

Sue Foxwell, UW Stout

Dave Hoffman, Elmwood School District

Wendy Hoffmann, Cumberland School District

Kathy Jacobson, McDonald's (New Richmond)

Dan Lein, Bremer Bank

Cheryl Meyer, Amery School District

Ray Norsted, Amery School District

Tom Scott, Siren School District

Jerry Sondreal, Amery Free Press

Mari Spear, Rice Lake School District

Tom Tahmahkera, St. Croix Casino



**Amery -- City of Lakes**

Amery and its many regional lakes and forested countryside offer a refreshing escape from the summer heat. For those who desire to be alone with nature, there's many a secluded spot. You need only travel a short distance to cross a bubbling clear water brook or stream with their sparkle and liveliness providing many a happy and peaceful moment.

Summer is an excellent time for fishing, boating or water skiing on one of the area's more than 400 lakes, rivers, and streams. Almost every type of fresh water game fish is to be found in these well-managed waterways with good public access. June is an excellent time to make use of the county's many fine parks and campgrounds for camping, swimming and picnicking. It is also a fine time to enjoy the more than 33,000 acres of public owned forest land.

**Northern Lakes Center**

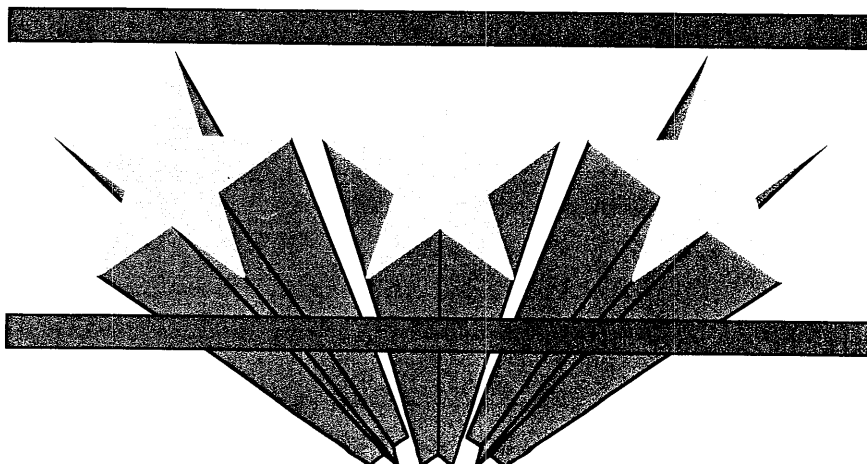
Amery ranks as one of the nation's top 100 small arts towns. This designation, made in a book entitled *The 100 Best Small Arts Towns*, is in large part due to Northern Lakes Center for the Arts.

For information and schedules call Northern Lakes Center for the Arts at (715) 268-6811.

**Amery Golf Course**

601 Deronda Street  
Amery  
(715) 268-7213

Public course -- 18 holes, par 71, 6,213 yards, driving range, power carts, pull carts, walking, pro shop, restaurant, snack bar, banquet facilities. Pro David Germanson, architect Dan Herfort.



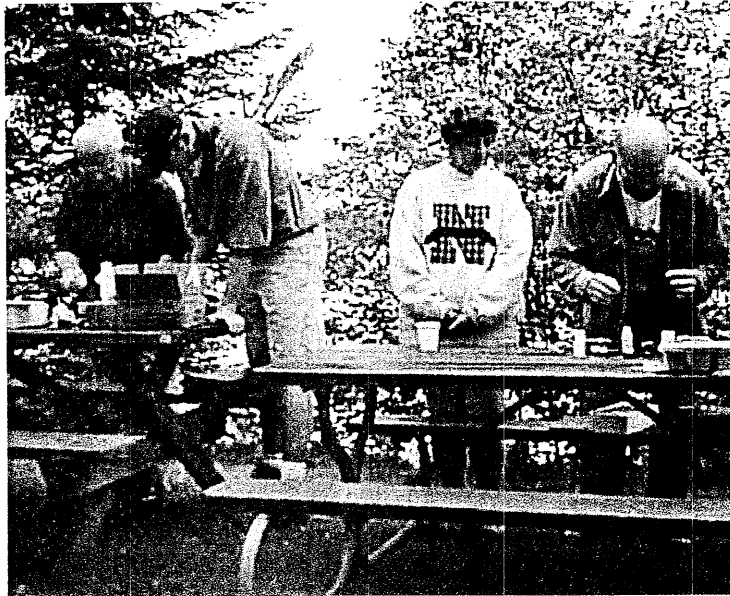
Monday: Northern Lakes Center for  
the Arts

Tuesday: Golf Tournament & Tennis

Wednesday: Downtown Stroll

Thursday: Shoreview Supper Club and  
Chain of Lakes Tour

Details and sign-up information will be available Monday morning at the  
registration desk. **MARK YOUR CALENDARS NOW!**





Monday	8:00am - 10:30am	Introductions & Keynote Sessions
Tuesday	8:00am - 3:30pm	Sessions
Wednesday	8:00am - 1:00pm	Business Talks & Roundtable Discussions
Thursday	8:00am - 5:30pm	Sessions
Friday	8:00am - 3:30pm	Sessions

***Special Notes:***

**All Week**

- North Central Regional Educational Laboratory, NCREL, will have available NSF funded math and science curricular materials. This includes 75+ bundles which require over 200 linear feet of display space. *THIS IS AN OPPORTUNITY NOT TO BE MISSED!*

**Monday**

- **Dr. Charles Sorensen, Chancellor of UW Stout**, will be sharing his thoughts and reflections on the importance of this Academy for individual teachers and the educational institutions they represent.

**Wednesday**

- **David Sousa** will be available Wednesday to work with area administrators integrating his experience into practical ideas for local concerns.
- **Larry Parfitt**, Hudson School District, will be demonstrating SciMaTech resources relating to astronomy, including the Star Lab and the Meade telescopes.
- **Keith Mountin**, Senior Systems Engineer, Apple Computers, will demo Apple Avid Cinema.
- **Nancy Berkas** and **Cyntha Pattison**, NCREL, will be available to answer questions regarding NSF funded math and science curriculum.

**Thursday**

- **Andrew McIntosh**, WECEB, will be discussing NIBS and displaying resource materials.



Name \_\_\_\_\_

Home Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Home Phone \_\_\_\_\_

School Name \_\_\_\_\_ Position \_\_\_\_\_

School District \_\_\_\_\_ Grade Level \_\_\_\_\_

Home Mail Address \_\_\_\_\_

### Star Academy Workshop Selection

Please select one course for your weeks' study, listing preferences 1, 2 and 3.

1. \_\_\_\_\_  
 (Course Name) (Course Number)

2. \_\_\_\_\_  
 (Course Name) (Course Number)

3. \_\_\_\_\_  
 (Course Name) (Course Number)

Due to the ever growing list of tour sites, we can only offer the tour type/topic at this time. Please list preferences 1, 2 and 3.

#### Areas of Interest:

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> Technology  | <input type="checkbox"/> Health Care              |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Finance                  |
| <input type="checkbox"/> Environment | <input type="checkbox"/> Communication            |
| <input type="checkbox"/> Hospitality | <input type="checkbox"/> Manufacturing/Production |

### Payment Information

**Meals:** Lunch meals will be available Monday through Friday for a total cost of \$30.00. You need to purchase an advance meal ticket for the week.

Tuition Cost \_\_\_\_\_

Registration Fee \_\_\_\_\_

Meal Ticket \_\_\_\_\_

Total Enclosed \_\_\_\_\_

Please bill my school district:  
(Please indicate funding source)

School District Eisenhower Funds

Other School District Funds \_\_\_\_\_

Purchase Order # \_\_\_\_\_

\_\_\_\_\_

Administrator's Signature

Personal Payment (Check enclosed)  
Payable to: Star Academy/CESA 11

2 Graduate Credits  
or  
 32 Equivalency Clock Hours

50.00 Tuition Fee for **CESA 11 DDEA Consortium Members** must be mailed with application.

65.00 Tuition Fee for **Non-Consortium Members** must be mailed with application.



I have special needs as defined by ADA: \_\_\_\_\_

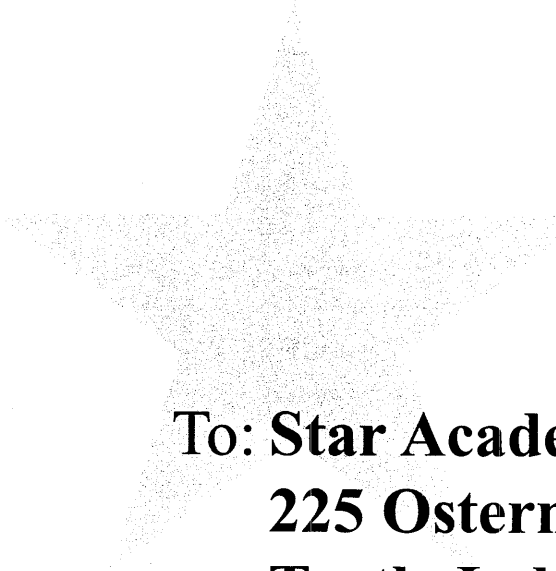
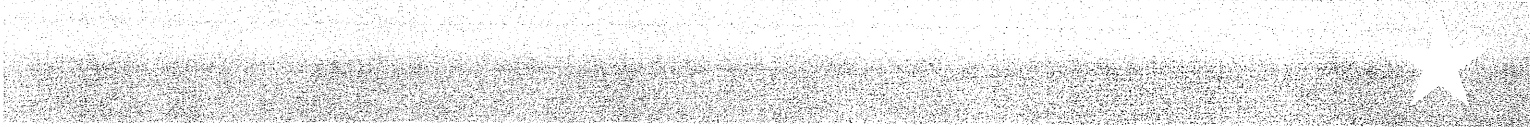
I have special dietary restrictions: \_\_\_\_\_

(Please Print and Complete all Information -- Registration Reply Is Required by April 30, 1999)

Please make additional copies as needed.

Mail to: CESA 11 c/o STAR Academy  
225 Ostermann Drive, Turtle Lake, Wisconsin 54889

It is anticipated that the academy will be sold out. If a registration is not received, a refund of the administrative fee of \$10.00 will be made only if written notice of cancellation is normally received by April 15, 1999. The tuition fee is non-refundable.



**To: Star Academy/CESA 11  
225 Ostermann Drive  
Turtle Lake, WI 54889**



Name \_\_\_\_\_

Home Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Home Phone \_\_\_\_\_

School Name \_\_\_\_\_ Position \_\_\_\_\_

School District \_\_\_\_\_ Grade Level \_\_\_\_\_

E-Mail Address \_\_\_\_\_

*Star Academy Workshops Selection*

Please select one course for your weeks' study, listing preferences 1, 2 and 3.

1. \_\_\_\_\_  
(Course Name) (Course Number)

2. \_\_\_\_\_  
(Course Name) (Course Number)

3. \_\_\_\_\_  
(Course Name) (Course Number)

Due to the ever growing list of tour sites, we can only offer the tour type/topic at this time. Please list preferences 1, 2 and 3.

Areas of Interest:

- \_\_\_\_\_ Technology
- \_\_\_\_\_ Agriculture
- \_\_\_\_\_ Environment
- \_\_\_\_\_ Hospitality
- \_\_\_\_\_ Health Care
- \_\_\_\_\_ Finance
- \_\_\_\_\_ Communication
- \_\_\_\_\_ Manufacturing/Production

*Payment Information*

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Tuition Cost \_\_\_\_\_

Registration Fee \_\_\_\_\_

Meal Ticket \_\_\_\_\_

Total Enclosed \_\_\_\_\_

Please bill my school district:

(Please indicate funding source)

\_\_\_\_\_ School District Eisenhower Funds

\_\_\_\_\_ Other School District Funds

\_\_\_\_\_ Purchase Order # \_\_\_\_\_

\_\_\_\_\_  
Administrator's Signature

Personal Payment (Check enclosed)

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2 Graduate Credits  
or  
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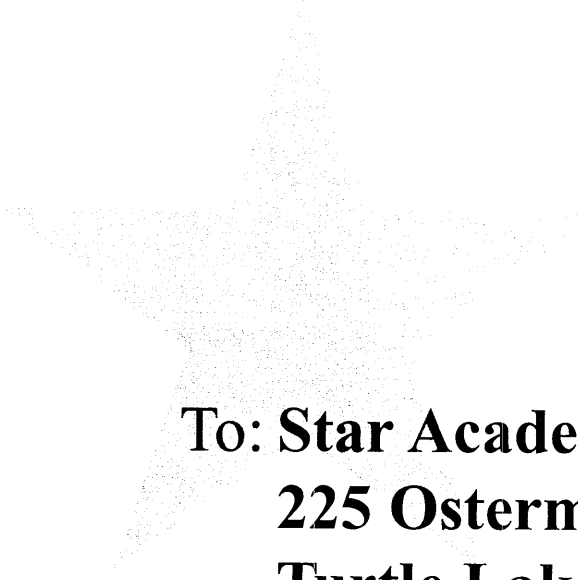
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I have special dietary restrictions: \_\_\_\_\_

*(Please Print and Complete all Information -- Registration Reply Is Required by April 30, 1999)*

*Please make additional copies as needed.*

Mail to: CESA 11 c/o STAR Academy  
225 Ostermann Drive, Turtle Lake, Wisconsin 54889



**To: Star Academy/CESA 11  
225 Ostermann Drive  
Turtle Lake, WI 54889**



# Community maps

**Polk County**  
W I S C O N S I N

County Map

Amery

Balsam Lake

Centuria

Clayton

Clear Lake

Dresser

Frederic

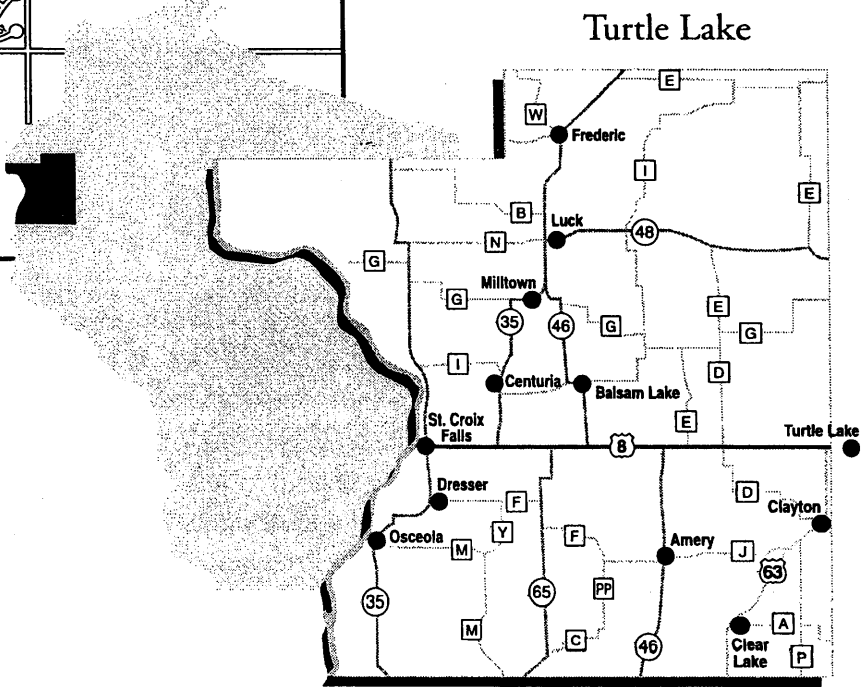
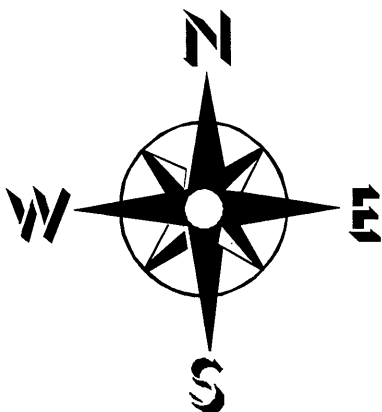
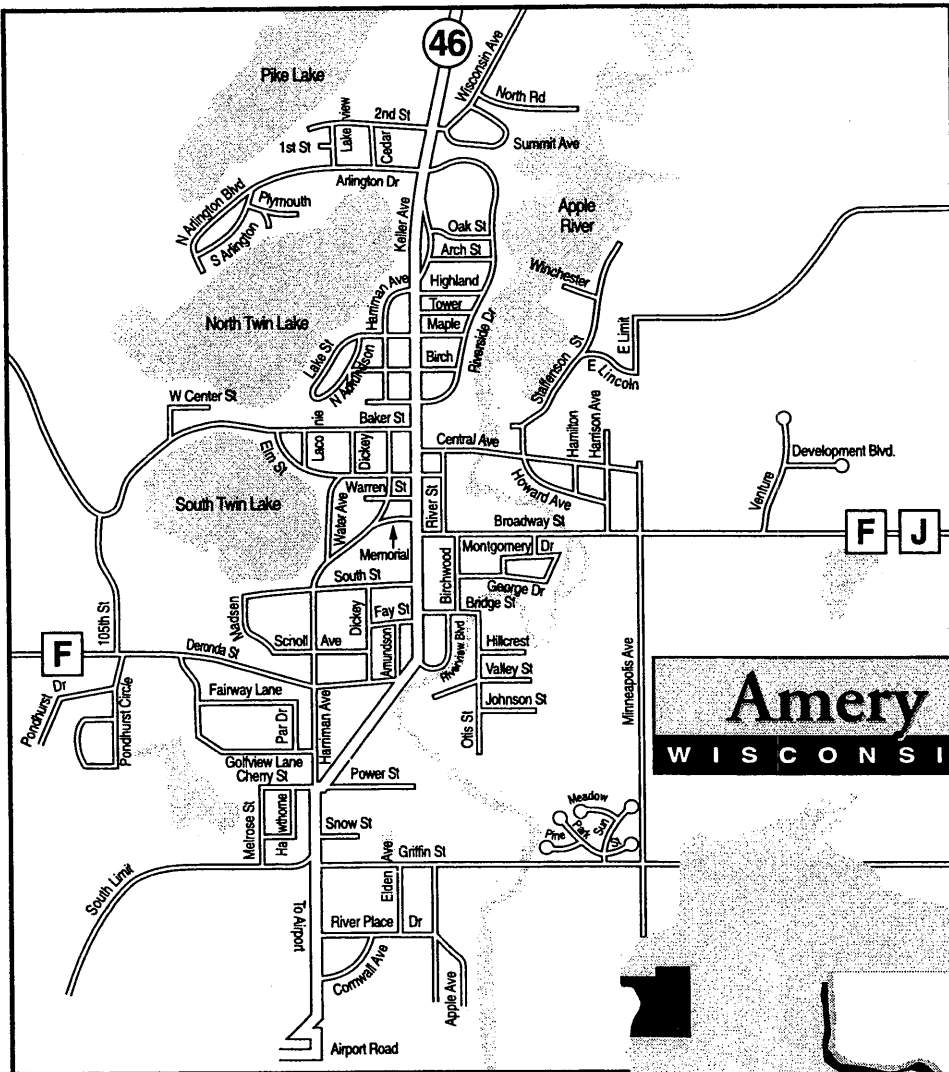
Luck

Milltown

Osceola

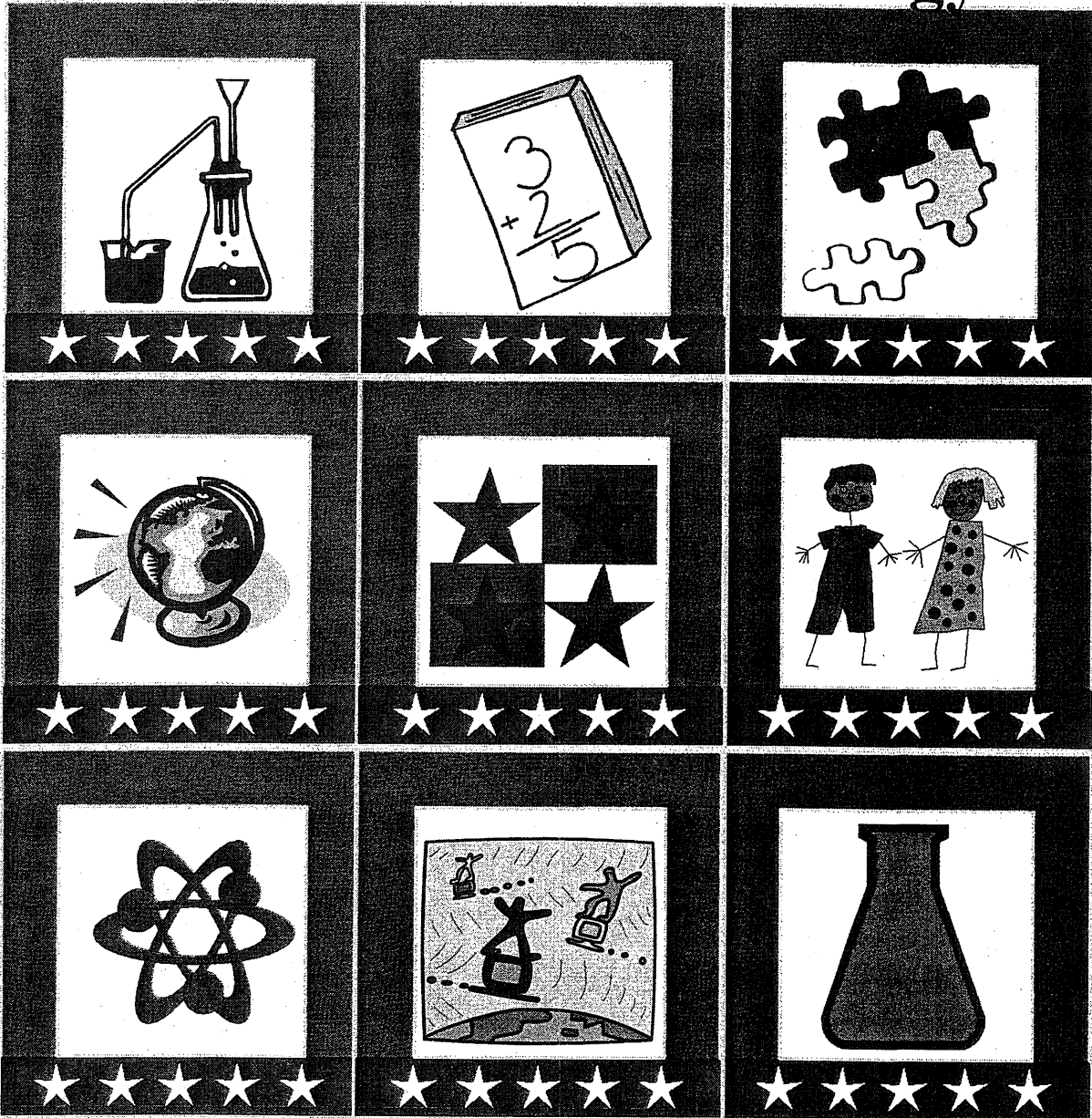
St. Croix Falls

Turtle Lake



# S★T★A★R ACADEMY

## Math ★ Science ★ Technology



Visit our website at [www.wisc.edu/wisacad/programs/](http://www.wisc.edu/wisacad/programs/)

**Brenda Ramin, Director**  
**STAR Academy**  
**Cooperative Educational Service Agency 11**  
**225 Ostermann Drive**  
**Turtle Lake, WI 54889**  
**(715) 986-2020**



Funding is provided in part by the National Science Foundation Grant #ESI 9453923.

The STAR Academy is part of the Wisconsin Academy Staff Development Initiative,  
a project of the Wisconsin Academy of Sciences, Arts and Letters.



## Stevens Point Parent Teacher Student Association

718 Linwood Avenue  
Stevens Point WI 54481  
pres@ptsa.org  
http://www.ptsa.org

April 12, 1999

To the Members of the Joint Finance Committee:

The Stevens Point Parent Teacher Student Association would like to take this opportunity to share with you our positions on some key educational issues effecting children in our schools today. We are:

1. Opposed to the current revenue limits placed on school districts,
2. Opposed to the current law requiring 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> graders to pass a test in order to be promoted to the next grade,
3. Opposed to the proposed Assembly Bill 105 that would limit when school districts can hold referendums,
4. In Support of the continuation of BadgerLink

First, we are opposed to the current revenue limits placed on school districts because these limits are preventing school districts from keeping pace with basic operational costs. District revenue increases as allowed by the state are not keeping up with district expenses. The Stevens Point School District is one of the many Wisconsin Districts struggling to maintain a quality educational program under these revenue limits. Our district is also experiencing declining enrollment which is compounding the financial problems for us. In addition, State Categorical Aid for mandated programs has decreased 11% in a five year period, amounting to almost a million dollars in lost funds for the Stevens Point School District. Under-funded state mandatory programs are forcing the district to provide programming for certain student populations at the expense of reducing the quality of educational programming for other students.

This above-mentioned situation is affecting the amount of money our district has to fund education. For many years, our district has been slightly below state average in how much it spends per student, the (Complete Annual School Costs). However since the 1992-93 school year, the disparity between state average funding per student and Stevens Point funding per student has increased. During the five-year period between 1992-93 and 1997-1998 school years, state average spending per student increased 21%. In Stevens Point our increase in spending per student was only 7%. During that same five-year period, inflation increased a total of 16%. Our district isn't even able to keep up with the inflationary costs of running a school district. The quality of education in our community is declining and it's effecting our children.

**President**  
Carol Weston  
345-1735  
[pres@ptsa.org](mailto:pres@ptsa.org)

**Vice President**  
Randy Peelen  
344-6485  
[rpeelen@uwsp.edu](mailto:rpeelen@uwsp.edu)

**Secretary**  
Susan Zach  
592-4598  
[jzach@uwsp.edu](mailto:jzach@uwsp.edu)

**Treasurer**  
Colette Swiech  
341-2010  
[swiech@coredcs.com](mailto:swiech@coredcs.com)

**Membership Chair**  
Sheryl Curtis  
342-4158  
[kcurtis@coredcs.com](mailto:kcurtis@coredcs.com)

**Reflections Chair**  
Barbara Minges  
342-3703  
[jsheward@uwsp.edu](mailto:jsheward@uwsp.edu)

**PTSA Webmaster**  
Bill Hettler  
345-1735  
[bill@hettler.com](mailto:bill@hettler.com)

**Teacher Liaison Chair**  
Tommye Leafgren  
345-5418  
[tleafgre@wisp.k12.wi.us](mailto:tleafgre@wisp.k12.wi.us)

Secondly, we are opposed to the current high stakes testing law. Some of our concerns with the current law are:

- Children who do not test well
- Children with minor learning style deficiencies or special health needs
- Children living in social upheaval
- Schools could become big test preparation centers
- Inability of school districts to determine their own curriculum
- Time taken from true learning in order to teach to the test
- Time taken from classroom time to take the tests
- What happens to children who fail to graduate.....is this fair if they have passed all district requirements?
- Retention is proven to be of dubious educational value
- How can one test fit all kids or curricula
- Infringement on the right of parents to determine what is best for their children
- Loss of local control, which is the cornerstone of Wisconsin's successful system of public education.

Basically we believe that a single, high stakes test is not a fair or sensible way to determine eligibility for promotion or graduation. Our children's self esteem is at stake.

Thirdly, we are opposed to the proposed Assembly Bill 105 that would limit the dates on which school boards and other local units of government may schedule referendum elections.

- School districts are subject to the most strict referendum requirements of any local unit of government.
- Multiple factors are taken into consideration in scheduling referenda.
- School boards must certify their levies by Nov. 1, making fall revenue limit referenda untimely.
- In 1998, there were a total of 232 school referenda. Most of these, 169 referenda, were held on regular election dates.
- The success rate for passing school referenda on regular election dates is the same as the success rate on non-election dates.
- The cost of construction projects can increase over time.

We believe a local community is the best judge of the needs of their children.

Finally, we are encouraged by the cooperative action between the governor's office and the State DPI to continue funding for BadgerLink. We would urge your approval of this proposal to keep this much needed and highly utilized research tool for the students of Wisconsin. As we quickly move forward to a time when all information will be available electronically, BadgerLink positions Wisconsin as a leader in technology education and provides children the needed educational resources to be successful.

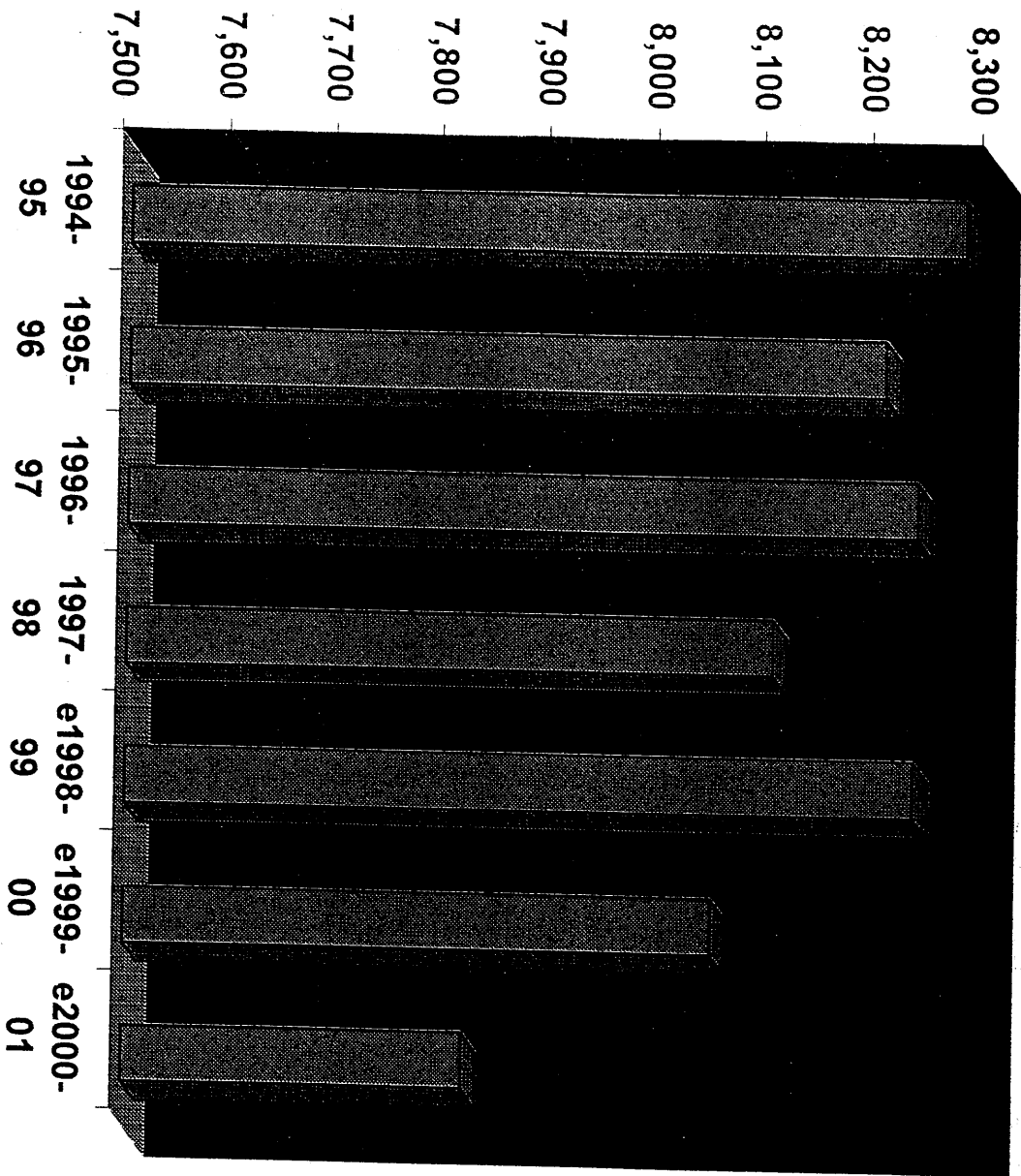
Thank you

Sincerely,



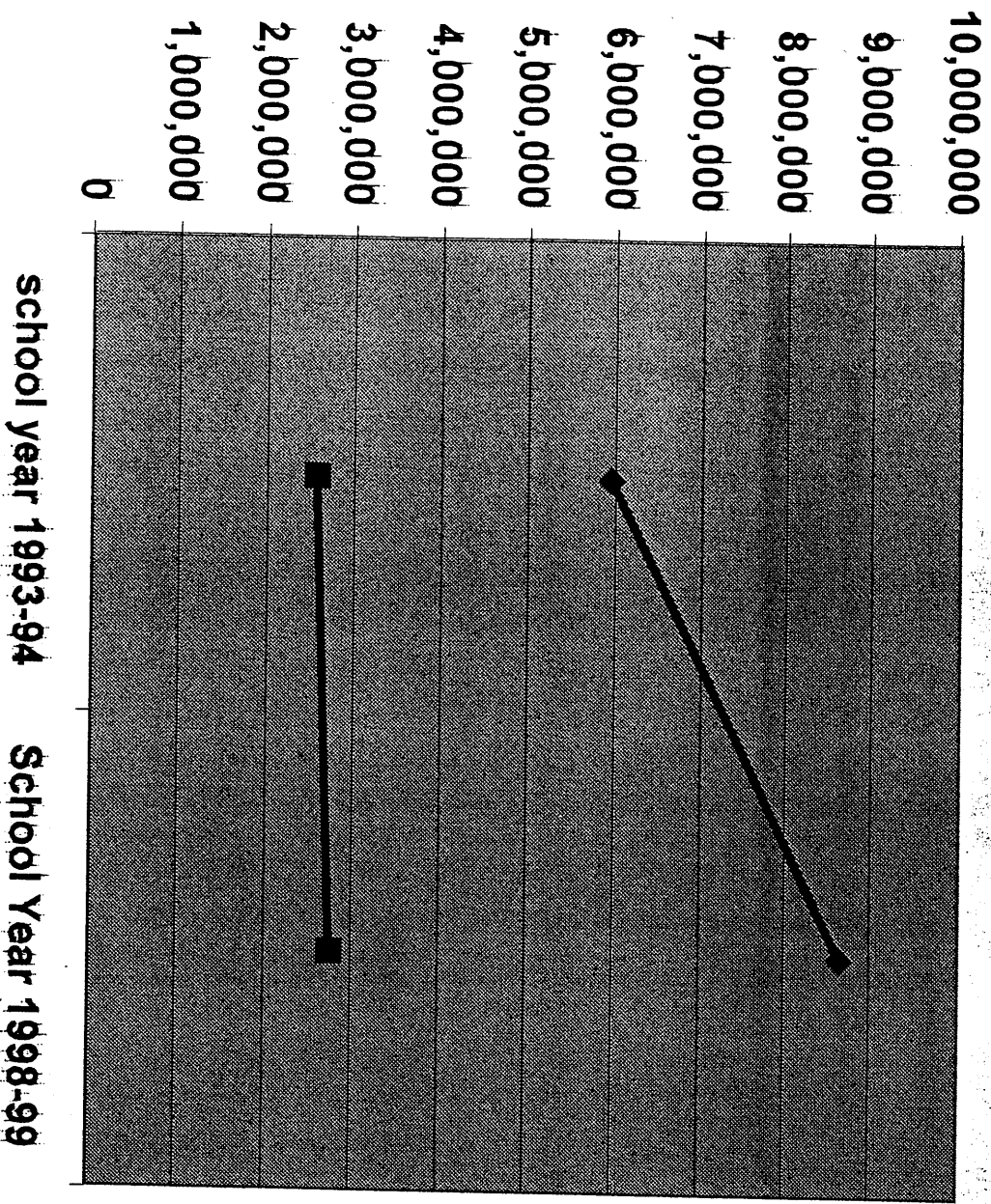
Carol Weston  
President Stevens Point PTSA

# SEPTEMBER ENROLLMENT



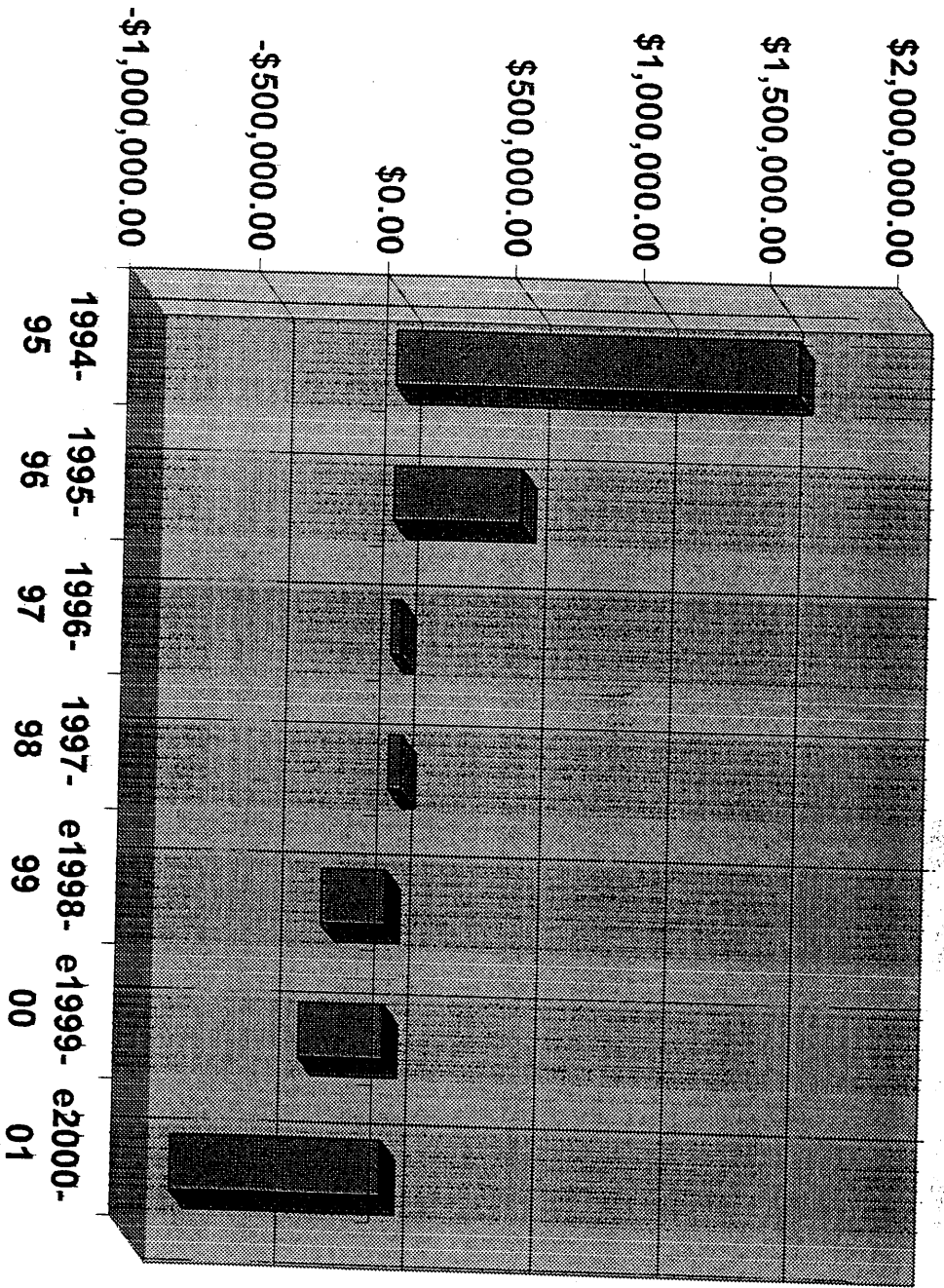
■ SEPTEMBER ENROLLMENT

# Categorical Aid



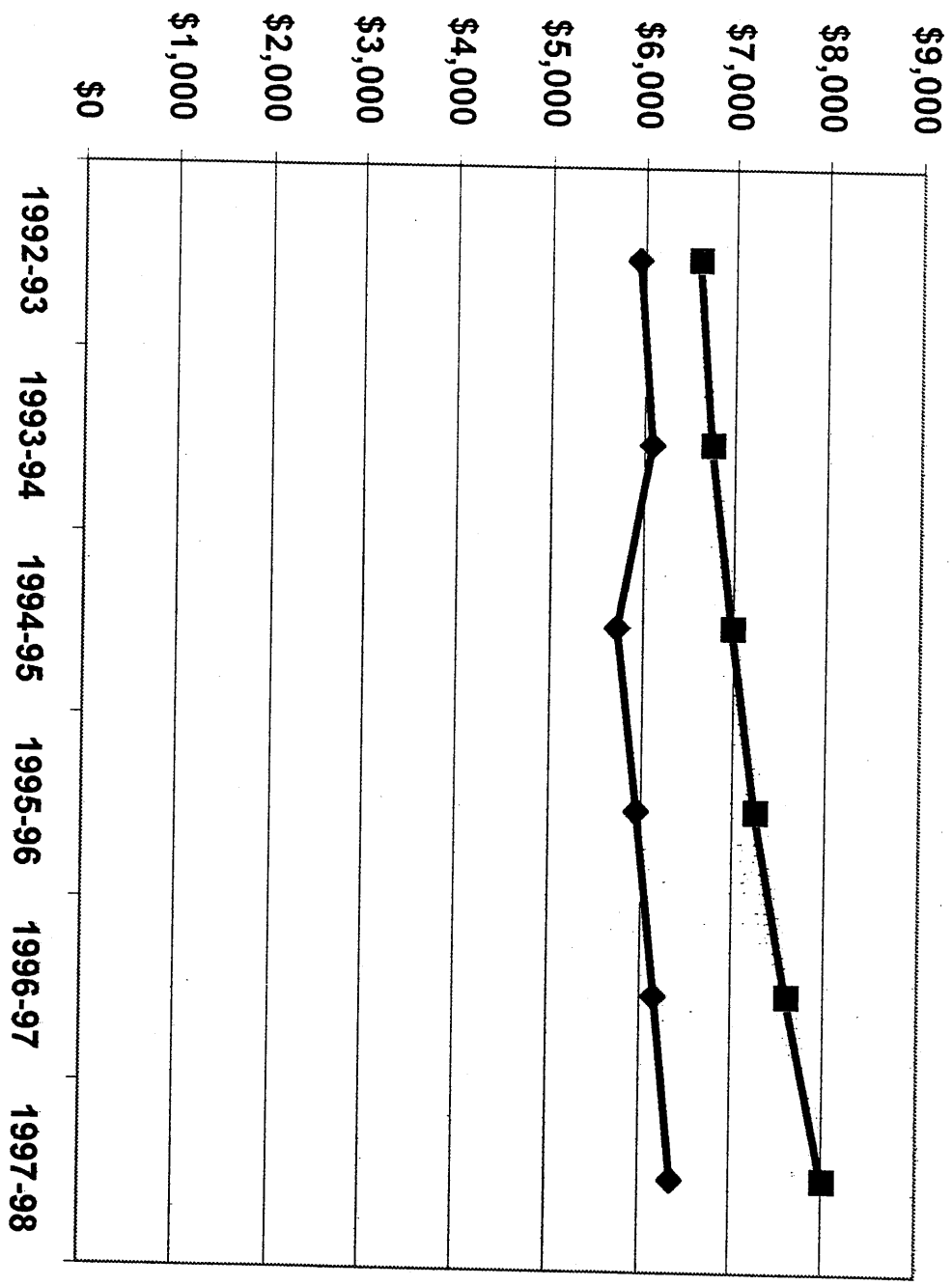
◆ Stevens Point Costs  
■ State Aid

# FUNDING OVERAGE/SHORTAGE



■ FUNDING OVERAGE/SHORTAGE

## Stevens Point CASC Trends 1993 to 1998



◆ Stevens Point  
 ■ State Average CASC



**Reduction in District Programs  
Result of Revenue Caps for 5 Years**

**Lost to the District**

Two staff development days	108,000
Textbooks	250,000
Writing Inservice	1,600
Supplemental Materials	67,092
Special Education Buses	90,000
Transportation (route modification)	
Maintenance Supplies	
Maintenance Support	117,000
Testing	10,000
Gifted/Talented Support	20,000
E.S.L. Support Staff (1.5)	53,000
Reduced Supplies and Materials	
Evaluation Coordinator	40,000
Secretarial Staff	12,000
Curriculum Development Support (Subs)	25,740
Printing	10,000
School Improvement	60,000
Student Travel	15,000
Resource People for Curriculum	2,000
Administrative Positions (2)	180,000
Playground Matching Funds	10,000
Supplies – Curriculum Development	5,000
Temporary Educational Assistant Time	25,000
Capital Outlay	9,761

## RECOMMENDED REDUCTIONS TO 1999-2000 BUDGET

**\$750,000**

Reduce 5.0 elementary positions (natural decline)	\$160,000
Reduce 2 E.S.L. positions	\$70,000
Reduce educational assistants by 3% (natural decline)	\$96,000
Reduce special education slot – Vesper	\$12,000
Allow early retirement – 9 position (will require initial layoff of 7 teaching positions)	\$180,000
Reduce supplies and materials – school-to-work	\$50,000
Reduce guidance position	\$60,000
Eliminate parenting program support	\$20,600
Raise class size minimum – secondary to 20 (could result in a reduction of approximately 4 teaching positions)	\$105,000
<b>Total</b>	<b>\$753,600.00</b>

# POTENTIAL REDUCTIONS TO 2000-2001 BUDGET

**\$1,300,000**

Reduce secondary positions – SPASH (natural decline)	\$50,000
Raise class size/reduce 21.2 teaching positions	\$743,000
Reduce administration	\$100,000
Reduce educational assistants by 6.5% (natural decline, plus reduction in some positions)	\$200,000
Reduce 9 <sup>th</sup> grade to 7 period day (4.5)	\$157,000
Reduce athletic budget	\$50,000
<b>Total</b>	<b>\$1,300,000.00</b>

## **Wisconsin Academy Staff Development Initiative (WASDI)**

The Wisconsin Academy Staff Development Initiative (WASDI) is a kindergarten through twelfth grade (K-12) teacher enhancement professional development program designed to improve mathematics, science and technology education through specific leadership training and statewide Academies. It is a National Science Foundation funded program for \$6 million over five years from 1994 to 1999. WASDI components include a Lead Teacher Institute and the development of twelve academies throughout Wisconsin.

In the first four years of the Wisconsin Academy Staff Development Initiative, 236 Lead Teachers from approximately one fourth of Wisconsin's 426 districts were prepared to deliver systemic reform based staff development workshops in mathematics, science and technology education. Lead Teachers received training in at least twenty-four different curricular reform programs sponsored by the National Science Foundation or other nationally recognized groups. According to independent evaluation, 92 percent of the WASDI Lead Teachers reported they provided leadership for curricular change in their schools. Eighty-nine percent reported providing leadership in their districts as a result of their WASDI training. Lead Teachers are promoting the curriculum reform needed to raise student test scores.

According to outside evaluation, the results of this program demonstrate that WASDI Lead Teachers conducted staff development workshops for teachers and administrators and school board members in their own and other districts, became involved in national and state standards development, received numerous professional awards, obtained funds for instructional technologies and other grants, assumed leadership positions in other NSF funded grant programs, and helped industry representatives better articulate the skills needed by business and industry employers.

In 1998, thirteen regional academies delivered 160 kindergarten through twelfth grade (K-12) mathematics, science and technology education workshops throughout the state of Wisconsin to 2850 teacher-participants who attended these sessions. Academy teacher attendees reported teaching more math and science than before; they changed the way they taught and the way their students were engaged. Teachers used more hands-on instructional strategies, relied less on textbooks, knew more about performance and alternative assessment strategies, and used real-world applications. Their students did more problem solving and critical thinking activities and worked more in collaborative teams. They also reported they use more technology to enhance the teaching and learning of science and mathematics. One hundred percent of them reported that they felt they were more effective teachers and that they shared new teaching ideas with other teachers in their schools and districts.

Partnership development at each Academy site is a significant component of the WASDI program which exemplifies the connections between education and the workplace. In the first four years, all teacher-participants went on two or three of the nearly 500 business and industry tours throughout the state. Approximately 600 business representatives participated in structured discussions with teachers in their workshops about skills needed by the workforce now and in the future.

A more detailed report of this project is summarized on the following pages.

## **Wisconsin Staff Development Initiative Evaluation Growth Over Time: Results of the WASDI Program at the end of the 4<sup>th</sup> year**

Recognition of the impact that the WASDI Project is having has grown steadily over the past four years. This has occurred for several reasons, such as Wisconsin adoption of Model Academic Standards and new high stakes student tests, and as other states have seen their State Systemic Initiatives (SSI) grants from the National Science Foundation (NSF) end prior to the accomplishment of the expected statewide K-12 curriculum reforms. WASDI is currently recognized as a successful statewide, regional and local approach to reform of K-12 mathematics, science and technology education. This recognition is evidenced in diverse actions taken by many groups:

- Increasingly, in Wisconsin, diverse groups are stepping forward to develop a K-12 teacher professional development, WASDI, Academies for their region.
- Established Academies are finding increasing support in the community and experiencing increasing enrollments.
- More districts are seeking out WASDI trained 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.
- WASDI Lead Teachers continue to extend the reach of their leadership activities.
- Increasing use of the WASDI asynchronous communication system —WASDILine.
- Districts are recognizing the outstanding quality of the workshops provided at the summer WASDI Academies.
- 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.
- 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.
- State professional organizations are experiencing new leadership from WASDI Lead Teachers who are officers, board members and presenters.
- Other states have observed the project with the hope of replicating part or all of the WASDI approach to statewide K-12 curriculum reforms.
- The Wisconsin Department of Public Instruction is seeking state funds in order to extend the program to include other curriculum areas and to continue the WASDI program beyond 2000, the fifth year funding deadline for the current NSF grant.

## **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. At the end of 4 years, there were 13 Academies that offered 160 workshops to 2850 K-12 teachers.

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. Academy offerings include technology education workshops, as well as instructional technology training. Increasingly, these technology education workshops have an explicit connection to curriculum reform in mathematics and science.

Another important reason for making this 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. In 1998, 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 76 Wisconsin corporations made contributions to various Academies.

### **Prepared Teacher Leaders**

One reason that there are so many educational groups developing WASDI Summer Academies statewide is availability of the 236 teachers who have participated in the 18-month WASDI Lead Teacher Institute. In 1998, fifty-four percent of the WASDI Academy workshops were presented by WASDI Lead Teachers. Three WASDI Academies are currently directed by Lead Teachers. Increasing numbers of Lead Teachers serve on the Academy Board of Directors.

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. Lead Teachers have proven their competency with curriculum reform knowledge, skills and attitudes. Lead Teachers 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 national 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 at regional, state, and national levels.

The WASDILine, asynchronous communication system that WASDI senior staff, Academy Directors, and Lead Teachers used for 10,000 hours in 1997-98, has been used for over 22,000 hours over four 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. WASDI work, related to Academies, Lead Teachers, project staff, interstate and out of state outreach, is increasingly accomplished asynchronously, as is other project management work. That is, 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 and the Senior Staff have improved their knowledge and skills in how to use WASDILine for continuing the professional development began during the face-to-face meetings of the Lead Teacher Institute. Lead Teachers and staff have committed extra efforts to developing the culture required in an online environment that is a continued learning opportunity. 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 WASDILine results experienced by Lead Teachers include these slow, continual personal changes in beliefs about teaching and learning, paradigm shifts, and new reform curriculum knowledge and skills. There is commitment to continue developing these online facilitation skills so that new Lead Teachers, and in the future, even teacher Academy participants, can experience the professional development results that online networking, that included facilitated learning community, provides.

### **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 4 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, and the many ways they must reform teaching and learning for students to become confident with mathematics, science and technology education at their grade level.

At Summer Academies, teachers participate in particular kinds of workshops best described 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, 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, and the national and state standards. Teachers participate in half-day tours of at least two businesses and provide a career-oriented rationale for the constructivist approach to teaching that empowers students with the self-confidence needs to see 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 DPI is particularly interested in extending the model to social studies and language arts and having this team continue their leadership in an extended program. The project leadership team is interested in continuing the project into next decade.



**Margaret J. Wilsman, Ph.D., WASDI Evaluator**

Wisconsin Educational Communications Board

3319 W. Beltline Highway

Madison, WI 53713

(608) 264-9691



**Education:**

PhD	1978	University of Minnesota
MS	1971	Purdue University
BS	1964	Purdue University

**Professional Experience:** 1983-Present

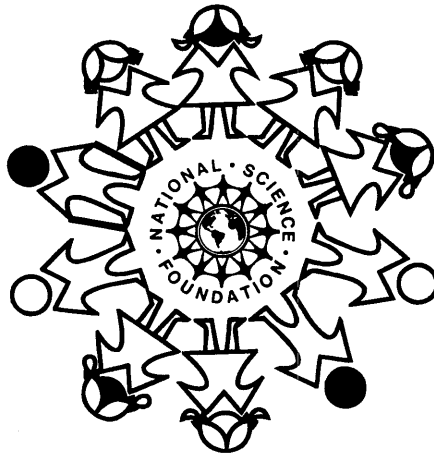
Director of Education Research and Evaluation and Wisconsin Educational Communications Board (WECB) Online. Marge is responsible for evaluation, research and development activities related to the use of telecommunications for professional development, school reform and classroom instruction. Her formative and summative evaluation projects have spanned the K-12 grade levels and a breadth of curriculum content, from primary reading to high school science.

In addition to the evaluation of the NSF funded WASDI project, Marge has conducted statewide evaluation projects related to curriculum reform and teacher professional development. These projects were for the Wisconsin Department of Public Instruction as well as for other ECB projects funded by the National Science Foundation, the U.S. Department of Education, the Corporation for Public Broadcasting, the U.S. Department of Commerce and the Public Broadcasting Service.

# WASDI

The Wisconsin Academy Staff Development Initiative (WASDI) is a program of the Wisconsin Academy of Sciences, Arts and Letters with principal funding from the National Science Foundation.

The work described in this document was supported by National Science Foundation Grant ESI-9453923.



Partners which provide support and direction for this grant project:

**Chippewa Falls Area Unified School District**

**University of Wisconsin-Eau Claire**

**Silicon Graphics, Inc.**

**Cooperative Educational Services Agencies**

**Wisconsin Department of Public Instruction**

**Wisconsin Educational Communications Board**

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WASDI Web site:

[www.wisc.edu/wisacad/programs/wasdi-two/wasdi.html](http://www.wisc.edu/wisacad/programs/wasdi-two/wasdi.html)

# Wisconsin Academy Staff Development Initiative

## Growth Over Time Evaluation Summary



- |  |  |
|--|--|
| 1. <b>Cray Academy</b><br><i>Chippewa Falls</i>            | 8. <b>Chiwaukee Academy</b><br><i>Kenosha</i>                    |
| 2. <b>Einstein Academy</b><br><i>Green Bay</i>             | 9. <b>Wisconsin River Valley Academy</b><br><i>Stevens Point</i> |
| 3. <b>Southwest Academy</b><br><i>Fennimore</i>            | 10. <b>Northwoods Academy</b><br><i>Rhineland</i>                |
| 4. <b>Washburn Academy</b><br><i>Onalaska/Holmen</i>       | 11. <b>Gitche Gume Academy</b><br><i>Ashland</i>                 |
| 5. <b>John Muir Academy</b><br><i>Williams Bay/Verona</i>  | 12. <b>Star Academy</b><br><i>Amery</i>                          |
| 6. <b>Sally Ride Academy</b><br><i>Waukesha/West Allis</i> |  |
| 7. <b>Christa McAuliffe Academy</b><br><i>Appleton</i>     |  |

## **What has WASDILine meant to me?**

WASDILine has been a wonderful resource. First and foremost, it is a link with other people who have a similar desire for excellence in education. I never realized how important that was in maintaining one's motivation (which from a teacher's standpoint is critical in maintaining his peak influence on his students). Prior to WASDI and WASDILine, there were times where I felt myself wandering professionally. With WASDILine, I am always reminded and encouraged by people excited and involved at the cutting edge. All teachers in the state of Wisconsin should have access to such a wonderful resource. Secondly, WASDILine has allowed me to maintain some of the networks that have been established through the various meetings. For instance, through the WASDILine connection, one of my students is taking advantage of the opportunity of a lifetime as she was selected to be one of the students to go to Japan as part of the SONY Student Abroad program. Without WASDILine, that would not have been possible. Through WASDILine, I have also been able to make acquaintances with individuals that I have not met at any of the meetings. Offhand, I am thinking of Bobbi Bruce, Lorna Vasquez (sp), and Marian S. (I am not even going to attempt that one. :-) I don't have access to WASDILine here at home. I should soon, though. Hopefully.) Third, WASDILine has been a wonderful bulletin board for asking questions. As an example, I had several student projects whose work demanded a larger audience. I posted a question asking if anyone knew of any venues for some exemplary science projects. LeRoy Lee and Marian S. among others came up with some very good suggestions. We finally decided on the American Chemical Society Meeting in Milwaukee.

## **In what ways does WASDILine continue the professional development that takes place during the face to face meetings of the Lead Teacher Institute?**

Many of the discussions are allowed to be continued on the WASDILine. For instance, Bob Eichner was sharing with us some different chromatography methods he uses. He didn't have all of the information with him. But he was able to share it with several of us via the WASDILine.

I think of Kevin Cunningham's postings of the different rubrics he uses. Of the Hot Air Balloon files that were attached, of the pictures, of the surveys, of the multitude of information that was shared on WASDILine.

In addition to the information that is disseminated, WASDILine, also like the meetings, forces the point, "Hey. What have you done recently?" It is not done

in an overt or unfriendly way, but instead in a way that motivates you to want to work harder or try something new and innovative.

**In what ways does WASDILine extends the Lead Teacher Institute program by continuing to develop and sustain a teacher in new and challenging teacher leadership roles related to K-12 curriculum reform?**

I would like to comment on two ways in particular. One was the direction that it has led me into trying different teaching methods. Not only did we experience it at the meetings, but clearly it was also voiced on WASDILine that students need to be involved in order to learn. In the past, I have done quite a fair number of demonstration-like presentations – both as inservice to teachers as well as to students. Demonstrations don't cut it. In order to learn science, students need to do it. WASDILine, along with the institute itself, has helped me develop the courage needed to try some fairly innovative and unique curricular changes. Last year, students did science by making an electronic nose. This year, we had students fashioning rubber soles on shoes, making solar cells from scratch, isolating a rare, but important form of carbon. My teaching has been transformed. There is no question about that. And WASDILine was the impetus to get me to try some of these changes. Currently, I have gathered enough information to write several magazine articles (It looks like another article has passed the preliminary review.) It also led to a unique integrated math/science setting with advanced math classes pairing with chemistry classes to teach each other information. Whether or not this technique lends itself to an academy-like setting is yet to be seen.

The second way that I would like to share with you is how the WASDILine has forced me to be more of a leader in our school district K-12. I am constantly pilfering ideas from WASDILine to give to colleagues at the high school level. I usually run a copy of the idea and distribute to the whole department. Whether it was the egg activity or *Life by the Numbers*, people were constantly being bombarded by the ideas and thanking me for the info. I have also found myself to be disseminating info to middle and elementary teachers by sending the info home with spouses or directly to active school principles. I don't just teach in my own classroom any longer. I have a stake in the entire district. That ownership has certainly led to an enhanced leadership role.

# SPENCER PUBLIC SCHOOL

300 School Street

SPENCER, WISCONSIN 54479

Fax: 715 659-5470

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Allen K. Jicinsky, President  
Jeffrey L. Darga, Vice President  
Kathy Eckes, Clerk  
Deborah B. Janz, Treasurer  
Judy Berger, Director

Larry E. Stordahl  
Supt. of Schools

April 13, 1999

To: Wisconsin - Joint Legislative Finance Committee

Re: Declining Enrollments in K-12 Schools

From: Larry Stordahl, Superintendent - Spencer Public Schools

We are a declining enrollment district. At this time we have done (are doing) two things to counter this trend and maintain some semblance of the programs that have grown to become "EXPECTED" IN Wisconsin schools: guidance, elementary art and music, gifted and talented, school - to - work, technology/distance education initiatives, high standards and assessments, community service programs, libraries - the list goes on and on. We have recently passed a referendum which will allow us to exceed the revenue cap by \$250,000.00/year, at the cost of a twenty percent (20%) local tax increase, and we are looking to implement VOLUNTARY four-year-old kindergarten as a way to increase student enrollment. These efforts should see us through a couple more years.

Attached to this document is an enrollment projection for our school; the "highs and lows" are circled. In the course of the next four years, I do not expect our heating costs, our electrical costs, our transportation costs, our labor costs, or our costs for supplies and materials to decrease; in fact, I expect them to increase at a rate of at least four percent (4%)/year. Since we have no control over these costs, it is obvious that the cuts which will take place will be in the areas mentioned above. The only way these cuts can be effective is to cut personnel in the above mentioned programs. According to existing State Law, many of these programs cannot be cut. This leaves but one alternative: cut regular education, class-room teachers. This will serve to increase class size at a time when the current governmental wisdom (teachers have known this for many years) is to decrease class size and improve student performance.

Finally, I would like to establish an analogy here: Cement blocks can be manufactured and placed outside in the weather and be expected to be found in place, and of the same quality, at some later period in time (a week, a day, or a month). Children are not like cement blocks: they do not remain the same from day-to-day or week-to-week; they need special attention on an almost daily basis. It would seem to me that the revenue cap law is applying a principle of business, a corporate mentality if you will, to our children: "If there is to be less production, there needs to be lower production costs." If we are to operate the schools in this manner, there needs to be a dramatic change made in existing State Laws and in the public's expectations. Who shall do this?? The Legislature?? The Governor?? Local Boards certainly can't, or is that an expectation placed upon us by the use of our tax money given back to us in the form of increased state aides (2/3 funding)??

School District of Spencer

Village of Spencer - Towns of Spencer - Brighton - McMillan - Unity and Sherman

Pupil Enrollment  
History and Projections

*Spencer Public Schools*

	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
September Count	859	895	892	894	885	874	858	832	803	789	776
January Count	869	894	885	894	889	872	858	832	803	789	776
Summer School ADM	13	16	13		12	12	10	5	5	5	5
SS ADM 20% Calc	871	903	895	894	893	879	863	835	806	791	779

3-4 EEN Kdgtin	Sep-98 FTE	Projected Sep-99 FTE	Projected Sep-00 FTE	Projected Sep-01	Projected Sep-02	Projected Sep-03	3
		3-4 EEN Kdgtin	3-4 EEN Kdgtin	3-4 EEN Kdgtin	3-4 EEN Kdgtin	3-4 EEN Kdgtin	
Gr 1	39	55	60	60	56	56	54
Gr 2	60	39	39	55	60	56	55
Gr 3	58	60	60	39	55	60	56
Gr 4	65	58	58	60	39	55	56
Gr 5	58	65	65	58	60	39	60
Gr 6	70	58	58	65	58	60	55
Gr 7	87	70	70	58	65	60	39
Gr 8	67	87	87	70	58	65	60
Gr 9	69	67	67	87	70	58	58
Gr 10	85	69	69	67	87	70	65
Gr 11	82	85	85	69	67	87	58
Gr 12	75	82	82	85	69	67	70
	873	858	832	803	789	776	87
		56	56	55	54	54	54



## ***D.C. Everest Senior High School***

6500 Alderson Street, Schofield, WI 54476  
715-359-6561 Fax 715-355-7220

Thomas W. Johansen, Principal  
Dawn A. Bratt, Assistant Principal  
Todd J. Bohm, Assistant Principal

July 21, 1998

Mr. John Benson  
Wisconsin State Superintendent of Schools  
Wisconsin Department of Public Instruction  
125 South Webster Street  
P.O. Box 7841  
Madison, WI 53707-7841

Dear Mr. Benson,

In many respects, I feel like a favored child. I have been fortunate enough to be a teacher in an exemplary school with a wonderful staff and, even more importantly, super students and families. Not all teachers have such positive working conditions. But there is a different reason why I feel like I have been graced. It is because of my involvement in the Wisconsin Academy's Staff Development Initiative (WASDI) and I would like to share with you just a few ways that WASDI has affected my classroom and me.

Imagine making a nose, an electronic nose--a device capable of detecting differences between various odors. Or how about creating "Buckyballs" with your own reactor, a substance that had just been discovered 15 years ago, a finding that won its discoverers a Nobel prize. Or you say that your interest is in photovoltaics? Great. Make your own. Or.... Over the past couple of years, WASDI has encouraged me to help students develop activities such as the ones above. I have had students do projects before. But not projects that require collaboration of numerous community members for funding, technical advice, or equipment use. We've garnered hundreds (thousands, if you include the real cost of the technical advice) of dollars of donations from various corporations for use in these projects.

Students not only learned a great deal of chemistry (the class I teach), but they also keyed in on communication strategies (as they wrote letters, faxed information, talked to people on the phone), the history behind the ideas, business procedures, .... among numerous other concepts that they would not have learned in the traditional classroom. For many of these projects, we required the help of many staff members--custodial, teachers, and administrators--to bring the projects to completion. They were wonderful interdisciplinary projects.

Several of the projects were so good that the students were invited to show their work at national forums. The electronic nose project was shown before the national Chem-Ed conference in Minneapolis during August '97. The buckyball and solar cell projects were exhibited before a regional American Chemical Society meeting in Milwaukee during June '98. All who observed these projects were very much impressed. Presently, one magazine article (*ties* Jan/Feb '98) has



been published regarding these projects and several others are presently under review. (No, I never had a magazine article published before either....another effect of WASDI.)

But that was not the only effect that WASDI had on my classroom. Without looking at all of the numerous classroom activities that were inspired by the great group assembled by WASDI, I would like to look at just one. It involved a group effort between science and math teachers as we worked to integrate our class work. We wrote a GOALS 2000 grant and then purchased CBLs (calculator based labs) and calculators with the money. Students from both the math and science classes worked with the equipment studying various phenomena. We then combined the math and science classrooms and had the students teach each other the math and science behind the lessons. It was great seeing how students, for the first time in many cases, were able to bring the different disciplines together. It was also great working with the other teachers. Not only had we not written a grant before, we never worked together before, despite having worked in the same building for years. WASDI, once again, was at the inspiration's heart.

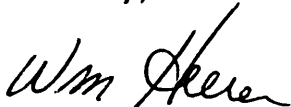
I could go on and on discussing the ways that WASDI has affected my classroom, district, and beyond. I could talk about the inservices delivered at the state and national levels. (WSST and Chem-ED) I could share how I forward information back and forth from WASDI-line with people from throughout our district. There were some terrific activities that were shared through that medium. But I think it is quite apparent that WASDI program has breathed life into my classroom and into my career. It has done the same for countless others.

Many businesses provide the opportunity for their employees to continue their professional development. School districts try to do the same, but within the school year and at school, staff development is like trying to sell lawn mowers to soldiers on an active front line. Summer professional development has also been the rule, but the problem with that is that the teachers are really on their own, doing their own things. Regrettably, this is like most staff development of teachers in the past, with teachers being relatively isolated from one another--unfortunately, very much like their classrooms.

WASDI is a unique program in the educational setting because it provides teachers the forum to continue their professional development together. Through WASDI-line and our meetings at Chippewa Falls and elsewhere, we're networked with people throughout the state. We are not individuals going in many different directions, but instead a group working together toward a common vision. We are not individuals working for separate school districts, but instead people working for the children and the future of our state.

WASDI was truly a positive experience for me. All teachers should be as fortunate to be able to participate in the WASDI program.

Sincerely,



William Heeren  
Chemistry Teacher

P.S. I'm sending a copy of this letter to the WASDI office as a token of my appreciation.

**Testimony Before the joint Finance Committee**

**Tuesday, April 13<sup>th</sup>, 1999**

**By**

**Paul Shogren, teacher**

**Stevens Point, WI**

Thank you co-chairpersons Burke and Gard and members of the Joint Finance Committee for appearing in Stevens Point to hear from the public on AB 133, the 1999-2001 biennial budget bill. My name is Paul Shogren and I teach in Stevens Point, Wisconsin.

Beginning in the 1993-94 school year, the Legislature limited revenue increases for local school districts. Increases were set at an amount roughly equal to the rate of inflation in the prior year and based on the number of students in the district. Since then, school districts throughout the state have suffered greatly under these state-imposed revenue caps. I urge the Joint Finance Committee to provide additional relief from revenue caps in this biennial budget.

I applaud the governor for extending temporary relief from the revenue caps for school districts hurt by declining enrollments. The time has come, however, for the Legislature to either repeal this law or at least provide additional relief from the caps thereby allowing local school districts the flexibility needed to provide the best possible education to the children of Wisconsin.

Revenue caps continue to hinder efforts to improve the quality of education in Wisconsin. Since revenue caps went into effect in 1993, more than one-third of administrators report increasing class size; more than two-thirds have delayed or reduced the purchase of computers and other technology; and well over half have delayed building maintenance and improvement projects.

Previous surveys have consistently shown that districts are cutting back on programs and services in order to stay within the revenue caps. The survey shows the long-term damage revenue caps are inflicting on our children and their education.

At the same time the state is raising expectations for students through academic standards and performance assessments, districts are losing resources to meet those expectations.

**Short of absolute repeal of the revenue caps, I urge the Joint Finance Committee take action to provide relief from the caps in the following areas:**

- Funding special education costs.
- Funding summer school, remedial and alternative education programs.
- Funding for investments in school security and technology measures.
- Funding for building maintenance and new text books.

The revenue caps force school districts to pit the needs of the most needy students against other educational programs. Districts are forced to make the choice between funding strict state and federal mandates to educate special needs children and cutting back on other general education programs or extracurricular activities. The governor's decision to freeze handicapped aids and to repeal the state's goal to fund 63% of those costs will only make matters worse. Finally, many districts are dealing with increasingly challenging student populations and wish to invest in innovative school security and technology measures. This innovation is snuffed out by the suffocating nature of the caps.

### **Additional Rationale for Relief from Revenue Caps:**

- Revenue caps substantially limit the authority of local school boards to raise and spend funds for education. The caps were imposed without regard to a school district's actual educational needs or economic circumstances.
- Public schools are experiencing rising costs (above the rate of inflation) associated with educating students with exceptional educational needs and bilingual students, opening new facilities, student transportation, improvements to school buildings, and textbooks.
- Revenue caps have prevented increases in expenditures for education in low-spending districts whose students already are being denied equal educational opportunity. This perpetuates a pattern of educational inequality.
- Strict revenue caps are not imposed upon other units of local government with property taxing authority, such as cities, counties, and villages.

Thank you for this opportunity to speak before you today.

## TESTIMONY TO THE JOINT FINANCE COMMITTEE

John A. Gruenloh  
Director of Pupil Services  
Wisconsin Rapids Public Schools

Tuesday, April 13, 1999  
10:30 a.m.

University of Wisconsin – Stevens Point  
University Center; Alumni Room

Good morning. My name is John Gruenloh. I am the Director of Pupil Services for the Wisconsin Rapids School District. I not only represent our school district with this testimony, but also the Wisconsin Council of Administrators of Special Services (WCASS) and the School Administrators Alliance. The Wisconsin Council of Administrators of Special Services is a professional organization comprised of administrators in the area of pupil services and special education. The School Administrators Alliance is an alliance of school administrators comprised of four professional organizations; Wisconsin Association of School District Administrators (WASDA), Association of Wisconsin School Administrators (AWAS), Wisconsin Association of School Business Officials (WASBO) and Wisconsin Council of Administrators of Special Services (WCASS). I want to express my thanks for the opportunity to testify before the Joint Finance Committee and for the support and interest of Senator Shibilski on educational issues. My testimony will primarily address two issues; special education funding and the Student Achievement Guarantee in Education (SAGE program).

### Special Education Funding – Categorical Aids

Wisconsin statutes currently require the state to reimburse local school districts for 63% of the allowable costs incurred in providing special education. Actual reimbursements to school districts, however, have been frozen at \$275.5 million since the 1994-95 school year, and actual reimbursement rates to school districts are approximately 34% as opposed to the 63% figure. The Governor's 1999-2001 biennium budget contains a freeze in the reimbursement at \$275.5

million and it also eliminates the statutory reimbursement rate of 63%. With the dollar amount frozen at \$275.5 million, along with the state and federal mandates to serve students with special education needs, the actual reimbursement rate is predicted to fall even further below the actual 34% that districts are receiving at the present time.

The erosion in levels of state funding is forcing school districts into a position of having to cut regular education, maintenance, materials, and equipment to pay for the state and federal mandated programs for special education. While we recognize that categorical aids are inherently de-equalizing in an era of revenue caps, they provide districts with the greatest discretion and hold the state accountable for funding special education. With special education costs expected to continue to increase, school districts can no longer be expected to absorb what is essentially a budget short-fall of at least \$195 million. It is estimated that the \$195 million is what is required to achieve the 63% statutory reimbursement of special education services.

With the categorical aid reimbursement rate continuing to decline, local school districts are forced to pay for more of the state and federally mandated programs for which they do not have the money to do under revenue caps. In addition, districts are having to cut what they can out of regular education, maintenance, and curriculum materials to pay for the mandates and increased number of children being placed in special education programs.

I would make the following recommendation regarding categorical aids. Ideally, I would recommend that categorical aids be sufficient to fund special education at the 63% reimbursement rate; however, if that is not possible, an increase set at a 50% sum sufficient level would be extremely helpful and beneficial to school districts. A 50% sum sufficient rate of reimbursement would require an increase in categorical aids of over \$100 million.

Student Achievement Guarantee in Education (SAGE program)

The biennium budget proposes increasing funding for SAGE by \$3.5 million in fiscal year 2000 and \$13.5 million in fiscal year 2001. With this increase, it is estimated that 32 SAGE schools would be added to the program. Of the 32 schools, 20 of the schools will be in the Milwaukee Public School system. The preference to school districts in 1999-2001 will be given to the Milwaukee Public School District in schools with above the 80% poverty level and to other schools that are above the poverty level by 62%.

With this amount of estimated future funding for SAGE, it is predicted that current schools over the 50% low income level may need to wait six years or more to receive funding. The research, as conducted by the SAGE evaluation team through the School of Education, University of Wisconsin – Milwaukee, concluded that the SAGE program has had a significant positive effect on the achievement of first graders. It is an exemplary program that should receive both state and federal funding so that class sizes at that level can be reduced to a ratio of 15 students to 1 teacher. Lowering class sizes does have a significant impact on the window of opportunity for students to learn to read in the first grade. Our current school district funds do not allow us to impact class size to the same degree that SAGE and federal dollars would allow us to do. We also realize that with our poverty level at 50% in some schools, it may be as much as six years before the Wisconsin Rapids School District would be able to access funds in order to lower class sizes to a point that would have a significant positive effect on students' ability to read. Statewide, we know that reading achievement could be significantly impacted if all schools over the 50% low income level were brought into the SAGE program in a more condensed timeline.

We realize that it would take a significant amount of funds to pay for a program of such magnitude. However, we do know that lowering class sizes, particularly at the first grade level, does have a positive effect on student learning and any funds that could be brought to bear on

Testimony To The Joint Finance Committee  
April 13, 1999  
Page 4

this program would be funds well spent on the education of our children. We know that this program works and that more schools need to be funded so that class sizes can be lowered.

Other items contained in the biennium budget that we can support include the revenue exemption limit for school districts experiencing declining enrollments, the state's commitment to continue two-thirds funding, and the continued funding at the proposed level to support the TEACH Board.

Again, I appreciate the support of Senator Shibilski on educational issues and I appreciate the opportunity to address the Joint Finance Committee on issues of education and on issues that impact the children in the State of Wisconsin.



Julie Schneider  
1501 Minnesota Ave.  
Stevens Pt. WI 54481

I am opposed to the current method of funding K-12 education. Funding is still not equitable for all K-12 schools regardless of local property values. A new method needs to be established so that at least all schools receive the same **adequate base** funding from the state. The current spending caps at 1993 levels also need to be lifted or at least adjusted so that school districts are able to keep up with needed increases in their budgets to maintain facilities and programs.

I also oppose the current no social promotion law that has established a standardized test as the only criteria used to determine if students pass the 4th, 8th, and 12th grades. I support Senate Bill 98 that would establish a standardized test, the student's grades, teacher recommendations and any other criteria specified by the school board.

**MARAWOOD CONFERENCE SALARY SURVEY**

1998-99

1999-00

School	District Administrator	High School Principal	Elementary Principal	District Administrator	High School Principal	Elementary Principal
Abbotsford	73375'	58,450	51,945	76635'	60,730	53,935
Athens	78,634	60,204	55,540			
Edgar	71,430	63,421	61,921			
Granton	67,000	57,000	*			
Marathon	75,000	62,000	62,000			
Pittsville	70,222	56,341	58,755	"	58,207	58,755
Prentice	72,587	63,068	50,500	74,658	65,139	52,571
Rib Lake	65,700	53,580	55,000			
Spencer	74,189	63,000	59,000			
Stratford	68,586	65,000	57,650			

' Also has an annuity of \$2,640.

\* Superintendent is also the elementary principal.

" Superintendent is leaving at the end of the year.



## *D.C. Everest Senior High School*

6500 Alderson Street, Schofield, WI 54476  
715-359-6561 Fax 715-355-7220

Thomas W. Johansen, Principal  
Dawn A. Bratt, Assistant Principal  
Todd J. Bohm, Assistant Principal

April 7, 1999

Re: Hearing on Senate Bill 45/Assembly Bill 133  
Specifically funding for WASDI/Professional Staff Development for Teachers

To: Mr. John Benson }  
Mr. Steven Dold } of the Department of Public Instruction  
Mr. John Fortier }

Mr. Bill Steiger of the Governor's Office

To Legislators, the above aforementioned, and all those concerned with education in Wisconsin:

Hi. My name is Bill Heeren and I am a math/science teacher at D.C. Everest High School. I understand that you are making a decision with respect to Senate Bill 45/Assembly Bill 133. If I may, I would like to address specifically the professional staff development component of that bill with you.

Actually, I have commented on this issue previously. I have attached copies of a letter and a synopsis of prior communications I have had with various peoples for you to read. You will read about how an excellent staff development program affected me and my teaching. I would like to update that letter by sharing with you what has happened this school year as a direct consequence of my involvement in the WASDI program.

For one thing, interdisciplinary curricular projects that have involved the collaboration of numerous groups have continued. Fostered and promoted by my involvement in WASDI, some of my student have worked on some marvelous projects. For instance, one group has worked with archaeologists and professors from throughout the state on the determination of the age of a copper artifact found in Northern Wisconsin. By carrying out radiocarbon dating, they were able to determine that this artifact was 7300 years old. A different individual is collaborating with a scientist stationed presently at the South Pole and with the Department of Natural Resources sharing and exchanging data about atmospheric conditions. (The data that they are sharing involves specifically carbon dioxide and total solid particulate information.) Other groups are researching changes in respiration using a metabolic cart, determining the components found in ginseng, looking at the stars to determine the composition of the stars, analyzing local mineralogical data, using X-ray crystallography to analyze amethyst, and a number of other projects. In one instance, I can't wait to see what a group of students come up with as they are trying to make real fuel cells and then adapt a car to run on such a device. Please keep in mind that these are projects that are taking place in a setting removed from a major university and one with very limited resources. Despite those facts, they are happening. And all because WASDI helped show the way.

What did it show me? Well it showed me how to garner support from all facets of the community. Within your department, school, and between schools; businesses, professional groups, and parents; just about anyone and everyone is willing to help with worthwhile projects for kids. And not just with their time, but also

with their dollars. This year again, we have raised several thousand dollars alone in supplies for these projects. It is truly amazing what people can accomplish when working together.

And it is not just our student's opportunities that have been improved by my WASDI involvement. Even an ever widespread inservicing of teachers has been a result. You are aware of the Academies, so I won't go into them. Let me address how WASDI improves teacher education even at the local level.

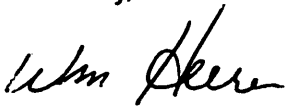
Due to some direction given by the WASDI program, I have worked for the past two years with some other teachers that I really had not worked with during my prior 12 years at Everest. For two years now in a row, we have received grants that have allowed us to purchase equipment allowing for students to have greater opportunities than they had before. We have also, as part of these grant programs, been able to teach not only students, but the other members of our math and science staffs how to use the equipment. We are even scheduled to do inservices within our CESA area on the same topic. Others have recognized our good work by donating anonymously several community donations for additional supplies and equipment. What a pat on the back for us. What a testimony to another effect of the WASDI program.

And it hasn't stopped there either this year. I am working presently with other teachers in the school trying to work to align all the standards in the various disciplines to make students' education not only more meaningful to them, but also to give them a greater chance to succeed. Also indirectly because of my WASDI involvement, I have been asked to be on a national foundation board.

WASDI clearly has been a program that has made a difference in my teaching and for the opportunities present for students in my school. I would ask you to help continue making this exemplary program available to all teachers (and, more importantly, as a result to students) of Wisconsin.

I know that a lot of money went into my training as part of the WASDI program. I don't know of any money that has had as good of a return. I would ask you to please support the staff development portion of Senate Bill 45/Assembly Bill 133 and to, specifically, continue to fund the WASDI program. You are not doing it for me. I have already been enriched. Do it for the countless other teachers and students who can be touched by this wonderful staff development program, WASDI. Our educational dollars will never have gone any further.

Sincerely,



William Heeren  
Teacher

Public Budget Hearing, April 13, 1999

Members of the Finance Committee,

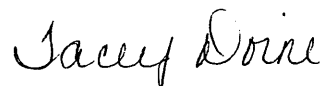
I am Tacey Doine, a High School graduate of Marshfield Senior High and am employed today as a result of a School-to-Work program. My intent today is to convey to you the importance that School-to-Work has played in my life. Ten plus years ago I was in a Business Education Co-op class (a School-to-Work program). For me this was a program that identified and sharpened specific skills. These skills include telephone etiquette, human relations, typing and computer skills, and the always important team player ethic. The facets of my life that this program has affected are innumerable. Not only were business-related skills strengthened, but self-esteem, team player ethics, customer relations and office politics were given a positive, solid foundation.

In class we ran a business—we worked as a team. We learned our strengths and weaknesses, each others, and how to deal with them. Changes were made in our business to help each person find her niche. As a result of these experiences strong, lifelong friendships ensued. The real world was exposed to us if only in small doses, but yet the security of home, school and dedicated teachers remained at our doorstep.

As a senior in high school, I did not have a plan. I was not looking forward to any more schooling. But yet I was apprehensive about the real world. My senior year was the best year of my academic years. Prior to this year I did not see what options I could possibly have. I floundered my way through school and life, school never having great importance to me. This changed when through my co-op class I discovered that I enjoyed people and the work world. My self confidence increased greatly and my school attendance improved significantly. I distinctly remember thinking if I do not go to school I cannot go to work. As a high school student it was not the money that gave me this drive. It was the value that had been put on me. When you are expected to perform you will perform. Responsibility helped me to develop into the person I am today. My relations with teachers, fellow classmates, and my parents improved greatly. Many situations faced me in those tender years, but this program gave me an outlet and allowed me to excel in an area I wanted to.

Upon graduation I was approached by an administrator in our school district, who was also one of my employers. He informed me of a position that was open in our district's central office. Finally, I had a plan and my career path was formulated. School-to-Work had not only identified and strengthened skills, it opened the doors to my career and future. I will forever be grateful for the opportunities allowed me through this co-op class. Thank you for your time and attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Tacey Doine".

Tacey Doine  
District Elementary Secretary  
School District of Marshfield

## JOINT FINANCE SPEECH

I'm sorry I was unable to attend today's hearing, particularly since there were several important remarks I wanted to make to this committee. I have therefore asked a colleague of mine to present the following remarks on my behalf.

First, as an introduction, my name is Jim Germain and I am currently President of the Greendale School Board, having just completed 11 years on the School Board. I am a CPA, by occupation, having spent over 25 years as Vice President of Finance and/or Chief Financial Officer for a number of Wisconsin companies. I have also provided financial consulting services to a number of Wisconsin public school districts over the past six years. On this basis I feel reasonably qualified to address several school financial issues facing not only Greendale but hundreds of other districts as well.

Although I certainly realize the unlikelihood that this legislature will significantly modify the revenue caps and/or the QEO, I believe it is an issue that needs to continue to be brought to your attention. In order to avoid serious damage to the quality of our public schools, some method of balancing the cost increases mandated by the QEO legislation and the limited revenue increases allowed under the revenue caps needs to be found. In Greendale, even assuming a flat enrollment, we will be forced to cut over \$350,000 each year from our budget. Why you may ask?

The QEO now mandates salary and benefit increases of 3.8%, while the revenue caps limit our revenue increases to approximately 2.1% per year. This gap amounts to 1.7% on a \$21 million budget or \$357,000. Salaries for teachers make up 65% of our budget, meaning if we apply these required cuts evenly over the entire budget, we must cut \$232,000 in teacher salaries and benefits. This means we will need to lay off 6-7 of the least senior teachers, at an average cost of \$35,000 in salaries and benefits. This represents 4% of our teaching staff. In five years we will be forced to cut almost 20% of our teaching staff, yet we will have the same number of students to educate.

Another 20% of our budget is for salaries and benefits for administrators, custodial, maintenance, clerical and other support staff. While not covered by the QEO, their salary and benefit increases generally mirror that of the teachers. Another \$71,000 will have to be cut in this area, again eliminating additional positions even though we still have to clean and maintain the same buildings and provide services for the same number of students.

The remaining 15% of our budget covers the costs of utilities, maintenance, insurance, textbooks and other teaching supplies. These costs are increasing even faster than the 3.8% QEO costs. Last year, utility costs increased over 10%. Textbook costs increased 10-20%. Therefore the expected cuts of \$54,000 for this 15% of our budget will actually require cuts in excess of \$100,000 in reality. Yet we still have to maintain the same buildings and educate the same number of students.

We have cut over \$1.3 million over the past three years alone, cutting a principal, 9 teachers, two librarians, a reading specialist, an elementary guidance counselor, 8 coaches and extracurricular advisors, support staff including secretaries, aides, custodial and maintenance personnel, along with deferring maintenance, reducing busing and freezing spending levels for textbooks and academic materials. Based on parent, staff and student feedback, we are being told we have already cut too far. Our Middle and High School class sizes have gone from 24-25 students to 28-30 students. In another 4-5 years we will have class sizes averaging 35 or more students each.

The inability to more closely match revenue increases with salary and benefit increases will eventually destroy the quality of Wisconsin's public schools, which are currently recognized as among the top in the country. And yet even with this type of recognition, we are constantly being told even our current quality is not good enough. I can only guess how soon and how far the quality of our Wisconsin public schools will fall with these types of required cuts.

What kind of revenue cap adjustments should be possible? There are several, a couple of which would have no cost impact for the state. First, the continuation of the indexing of the annual increase in per student costs under the revenue cap formulas. Increasing the per student cost factor by the CPI doesn't even keep up with escalating costs for schools. Eliminating this CPI increase at savings to the state of \$7 million is patently unfair. In reality, the per student cost factor should be increased by an index that actually represents the types of costs that school districts incur (85% of the costs now increase by 3.8% per year). But at least the CPI is better than nothing.

Second, last year's SB 268, which provided an alternative method of borrowing for schools for maintenance and repairs, had no cost to the state. This bill provided the following: limited borrowing authority outside the revenue caps, outside the revenue sharing formulas, for repairs and maintenance, for districts with small fund surpluses, based on a supermajority vote of the local School Board. It provided school districts with a safety valve for major unexpected repairs and maintenance.

A bill of this type should be easy to support, because the amounts are small, requires a supermajority board vote, would be limited to capital repairs and maintenance, would tax only the local district and would require no state funding. It also leaves the referendum process in place for districts that desire to use it. The legislative alternative, a referendum, is not really available to "third tier" districts. How many taxpayers would be willing to pay \$1.62 in taxes in order to allow the school district to spend \$1.00? Not many!

Prior to revenue caps, districts like Greendale used the \$1 million borrowing authority as a sinking fund for repairs and maintenance. Revenue caps have forced districts to utilize operating funds for repairs and maintenance formerly not part of operations. This has caused significant budget cuts in many districts.

Third, the "third tier" districts like Greendale need the ability to go to referendum to override the revenue caps to avoid the wholesale cuts required because of the state

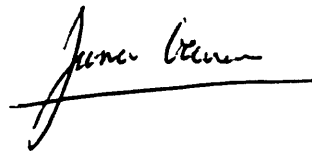


mandated QEO costs. I'm sure your quick answer is we already have that ability. Unfortunately that is not reality for "third tier" districts, of which there are over 100 such districts in the state. These "third tier" districts need the ability to go to referendum to override the revenue caps, and yet also be outside the state revenue sharing formulas. This additional change is a win-win for local school districts and the state. Local districts can ask their taxpayers to be taxed \$1 for each \$1 they are willing spend on their own schools in excess of the revenue caps. Since such additional spending is outside the revenue caps, there is no cost to the state. This is only equitable since you have already created an incentive for most schools to override the revenue caps by paying an average of two-thirds and up to 90% of any referendum approved additional spending. At the very least, if local taxpayers approve additional spending for their local schools, they should not have to send a significant portion of those additional taxes to other districts in the state.

Lastly, I would like to point out what last summer's "tinkering" of the QEO will cost Greendale annually, based on current levels of benefit increases. The change in the QEO to mandate that school boards now offer a minimum 3.8% salary and benefit package increase instead of what used to be considered a minimum QEO, that is, a 2.1% salary increase and also maintain the level of benefits will cost Greendale approximately \$100,000 per year. This is clearly another unfunded mandate since there was no applicable change in the revenue caps to cover this additional cost.

I ask that you seriously consider these issues and act in the best interests of our Wisconsin public schools and our local taxpayers. For your review, I have attached a one-page analysis of last year's SB 268, which I believe is currently being redrafted for submission to the Senate Education Committee. It deserves your attention.

Thank you for consideration in these matters. If you have any questions I can be reached at 4580 Skylark Lane, Greendale, WI 53129, at 414-421-4495 or [jgermain@execpc.com](mailto:jgermain@execpc.com).

A handwritten signature in cursive script, appearing to read "June Germain", is written over a horizontal line.

## **Last Year's SB 268**

- Borrowing authority must be outside the revenue caps. School boards already have a \$1,000,000 borrowing authority, but are effectively precluded from using it because the debt payment must come from within the revenue caps, requiring equivalent cuts in operating expenditures.
- Must be outside the state sharing formulas. This eliminates any cost to the state. It also means Greendale, as a "third tier" or "negative aid" district, isn't forced to tax \$1.62 for every \$1.00 it needs to spend. There are over 100 "third tier" districts. If a district feels strongly enough that the funds are needed beyond the revenue caps, they should be willing to pay for the funds themselves. If not, districts still retain the option to go to referendum, raise the revenue cap and have the state pay on average two-thirds of the cost.
- Allow \$350-500 per student, or 4-5% of the district budget. This is in line with many businesses. School districts face the same needs, i.e. roofs, asphalt, athletic facilities, painting, equipment, computers, etc.
- Limit to capital repairs and maintenance, to avoid use for normal operating expenses, thus evading the revenue caps. Should also have a restriction to prevent larger districts from using this borrowing authority for major building and construction projects avoiding the referendum process.
- Limit to districts with small surpluses. Districts with large surpluses (with amounts beyond those needed for cash flow purposes) should be required to use these funds first for capital repairs and maintenance.
- Require supermajority vote of the school board. Because the vote effectively overrides the revenue caps, a simple majority is insufficient. A unanimous vote is not viable for many boards and allows one individual to defeat the democratic process by blocking the process.
- Provides school districts with a safety valve for major unexpected repairs and maintenance.

A bill of this type should be easy to support, because the amounts are small, requires a supermajority board vote, would be limited to capital repairs and maintenance, would tax only the local district and would require no state funding. It also leaves the referendum process in place for districts that desire to use it. The legislative alternative, a referendum, is not really available to "third tier" districts. How many taxpayers would be willing to pay \$1.62 in taxes in order to allow the school district to spend \$1.00? Not many!

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