

1997-98 SESSION
COMMITTEE HEARING
RECORDS

Committee Name:

Senate Committee on
Education (SC-Ed)

Sample:

Record of Comm. Proceedings ... RCP

- 05hrAC-EdR_RCP_pt01a
- 05hrAC-EdR_RCP_pt01b
- 05hrAC-EdR_RCP_pt02

➤ Appointments ... Appt

➤ **

➤ Clearinghouse Rules ... CRule

➤ **

➤ Committee Hearings ... CH

➤ **

➤ Committee Reports ... CR

➤ **

➤ Executive Sessions ... ES

➤ **

➤ Hearing Records ... HR

➤ **

➤ Miscellaneous ... Misc

➤ 97hrSC-Ed_Misc_pt03

➤ Record of Comm. Proceedings ... RCP

➤ **



State of Wisconsin
Department of Public Instruction

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John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

DATE: September 25, 1997

TO: Terry Craney
Wisconsin Education Association Council

FROM: John T. Benson *JTB*
State Superintendent

SUBJECT: Discipline Bill

Handwritten notes:
10/9/97
12/1/97
Presented 11/23/97

Your organization is invited to send a representative to a meeting on Thursday, October 9, at the Department of Public Instruction to continue discussion of legislation on classroom discipline. The meeting will be held from 9:00 to 11:00 a.m. in Room 577 at DPI.

It appears that SB 274 is not advancing in its current form. However, I believe there will be legislative support for a proposal advanced collaboratively by the educational community. I believe we all have a responsibility to compromise and come to consensus on how to address the issue of unacceptable behavior in the classroom.

There are parts of SB 274 that I support, and elements that I cannot support. The enclosed redraft attempts to address these concerns and can be used as a basis for our discussion on October 9.

Please confirm with Nancy Holloway, director of Student Services/Prevention and Wellness, who will represent your organization at this meeting. She can be reached at (608) 266-8960.

I appreciate your willingness to work on this significant issue.

JTB:jmm

cc: Charles Lentz, Wisconsin Education Association Council
John Stocks, Wisconsin Education Association Council
Jack Coe, Wisconsin Education Association Council

Senate Bill 274 - Teacher Discipline and Classroom Control¹

I. SAA Position: Oppose. This proposal would not be an effective means of improving school safety, discipline and classroom control. SB 274 would:

- reduce amount of time teachers focus on instruction.
- undermine schools efforts to establish clearly defined codes of conduct that students, parents, and educators understand and agree to abide by, and that are implemented fairly, firmly and consistently.
- not address the core problems surrounding school discipline and classroom control.
- create several mandates that would have to be paid under revenue limits.

II. Summary of SB 274:

1. In grades 5-12, a teacher may dismiss a pupil from his or her classroom if the teacher determines that the pupil is so unruly, disruptive, abusive or dangerous that the pupil interferes with the ability of the teacher to teach effectively. If a teacher removes a pupil from class, the teacher must send the pupil to the school principal.
2. A removed pupil may not return to the class until he or she and his or her parent or guardian, if the pupil is a minor, have attended a conference with the teacher in which the teacher explains the standards of behavior that he or she expects the pupil to meet and until the teacher gives his or her written consent to the pupil's return (teacher can waive required meeting). The school principal must schedule this meeting not later than 3 days after the removal of the pupil from the class.
3. If the teacher refuses to readmit the pupil to the class, a placement review committee consisting of 3 teachers, the school principal, and a school district professional must, not later than 15 days after the meeting, place the pupil in an alternative education program, another class or another school in the school district or, if no better alternative exists, back in class.
4. If a collective bargaining agreement entered into under Subchapter IV of Chapter 111 specifies a different pupil disciplinary procedure from the procedure in this section, the procedure in that collective bargaining agreement shall govern.
5. Requires school board to expel a pupil from school for one year if the pupil possesses on school property or at a school sponsored event a dangerous weapon, controlled substance, or drug paraphernalia or if the student is convicted of certain crimes. In addition, requires school boards to adopt a code of conduct for pupils.

III. Policy Concerns:

A. Away from Basics: Suspension/expulsion is a legalistic process. Mandating teachers sole authority to suspend/expel a student from the classroom mandates that teachers document offenses, appear at appeal hearings, review and keep up-to-date on case law surrounding suspension/expulsion, etc. All of this will necessarily take time away from teachers preparation for, and engaging in direct instruction.

¹ Based upon WEAC Legislative Agenda, 1996.

B. School Governance: SB 274 would undermine schools efforts to have a clearly defined code of conduct that students, parents, and educators understand and agree to abide by. The proposal would:

- create differing “behavior codes” from one classroom to the next within individual school buildings.
- create a new layer of disciplinary bureaucracy and paperwork.
- confuse the lines of accountability for parents, teachers and the community, which could produce a great deal of frustration for all of these concerned parties.

C. Unfunded Mandates: WEAC maintains that this proposal would have “no costs to local government”. It is clear that there would be direct and indirect costs associated with implementing the proposal.

- Additional staff time necessary for teachers attending appeal hearings, serving on placement review panel, conferences, notification, and paper work mandated by the proposal.
- Districts liability insurance rates could be adversely impacted, as litigation often surrounds student discipline.
- Implementation of decisions rendered by the placement review committee.

D. Special Education:

- The bill contains no provision regarding students with exceptional educational needs. What impact is it intended to have on students with special needs?

E. Core Problems Surrounding School Discipline and Classroom Control: Parents, educators, and the public at large all want to see that schools have the tools to provide greater school discipline and classroom control for our students. However, the WEAC proposal does not address the primary barriers that are standing in the way of progress.

- Federal laws currently prohibit school authorities from treating all students equally who engage in violent or highly disruptive behavior. Rightfully intended to protect access to school, some restrictions on the discipline of disabled students set a double standard that encourages disruptive behavior and acts as a disincentive for holding these students fully accountable for their behavior.
- SB 274 provides that teachers could establish conditions on the return of a student from a classroom suspension. However, based upon current case law the DPI holds that it is unconstitutional to “condition” a students’ return from a suspension or expulsion.
- SB 274 does nothing to help schools establish alternative programs.

IV. A More Productive Course of Action?

- A more productive course of action would be for all educators to pull together to break down current barriers and provide schools with more tools to improve school safety, discipline, and classroom control. For example: Work with the Legislature to aid districts efforts to create and maintain alternative programs.

hearing - drafters note to ^{AB} 301

due process - Jodi's memo - Texas law doesn't

Wisc - no statute alternative placement
Jodi - separate bill where to place
Cal - legal sense - home roll - if don't have where to kids go?

if there isn't one, back in school setting
Lonnie time frame to address it?

teacher removes classroom
alternative school in Texas Law

what should be time frame - indefinite
principals & what they do now suspension
pupils

removed classroom, then school has to
schedule teacher & pupil not later 2 days
& then, if teacher re claim

placement review committee, not later 15
days -

→ another school in d
→ outside of teacher's view
→ another classroom

teacher force conference
force removal

Cal closer parallel to principal for
in school suspension - couple years
supervisors
ago

page 3 - Section B
Cal use B

have done this code

Weapon is not defined (Jefron)
firearms instead (Olsen)

STATE OF WISCONSIN

To Paul

Date _____ Time 10:20

WHILE YOU WERE OUT

M Dan Ride

of _____ \$300

Phone 266-4710

Telephoned	<input checked="" type="checkbox"/>	Please Call	<input checked="" type="checkbox"/>
Called to See You	<input type="checkbox"/>	Rush	<input type="checkbox"/>
Returned Your Call	<input type="checkbox"/>	Will Call Again	<input type="checkbox"/>

Message junk: objected



Tat
Party Receiving Call

DPI - WEAC

during interim -

before placement committee

What does it mean

teachers - in
the school

"as soon as possible"

(Tutor - student)

- passive voice -

tutoring -

who
passive
voice

MEMO-Immediate Response Required

TO: All Legislators

FROM: Cal Potter

RE: LRB 3722/2 Regarding Student Discipline

DATE: August 11, 1997

On Wednesday, August 13, I will be introducing the attached bill to assist classroom teachers and school principals with disruptive student discipline problems. The Senate Education Committee is planning to hold a public hearing on August 27, *so please call my office immediately if you would like to co-sponsor the bill.*

There is one change to the attached draft. On Page 3, section (4) (b), line 24, the phrase "or an alternative education program" will be added to clarify this as an option in school districts that have alternative programs.

Thank you for your rapid review of this LRB draft.

PLEASE CALL MY OFFICE BY NOON ON WEDNESDAY, AUGUST 13, IF YOU WOULD LIKE TO SPONSOR THIS BILL.

WISCONSIN EDUCATION ASSOCIATION COUNCIL

Affiliated with the National Education Association

MEMORANDUM

TO: Senator Cal Potter
Interested Parties

FROM: Jack Coe, Legislative Consultant

RE: Redraft of School Safety and Discipline Bill

DATE: June 27, 1997

The following memo is in two parts:

Part I addresses concepts and provisions in the revised bill.

Part II cites specific language proposals, elements of the Texas state law on alternative placements and broad topic areas for further review.

I. *Concepts to be addressed in new bill.*

- A. Alternative education programs should be provided. I suggest that proposals for alternative education be addressed in a separate bill. There are proposals for such programs in a recent legislative council study. There is also the Dane County Transitional School which could provide a model for statewide use.
- B. An appropriate model for alternative schools for especially troublesome youth should be incorporated into CESA agencies.
- C. The new bill requires that each school district adopt a student code of conduct. (See specific language.)

1

Terry Craney, President
Charles N. Lentz, Executive Secretary

- D. The new bill establishes an alternative placement committee. (See specific language).
- E. The new bill utilizes concepts contained in Texas State Law.
- F. The new bill retains the teachers right to refuse readmittance for a disruptive, disorderly, abusive or dangerous student unless the alternative placement committee finds that placing the student back in the classroom from which the student was removed is the best alternative.
- G. Broad discretionary authority should be given to school administrators in dealing with students who are habitually removed from class for disruptive, disorderly, abusive and dangerous behavior.

II. *Specific Language Proposals.*

- A. School Boards shall provide for a student code of conduct.
 - 1. Each school district, with the advice of the school board, shall adopt a student code of conduct for the district. The code must:
 - a. Specify the circumstances under which a student may be removed from a classroom, suspended from school or suspended from an alternative education program.
 - b. Specify the conditions that authorize or require a principal or other appropriate administrator to transfer a student to an alternative education program.
 - c. Outline conditions, in accordance with (cite appropriate state statutes) under which a student may be suspended or expelled.
 - d. Provide that administration shall have the authority to suspend or expel students who are habitually removed from class for violation of the student code, disruptive, dangerous, unruly, uncivil, abusive behavior or conduct or, other reasons cited in this statute.
 - 2. A teacher with knowledge that a student has violated the student code of conduct shall file with the school principal or other appropriate administrator a written report, not to exceed one page, documenting the violation. The principal or other appropriate administrator shall, not later than 24 hours after receipt of a report from a teacher, send a copy of the report to the students parents or guardians.

B. Removal by Teacher

1. A teacher may remove a pupil who is enrolled in grade from 5 to 12 from the teachers classroom if all of the following apply:
 - a. The student has been documented by the teacher to repeatedly interfere with the teacher's ability to communicated effectively with the students in the class or with the ability of the student's class mates to learn.
 - b. The teacher determines that the student's behavior is so unruly, disruptive, dangerous or abusive that it interferes with the ability of the teacher to communicate effectively with the students in the class or with the ability of the students classmates to learn.
2. A student who is removed from class for reasons outlined in sectionshall be sent to the principal's office for placement in an alternative education program, expulsion, suspension, in-school detention or any other disciplinary action deemed appropriate by the principal.

C. Hearing; Review

1. Not later than two days after the day on which a student is removed from a class under section , the school principal shall schedule a hearing among the principal or the principals designee, a parent or guardian of the student, the teacher removing the student from class and the student. The student may not be returned to the regular classroom pending the hearing. The purpose of this meeting shall be to determine an appropriate placement for the student consistent with the student code of conduct.

(This section is greatly expanded upon in the Texas State Law)

D. Placement Review Committee

1. Each school shall establish a placement review committee consisting of three teachers chosen by the faculty, the building principal and one member from the professional staff of the school district chosen by the building principal to determine the placement of a student when the teacher refuses to readmit a student to his or her class. The teacher refusing to readmit the student may not serve on the Placement Review Committee.

D. **There should be various sections which reference Wisconsin state statutes relevant to expulsion for criminal behavior, violations of federal and state drug and firearms statutes and other offense as deemed appropriate.**

E. **There should be a section citing the reasons for expulsion for serious offenses which are not violations of federal and state penal codes but are serious enough to warrant the attention of school administrators.**

F. **Court Involvement. Should County Juvenile Court Authorities should be notified of habitual behavior problem students and encouraged to participate in the oversight of these students.**

Memorandum

To: Paul
From: Jack Coe
Date: August 28, 1997
Re: SB 274

He received your message but has a problem getting together again with the players in DPI and the Administrators and School Boards Assn. They don't appear to want to bring anything to the table, but are opposed to the proposal.

Based on what he heard John Benson say at the hearing yesterday (John is almost 99% in agreement with them) he feels WEAC can meet their wishes. Jack will meet with Steve Dold and Benson, but doesn't feel there is any point in meeting with School Boards Assn. and School Administrators.

WEAC wants more authority for teachers – plain and simple. He is confident that WEAC and DPI can agree on a proposal and then let School Boards and Administrators fight the both of them.

Please call to discuss this with him. Either this afternoon or tomorrow.

C.

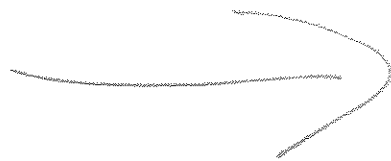
CONFIDENTIAL

Brian Rude

118.164

(3)

(8)



with the
teacher of
the school
principle

MEMO

TO: Madelon Lief
FROM: Paul Rusk
RE: LRb-3722-2dn
DATE: August 8, 1997 (3:05 p.m.)

I meet with Jack Coe and we have one slight change. A great deal of progress has been made in short order and both Senator Potter and I appreciate it.

Page 3, (4) (b), lines 22-24

(b) If the teacher refuses to readmit the pupil to the class under sub. (3), the placement review committee shall place the pupil in another class or in another school or an alternative education program, or readmit the pupil to the class if, after weighing the interests of the removed pupil, etc etc

We plan to introduce the bill next week and have a hearing August 27. Thanks again.



WISCONSIN LEGISLATIVE COUNCIL STAFF MEMORANDUM

One East Main Street, Suite 401; P.O. Box 2536; Madison, WI 53701-2536
Telephone (608) 266-1304
Fax (608) 266-3830

DATE: February 23, 1998

TO: SENATOR CALVIN POTTER; MEMBERS OF THE SENATE EDUCATION COMMITTEE; AND OTHERS

FROM: Russ Whitesel, Senior Staff Attorney

SUBJECT: Senate Substitute Amendment ___ (LRBs0253/4) to 1997 Senate Bill 274, Relating to Removal of Disruptive Pupils From the Class and Granting Rule-Making Authority

This memorandum provides a description of Senate Substitute Amendment ___ (LRBs0253/4) to 1997 Senate Bill 274, relating to removal of disruptive pupils from the class. The memorandum also provides a brief legislative history.

A. LEGISLATIVE HISTORY

1997 Senate Bill 274 was introduced on August 14, 1997 by Senators Potter, Rude, Clausing, Rosenzweig and Shibilski; cosponsored by Representatives Underheim, Krusick, Ludwig, Goetsch, Baumgart and Musser. The Bill was referred to the Senate Committee on Education and a public hearing was held before that Committee on August 27, 1997.

B. PROVISIONS OF ORIGINAL BILL

Senate Bill 274, as originally introduced, requires a school board to adopt a code of conduct for pupils. Senate Bill 274 also provides that a teacher could remove a pupil who is enrolled in a grade from 5 to 12 from a teacher's class if the teacher determines that the pupil is so unruly, disruptive, abusive or dangerous that the pupil interferes with the ability of the teacher to teach effectively. If a teacher removes a pupil from a class, Senate Bill 274 requires that the teacher must send the pupil to the school principal. A removed pupil may not return to the class until he or she or his or her parent or guardian, if the pupil is a minor, have attended a conference with the teacher in which the teacher explains the standards of behavior that he or she expects the pupil to meet and until the teacher gives his or her written consent to the pupil's return. Under the original Bill, the school principal is required to schedule this meeting for not later than three days after the removal of the pupil from the class.

Senate Bill 274 requires that if the teacher refuses to admit the pupil to the class, a placement review committee consisting of three teachers, the school principal and the school district professional must, not later than 15 days after the meeting, place the pupil in an alternative education program, another class or another school in the school district or, if no better alternative exists, back in the original class.

Finally, Senate Bill 274 requires a school board to expel a pupil from school for one year if that pupil possesses on school property or at a school-sponsored event, a dangerous weapon, controlled substance or drug paraphernalia or if the pupil was convicted of certain crimes or adjudged delinquent for violating certain criminal statutes. These acts are also made grounds for suspension from school under the Bill.

C. PROVISIONS OF SENATE SUBSTITUTE AMENDMENT — (LRBs0253/4)

Under the Substitute Amendment, a teacher is authorized to remove a pupil from the teacher's class if the pupil violates a code of conduct adopted in accordance with certain procedures or if the student is dangerous, unruly or disruptive or interferes with the ability of the teacher to teach effectively as specified in that code of conduct. The Substitute Amendment applies to all grades, not just grades 5 to 12 as provided in the original legislation. The Substitute Amendment directs the teacher to send the pupil removed from the classroom to the school principal to provide to the principal, within 24 hours after the pupil's removal from the class, a written explanation of the reasons for the removal.

The Substitute Amendment provides that pending the educational placement of the pupil, as provided in the code of conduct, the school principal must place the pupil temporarily in an alternative education program, in another class, in another instructional setting or another class in the same school or, after weighing the interests of the removed pupil, the other pupils in the class and the teacher shall readmit the pupil to the class if the school principal determines that readmission is the best or only interim alternative.

The Substitute Amendment requires each school district to adopt a code of conduct by January 1, 1999. The code would govern pupils' conduct beginning in the 1999-2000 school year. The code must be developed in consultation with a committee of school district residents that consists of parents, pupils, members of the school board, school administrators, teachers, pupil services professionals and other residents of the school district who are appointed to the committee by the school board. The Substitute Amendment provides that the code must include all of the following:

1. A specification of what constitutes dangerous, disruptive or unruly behavior or interference with the ability of the teacher to teach effectively.
2. Any grounds in addition to those in item 1. for the removal of a pupil from the class.
3. The procedures for determining the appropriate educational placement of a pupil who has been removed from the class and has been assigned an interim educational placement by the school principal.

4. A procedure for notifying the parent or guardian of a minor pupil who has been removed from the class.

The code of conduct must also comply with the federal statutes relating to removal from class of a child with a disability. [20 U.S.C. s. 1415 (k).]

The Substitute Amendment also authorizes the school board to adopt different standards for different schools.

The Substitute Amendment also requests that the Joint Legislative Council study a series of issues relating to school discipline and report its findings, conclusions and recommendations to the 1999 Legislature. Items to be included in the study are as follows:

1. The procedures for placement of unruly, disruptive or dangerous pupils.
2. Alternative educational placement options.
3. Adequacy of data collection regarding suspension, expulsion and other discipline of unruly, disruptive or dangerous pupils.
4. Training school district staff to manage the behavior of pupils.
5. Limiting the liability of school district staff, school board members and the school board for disciplining pupils.
6. The discipline of children with disabilities.

If you have any questions regarding this legislation, please feel free to contact me directly at the Legislative Council Staff offices.

RW:kjf:rv:ksm:jt

Jack Coe

From: Todd & Carol Halverson[SMTP:halvey@powerweb.net]
Sent: Sunday, June 22, 1997 5:26 PM
To: Jack Coe
Subject: AB 301

Dear Mr. Coe,

If you are able to get a hearing on this bill I am interested in testifying. I realize that it has taken me a few weeks to get back to you on this and if it has already happen that is fine. I am hoping that I can be of help to you.
You may reach me by our e-mail address or by calling 414-885-6778.

Carolyn Halverson

Learning: Any Time and Any Pace

CASE STUDY: Wisconsin Technical College System champions statewide Internet-based training

BY AILEEN GROWLEY

RESIDENTS OF WISCONSIN ARE quickly becoming accustomed to being No. 1. Madison, the state capital, has been recognized as the best place to live by Money Magazine, and Wisconsin owns bragging rights to this year's Super Bowl title. What's next on this impressive list of accomplishments? Taking a leadership role in combining technology and education to make a variety of training options available to the state's 5 million-plus residents.

If Judy Brown, a PC Week Corporate Partner, has anything to say about it, Wisconsin will soon lay claim to that title as well. Brown, emerging technology analyst at the office of the Wisconsin Technical College System in Madison, is on a mission to make the state known as much for innovation in education techniques as it is for cheese or the 1997 Super Bowl trophy.

Spurred by a state mandate to use technology to make educational and job-re training available to even the most remote residents, WTCS—composed of 47 campuses, serving more than 430,000 students with annual revenues exceeding \$750 million—is turning to the Internet to offer what Brown calls any time, any place and any pace learning. “The Internet will allow us to be even more flexible and deliver customized education. We are looking for tools that we can use statewide to help make this happen,” she explained.

Intellectual freedom

This is not WTCS' first attempt at developing nontraditional teaching methods. The group has experimented with software, CD-ROM and interactive TV-based training, affording students around the state the opportunity to tap in to valuable instruction outside the classroom. Yet there have been drawbacks. WTCS' CD-ROM-based initiatives were stymied by the expense and logistics of keeping CD-ROMs up-to-date, Brown said. Televised classes were easy to update, but inflexible given that students have to be available when the show is televised, she added.

The Internet breaks through many of these time, cost and availability barriers. Students can work when and where they have the time, and teacher interaction can be as easy as an E-mail message. The material also can be updated with little or no cost other than the time it takes for the instructor to log on and make the needed updates. “Internet training will not be the



WTCS' Brown: The Net “will allow us to ... deliver customized education.”

solution in all situations, but it is another option we will be able to offer,” said Jim Urness, assistant director of WTCS, also in Madison.

Later this fall, the Wisconsin state districts hope to make a wide-ranging curriculum available over the Internet, including classes developed for the WTCS network as well as courses specifically targeted at businesses, such as quality control or ISO 9000 training. To help make the courses accessible to students without computers, public buildings such as schools and libraries will be equipped with Internet-ready systems.

WTCS collaborated with PC Week on a Labs On Site program earlier this month to evaluate authoring tools for building the Internet-based training infrastructure (see related story, Page 1), which will help standardize how course material will be presented. While some instructors are making information available on the Internet, most are using raw HTML code, and without standards, it is difficult to track the work and student usage.

Distance learning

Creating an Internet-based training infrastructure will also allow the state to leverage educational resources. For example, a few colleges within WTCS are interested in setting up a RealAudio server for distance-learning nursing classes. The plan is to make one RealAudio server available to all 16 districts, using the audio-streaming capabilities for such applications as letting nursing students hear medical-related sounds, such as irregular heartbeats, along with classroom speeches and even instructors' seminars from the convenience of their

own computer. “Rather than each district having their own solution, this can be a shared resource, and they only need to pay one-sixteenth of the cost,” said Brown.

This theory of sharing the wealth also holds true for intellectual capital. Students will have access to all faculty members around the state, not just instructors on one campus.

Economic tools

The economic importance of creating an Internet-based learning infrastructure has not been lost on Wisconsin state legislators. Governor Tommy Thompson sees the mechanism as a way to keep the state's economy growing by having a well-educated work force. “The future of educational technology and its impact on improving our ability to compete in the global marketplace is virtually limitless,” said Thompson. “We must take full advantage of innovations like Internet-based training and two-way, full-motion videoconferencing.”

Thompson, along with the state legislature, is supporting a major innovation, called TEACH (Technology for Educational Achievement), which mandates that \$200 million be infused into Wisconsin's universities, technical colleges and K-12 schools—part of which is earmarked for teaching educators how to use technology effectively in and out of the classroom.

This type of aggressive use of technology in education will make Wisconsin much more attractive to the business community, said Elliot Masie, president of the

Masie Center, a learning and technology organization located in Saratoga Springs, N.Y. “Training is becoming so critical to the economy that if you can make it as easy as possible to get, then you are really building for the future,” said Masie. States such as Oregon and Washington are also investigating this type of investment to build a trained work force, he added.

The Wisconsin business community is in step with the WTCS in embracing on-demand training. Northwestern Mutual Life Insurance Co., for example, is interested in the potential cost-savings of using an intranet to distribute training materials. “We have some different objectives in our training, so the requirements we have will be different,” said August Ray, an intranet specialist at Northwestern, in Milwaukee, and a judge at the WTCS Labs On Site.

Areas critical in an academic setting, such as registration, teacher interaction and grading, are not as applicable to Ray's organization. After seeing a variety of tools perform in a real-world setting at the Labs On Site, Northwestern is most interested in Asymetrix Corp.'s ToolBook II Assistant and ToolBook II Instructor because they offer two levels of authoring and don't require users to download files or use plug-ins.

WTCS' Brown is also finding that it may be difficult to standardize on one authoring product for all of the state's training needs. Brown is in pricing negotiations with Lotus Development Corp., Asymetrix and WBT Systems Inc. for their authoring tools.

Despite the complications of picking a winner, it appears likely that Wisconsin will soon be recognized for another first: innovation in Internet training. ◀

INSIDE THE WALL

Company: The Wisconsin Technical College System

Headquarters: Madison, Wis.



The need: The WTCS, considered one of the top technical college systems in the nation, wants to keep that reputation by creating Internet-based curriculum for the more than 430,000 students. In the past, WTCS has offered a variety of learning options, including computer-based training and CD-ROM and video solutions, but they were not as successful as originally hoped. The governor and the state legislature have also issued a statewide mandate requiring that technology be used aggressively to help keep the Wisconsin work force well-trained and competitive.

The solution: Build consensus within the educational community that the Internet will offer real advantages to the state's training efforts. Choose and standardize on tools for faculty to use when creating Internet-based curriculum.

What's next: Port and design curriculum that will be able to take the best advantage of the Internet.

The basics: WTCS representatives plan to make the following tools standard: Lotus' LearningSpace, WBT Systems' TopClass, and Asymetrix's ToolBook II Assistant and ToolBook II Instructor.

Jack Coe

From: Thomas Kreif[SMTP:mesh@athenet.net]
Sent: Sunday, June 01, 1997 8:34 AM
To: Jack Coe
Subject: AB 301, School Safety

To: Jack Coe, Legislative Division

From: Thomas Kreif, WESC UniServ President and Appleton Education Association Grievance Chairperson

Date: June 1, 1997

Regarding: AB 301, School Safety and Discipline Bill

Dear Jack,

There are numerous cases in Appleton on this issue; however, here are the problems: 1. Teachers do not want to report cases, because of the way it makes them look or how they feel about themselves. 2. Teachers don't want to get involved. 3. EEN teachers along with others invoke confidentiality; thus very few individuals know what is happening in the District. Getting hard facts is extremely difficult. Nevertheless, here is what I have been able to put together.

This year (Madison Middle School) I had problems with a student, who was not even assigned to my classes and/or team in 8th grade. We will call him J. On Jan. 1, 1997, I wrote to our Dean of Student and Associate Principal the following:

I realize that J. is an EEN student and there may be things going on that I am unaware of.

Today, during noon-hour there were books outside of the boys bathroom. I asked the students what happened. They responded by saying that J had knocked the books out of a girl's hand. In addition they stated someone had gone for an administrator.

Several weeks ago, I turned in J for knocking down C's books directly into me, and I mentioned that A.W. was a witness to this.

Obviously, I am concerned that about J. If these are the only two items I know about, I wonder how many more incidents have gone unreported. In addition, I have no idea how dangerous J. might be to others.

I wrote the note, and because he was EEN, I never heard about any resolutions etc.

There are other cases in files

1. Dan Heinritz (Madison Middle School) had a WEAC attorney come to Appleton to get a restraining order against one of the students in his classes, because he felt the Appleton District was not taking care of the problem initiated by this student.

2. In 1997 (Madison Middle School), Nate Bremer, Jon Young, Lynn Hoffmann, Chas Walsh were 7th grade middle students involved in a student with rage syndrome. They went to the AEA, WESC, and received advice from WEAC attorneys, because they felt the district was ignoring there concerns about a student with rage syndrome.

3. Brian Zwierns (Madison Middle School) and Dale Tortelli had an abusive student in 1994. I got involved in this case.

4. Olive Bopp and a music teacher had a problem with a student.

5. Val Drier in 1992 had a problem with a student.

6. Lisa Larson had a problem in with a student in 1995.

*N3537
Jumberlane Dr
Campbellsport 53070-1829*

*2531 Eric Dr
Appleton 54915*

*no idea what he's talking about
414 739 6657*

*1108 E Mitchell Ave
Appleton 54915-2639*

*E-mailed
response*

I REPEAT THAT JUVENILE CONFIDENTIALITY LAWS LEAVE THE TEACHERS IN THE DARK!!!! WE DO NOT KNOW WHAT IS GOING ON IN MOST CASES. ALSO TEACHERS DO NOT ASK FOR HELP IN MANY CASES. I TEACH AT MADISON MIDDLE SCHOOL; THUS, TEACHERS PROBABLY ARE MORE AWARE.

“



SCHOOL ADMINISTRATORS ALLIANCE

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James M. Lynch
Director of
Government Relations

Testimony Before the Senate Education Committee
on
Senate Bill 274

An Alliance of:

Association of
Wisconsin School
Administrators
Tim Laatsch
Executive Director

by

Tim Laatsch, Executive Director
Association of Wisconsin School Administrators

Wisconsin Association
of School District
Administrators
Miles Turner
Executive Director

There are 426 school districts in Wisconsin. Those school districts employ in excess of 54,000 classroom teachers. Senate Bill 274 gives each of those school systems a mandate to allow each teacher in grades five through twelve authority to implement their own personal set of behavior standards in their classroom.

Wisconsin Association
of School Business
Officials
Don Mrdjenovich
Executive Director

I am visiting with you today on behalf of the administrators who work in those schools...the principals, assistant principals, business officials, directors of pupil services, and superintendents...administrators who come together as the School Administrators Alliance to speak in opposition to Senate Bill 274. I speak on behalf of administrators who in one way or another work with the issue of student discipline in schools and classrooms each and every day across our state. I speak on behalf of administrators who are dedicated to addressing discipline issues in schools, but who do not believe that Senate Bill 274 is the way to go about it.

Wisconsin Council for
Administrators of
Special Services
Chuck Hastert
President

While administrators have expressed many concerns with this bill, I will concentrate on four core issues associated with this legislation:

1. **The bill would cause an inconsistent pattern of behavior standards from teacher to teacher and classroom to classroom.** Three words that I became very familiar with in my training as an educator when it comes to discipline are: firm, fair, and consistent. To have more than one disciplinary code for a school is confusing for students, for parents and for the educators who must implement school rules. SB 274 would allow for as many disciplinary codes as there are teachers in a building. They would be anything but firm, fair, and consistent.

Teachers are human. They have different styles. They have different boiling points. They bring different issues to the classrooms from their personal lives, different perspectives, different prejudices. Wisconsin has many fine teachers. However, their backgrounds range from novice to experienced. Some will be more tolerant than others in situations where discipline may be required. To mandate a system that would amplify these differences would undermine the ability of all educators to work together in implementing behavior management systems on behalf of students, staff, and parents.

Many principals track disciplinary referrals over the course of the year. This is done throughout the school year on a quarterly basis. One of the letters I received relative to this bill described data from such a system. In a school of about 400 students, the first quarter had about 35-50 office referrals. By the third and fourth quarters the number of referrals doubled or tripled. Suspensions from school is how the most serious discipline problems are dealt with. When tracking suspensions that result from those referrals one finds that the number of suspensions is quite stable from quarter to quarter. In other words the number of serious incidents is relatively consistent throughout the school year. How can the increase in office referrals from the first quarter to the fourth quarter be explained. A large part of the explanation rests with the changes in the tolerance level of teachers. Teachers in that school will tell you that they have less patience with minor behavior problems in the later portion of the year. Presently, the building principal serves as a buffer in these situations. SB 274 removes this important system of checks and balances.

2. **SB 274 by-passes the established due process rights due to students and their parents.** A due process standard is clearly established and practiced in Wisconsin related to student discipline. That standard is carefully adhered to as established in federal and state courts across the country. To ignore that standard in developing legislation would create a paradise for attorneys and cause educators to spend time dealing with legal issues that would be better spent in working with students.

For example, while requiring a school district to adopt a code of conduct and notifying students and parents about the teachers authority under this bill, there is no requirement for teachers to define for students what their behavior expectations are. Notification of the rules is one of the first components of adequate due process. Don't students and their parents deserve the same notification related to classroom discipline?

What about documentation? Was the behavior incident the student's first outburst, or the last in a long line of problems. Was the student acting out with others, or on his or her own? This bill does not deal with any means to determine the validity and substance of the particular incident in question.

Providing an opportunity for persons to be heard relative to charges against them is another key component of due process. This bill provides no voice for the students side of the story. It provides no opportunity for the parents of students to be heard.

A Placement Review Committee is established in the bill. Yet, the proposed legislation does not indicate to whom this committee is accountable for its decisions. It would not be accountable to anyone for their decisions. Nor does the bill address how differences from school to school in the same district would be dealt with. Here again we are providing fertile ground for the seeds of litigation, and time spent away from the classroom by educators.

3. **This bill creates a one-size-fits-all approach to school discipline.** It replaces effective disciplinary practice that functions quite well without a committee, with a committee in every school. Whether Bayfield or Milwaukee, a single way of handling classroom discipline would be imposed by this legislation, whether it is effective or not. In reality, it may not be good for either Bayfield or Milwaukee. This bill, however, would not allow the local school district the choice of how to deal with their own disciplinary issues.

Referring a student to an alternative program may be fine in districts where they have alternative programs applicable to the particular student. Transfer to another class is fine in those districts where there is another class similar to the one the student left. Sending the student to another school is nice if there is another school. And what if there isn't? What if there aren't viable alternatives? What if there aren't other classrooms, or other schools?

Under this bill the principal will need to decide where to temporarily place the student while waiting for his or her return to the classroom. Where will the student go? One common solution might be a study hall. Yet our experience indicates that the greatest number of disciplinary incidents occur in study halls. To take a student who lacks self discipline and place that student in a location that requires more self discipline simply moves the problem, it doesn't solve it. It is asking for trouble.

4. Time is the enemy of most educators. We never have enough of it. Yet **in this bill we will be requiring teachers to spend time in placement review committees rather than in directing the instruction of students.** Undoubtedly, this use of time will result in additional cost to the school district. Ultimately, this legislation would result in time spent in litigation. Should teachers have to deal with the attorney who comes knocking on their door when one of their removals is questioned? Is this the way we should be spending district resources and teachers' time?

Teachers and administrators across Wisconsin have demonstrated that they are willing and able to address these concerns. We should not look at the world of classroom discipline with rose colored glasses ignoring existing problems. Neither should we paint all classrooms, the teachers who work in them, or schools they work in with a broad brush of failing disciplinary procedures.

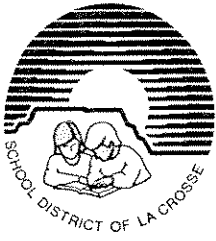
We believe there are ways to deal with these issues. We believe that we can increase the number of tools in an educator's disciplinary toolbox. We believe that a more structured and consistent pattern of school discipline can be created. We believe this would help educators and in the long run benefit students.

Diversity in our school population, student gangs, drugs, alcohol, and family problems of every sort are among a host of reasons that school discipline is more complex than ever. The lives of students, parents, and educators are more complex. While there are no magic wands, and the work would be difficult, we believe that these groups, working together, can address and begin to approach solutions to disciplinary problems in our schools. Under this legislation they would not.

We appreciate having the opportunity to express our concerns regarding this matter to the committee. We urge the committee to consider our strong opposition to SB 274 in making their decision regarding the bill. Additional information regarding the position of the School Administrators Alliance or the Association of Wisconsin School Administrators regarding this bill is available by contacting me at 608-241-0300 (office); 608-877-0523 (home); E-mail: tlaatsch@awsa.org

SCHOOL DISTRICT OF LA CROSSE

Superintendent of Schools
Richard A. Swantz



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Testimony Before the Senate Education Committee on Senate Bill 274
August 27, 1997

By

Richard A. Swantz, District Administrator
School District of La Crosse

Teachers, parents, school boards, administrators and the general public have a rising concern about the behavior of today's students. It is an issue that must and is being addressed. But SB 274 is not the answer. It strikes me that this legislation was born with the right intention.....but it will create far more problems than it will resolve.

In La Crosse we recently produced a new contract with our teachers for the 1997-98 and 1998-99 school years. It was not negotiated but produced through consensus bargaining...57 issues were identified for exploration. Neither classroom discipline in general nor this issue specifically was one of the 57 issues raised by our teachers because I believe they think we are on the right path.

Regardless, if SB 274 were enacted, I believe it would generate serious problems for all the stakeholders associated with education. In addition to the bureaucratic scheduling nightmare and the due process questions which are issues that have probably been called to your attention.....I wish to address two concerns from the chair of the superintendent, namely: cost and consistency.

I believe if this bill becomes the law of our state, districts will experience considerable increases in costs due to increased litigation and very expensive student placements and programs. These increased costs will be required and, under the current revenue cap formula, will result in reductions somewhere else in the budget. I believe the litigation costs will result from the teacher's unawareness of due process and special education law. Program costs will be driven by the good intentions of the placement committee, but may not be judged as all other costs are inside revenue caps. As an example, each year we are asked to consider moving students out of our programming for emotionally disturbed students to an off campus, highly-structured program administered by the Family and Children's Center. This is an excellent program that costs \$16,000 to \$20,000 per year per student. Needless to say, we use considerable caution when making these placements.

One of the interesting facts I have observed over the years is the wide range of difference that exists between teachers as it relates to classroom discipline. The same students go from class to class with most teachers having little or no problems and yet, some having major difficulties. This bill could have radically different ramifications in different classrooms and for different students.

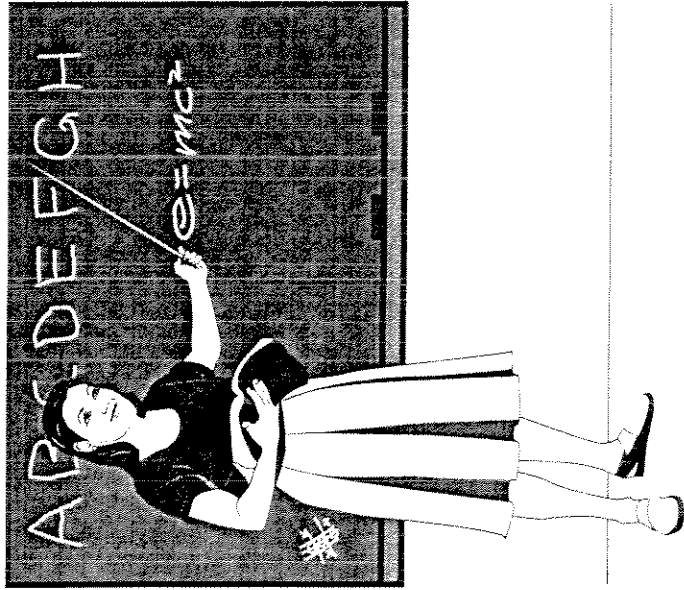
This bill addresses an important issue but would result in too many problems to be considered.

Three days ago, I stood before nearly 700 teachers during our back-to-school celebration to announce my decision to retire after serving as their superintendent for 21 years. I thanked them for their support and understanding during that time and they responded in a very warm and appreciating way. I reminded them again of the critical nature of their work and that during the 39 years that I have been hanging around schools and the people who work in them, I have come to the conclusion that we must constantly remind ourselves of the impact we can have on a young person's life.

I have a long history of speaking out on behalf of teachers. They have the most challenging and critical job on earth. I do not believe SB 274 would make good teachers' jobs less challenging.

"PLAN FOR THE FUTURE: EDUCATE A CHILD"

Take Back
Our Schools!



Are Our Schools
Safe For
Our Children?



Michael Says:
"Support a Safe School Bill"

Everyone Should Be
Safe In School!

Violence Will Not Be Tolerated

1. State enforced safety laws for schools.
2. Clear and rigorous laws.
3. Required reporting of acts of violence in schools to police.
4. Fines and consequences for violent offenses.
5. Required school policies for violent acts.
6. Removal of violent/disruptive students for treatment.



Health Safety Programs for Schools

1. Yearly school inspections.
2. DIHLR required to respond to safety complaints within 24 hours.
3. All school improvements, additions, and new buildings must be safety inspected by city inspectors prior to children entering building.
4. Required yearly cleaning of heating and cooling devices.
5. Removal or containment of hazardous substances.
6. Major school renovations to be done without children and staff present and with adequate time to ventilate building(s).
7. Required air quality monitoring schools especially after school improvement projects.



Prevention Programs

1. Funding established for School Liaison Officers.
2. Programs that promote conflict resolution and violence prevention in schools.
3. Students who commit violent acts will be required to attend counseling prior to returning to school.
4. Repeat violent acts will require the student be sent to a mental health facility for evaluation and treatment. Parents will be held financially responsible except in cases where they do not have insurance or have a limited income.
5. Alternative schools established for students with a history of disorderly or violent behavior.
6. All school staff should be trained to respond to violent situations in order to protect themselves.

Violence In Wisconsin Schools

June 16, 1997

Dear Legislator

Wisconsin prides itself on the new laws which have addressed many aspects of the change in our youth, yet Wisconsin has forgotten a very important element in dealing with the youth and conditions of today.

SCHOOLS!!!

Traditionally, we have perceived schools to be "safe havens," but rapid change has transformed not only large urban schools, but those of the small, quiet communities in Wisconsin. Disruption, drugs, swearing, weapons, assaults and batteries have touched most of Wisconsin schools. Some schools are dealing with the problem, but many try to hide or cover-up the chaos within its' walls.

The truth is our schools are in serious trouble. The Madison Journal City of Hope article noted the number of attacks on teachers in 1994-1995 for Madison Schools. Take this and multiply it among schools throughout Wisconsin and then add the attacks on students. No one is monitoring much less **acting** on this serious problem.

As a Wisconsin teacher I am especially aware of the impact of violence, because in the 1994-1995 school year I was repeatedly subjected to a disruptive student who harmed and injured me over the course of seven months. As a result, I was unable to teach for six months and have spent over two years in treatment. For over a year UW Hospital and Clinics has helped me put my live back together, but I will continue to struggle with the physical effects for the rest of my life. Less than six months after my last injury another teacher I work with was injured by a student and remains on medical leave.

I teach in a small Wisconsin school district. A beautiful community where we'd never dream children would come to school with guns much less assault and batter others, but it happened and will continue throughout Wisconsin unless we do something **NOW!**

During a special education conference in February a room full of mostly teachers of emotionally disturbed students discussed their experiences with assault and battery. The DPI representative told them to file charges and restraining orders. The teacher next to me laughed. Her administrator threatened to fire or lay off a teacher if she did.

(So much for giving local control to the schools.) These were just ED teachers not the other general teachers. Another incident involved several students with guns and a hit list that were caught before violence occurred. These were not ED students.

It seems incredible that abuse and domestic violence are against the law, but it's ok for teachers to put up with it. What is even more incredible is that no one has been doing something constructive about this. Our schools should be the safest places.

Not only do we have a problem with safety in regards to physical acts, but also in terms of structural problems. A newly constructed school was found to have 25 structural steel beams placed on upside down after students were attending classes. In another school the ceiling collapsed. Luckily the teacher and students were able to escape unharmed. One school was turned into a fall out zone of hazardous substances after a painter finished refurbishing the building. In this case DIHLR was contacted, but failed to respond to the complaint because it had so many cases. Months later the air exchange unit in a classroom started smoking. Upon closer inspection the unit was found to be covered with the substances from the refurbishing.

My oldest daughter refuses to send her children to public schools because of the dangers. This is not a matter of **choice**. My next oldest daughter spoke last week to her college class, proposed her own safety bill, and has dropped out of education. Another daughter crawled under her bed and cried for hours during the time I was being injured. This may be just one teacher and family, but how many like us have been touched by the conditions in our schools. This could happen to someone you love or care about.

As you sit in your comfortable offices try to think what it is like to deal with furniture and objects flying around your room, screaming, kicking, yelling, a scissor being stabbed at another student. Imagine looking up and seeing the ceiling falling down. Many children are in need of your help. If we can find the money for football players, stadiums, etc., we should be able to find it to solve the problems in Wisconsin schools.

Please read the enclosed brochure and decide to support Michael's School Safety Bill. Michael and my family will be waiting for your answer.

Sincerely,



Toni Etter
135 Lorrie Way
DePere, WI 54115

TESTIMONY BEFORE THE SENATE EDUCATION COMMITTEE ON SB274
AUGUST 27, 1997

Testimony by: John A. Gruenloh, Director of Pupil Services
Wisconsin Rapids Public Schools

I am testifying in opposition of Senate Bill 274. My testimony focuses on concerns surrounding special education students (EEN). These concerns include the following:

- ▶ Senate Bill 274 says nothing about students with disabilities. Wisconsin Chapter 115 and the federal Individuals with Disabilities Education Act (IDEA), as well as court cases, govern how we must deal with students with disabilities regarding disciplinary action. What thoughts have the drafters of this bill given to students with disabilities as it relates to disciplinary action?
- ▶ IDEA Re-Authorization is completed and signed into law by President Clinton. It specifically outlines the requirements for handling discipline for students with disabilities. The procedures, as outlined in Senate Bill 274, are not consistent with those in IDEA and, therefore, I believe they would be in violation of federal law as it applies to students with disabilities.
- ▶ If Senate Bill 274 were made not to conflict with or supersede federal or state law. My concern then is whether practice will follow the actual statute. Teachers will need to know the EEN students in their classrooms. For example, they may not, in fact, know specifically which students are EEN, especially with the governing principal of least restrictive environment being implemented and practiced by most school districts. EEN students included in regular classrooms are in those classrooms because they can do the work and, as a result, teachers sometimes do not know who are the students with disabilities. This places the teacher in a tenuous situation in that they may dismiss EEN students from their classroom in violation of Chapter 115 and IDEA and not even be aware of it.
- ▶ Teachers, in general, would not be supportive of this bill if they realized that it places them in a situation where they would be required to treat students differently. A non-EEN student could be dismissed from class and be handled using the procedures as outlined in Senate Bill 274, while EEN students could not be dismissed without following IDEA guidelines. This places teachers in a situation of treating students differently for potentially violating the same school rule.
- ▶ Finally, IDEA provides protection for children not yet eligible for special education. IDEA states that any student may assert the protections under IDEA if the educational agency had knowledge that the child was a child with a disability before the behavior occurred that caused the disciplinary action. IDEA goes on to state all that is required is that the teacher or other personnel of the local educational agency

Testimony Before the Senate Education Committee on SB274
August 27, 1997

Testimony by: John A. Gruenloh, Director of Pupil Services
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expressed a concern about the child's behavior to the Director of Special Education or to any other personnel in the agency. This means that students who are chronic violators of school rules would more than likely fall under the protections of IDEA; and therefore, may assert any of the protections as outlined in IDEA. A large percentage of students who are disruptive, then, whether EEN or not, would be protected under IDEA and would not fall under Senate Bill 274.

Senate Bill 274 raises many questions:

- How would special education students be treated under Senate Bill 274?
- How would Senate Bill 274 address inconsistent disciplinary actions for EEN students and non-EEN students? Or, what support would be needed for teachers who would be required to discipline students inconsistently?
- How would Senate Bill 274 address the IDEA protections for children not yet eligible for special education and related services?
- How would Senate Bill 274 address the teachers' needs to treat students equitably for disciplinary actions?
- Senate Bill 274 would raise the need for school districts to develop alternatives for students with behavior problems. How would districts fund new alternative programs given revenue caps?
- In some cases, EEN students may be included in regular education classes without the teacher's knowledge that the student is, in fact, EEN. How would teachers know on a consistent basis how to treat students exhibiting certain inappropriate behaviors?
- What protections would be given to teachers who mistakenly dismiss EEN students or students who may not yet be identified as EEN, but affect the same protections under IDEA?

Testimony Before the Senate Education Committee on SB274

August 27, 1997

Testimony by: John A. Gruenloh, Director of Pupil Services

Page 3

We are all concerned about school safety and discipline. The solution, however, is not dismissing students who exhibit inappropriate behaviors, but rather working together, teachers and administrators, in developing reasonable alternatives for students so that their education and the education of other students may continue.

I would like to thank the Senate Education Committee for the opportunity to testify on Senate Bill 274. If you have any questions regarding my opposition to Senate Bill 274, please contact me at (715) 422-6007.

Respectfully Submitted,

John A. Gruenloh
Director of Pupil Services
Wisconsin Rapids School District

**Testimony Before the Senate
Education Committee on SB 274
August 27, 1997**

**by
Ryan Champeau, Principal
Waukesha North High School**

I appreciate the opportunity to speak to you today in opposition to SB 274. This bill mandates that a teacher have sole authority to suspend or expel a student from their classroom. While I believe SB 274 is likely well intended, it simply falls short of the goal, I believe we all share, which is to maintain a safe and orderly school environment.

There are a number of reasons why I believe SB 274 would fall short of its intended goal.

1. As a high school administrator for the past 22 years, I have always regarded my role as one of support for a healthy learning climate that allows teachers to teach and students to learn. At Waukesha North High School we are constantly seeking more engaging strategies that will help both students and teachers engage with each other to master the basics and beyond. Our focus is on learning and matching what we do in the classroom with how a particular student learns. I believe if this bill were to become law, teachers would be forced to spend time in conferences with parents and/or on disciplinary placement committees while substitutes teach their classes. Given the nature of students that tend to fall in this category it is likely that multiple teachers at the high school level would be involved in similar conferences involving the same student. Currently, this is handled by an assistant principal or principal without removing teachers from the classroom.

Talking with faculty members regarding these issues reveals a faculty who feel it is their mission to teach, rather than spend time on disciplinary panels that take them away from the classroom.

2. Discipline consistency is the hallmark of a healthy school climate. At Waukesha North High School our students operate in an eight-period schedule. Many of our students have seven or eight different teachers each day. At Waukesha North High School it is our practice to involve the classroom teacher, along with other key individuals, to consider strategies for discipline and alternative educational placements for students that are unable to make it in the regular classroom. SB 274 would promote every teacher to "take the law into their own hands", thus, I believe promote/foster an inconsistent approach to student discipline in a school. Waukesha North High School has 95 teachers on our faculty. We work together well, largely because we value each others' views and we collaborate in a manner that creates consistent expectations for students.

A school, like a home, needs the adults to be on the same wave length with one another. Inconsistency in both settings is detrimental to the children involved, while our staff, similar to other school faculties, possess divergent philosophies on discipline, it is our universal expectation that we be consistent in our expectation and prevent students from being pulled in opposing directions. It is my fear that SB 274 will encourage and legitimize the institutional need to be different and serve as a divisive influence among our staff rather than a force that unifies and rewards them for working well with each other.

Waukesha North is a semi-urban high school. As a satellite city of Milwaukee, Waukesha is neither purely urban or suburban. Our student population is becoming more diverse and more needy each year.

Fragmentation and conflicting expectation imposed from multiple teachers is counter productive for these students. Oftentimes we end up placing students in alternative programs that require fewer diverse expectations from and limit the number of adults that help set the expectations. It is our purpose to limit opportunities for confusion and mixed messages.

SB 274 would be encouraging greater diversity of expectation, the very element that has proven to be counter productive to the students most often involved with the discipline system in our school today.

I have expressed to you my concern as an educator, a principal, former assistant principal, counselor, and classroom teacher that I believe SB 274, while well intended, is misdirected and will serve to undermine the success of those students your committee has fought hard to serve.

Rather than SB 274, please consider legislation that promotes collaboration among the faculty and administration of the school. SB 274 would work counter to the climate we have been working together at Waukesha North High School to build through the years--a climate that draws us together as educators, in a consistent pattern of expectations for our students.

I compliment those individuals that are trying to address this menacing concern. Together as educators we will continue to work with you and each other. SB 274 would simply be the wrong approach and would very likely work against exactly what you are trying to address.

Instead I urge your consideration of legislation that promotes and furthers the expectation of collaboration and problem-solving and values consistency to address this concern.

Thank you for your time and your willingness to listen.