6 million GPR earmarked for costs-to-continue, debt service, and utilities which is critical just to keep current operations going. We are delighted that he had done this.

There is also \$8.7 million in new GPR funding for a few new initiatives.

But at the same time, the budget also calls for a \$12.7 million base cut. The UW System is grateful that percentage-wise, this is the second smallest cut among state agencies, but at the same time is concerned that dollar-wise, it is the second largest cut, equal to state support for 1,273 UW students. When we factor in that \$12.7 million base cut, the System is left with a *negative* 4 million dollars to carry out new initiatives.

I know you have received previous testimony from UW System President Lyall about the overall impact of this base budget cut on the system. I would simply like to localize it for you.

UW-Superior's portion of that base budget cut is about \$90,000. Now that might seem like a small portion of funds, but in reality, that cut is almost equal to the amount currently needed to recruit three faculty to necessary

positions at UW-Superior. If those dollars are cut, the faculty won't be hired and the students suffer from a loss of curriculum delivery. So, while we would certainly work to minimize the affect the base budget cut would have, even if those dollars were taken from a budget line other than faculty positions, there will be a direct impact on students. For at UW-Superior the budget is such that people wear many hats to get the essential jobs done. A loss of base support in any area impacts students.

So what is it that I am asking you to do. Quite simply, reverse negative GPR funding for the UW System in the Governor's Budget. Turn the currently minus \$4million into positive numbers and support the UW System's Economic Stimulus package.

I ^{think} thank you for your time and attention to these important elements of the Governor's Budget Proposal.



The Testimony of
Chris Voltzke, President of UW-Superior Student Senate

On
Full Tuition Flexibility

Good morning. My name is Chris Voltzke and I am the president of UW-Superior's Student Senate. We have all made this appearance today at the Capital to bring our input on the UW-System budget to our legislatures. Schools from across the state have taken time out of their education to bring to attention the effects that an initiative such as Tuition Flexibility will have on the students of this great state.

As we all know and fully understand, our legislature currently holds the authority to authorize how much the Board of Regents can raise tuition. The Governor has proposed to grant this authority to the Board. By giving this power to the Regents, there would be a shift of power from an elected body to a appointed body, which would be extremely dangerous for students. The Regents are not accountable to the students as is the legislature. We are all here today, to hold the Legislature accountable to the students.

The Board has proven to be irresponsible with this power when it has been given in limited form in the past. During the 1997-1999 Biennium, the Regents were given a limited flexibility, which allowed them to raise tuition over 13% and balance the budget on the backs of the students. The current language for full tuition flexibility takes out any sort of limitations as to what the Regents could raise tuition. This means that students could see tuition increases well into the double digits. This, coupled with the lack of support for increasing any financial aid programs, will close the doors of opportunity for hundreds of students and working families in the state of Wisconsin to achieve a public higher education.

For the students at UW-Superior, it is vitally important to maintain this contact between the Legislature and the students and through United Council, our voice can be heard throughout the state of Wisconsin. Superior is a great city, filled with working families and students, who must sometimes hold two or three jobs just to get a college education. This does not allow them much time to concentrate on their studies. They also graduate

thousands of dollars in debt upon graduation. These new graduates are then forced to leave the state to find employment elsewhere, where they can find higher paying jobs to pay off their student debt in a timely fashion. This phenomenon is called the "Brain Drain". Proposals such as tuition flexibility will only contribute to pricing hundreds of students from Superior out of an education.

Thank you to all of the students who have made an effort today to ensure that the students throughout the state will receive the best education possible. You must continue the fight for an affordable, accessible, and quality public higher education in the state of Wisconsin. I thank you for your time.



Chris Voltzke **Stephanie Hilton**
President Vice President

University Student Senate
Rothwell Student Center, Room 11
Belknap & Catlin, PO Box 2000
Superior, WI 54880-4500

Office: (715) 394-8432
FAX: (715) 394-8454
email: cvoltzke@acad.uwsuper.edu
email: shilton@acad.uwsuper.edu

A cut in educational and medical assistance funding to Northwestern Wisconsin will:

- 1. Increase the risk to vulnerable youth and at-risk families due to the decrease in services that can be provided on the community level.**
 - 2. Decrease preventive and screening services to provide timely intervention to avoid more intensive and expensive services at a later time.**
 - 3. Disrupt a collaborative, efficient, money saving system that is currently multi-servicing families and children receiving mental health and special educational services. Such a service has decreased the amount of needed out of home placements, inpatient hospitalizations, and individualized special educational programming within the schools – all services that come at a great cost per child.**
 - 4. Disrupt a continuum of care within the community that has assured families and children timely crisis intervention followed by services to prevent future crises, as well as appropriate services to strengthen and support the family system.**
- Having worked in this community for 9 years as a social worker, I have seen this community come together to create the most efficient services available with the resources at hand. It is my belief that the community could be a model for collaborative services to help the State SAVE money down the road. This is only possible if the monies in special education and medical assistance are not cut. Please consider this as you decide the budget for 2001-2003.**

Thank you.

Northwest Counseling and Guidance Clinic

Superior Day Treatment
1514 Ogden Avenue
Superior, WI 54880
(715) 395-3805
fax (715) 395-3807

March 26, 2001

Dear Legislator(s):

I am writing in regards to Governor Scott McCallum's proposed 2001-03 budget regarding funding through Medical Assistance and Special Educational programs in Northwest Wisconsin. I work for Northwest Counseling and Guidance Clinic, a company that provides mental health day treatment services for youth. The proposed budget would jeopardize the much needed services for educationally at risk youth requiring mental health interventions that are provided in day treatment.

Northwestern Wisconsin does not offer a wide variety of services for children at risk. The proposed funding cuts cause concern for providing adequate intervention for children and families experiencing mental health and educational difficulties. The day treatment model that is practiced at Superior Day Treatment provides intensive mental health intervention, special educational programming and supportive family services. These services are provided in a collaborative effort, under one roof for efficiency and to assure support and non-duplication of services. Without these type of interventions, at risk youth face untreated mental illness which may lead to an increase in drug and alcohol use, youth suicide, out of home placements, victimization, and delinquency.

I appreciate your attention to these issues. I am hopeful that you will weigh the grave risks and potential long term effects and costs in cutting the needed funds to provide adequate mental health and educational services to youth and families of Northwest Wisconsin.

Sincerely,



Shar Fleming, CSW
Program Coordinator

Superior Day Treatment
1514 Ogden Ave.
Superior, WI 54880
715 395-3805
fax 715 395-3807

March 26, 2001

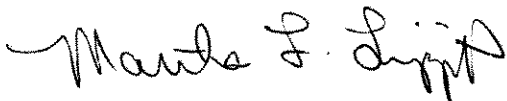
Dear Legislator:

I implore you to lobby for not less, but an increase in Special Education funding.

We provide imperatively needed services in Douglas County in Northern Wisconsin. I coordinate the Educational component here at Superior Day Treatment that serves Special Education, at Risk, and students with varied mental health needs. For many students we are the only hope to acquiring the skills to be able to transition back to public school after crisis or severe behavior issues. The comprehensive services that we provide under one roof is already saving \$, combining educational and mental health services collaboratively. I know that our work also saves \$ down the road in the area of corrections, but more importantly gives our children a chance to recognize their errors in thinking that lead them to irresponsible behavior. Our children learn and practice responsible replacement thinking to lead them to much needed success experiences in their lives.

I appreciate any attention that you can give to these matters and thank you for your time and kind consideration that our youth in trouble need!

Sincerely,



Martha L. Lippitt, MSE
Educational Coordinator

Superior Day Treatment
1514 Ogden Ave.
Superior, WI 54880
715 395-3805
fax 715 395-3807

March 26, 2001

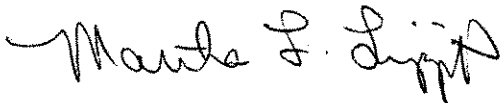
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I appreciate any attention that you can give to these matters and thank you for your time and kind consideration that our youth in trouble need!

Sincerely,



Martha L. Lippitt, MSE
Educational Coordinator

**Testimony of Ms. Judy Thorsheim
to the
Wisconsin Joint Committee on Finance**

Good morning. My name is Judy Thorsheim. I am a parent of 3 children, who attend three different Milwaukee Public Schools. I am a member of the MICAH and WISDOM Education Committees.

The three schools my children attend symbolize what the state funding policy has done to our schools. I want to emphasize that my kids go to wonderful schools, with dedicated teachers and staff, BUT:

--My seventh grader can't bring home one of her textbooks to study this year, because they have to share the same books with other classes;

--My fifth grader has a computer lab in a hallway, and a reading group that meets in a cloakroom;

--My High School freshman tells me that he really tries to sit near the front of his Biology class. There are so many kids in the classroom that it is difficult to see or hear from the back.

A friend of mine has a severely handicapped child. The mother needs to go to school every day to take her child to the bathroom, because the position for the aide that used to help with that sort of thing has been cut.

The spending caps are slowly eating away at our public schools. The revenue limits are not keeping up with the real cost of education. As a result, schools have cut art classes and paraprofessional positions. Higher class sizes are typical, and building maintenance has been deferred. In the past two years, Milwaukee Public Schools have had to cut more than \$50 million of programs because of the spending caps. And, it is not just Milwaukee. We have serious problems all over the state. Having school funding based on 1992 spending levels is like trying to make my 15 year-old wear the clothes he had when he was 7. They just don't fit. The revenue caps just don't fit the needs we have to address in 2001. Something HAS to be done. We cannot endure more cuts -- there's nothing left to cut.

What can be done? First, increase the percentage of Special Education funding paid by the state. Special Education costs have gone up dramatically, and we have a moral and legal obligation to educate all

children. But, our school districts are having to pay those increased costs by reducing other programs. That's not fair to anyone.

WISDOM has given you some other recommendations as well: Count three and four year-olds as full students. You know that early childhood education is very important, and the youngest children cost as much as the others. Allow some flexibility for our school boards to raise money beyond the caps to meet some of the shortfalls. Allow some exemptions for maintenance and safety. And, don't let the Governor cut back one of the best programs we have, SAGE.

It's a matter of priorities. Wisconsin has a proud tradition of first-class schools, among the best in the nation. Please keep it that way. Just as our students and teachers are held accountable, our governor and legislature must be accountable for providing adequate resources for our schools.

We know that quality education costs money. But, it is the best investment we can make. A decent education for all our children is imperative if we are to have productive citizens for our future. We see that some of the wealthiest parts of our state were willing to pass referendums for education – they know that quality costs money. As you re-write this budget, start by making school funding a top priority.

Good Afternoon! I sit before you not as an elected official, or one who sits on a high ranking committee, but rather I come to you as a parent, and as a voter, one of your constituents perhaps. I am here as a resident of the Village of Greendale asking for your support for a change in school finance, specifically in the area of capital expenses.

In November of the past year Greendale successfully passed an Operational Referendum on its first try. The referendum passed with overwhelming support from all factions of the community. The message was clear - the residents of Greendale want to continue to provide the high caliber of education that it has a long standing reputation for.

The operational referendum allows our district for the next four years to cover the gap that exists between the revenue caps and the QEO. It also will allow us to stop eliminating programs; cuts that have been deep and difficult to make. What the referendum does not provide is monies for capital expenses. With budget cuts being made during the last 8 years, minimal ongoing fundings have been set aside for building maintenance. When it is a question of curriculum versus building maintenance the choice has been clear, but not without a long range affect. As homeowners you know that you can only put off repairs for so long before you must act.

The average age of a school in Greendale is about 40 years. We can no longer continue to defer maintenance items. Today I ask you please include in the state budget a provision to allow districts such as Greendale the option to budget for such maintenance.

The State does not always need to be the one to make the decision and to pay for the choice. Our proposal asks that you allow districts to locally make the choice. Let our locally elected School Board members make choices for and with the people who elected them. Return the decision making process back to the local level. We want to preserve the local taxpayers' investment in the school buildings.

The proposal that I speak of is to enable school districts to amend the existing \$1 million bonding authority accessible without referendum to permit, upon 2/3 super vote of the school board, all or a portion of the \$1 million to be repaid from funds outside of revenue caps *if* the purpose of the bonds is to fund repair, scheduled long-range maintenance and functional renovation of the existing school buildings.

This is about brick and mortar. It's about common sense. It's about being responsible to the past-those who first planned and paid for our buildings. It's about preserving local taxpayers' investments. It's about local control.

Suzanne Wolffersdorff
6125 Thorncrest Dr
Greendale WI 53129-2646

414-423-5391

Thank-you!

**In Support of the
Wisconsin Academy Staff Development Initiative
(WASDI)**

1. My name is David Sommers and I am here to speak in support of the Wisconsin Academy Staff Development Initiative (WASDI)
2. By my participation in the 1998 class of the WASDI program I am a WASDI Lead Teacher. I am in my thirteenth year here in Milwaukee at Cornerstone Achievement Academy, one of the original sixteen partnership high schools established by state law for at-risk students.
3. **I thank Senator Shibilski for introducing a motion to add WASDI to the state budget to provide funding for the continuation of this very worthwhile statewide program.**
4. WASDI has developed 365 Wisconsin teacher leaders who can help schools and students meet increasingly higher standards. All four of Wisconsin's Presidential Award winners this year are WASDI Lead Teachers. WASDI has just selected the 7th group who will begin their training in April of 2001. They are geographically distributed throughout Wisconsin leading and serving the schools and communities you represent.
5. The Wisconsin Academy Staff Development Initiative has been highly successful for the last six years in providing teachers throughout the Wisconsin with state of the art professional development in science, mathematics, and technology education.
6. WASDI received a six million-dollar National Science Foundation grant six years ago to develop teaching centers or Academies in up to ten sites around the state. This professional development program was modeled after the successful Cray Academy in Chippewa Falls, WI. This summer there will be 16 such Academies offered in Wisconsin.
7. Since 1995, these academies have provided one week professional development opportunities (30 hours of instruction) for more than 12,000 Wisconsin teachers who affect the lives of more than a million Wisconsin children.
8. Math, science, and technology are the backbone of many occupations and the type of staff development WASDI provides helps teachers help students solve real world problems collaboratively. In the Lead Teacher component outstanding teachers receive training to be providers of staff development to their colleagues and to provide leadership in implementing standards based education
9. The program has been federally funded for the past seven years because it meets both critical national and state needs. Federal funding is ending so in order to keep this successful program operating in Wisconsin it is necessary to seek state funding.

**In Support of the
Wisconsin Academy Staff Development Initiative
(WASDI)**

Personal Comments In Support of Funding
Wisconsin Academy Staff Development Initiative (WASDI)

10. I affirm that my experience as a WASDI Lead Teacher is accurately reflected in the above "resume" of WASDI. I am taking this opportunity to give specific examples of how WASDI has made a difference in my school and how it has connected us to schools throughout Wisconsin.

11. WASDI lead teachers are connected statewide by WASDI Line, a Wisconsin Educational Communications Board (WECB) service. This network connects all WASDI lead teachers throughout the state. My first project as a WASDI lead teacher was to create a word list that indexed all key words in Wisconsin's Model Academic Standards. For my part it was a personal project. A WASDI lead teacher in Neenah picked up on what I was doing from WASDI Line. He contacted me offering to database the project. I sent him the finished lists via WASDI Line; he databased and posted it on WASDI Line for any WASDI lead teacher to download. I have never met the gentleman yet we are in our third year of on-going discussions about curriculum and lessons.

12. I would have never known the amount of information available from DPI without the WASDI Line postings of available information. It was especially important to my school to be able to download all the other academic standards developed by DPI.

13. WASDI Line is especially useful for participants to post web sites that apply to classrooms and curriculum. Using my own internet service I discovered a professional educator specializing in the "mixed abilities classroom" and the application of the idea of "layered curriculum". We are now able to connect Title1 Computer Assisted Instruction (CAI) to the classroom in the context of layered curriculum. This idea was passed on via WASDI Line for others to consider.

14. My teacher-in-charge and I are working especially at implementing a math/science integrated component for our mixed abilities population. We know we can't meet the safety standards of the traditional advanced hands-on laboratory. I connected to the science presenter from my WASDI training with a WASDI Line message. In reply I received a list of vendors offering digital connections to the Title1 CAI computers that input data from various state-of-art digital sensors. We are now budgeting for those items. Without knowing that resource person we would have never connected to a new concept of doing science.

15. Assessment under the Wisconsin Model Academic Standards is a major issue