

School Districts With Declining/Stable Enrollment

(School Districts With An "*" Have A Three Year Average Decline)

Adams-Friendship Area School District
Albany School District
* Algoma School District
* Almond-Bancroft School District
* Amery School District
* Antigo School District
* Arcadia School District
Argyle School District
Arrowhead UHS School District
Ashland School District
Ashwaubenon School District
Athens School District
Auburndale School District
Augusta School District
* Baldwin-Woodville Area School District
Bangor School District
* Barron Area School District
Beaver Dam School District
* Beecher-Dunbar-Pembine School District
* Beloit
Beloit Turner School District
* Benton School District
Berlin School District
* Big Foot UHS
* Birchwood School District
* Black Hawk School District
Black River Falls School District
* Blair-Taylor School District
* Bloomer School District
* Boscobel Area School District
* Bowler School District
Brown Deer School District
* Bruce School District
* Butternut School District
* Cadott Community School District
* Cambria-Friesland School District
Cambridge School District
Cameron School District
* Campbellsport School District
* Cashton School District
* Cassville School District

Cedar Grove-Belgium School District
Chetek School District
Chippewa Falls Area School District
Clayton School District
Clear Lake School District
* Clinton Community School District
Clintonville School District
* Cochrane-Fountain City School District
* Colby School District
* Coleman School District
* Crivitz School District
* Cuba City School District
Darlington Community School District
De Forest Area School District
De Soto Area School District
* Dodgeland School District
* Dover #1 School District
Drummond Area School District
* Durand School District
East Troy Community School District
* Eau Claire Area School District
Edgar School District
Elk Mound Area School District
* Elkhart Lake-Glenbeulah School District
Ellsworth Community School District
* Elmwood School District
* Elroy-Kendall-Wilton School District
Erin #2 School District
Fall Creek School District
* Fennimore Community School District
* Flambeau School District
Florence School District
* Fond du Lac School District
* Fort Atkinson School District
Fox Point J2 School District
Franklin School District
* Frederic School District
Friess Lake School District
* Gibraltar School District
* Gillette School District
* Gilman School District
* Glendale-River Hills School District
Glenwood City School District
* Glidden School District
* Goodman-Armstrong School District
Grafton School District

* Granton Area School District
Grantsburg School District
Green Bay Area School District
* Green Lake School District
* Greendale School District
* Greenwood School District
* Hartford Jt. #1 School District
* Hayward Community School District
* Herman #22 School District
* Highland School District
* Hilbert School District
Horicon School District
Howards Grove School District
* Hurley School District
* Hustisford School District
* Independence School District
Iowa-Grant School District
Ithaca School District
* Jefferson School District
Kaukauna Area School District
Kewaskum School District
* Kewaunee School District
Kiel Area School District
* La Crosse School District
La Farge School District
* Ladysmith-Hawkins School District
* La Farge School District
Lake Country School District
* Lake Geneva-Genoa UHS
* Lake Holcombe School District
* Lancaster Community School District
* Laona School District
* Lena School District
Linn J4 School District
* Linn J6 School District
* Loyal School District
* Luck School District
Madison Metropolitan School District
Manawa School District
Maple School District
Maple Dale-Indian Hill School District
* Marathon City School District
* Marinette School District
* Marion School District
* Markesan School District
* Marshfield School District

* Mauston School District
McFarland School District
* Medford Area School District
* Mellen School District
* Melrose-Mindoro School District
Menominee Indian School District
* Menomonie Area School District
Mequon-Thiensville School District
* Mercer School District
Milwaukee School District
Mineral Point School District
* Minocqua J1 School District
* Montello School District
* Monticello School District
Mosinee School District
* Mukwonago School District
* Neosho J3 School District
* New Auburn School District
New Berlin School District
* New Holstein School District
* New Lisbon School District
New London School District
New Richmond School District
* Niagara School District
Norris School District
* North Crawford School District
North Fond du Lac School District
* Oakfield School District
* Oconomowoc Area School District
Oconto School District
Onalaska School District
* Oostburg School District
Oregon School District
Osseo-Fairchild School District
* Owen-Withee School District
* Palmyra-Eagle Area School District
Pardeeville Area School District
* Paris J1 School District
* Park Falls School District
* Parkview School District
* Pecatonica Area School District
* Pepin Area School District
* Peshtigo School District
* Phelps School District
* Phillips School District
* Pittsville School District

* Platteville School District
* Plum City School District
* Plymouth School District
* Port Edwards School District
Port Washington-Saukville School District
* Potosi School District
* Prairie Farm School District
* Prentice School District
Prescott School District
Racine School District
* Randolph School District
* Random Lake School District
Raymond #14 School District
Reedsburg School District
* Reedsville School District
Rhineland School District
* Rib Lake School District
* Rice Lake Area School District
Richfield J1 School District
* Richland School District
* Ripon School District
* River Ridge School District
* Riverdale School District
* Rosendale-Brandon School District
* Rosholt School District
Rubicon J6 School District
* Saint Croix Falls School District
* Saint Francis School District
* Salem J2 School District
* Seneca School District
* Sevastopol School District
* Sharon J11 School District
Sheboygan Falls School District
* Shell Lake School District
Shiocton School District
Shorewood School District
* Shullsburg School District
Silver Lake J1 School District
* Solon Springs School District
South Milwaukee School District
* South Shore School District
* Southern Door School District
* Southwestern Wisconsin School District
Sparta Area School District
* Spencer School District
Spooner School District

* Spring Valley School District
* Stanley-Boyd Area School District
Stevens Point Area School District
* Stockbridge School District
Stone Bank School District
* Stratford School District
* Sturgeon Bay School District
* Superior School District
Suring School District
Thorp School District
* Tigerton School District
Tomah School District
* Tomorrow River School District
* Twin Lakes #4 School District
Two Rivers School District
* Unity School District
* Viroqua Area School District
* Washburn School District
Washington-Caldwell School District
* Waukesha School District
Waupaca School District
* Waupun School District
Wausau School District
Wausaukee School District
* Wautoma Area School District
Wauwatosa School District
* Wauzeka-Steuben School District
Webster School District
* West Allis-West Milwaukee School District
* West Bend School District
Westby Area School District
Westfield School District
* Weston School District
* Weyauwega-Fremont School District
* Weyerhaeuser Area School District
White Lake School District
Whitehall School District
Whitewater School District
Whitnall School District
Williams Bay School District
* Wilmot Grade School District
* Winter School District
Wisconsin Heights School District
Wittenberg-Birnamwood School District
* Wonewoc-Union Center School District
* Yorkville J2 School District

**SCHOOL DISTRICT OF NEKOOSA
600 SOUTH SECTION STREET
NEKOOSA, WI 54457**

David J. Scarpino, Ed.D Telephone: (715)886-8000
Superintendent of Schools Fax: (715)886-8012

Thank you for this opportunity to speak on the proposed 1999-2001 state budget. My name is Dr. David J. Scarpino, and I am the superintendent of the School District of Nekoosa. Nekoosa is located in central Wisconsin, next to Wisconsin Rapids and Port Edwards. Nekoosa's student membership is composed of 1,500 kindergarten through twelfth grade children.

The two areas I would like to address in my allotted time are (1)Special Education Funding and (2)The Schools First Initiative, being proposed by Senator Kevin Shibilski.

1. Special Education Funding.

I am very concerned about the escalating costs of educating children with special education needs. Though I fully understand and agree that all children have a constitutional right to a free and appropriate education here in our state, I am having difficulty understanding how we can successfully accomplish this task, when the dollars we have to educate children with special education needs continue to dwindle.

The number of special education students served continues to rise at a rate that exceeds the increases in state and federal aids designated to serve them. Funds are also being stretched to pay for a special education population that appears to be growing faster than the general K-12 enrollment. Please refer to Table number 1.

Table number 1.

Wisconsin Special Education Enrollment	Total K-12 Enrollment
1995 - 1996 +3.2%	+1.0%
1996 - 1997 +3.0%	+1.0%

Source: DPI Special Education Task Force Notes: June 1, 1998.

As a result, the amount of revenues transferred from regular education services to special education services, continues to increase. Because of this increase, many district administrators and boards of education are forced to take money from their regular education budget to pay for special education needs. This action is resulting in an increasing number of conflicts between and among various groups of parents, educators, and advocates.

Additionally, costs associated with special education will most likely increase due to new IDEA regulations and Wisconsin Act 164. In Wisconsin, children who have been identified as needing special education may now attend school through the age of 22. I believe the new IDEA regulations and Wisconsin Act 164 will result in substantial increases in costs for school districts across the state.

Additional points I would like to make for the committees information include:

- Nationally, in 1996, children with disabilities receiving services in federally supported programs constituted 12 percent of all students enrolled in public schools (grades K-12), up from 8 percent in 1977.
- Nationally, the number of students who participated in federal programs for children with disabilities increased 51 percent

between 1977 and 1996, rising from 3.7 to 5.6 million students.

- Nationally, between 1977 and 1996, the percentage of children with specific learning disabilities as a percentage of total public school (grades K-12) enrollment, rose from 2 to 6 percent.
- Nationally, the share of public school budgets devoted to "regular" education declined from 80 percent in 1967 to 58.6 percent in 1996.
- Nationally, from 1991 to 1996, regular education accounted for only 23 percent of total spending on new school programs.
- The total cost of the Individuals With Disabilities Education Act is projected to be \$60 billion per year.
- In 1975, the federal government promised to fund 40 percent of IDEA's cost, or about \$2,640 out of an average national per pupil expenditure of \$6,600. Instead, the federal contribution stands closer to 10 percent of the actual cost, or about \$710 per child served.
- According to the Advisory Council on Intergovernmental Affairs, IDEA creates the fourth greatest amount of litigation of any U.S. statute.

Sources: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, various years, and unpublished tabulations; and National Center for Education Statistics, Common Core of Data Survey.

Time magazine, Sept. 14, 1998; Educational Research Service; and "Where's the Money Going," a study of nine school districts by Richard Rothstein for the Economic Policy Institute.

The current statutes call for the state to pay 63% of handicapped education costs and 51% of school psychologist-social worker costs. During the 1998-1999 school year, I am looking at an actual reimbursement rate of 34% for my school district. This 34% is a far cry from what the statute calls for. With special education costs continuing to increase year after

year, school districts can no longer be expected to absorb these dollars.

The impact of increased numbers of children with special education needs upon school districts is potentially devastating. Each year, the costs for employees (salary and benefits) rise. Each year, costs for support services (including support personnel, supplies and materials) rise. Each year, the cost for contracted services for special education children rise. However, since the 1994-1995 school year, the percent of categorical aids from the state, have continually declined. Because local districts are literally forced to pay for state and federally mandated programs, superintendents and boards of education must cut what they can out of regular education, maintenance and curricular materials to pay for these mandates.

While enrollment and special education costs rise, actual levels of categorical aids from the state continue to decline. If we are to ensure that the needs of both special education and regular education students are met, and that both are provided with the quality public education the State of Wisconsin has promised them constitutionally, we need to begin to address this problem now.

Therefore, I ask that the decline in special education categorical aids be stopped and reversed. If the state is not going to abide by their own statute which calls for the state to pay 63% of handicapped education costs and 51% of school psychologist-social worker costs, then I would like to see the categorical aids set at a 50% sum sufficient level. If something is not done to rectify this current crisis, I can foresee a backlash from regular education parents.

2. Schools First Initiative, Senator Kevin Shibilski

Upon reviewing Senator Shibilski's Schools First Initiative proposal, I am pleased to report that I endorse his proposal 100%. The two specific portions of the Senator's proposal I would like to address are: (1)The call to eliminate the third tier of the states formula for funding and (2)The expansion of the Student Achievement Guarantee in Education (SAGE) program.

First, I believe by eliminating the third tier, we would create a more equitable funding system statewide. The current third tier has resulted in inequitable funding for school districts.

Second, To improve education, one must examine the research of what makes children successful and what insures student success. My doctoral dissertation chair, Dr. Charles Achilles, is known nationally for his research on class size. He was one of four principal investigators of the STAR experiment, conducted in Tennessee. I am including for your information letters from Dr. Achilles to the Honorable Senator Edward M. Kennedy, MA and the Honorable Senator Patty Murray, WA.

My purpose is to provide data that supports smaller class size and to propose that the SAGE program be expanded to other districts.

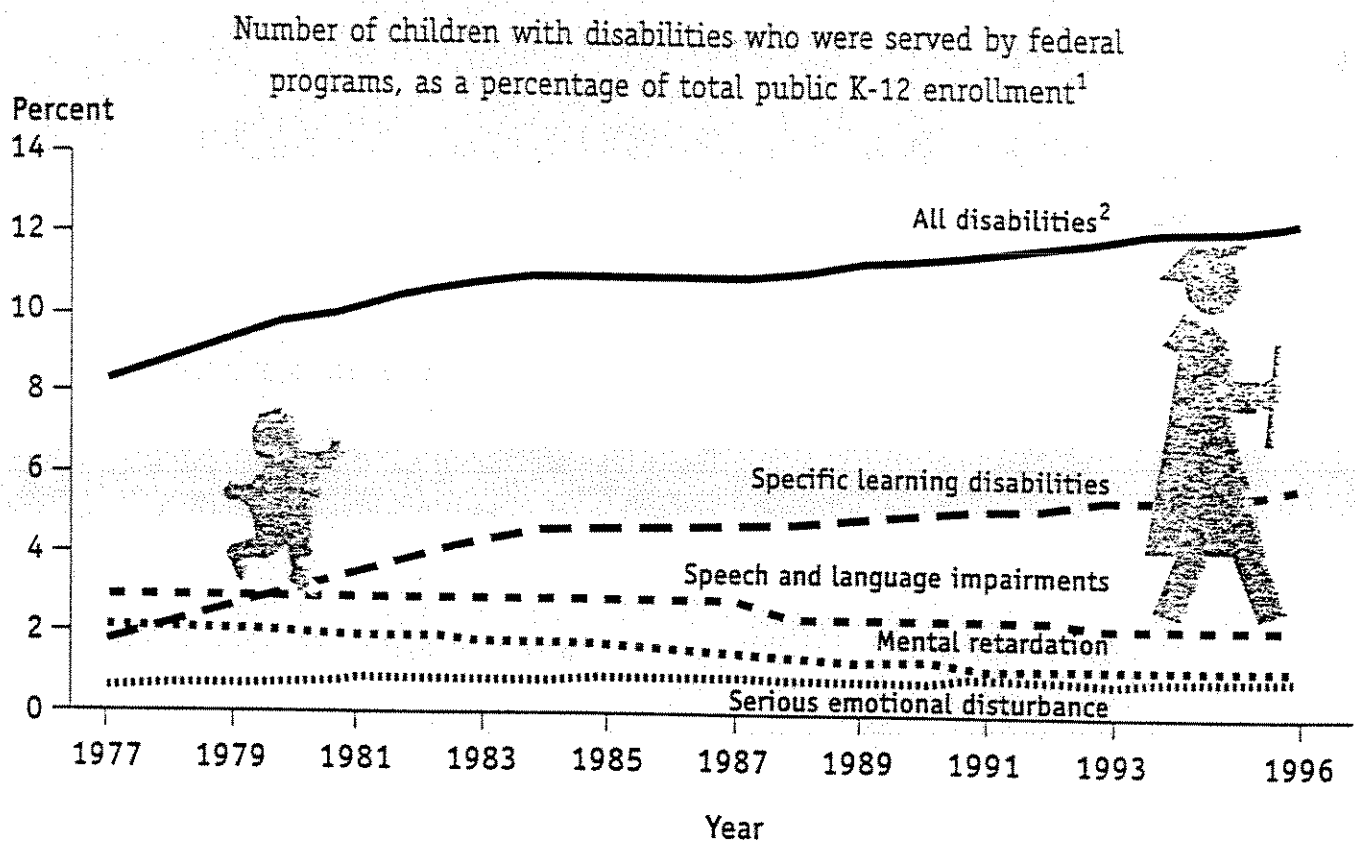
Again, thank you for this opportunity. If you have any questions or would like additional information, please feel free to contact me.

Cordially,

Dr. David J. Scarpino
Superintendent of Schools

Education of Students with Disabilities

- In 1996, children with disabilities receiving services in federally supported programs constituted 12 percent of all students enrolled in public schools (grades K-12), up from 8 percent in 1977.
- The number of students who participated in federal programs for children with disabilities increased 51 percent between 1977 and 1996, rising from 3.7 to 5.6 million students.
- Between 1977 and 1996, the percentage of children with specific learning disabilities as a percentage of total public school (grades K-12) enrollment rose from 2 to 6 percent.



¹ Based on K-12 enrollment in public schools, including a small number of prekindergarten students.
² Included in the total but not shown separately are other types of disabilities.

Note: This analysis includes students who were served under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) and Part B of the Individuals with Disabilities Education Act (IDEA).

Source: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, various years, and unpublished tabulations; and National Center for Education Statistics, Common Core of Data Survey

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February 28, 1999

The Honorable Senator Patty Murray, WA

The Honorable Senator Edward M. Kennedy, MA

Dear Senators Murray and Kennedy:

Thank you both for caring about young students in America's schools. Educators and parents have long known about a "class-size effect" in schooling.

As one of the four principal investigators of the STAR experiment and a person who has conducted class-size research since 1984, I am heartened that policy persons are recognizing and using the powerful STAR results. Constituents in both of your states have reviewed and praised the STAR study.

The large (over 11,000 students), longitudinal education experiment (STAR) conducted in Tennessee, 1985-1989, its continuing analyses, and other studies have scientifically substantiated this class-size effect and its benefits.

Professor Donald Orlich (Washington) commented about STAR in The Kappan (1991, April) as follows:

The study lasted for four years and, in my opinion, is the most significant educational research done in the US during the past 25 years. (p. 632).

After a year-long review of STAR, Professor Emeritus F. Mosteller at Harvard said in The Future of Children, (1995), 5 (2) that:

... the Tennessee class size project, ... illustrates the kind and magnitude of research needed in the field of education to strengthen schools (p. 113). ... it is important that both educators and policy makers have access to its statistical information and understand its implications. (p. 126).

Wisconsin's SAGE project has demonstrated student gains similar to STAR's. Governor Thompson has included funds to expand SAGE in his budget. Michigan has instituted a pilot class-size reduction effort. In spite of its hurried implementation, California's class-size reduction (CSR) is already showing positive student academic gains. Texas, Tennessee, Utah, Nevada, and other states are joining international efforts such as in British Columbia and The Netherlands. Without fanfare and national commissions, the states are leading in using education research to improve schools for small children, but they need the help that the much needed "Class Size Reduction and Teacher Quality Act of 1999" can provide them. Research on class size shows what class sizes are appropriate for young learners and what class sizes let teachers teach effectively. Indeed, what research supports the large class sizes we now have for schools? What do the following have in common: home schooling, exclusive private schools, special classes, special projects, apprenticeships, etc? What education improvement relies on larger classes?

The benefits of small classes are the ABCD's of Quality: Improved achievement for all students in Academics, Behavior (fewer discipline problems), Citizenship, (participation in school) and Development (e.g., reduction in special education problems). Small classes provide Equality: All students get the same treatment. More importantly, small classes offer Equity: Those students who need the benefits of small classes and individual attention most get the largest benefits. Wenglinsky's (1997) national study found:

In other words, fourth graders in smaller-than-average classes are about a half a year ahead of fourth graders in larger-than-average classes (p. 24)... The largest effects seem to be for poor students in high-cost areas. (p. 25).

Some non-educators argue that class size does not make a difference, but they typically use pupil-teacher ratio (PTR) data to criticize class-size results. CLASS SIZE AND PTR ARE NOT THE SAME, and arguments using these as synonyms are flawed. Class size is the number of children in a teacher's room daily and for whom the teacher is accountable. The PTR is generated by dividing the number of students, usually at one site, by all educators or even adults who serve the site, including administrators, counselors, special teachers, etc. Class size is often 10 or more than the PTR. Class-size change does help students in many ways; PTR change does not much influence student outcomes. (This may explain the poor results of Title I).

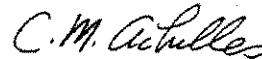
Adults must speak for young children by developing sound education policies. What if kids voted? (See attachment). Does anyone believe that they'd vote for larger classes? Small classes are a direct benefit to each young child. All who attend small classes benefit from them, and the benefits are reciprocal for teachers, students, and parents.

Just as the large Framingham Heart Study has changed the health knowledge and habits of many adults, so may smaller classes be education's equivalent of better health. Project STAR and its legacies have provided more than 15 years of solid class-size data. These data should become part of the base for education policy.

Class-size researchers could present information to policy makers at the Federal level. The available studies and positive evidence of class-size benefits are large and growing, and access to the latest information could help policy makers develop well informed education policies. Small classes constitute education's IRA for young students, and for adults. We welcome the opportunity to support your efforts.

Sincerely,

C. M. Achilles
Professor



CMA: jw

ATTACHMENTS: "What if Kids Voted?"

Two Tables of class-size results from

Achilles (in Press) Let's Put Kids First, Finally.

CMA/Letter/Class-size/Senators

WHAT IF KIDS VOTED?

Jefferson said that if a nation wished to be ignorant and free it wished what never was and never will be. A democracy requires well educated citizens. Education is important. If kids could vote, what would they say about current education policy debates about class size?

What do small classes provide young children? They cause improvements in achievement, behavior, and participation that continue at least into high school. They improve student and teacher morale, increase parent involvement and confidence in schools; they allow teachers to use and do in their classes what they were taught to do in their teacher preparation. They offer young kids a family-like learning environment. This does not surprise anyone who thinks about it.

The ultimate class size is one-to-one, or tutoring. Tutoring, used in successful programs such as Reading Recovery, is expensive but effective. Special education, programs for the gifted, apprenticeships, seminars, home schooling, remedial programs, and exclusive private schools have small classes in common. Small classes offer education improvement and individual attention for young students.

Adult critics of small classes advocate other agendas to improve education, but should policy for little children build on research rather than on advocacy? Special interests ask educators to use such "innovations" as total quality management or increased technology, yet no reputable research that I know about relates these expensive efforts to increased student achievement or improved behavior outcomes that the public seeks from education. We seldom hear demands that these ideas be evaluated, especially when the fads profit big business or avid advertisers.

What research should help to guide education policy? An extensive, long-term education experiment is Project STAR, a class-size study that since 1985 has involved over 11,000 students. STAR researchers randomly assigned students into classes of about 15:1 and 25:1. Teachers were assigned at random to classes. Researchers analyzed achievement and other data, and followed the progress of students throughout the grades. Other researchers have re-analyzed the STAR data and substantiated the positive results. Professor Mosteller of Harvard called STAR "a controlled experiment which is one of the most important educational investigations ever carried out . . ." STAR experimentally demonstrated a major class-size effect in early grades that was determined in meta-analyses by Glass and Smith in 1978 and 1979. The results surprise no one who works with children or knows group dynamics.

Part of the confusion is semantics. Class size and pupil-teacher ratio or PTR differences cloud the issues. Class size is the number of students regularly in a teacher's room for whom that teacher is responsible and accountable. The PTR is computed by dividing the number of students at a site by the number of educators there, including special teachers, administrators, counselors, etc. Class size and PTR are NOT the same. Class size influences overall student performance; PTR has little effect. Policy discussions or education decisions that use the terms as synonyms are flawed.

Persons who support appropriate class sizes in early grades are correct. Classes with 15-18 children and 1 teacher (15:1) in K through grade 3 provide many positive outcomes: higher achievement, improved behavior, and long-term benefits. Teachers know about small-class benefits. Parents know, too. What to do for students in K-3 is no longer a question. How to do it raises tough questions.

Students should experience small classes when they first start school in K or earlier. Small classes should begin in grades K and 1, and be added, one grade per year until grade 3 or so. Class-size savings add up. In the long run, appropriate use of class-size results should not cost much extra, if anything. Examples of these cost savings exist in American schools. Differences between PTR and

class size are one way to establish smaller classes, contain costs, and not hire untrained educators.

Some critics want schools to be more "businesslike." When the economy was bad they blamed schools; when the economy is good they credit business. Before the economic "Asian Flu," they wanted to "fix" U. S. education by emulating education in foreign countries. Some critics of small classes for children use a "span of control" of 7:1 to 12:1 or so in their own businesses. If such group-to-supervisor sizes are useful with adults, who presumably can read and write, why is 25:1 or 30:1 right for teachers and students? Why do legislators use committees if large groups are better?

The Framingham Heart Study had fewer participants than did Project STAR. Its results changed the health habits of American adults. STAR, with 13 years of data starting with a randomized, longitudinal experimental base and including numerous other well-controlled class-size studies has the potential to focus policy debates so that young children can have education results similar to health benefits provided by the Framingham Study. The biggest impediment to using class-size results may be that kids don't vote. When discussing class sizes for the important learning tasks of America's very young who increasingly endure more poverty and social deterioration than do children in any other industrialized nation, critics might consider these questions:

- What research supports today's large classes?
- What education improvement relies on large classes?
- What expensive, exclusive school advertises large classes?
- Would the class-size debate change if people knew that small classes in early grades could save money?
- What other large-scale, public or private American enterprise besides schooling is housed in facilities that the General Accounting Office says will cost over \$120 billion just to meet building and safety codes?
- Why do we have and use better research in agriculture, for cows and pigs, than we do for our children?

Media support may help improve the condition of education, but constant media negativism and reporting of erroneous information hinder serious debate about education. Use of anecdotes, rather than solid research on education outcomes is the equivalent of saying "Grandmother lived to be 100 and smoked two packs a day" to refute research on smoking.

People whom I encounter advocating larger public-school classes send their children to private schools with small classes and their voucher-enriched savings to tax shelters. The enlightened public-policy and education leadership issue is how to get appropriate-sized classes to improve student learning in a democratic society.

If we let kids vote on it, would they vote for larger classes? What parents seek larger classes for their own child? Educators and parents must secure for all children the best education environments possible. A democracy requires no less.

NOTE: This material has been used with minor modifications in response to critics of education initiatives to improve the condition of children and the context of teaching. C. M. Achilles, 3/99.

Table: Academic Benefits of Small (1:15 - 1:20) Classes Summarized from Selected Studies.

Source/Subject*	Effect Size (ES) or Difference: Small Class Advantage				Notes or Comments
1. Glass & Smith (1978)*	.40 (Well-designed Studies)				No differences between reading & math (Reported in Cahen and Filby, 1979, p. 493).
2. STAR (By Grades)	K	1 st	2 nd	3 rd	
a. Original	.21	.34	.26	.24	Range .13 to .40 with added benefit to minority. (Finn and Achilles, 1998)
b. Re-analysis ^a	.52	.45	.63	.63	Comparing classes of 13-15 vs. 23-27. (Boyd-Zaharias et al., 1995)
c. Class-level ^a	1) —	.64	—	—	Finn & Achilles (1990, p. 566).
2) —	—	17% gain for minority students	—	—	Finn & Achilles (1990, p. 566).
d. LBS (By Grades)	4 th	5 th	6 th	7 th	
	.13	.22	.21	.15	Reported in Finn and Achilles (1998) as taken from various LBS Reports
3. SAGE (Molnar, 1998)	12% test-score advantage for small classes, on average, over large classes in grade 1.				
4. Burke Co., NC	a. .37 ES for students matched as second graders.				Achilles, Harman, and Egelson (1995)
Grade 3	b. .56 ES for students matched as first graders.				Burke Co. Reports (1998)
	c. .65 ES for End-of-Grade tests, grade 3.				
5. Fairfax Co. VA (1997)	21% greater passing rate for low SES students, grade 2				Office of Program Evaluation. (1997)
6. Clovis, CA (1998)	17.9% increase in grade-1 reading				CVSD Office of Assessment (1998)

* Data are for reading scores. Glass & Smith reported no difference in benefits between reading and math. STAR and LBS results between reading and math were similar. Burke Co. math was slightly better than reading. SAGE results were similar for reading and for math. Class size benefits for reading and math are consistently about the same magnitude. ^a In one re-analysis, .56, the average reading ES for STAR, is similar to the ES by classes presented by Finn & Achilles. Class-level ES is not usually estimated, but STAR was a study of class size. The Glass and Smith estimate of .40 is about mid-point of STAR original analysis which included the "out-of-range" classes (see Appendix A), and the re-analysis which corrected for "out-of-range" classes.

Table: Summary of Small-Class Benefits: Source, Study, (x= Yes, as included in the source named)

STUDY or SOURCE *

Observed In-Class Changes	Lind-bloom	Olson	Glass & Smith	Smith & Glass	Burke Co.	SAGE	SSS	FCPS	Cooper	STAR	Project Success	Teacher "Stories"
A. Increases												
• Time on Task		X	X	X	X	X	X	X	X	X	X	ALL ↓
• Hands-on	X	X		X	X	X	X	X		X	X	
• Indiv. Attn.	X	X	X	X	X	X	X	X	X	X	X	
• Diagnosis	X			X	X	X	X	X		X	X	
• Social Climate	X	X		X	X	X	X		X	X	X	
• Management	X	X	X	X	X		X	X	X	X	X	
• Participation	X	X	X	X	X	X	X	X		X	X	
• Academics	X	X	X		X		X	X	X	X	X	
• Parent Involv.					X				X	X	X	
• Early ID of Spec. Ed.										X	X	
• Morale	X	X		X	X		X		X	X	X	
• Space					X		X			X	X	
• Enrichment	X	X			X		X	X	X	X	X	
• Text/Methods	X	X			X		X	X	X	X	X	
• Group Work	X			X	X		X	X		X	X	
B. Decreases												
• Indiscipline	X	X		X	X		X		X	X	X	ALL ↓
• Retention										X		
• Spec. Ed.										X	X	
• Stress		X		X	X		X		X	X	X	

* SSS: Success Starts Small: Achilles et al. (1994); Kiser-Kling (1995); SAGE: Student Achievement Guarantee in Education, Molnar (1998).
Project Success from Achilles et al. (1994); FCPS: Fairfax County (1997).

**Paul Zavada
District Administrator
School District of Westfield**

My name is Paul Zavada. I am the District Administrator for the School District of Westfield. Westfield is a school district of 1450 students which is located approximately 50 minutes south of here. Before I went into administration I was a Special Education Teacher. I bring a unique perspective to a problem that has the potential to be one of the most divisive in the field of education and a problem that I believe needs to be addressed. The problem is the funding of special education within the revenue caps.

I need not tell you about what is billed as landmark legislation in Iowa. Actually that is the second \$300,000.00 per student case that has gone through the court system and the second case where school districts lost. We all now know that the individual needs of special education children will be met regardless of the cost.

I am not here to tell you that the individual needs of special education youngsters should not be met. I am here to tell you that for every extra dollar spent on special education a dollar that is taken from regular education.

Let me discuss how my statement affects Westfield. We have a per pupil cost of \$ 6631. Like many districts our size we purchase CESA services for special ed. administration and for some staffing. We send some of our children to programs in other districts when we do not provide the service. As an example we sent 3 children to Wild Rose. We pay \$12,482 per child. Thus, we could be educating 2 regular education youngsters for the price we are paying to educate one special ed. youngster.

The situation I mentioned covers average special ed. costs. Let's look at a situation that Westfield is faced with next year. We have a youngster coming in who has many needs. The estimated cost for that one youngster is estimated at \$42,000 per year. That \$42,000 is going to have to come within the revenue caps. \$42,000 would hire a reading teacher that could benefit many youngsters. \$42,000 could be used to reduce class size.

Revenue cap relief is needed for special education students. Special Ed. is the largest mandate that is under funded. Relief has to come from some sector. State funding or a local cap exemption is needed to fund all mandated special ed. programs.

Please accept this written testimony in support of Library legislation.

SB 59 is important to Wood County libraries in that Marshfield Public Library and McMillan Memorial Library in Wisconsin Rapids would benefit at the rate of 50 cents for each item circulated to individuals other than their own taxpayers. Both libraries circulate considerable items to library users outside of their municipalities, so this would be an important financial benefit to them. As a Wood County Library Board member of many years, I know that this financial assistance would also help to relieve a financial burden to these libraries.

Wood County also would benefit from funding of System aids at the full statutory level. The South Central Library System, to which Wood County belongs, provides a model delivery system. Everyone should be happy to see SCLS's red delivery trucks. Library users in our county benefit greatly from the delivery service, as well as other services the System provides.

I urge your support of these pieces of legislation which would benefit Wood County libraries and their users.



Sue Morton
12918 Hollywood Rd.
Nekoosa, WI 54457

Joe Olson
1900 Briggs St.
Stevens Point, WI 54481

Written testimony to the JFC

My name is Joe Olson; I am a fourth year student at UWSP with one year of undergraduate school and Law school still ahead of me. Before I came to school I knew that it would put a huge financial burden on me. To counter act this burden I join the USAR and received the GI Bill and loan repayment assistance. This helped a lot but I still needed to apply for financial aide. I was one of the lucky ones who actually qualified. I receive a small amount, which covers only part of my tuition. As tuition raises every year my financial aide stays the same. Over the four years the difference has become significant enough that I was forced to take on a part time job, working security at a department store, in addition to my duties as a NCO in the USAR. I also have taken a job working as a tutor in my field of study, Political Science. If tuition continues to rise and financial aide continues to hold steady students like me will not be able to continue to attend the UW—system. I can not take a fourth job and still be a productive member of UWSP.

The part of the budget that scares me the most is what is being called tuition flexibility. This would give the power to set tuition directly to the Board of Regents, an unelected body that is not held accountable to the people of this state. This proposal is not democratic and in effect will privatize the UW—System. The Regents will then be able to spend tuition dollars on what ever it feels is important. All money controlled by the State of Wisconsin should be spent according to how the citizens of Wisconsin see fit. To ensure that this happens we need to make sure the power to set tuition remains where

it belongs; in the hands of the duly elected officials who represent the views and beliefs of the people of the State of Wisconsin. Anything short of that will be a small step toward destroying the representative democracy that has governed this State for the last one hundred and fifty years.

I empathize w/you for not having enough \$ to go around - This is the same problem w/ libraries..

My name is Janet Ronnback

I am the director of the Superior Public Library. I am here to speak

in favor of SB 66, which would help the regional library systems ~~help~~

provide ^{library} service to all citizens of

Wisconsin. Libraries are always

struggling to find adequate funding,

but this is especially true now

when the costs of technology compete with costs of books and other materials.

We have been working on a consortium

of libraries to share costs of an automation system. The shared

cost to start-up is equal to $\frac{1}{2}$ of some of the small libraries budgets.

With no increases in funding, & many new costs, it is harder & harder to

keep up with the expectations of our

users. It is unfortunate to have to

choose between computers & books.

Web-based automation -
helps w/ distance factor -
Those w/ computers can visit from
home & reserve books, study the catalog

consortium is like Badgerlink -
costs less as a group than ^{all} alone

resource-sharing -
potential for doing more, but
need to get infra-structure

K. Kasinski - School District Washburn

**COMMENTS DELIVERED TO THE
JOINT FINANCE COMMITTEE HEARING
CESA #12 COMPRESSED VIDEO
ASHLAND**

SENATOR JAUCH AND REPRESENTATIVE SHERMAN AND JOINT FINANCE COMMITTEE MEMBERS THANK YOU FOR THIS OPPORTUNITY TO COMMENT ON A SINGLE ISSUE AFFECTING PUBLIC SCHOOLS.

I WOULD LIKE TO COMMENT ON SPECIAL EDUCATION FUNDING RELATIVE TO THE PROPOSED BUDGET.

THE GOVERNOR'S PROPOSED BUDGET FREEZES NEARLY ALL STATE CATEGORICAL AID PROGRAMS AND CALLS FOR THE DELETION FROM THE STATUTES A STATEMENT THAT THE STATE WILL PAY 63% OF HANDICAPPED EDUCATION COSTS AND 51% OF SCHOOL PSYCHOLOGIST-SOCIAL WORKER COSTS.

IN THE SCHOOL DISTRICT OF WASHBURN, WE RECEIVE \$157,172.00 IN CATEGORICAL AID. OUR COST OF SPECIAL EDUCATION PROGRAMS TOTAL \$746,211.00. THIS IS AN AREA OF OUR DISTRICT BUDGET THAT WE HAVE RELATIVELY LITTLE CONTROL OVER. HIGH COST SPECIAL EDUCATION STUDENTS CAN MOVE INTO OUR DISTRICT, AND WE ARE MANDATED TO PROVIDE SERVICES WITH NO WAY TO BUDGET OR ANTICIPATE THESE INCREASED COSTS.

I REALIZE THAT OUR STATE BUDGET MAY NOT BE ABLE TO PAY AT THE 63% RATE AS STATED IN THE PRESENT STATUTES. HOWEVER, AN IDEAL SITUATION MAY BE A COST SHARING OF 50% STATE AND LOCAL. WITH CATEGORICAL AID FROZEN SINCE 1994-95 AT \$275.5 MILLION, WE ARE NOW AT AN ACTUAL REIMBURSEMENT RATE OF 34% IN THE 1998-99 SCHOOL YEAR.

THE STATE HAS FORCED LOCAL DISTRICTS TO PAY FOR STATE AND FEDERALLY MANDATED PROGRAMS WHICH THEY DO NOT HAVE THE MONEY TO DO. IN TURN, DISTRICTS HAVE HAD TO CUT WHAT THEY CAN OUT OF REGULAR EDUCATION, MAINTENANCE, CURRICULAR MATERIALS, ETC. TO PAY FOR THE MANDATES.

REIMBURSEMENT RATES AT 50% WOULD REPRESENT AN IMPORTANT BENCHMARK IN THE STATE'S COMMITMENT TO SPECIAL EDUCATION. THE NATIONAL AVERAGE STATE COST BURDEN IS 56%.

THANK YOU FOR YOUR TIME AND WILLINGNESS TO LISTEN AND FOR UTILIZING THE TECHNOLOGY TO MAKE THIS HEARING POSSIBLE.

YEARLY EEN COMPARISONS

BUDGET 1998-99

<u>PROGRAM</u>	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-99</u>	<u>1998-99</u>
						ACTUAL BUDGET
EEN Vocational Ed	15,435.00	14,119.00	14,578.00	15,090.00	15,540.00	17,116.00
Early Childhood	57,233.00	56,105.00	59,744.00	62,414.00	81,717.00	80,614.00
Emotionally Disturbed	54,775.00	58,037.00	57,593.00	62,393.00	66,978.00	48,041.00
Cognitively Disabled	36,855.00	35,448.00	24,541.00	36,880.00	70,691.00	45,352.00
CD Severe	-	-	-	-	-	-
Hearing Impaired	50,280.00	41,742.00	50,071.00	18,882.00	19,905.00	21,000.00
EEN Home Bound	-	-	-	-	-	-
Occupational Therapy	15,670.00	14,848.00	13,797.00	15,193.00	32,515.00	33,613.00
Physical Therapy	15,516.00	19,706.00	26,918.00	25,519.00	27,693.00	28,524.00
Physically Impaired	19,321.00	19,096.00	18,964.00	22,896.00	89.00	-
School Age Parents	-	-	-	-	-	-
Speech/Language	64,974.00	67,880.00	76,452.00	79,894.00	98,889.00	95,623.00
Visually Disabled	25,913.00	27,371.00	33,685.00	5,274.00	2,142.00	5,838.00
Learning Disabled	52,419.00	54,901.00	58,199.00	71,283.00	89,350.00	75,133.00
Cross Categorical	-	-	-	-	-	-
Multicategorical	-	-	-	-	-	116,807.00
Service Needs Delivery System	135,854.00	130,837.00	139,948.00	140,609.00	159,233.00	-
EEN Aides	-	-	-	-	-	90,969.00
EEN Teacher Substitutes	-	-	-	-	-	9,868.00
School Psychologist	26,863.00	23,849.00	25,075.00	26,848.00	27,137.00	27,464.00
Staff Development	-	-	-	-	-	-
Direction of EEN Services	32,205.00	27,832.00	28,806.00	49,837.00	46,703.00	50,249.00
EEN Transportation	516.00	-	-	4,093.00	-	-
TOTAL EEN COSTS*	603,829.00	591,771.00	628,371.00	637,105.00	738,582.00	746,211.00
TOTAL FUND COST*	4,523,490.00	4,842,867.00	5,161,583.00	5,434,329.00	5,526,262.00	5,690,928.00
EEN AS PERCENT OF TOTAL	13.35%	12.22%	12.17%	11.72%	13.36%	13.11%

* Does not include Flow Through Grant

First I would like to thank all of you for this opportunity to share our Northern Wisconsin concerns with your committee. Thank you Senator Jauch and Representative Sherman for your help in scheduling this session.

I would like to talk on 3 issues, each from different educational entities that I represent. The order of presenting are not necessarily in the order of importance.

1. As a technical college board member, I am very concerned about the budget for technical colleges remaining the same; for the next two years. As you know "status quo" calculates out as a cut and "status quo" for two years in a row will cause major cuts. This at a time when technical college training is required for 7 or 8 of every 10 jobs. I know that dollars are tight but this just doesn't make any sense to me. I believe that this situation needs to be addressed, the return on dollars spent for technical college education is potentially so great!!!
2. As a CESA board of Control member let me tell you how thankful I am that a way was found to include CESA #12 in the awarding of this year's TEACH money. It is so very important to us to bring and keep our Northern Wisconsin instructors up to speed with current technology and the new standards and assessment initiative. We will need that TEACH money for staff development for a numbers of years in the future if we expect to remain competitive in this global society.
3. As a school board member in Washburn the funding for special education has become a major concern. The costs associated with special education issues have sky rocketed over the last 15 to 20 years and the funds to fiance those services have been drying up (Federal and State aide has dropped from 60 plus % a number of years ago to the current rate of 34%) This has put a tremendous burden on our local taxpayers and now with revenue caps, the dilemma has gotten even worse. In a small school, if a high maintenance special needs student moves into the district, during the school year it can literally destroy the budget. There has to be a better way. My concern is not the services we offer, they are very much needed, my concern is how do we pay for them?

Don Swedberg
Washburn

Support Education

I am Cathy Huneke, a freshman at the University of Wisconsin-Stevens Point. I believe that everyone should be able to continue their education by attending college. If tuition goes up this will not be possible. It may not even be possible for me to finish my education. I work at a high paying job during the summer, was granted work study and a full Stafford Loan this year and next fall I plan on getting an extra part time job to help fund my education. If we want higher education to be a priority, the Board of Regents cannot decide tuition. Giving this power to an unelected body is not in the best interest of students. Low tuition has always been something the UW system has been proud of, but by not having checks on tuition, this pride may cease. Raising tuition may also cause a drop in enrollment, which will only hurt the system. Please think about students, families, and the system while considering the budget.

Thank You.

Cathy Huneke
311 Sims Hall
Stevens Point, WI 54481
4-13-99

A handwritten signature in cursive script that reads "Cathy Huneke". The signature is written in black ink and is positioned to the right of the typed name and address.

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.

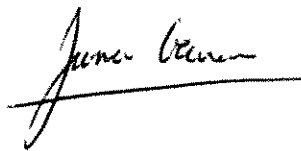
Third, the "third tier" districts like Greendale need the ability to go to referendum to override the revenue caps to avoid the wholesale cuts required because of the state

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.

A handwritten signature in cursive script, appearing to read "James 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!

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.

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.

1 SGA position on the 1999-2001 Biennial budget

2 **Whereas:** The UW-System is the engine that drives the state's economy; and

3
4 **Whereas:** state support for the UW-System has dwindled in the last 10 years;
5 and

6
7 **Whereas:** decreasing state support for the UW-System has resulted in high and
8 increasing costs of tuition; and

9
10 **Whereas:** the Governor's proposed budget includes a clause which gives the
11 Board of Regents full power over setting and spending tuition dollars; and

12
13 **Whereas:** the Board of Regents is the governing body of the UW-System; and

14
15 **Whereas:** the Board of Regents is undemocratically appointed by the Governor;
16 and

17
18 **Whereas:** the Student Government Association of the UW-Stevens Point passed
19 a resolution stating the Board of Regents is "fundamentally unaccountable to the
20 students and workers of the UW-System, and to the general population of
21 Wisconsin"; and

22
23 **Whereas:** the Plan 2008 received 10% of requested funds in the Governor's
24 proposed budget; and

25
26 **Whereas:** funds are needed for the Plan 2008 initiative to provide scholarships,
27 pre-college programs and other programs to make the UW-System campus more
28 diverse in the student and faculty populations; and

29
30 **Whereas:** the academic and career advising initiative received only \$2.5 million
31 of the UW-System's budget request in the Governor's proposal, \$2 million of
32 which comes from tuition dollars; and

33
34 **Whereas:** better advising would lead to sooner credits-toward-graduation and
35 shorten the time-to-graduation for students in the UW-System; and

36
37 **Whereas:** better advising would also enable transfer students to better plan their
38 credits; and

39
40 **Whereas:** the UW-System library request received \$7.3 million out of \$12 million;
41 and

42
43 **Whereas:** this is the first increase in library funding in the past ten years; and
44

45 **Whereas:** the faculty pay-raise last biennium was totally funded by tuition dollars;
46 and

47
48 **Whereas:** it is necessary to maintain the quality of faculty in the UW-System; and
49

50 **Whereas:** students cannot continue to pay the wages of state employees.
51

52 **Therefore Be it Resolved:** that the Student Government Association of UWSP
53 strongly urges the Joint Finance Committee to remove tuition flexibility from the
54 Governor's proposed budget; and
55

56 **Be it Further Resolved:** that we also strongly urge the Joint Finance Committee
57 to fully fund the Plan 2008 UW-System initiative at \$6.9 million; and
58

59 **Be it Further Resolved:** that we strongly urge the Joint Finance Committee to
60 fully fund the UW-System budget request for academic and career advising at \$5
61 million; and
62

63 **Be it Further Resolved:** that we strongly urge the Joint Finance Committee to
64 maintain the level of funding as stated in the Governor's proposed budget for the
65 UW-System Libraries; and
66

67 **Be it Finally Resolved:** we strongly urge the Joint Finance Committee to fund
68 the faculty pay-raise through new GPR dollars and not through tuition increases.
69

70 **Authors:**
71 The Legislative Issues Committee
72

73
74

FIGHT FOR STUDENT ISSUES!

We, the undersigned of the University of Wisconsin – Stevens Point, declare that the State of Wisconsin must make higher public education a top priority in the 1999-2001 Biennial Budget. We express concern over the proposed budget inclusion of tuition flexibility. This initiative shifts power to set and maintain tuition from the elected state legislature to the un-elected Board of Regents. This initiative **MUST BE REMOVED** from the budget. We, as students, also realize it is imperative that programs for the UW-System **CANNOT** be funded on the backs of students. Therefore, we also urge the State of Wisconsin to fully fund the UW-System requests for the following programs:

Plan 2008 at \$6.9 million

Career and Academic Advising at \$5 million

Faculty Pay-raise at 5.2%

Maintain current funding for libraries

Ensure 6% increase for Wisconsin Higher Education and increase Lawton

Minority Grant 6%

The UW-System cannot be funded through tuition dollars. However, the quality of education cannot be compensated. Therefore, the UW-System must receive full funding in the 1999-2001 Biennial Budget.

Signature Print name Address Phone Number

<i>Kara Hansen</i>	Kara Hansen		
<i>Alicia LaPanne</i>	Alicia LaPanne		
<i>Cory Navis</i>	Cory Navis		
<i>Kristy Slack</i>	Kristy Slack		
<i>Monika Sawyer</i>	Monika Sawyer		
<i>Traci Recklitz</i>	Traci Recklitz		
<i>Jaime Lang</i>	JAIME LANG		
<i>Christie Brindise</i>	Christie Brindise		
<i>Kelly Podach</i>	KELLY PODACH	252 MAY ROACH	340-5917
<i>Andrea Hebein</i>	Andrea Hebein		
<i>Mara Lindeman</i>	Mara Lindeman		
<i>Stacy Janusz</i>	Stacy Janusz		
<i>Valari Bailey</i>	Valari Bailey	2340 Clark St.	

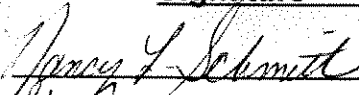
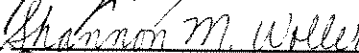
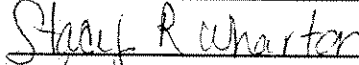



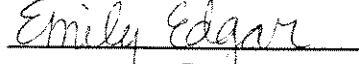


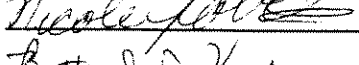
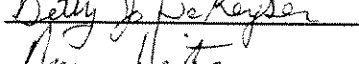

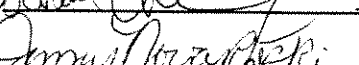
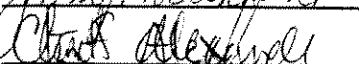


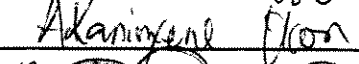


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Signature	Print name	Address	Phone Number
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	Nancy L. Schmitt	2601 Forest Dr Lot 36 Plover WI 54467	715-341 3530
	Shannon M. Waller	434 Baldwin Hall, Stevens Point WI	(715) 346-2320
	Stacy R. Wharton	428 Baldwin Hall Stevens Point WI	346-2431
	Kate WSKroski	440 Baldwin Hall SP, WI	346-2275
	Michele Carroll	437 Baldwin Hall, SP, WI	346-2365
	Allison Black	440 Baldwin Hall, SP, WI	346-2275
	Emily Edgar	434 Baldwin Hall, SP, WI	346-2332
	Cristina Carberry	4146 Baldwin, SP, WI	346-2242
	Tricia Beacom	232 Hansen Hall SP WI	346-3237
	Nicole Forbes	232 Hansen Hall SP WI	346-3237
	Betty Jo DeKeyser	1224A Portage St St Pt WI	342-4922
	Amy Heitzman	106 Baldwin Hall	346-2352
	Sarah Christopherson	1400 Swan Ave Apt 210 Stevens Point WI	341-0182
	Jenny Wora Kofski	246 Hansen Hall	346-3287
	Clint Alexander	290 Fifth Ave	342-1507
	Jason B. Brown	709 Vincent Ct	343-0252
	Quiana Carter-Milton	221 Thomson	346-3468
	Akanyene Okon	413 Smith Hall	345-6275
	Nikki Wunrow	439 Watson	345-6041

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<i>Kathy Radtke</i>	Kathy Radtke	301 Lindbergh Ave #	343-11628
<i>Tyran D. Wilda</i>	Tyran D. Wilda	437 Steiner Hall	346-2265
<i>Kraig Kohl</i>	Kraig Kohl	124 Neale Hall	346-3020
<i>Kim Jordan</i>	Kim Jordan	1441 Chestnut St Wis Rapids	421-1441
<i>Andrew J. Ligan</i>	Andrew J. Ligan	1509 East Ave	341-0274
<i>Dan Jurgella</i>	Dan Jurgella	1394 Northpoint Dr.	343-0592
<i>Mike Peck</i>	Mike Peck	2017 College Ave	343-1539
<i>Kelly Richter</i>	Kelly Richter	2244 Ellis Rd (Custer)	592-4812
<i>Sandra LeCroy</i>	Sandra LeCroy	3000 Yvonne Rd	345-1707
<i>Ivan Kluck</i>	Ivan Kluck	1911 North Lake (Custer)	—
<i>Joshua Wescott</i>	Joshua Wescott	1394 Northpoint Dr	343-0592
<i>Geoff Gorsach</i>	Geoff Gorsach		342-9541
<i>Casey Nye</i>	Casey Nye	1900 Briggs	

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<i>Larry Wierba</i>	Larry Wierba	Rosholt Wis	677-4291
<i>Kelly Hoffmann</i>	Kelly Hoffmann	Auburndale, WI	652-2918
<i>Kelly Hilgers</i>	Kelly Hilgers	Rudolph, WI	435-3428
<i>Dan Springer</i>	Dan Springer	Stevens Point	343-1678
<i>Julie Stemper</i>	Julie Stemper	W Plymouth, WI	526-3872
<i>Sheila Ardisana</i>	Sheila Ardisana	Adell, WI	994-9336
<i>Serena Dobrinska</i>	Serena Dobrinska	Plaver WI	344-9804
<i>Kaia Friedli</i>	Kaia Friedli	Stevens Point	342-1402
<i>Melissa A. Hawk</i>	Melissa A. Hawk	Stevens Point	342-8966
<i>Jeremy Hinde</i>	Jeremy Hinde	Stevens Point	343-0446
<i>Matthew D. Byrnes</i>	Matthew D. Byrnes	Stevens Point	346-4585
<i>Brett Hazard</i>	Brett Hazard	Stevens Point	342-0396
<i>Matt Kramp</i>	Matt Kramp	Point	342-9541
<i>Bryan Hennrich</i>		Point	342-9541
<i>Nata Lorch</i>	Nata Lorch		342-9541

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Signature	Print name	Address	Phone Number
<i>Amanda Franzen</i>	Amanda Franzen	337 Smith Hall	345-6112
<i>Casey Krawtchauer</i>	Casey Krawtchauer	330 Smith Hall	345-6130
<i>Lei Olson</i>	Lei Olson	102 Hyer Hall	346-2061
<i>Kristen A. Schmidt</i>	Kristen A. Schmidt	417 Hyer Hall	346-2193
<i>Scott Beach</i>	Scott Beach	434 Reach	346-5986
<i>Aprille Pfund</i>	Aprille Pfund	311 Knutzen	346-3541
<i>John Thornton</i>	John Thornton	125 Buttricks	346-2453
<i>Wendy Stanislawski</i>	Wendy Stanislawski	717 Walker St	344-3812
<i>David Frie</i>	David Frie	424 Smith Hall	345-6197
<i>Mark D. Diesen</i>	Mark D. Diesen	120 Hansen Hall	346-3217
<i>Noelle Ryder</i>	Noelle Ryder	301 South	345-6201
<i>Tracy Wolfgram</i>	TRACY WOLFGRAM	243 BALDWIN	346-2378
<i>Jeime Leben</i>	Jeime Leben	311 Smith	345-6141
<i>Destiny Scarborough</i>	Destiny Scarborough	461 Wac River Dr	887-3494
<i>Scott Thompson</i>	Scott Thompson	141 Steiner Hall	346-2779
<i>Chris Masaki</i>	Chris Masaki	111 Baldwin	346-2246
<i>Dale Carlson</i>	Dale Carlson	611 4th St. S, Wisc Rapids	422-2145
<i>Jonathan Hunt</i>	Jonathan Hunt	1111111 Appleton Valley	422-2145

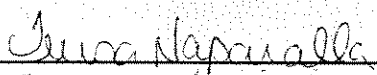
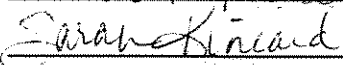
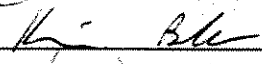

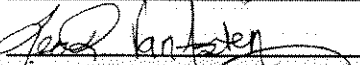



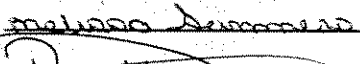



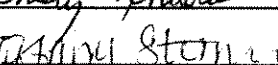
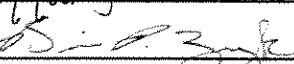
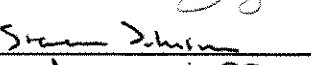
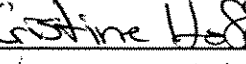



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	Teresa Naparulla		
	Sarah Kincaid		
	Kevin Rolden		346 2602
	Kevin Berdine		345 6183
	Leo R. VanAsten		345 6183
	Leli Gertz		346-5761
	AMANDA SHILLING		346-2735
	Josh Harris		
	Melissa Summers		
	Ryan Merow		
	Adam Janguart		
	Ryan Spierd		
	Andy Hunter		342-9295
	Tiffany Steiner		
	Brian Zaccanel		
	Steven Johnson		
	Cristine Hoffman		344-7642
	Megan Shiner	112 Sims	(715-346-5712)
	Christina Schuett	233 Smith	346-2011

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<i>Eric Bird</i>	Eric Bird	139 Watson Hall	(715) 345-6377
<i>Jennifer M. Umlauer</i>	Jennifer M. Umlauer	301 Neale	(715) 346-3132
<i>Abbie B. Betinis</i>	Abbie Betinis	1661 Cary Ridge, Amherst St.	54407
<i>Mary C. Rebarchik</i>	Mary C. Rebarchik	238 Watson Hall	715-345-6406
<i>Emmie Jo Heppner</i>	Emmie Jo Heppner	141 Altenburg Rd. Jct. WI	54448
<i>Sara Wasnewski</i>	Sara Wasnewski	430 Fox Mile Creek Rd.	(715) 693-6704
<i>Julie Eberhard</i>	Julie Eberhard	436 Baldwin	(715) 346-2399
<i>Kristy Wilfahrt</i>	Kristy Wilfahrt	1741 Elk St.	(715) 343-1658
<i>Vicki Glen</i>	Vicki Glen	316 Roach	(715) 346-5945
<i>Paul M. Borke</i>	Paul Borke	110 Roach	(715) 345-6462
<i>Scott Kolodziej</i>	Scott Kolodziej	439 Neale	(715) 346-3117
<i>Amanda Morris</i>	AMANDA MORRIS	415 Sims	(715) 346-5847
<i>Brian J. Ruder</i>	BRIAN J Ruder	3370 ROYAL OAK DR.	(715) 345-1635
<i>Ben Heil</i>	Ben Heil	128 Watson	345-6367
<i>Eric Hladilek</i>	Eric Hladilek	422 Smith	(715) 346-2013
<i>Kristin Walker</i>	Kristin Walker	6597 Swedish Rd	(715) 485-3889
<i>John Omernik</i>	John Omernik	1872 Clarice's Cir	(715) -341-7763
<i>Kristina Lee</i>	KRISTINA LEE	805 Whitby Ave #21	(715) -346-2774
<i>David Johnson</i>	David Johnson	1734E Northhaml Dr	(715) 342-9692


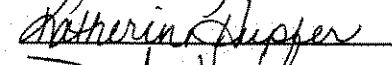
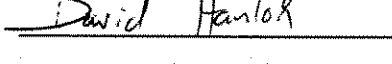


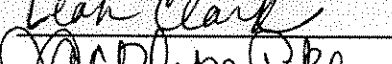
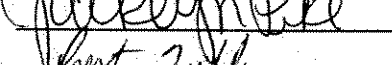
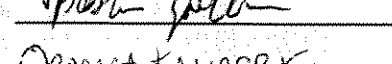
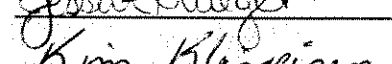
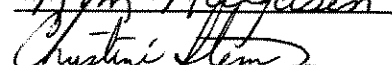


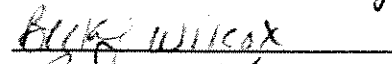
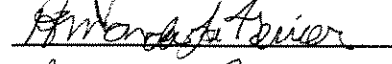
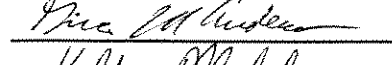
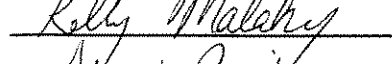
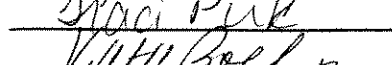
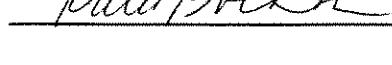

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	Sandra Holmes	Geatrade Lane	341-4377
	Katherine Hupfer	Smith Hall	346-2017
	David Harlok	Neale Hall	316-3019
	EZRA SCHOENOVER	56 PEARL ST. CLINTONVILLE, WI 54929	715.823.6755
	Amanda Klemm	Watson Hall	345-6483
	Leah Clark	Thomson Hall	346-3787
	Jacklyn Pike	Thomson Hall	346-2982
	Preston Zoeller	Neale Hall	346-3111
	JESSICA KRUEGER	Smith Hall	346-2033
	KIM KLINGEISEN	1200 Reserve	345-1473
	Christine Stern	2409A Main St	343-1696
	Becki Guenther	310 Steiner	346-2815
	Patricia Sellinger	324 Thomson	346-2935
	Becky Wilcox	337 Thomson	346-2930
	Amanda Lafrenier	117 Sims	346-5708
	Gina Anderson	318 South	345-6245
	Kelly Malahy	210 Knutzen Hall	346-3623
	Traci Pirk	205 Smith Hall	345-6114
	Katie Behn	363 Sims Hall	346-5808

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<i>[Signature]</i>	Daniel Squire	5315 Severn Way	346-2239
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<i>[Signature]</i>	BRYAN BEDRZIAL	237 BALDWIN	346-2292
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<i>[Signature]</i>	Sean O'Donnell	237 Baldwin	346-2292
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<i>[Signature]</i>	Justin Davis	224 Baldwin	346-2692
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<i>[Signature]</i>	Aimee Fenlon	236 Baldwin	346-2323
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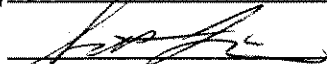
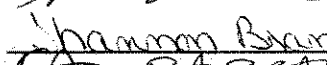

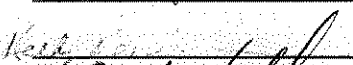

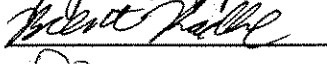

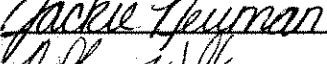
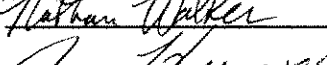
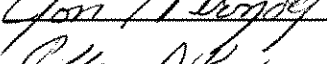

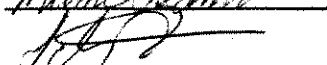
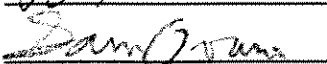


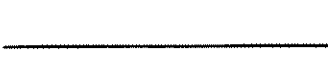
FIGHT FOR STUDENT ISSUES!

We, the undersigned of the University of Wisconsin – Stevens Point, declare that the State of Wisconsin must make higher public education a top priority in the 1999-2001 Biennial Budget. We express concern over the proposed budget inclusion of tuition flexibility. This initiative shifts power to set and maintain tuition from the elected state legislature to the un-elected Board of Regents. This initiative **MUST BE REMOVED** from the budget. We, as students, also realize it is imperative that programs for the UW-System **CANNOT** be funded on the backs of students. Therefore, we also urge the State of Wisconsin to fully fund the UW-System requests for the following programs:

- Plan 2008 at \$6.9 million
- Career and Academic Advising at \$5 million
- Faculty Pay-raise at 5.2%
- Maintain current funding for libraries
- Ensure 6% increase for Wisconsin Higher Education and increase Lawton Minority Grant 6%

The UW-System cannot be funded through tuition dollars. However, the quality of education cannot be compensated. Therefore, the UW-System must receive full funding in the 1999-2001 Biennial Budget.

Signature Print name Address Phone Number

	Michael Stanonik	2040 College Ave	715 342 4796
	Scott Linn	1624 ^A College	715 343 1598
	Shannon Brandt	2850 Plover Springs Dr Apt 5 Plover WI 54467	(715) 343-0850
	Kate Barcalow	1624A College Ave	715-343-1598
	Kelly Reinhardt	2300 Birchwood Rd Wausau WI 54401	(715) 845-5006
	Jeremy Hoffmann	1908 Briggs St.	715 343-0867
	Brent Radtke	1708 Franklin St	343-16895
	Dana Manske	1515 College Ave	715-342-4859
	Jackie Neuman	204 Knutzen Hall	715-340-3628
	NATHAN WALKER	2532 5 th Ave #5, Stevens Point	715-342-4306
	Jon Herzog	1916 College Ave	715-341-8937
	JEFF KOCH	401 MICHIGAN AVE APT 203 C	715-345-0754
	Matt Smith	"	"
	Nadine Schulz	130 Baldwin	715-346-2361
	Sam Ovanin	6770 Clyrd-T Advisers	324 2427
	Justin E. Buehler	728 Division St Stevens Point	715-342-4766
	Elizabeth A. DeMask	2132 Clark St, Stevens Point	715-343-0638

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Signature Print name Address Phone Number

<i>Megan Connelly</i>	Megan Connelly	1415 Wyatt Ave Stevens Point, WI	342-4307
<i>Joe Dupont</i>	Joe Dupont	2035 Ellis	343-1541
<i>Kevin Chen</i>	Kevin Chen	429 Pray Hall	346-5839
<i>Serena Leo</i>	Serena Leo	1301 6th Ave, Apt 18	345-1052
<i>Renée Maule</i>	Renée Maule	1609 Fourth Ave #8	345-7729
<i>Margaret With</i>	Margaret With	2442 Algoma St.	342-6941
<i>EUGENE E. MCICR</i>	EUGENE E. MCICR	3200 Ellis #17	341-2581
<i>James Ryan</i>	James Ryan	1540 Torun rd #133	342-2505
<i>MELISSA OBERBECK</i>	MELISSA OBERBECK	2625 4th AVE APT #6	342-0857
<i>Avon Manchester</i>	Avon Manchester	112 N. Second street	345-2778
<i>Shawna Salabert</i>	Shawna Salabert	2132 Clark St, Lower	343-0638
<i>Matt Kozmarzinski</i>	Matt Kozmarzinski	803B Isadore St.	343-0228
<i>SEST P. KATH</i>	SEST P. KATH	325 MICHIGAN AVE #1 Stevens Point	—
<i>Keith Johnson</i>	Keith Johnson	220 Steiner Hall	346-2864
<i>Katherine Post</i>	Katherine Post	1254 Northpoint Dr.	342-4742
<i>Daniel Ali</i>	Daniel Ali	1017 Duison St	342-4148
<i>Ben Brouil</i>	Ben Brouil	723 Smith Street	342-9097
<i>Patrick Swope</i>	Patrick Swope	1725 Oak St.	344-2296
<i>Matthew Coffer</i>	Matthew Coffer	1732 Main St.	342-0734