



THE INSTITUTE FOR WISCONSIN'S FUTURE

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Facsimile Transmittal

To: Lisa Fax: 1-608-266-7483

From: Karen Royster Date: 1/17/01

Re: Speaker's list for Jan 24th hearing

Pages: (including this cover sheet) 3

Urgent For Review Please Comment Please Reply Please Recycle

Message:

We will send you a final list tomorrow, which includes the name of the speaker in Part II - Policy Recommendations.
Thank you!

Speaker List for**Legislative Hearing on the
Statewide Forums on the Impact of Revenue Limits on Wisconsin
Public Schools**

**January 24, 2001
Capitol, Room 411-South**

Welcome- 1:00

Part I.

Overview of Forums

Winnie Doxsie, President, Wisconsin PTA

Regional Reports

South Central Forum

Virginia Wyss, Member, Janesville Joint Legislative Committee (will summarize the Janesville forum)

Carol Carstensen, School Board Member, Madison Metropolitan School District (will focus on special education as a key issue)

Central Forum

Bill Hettler, President, Stevens Point PTSA (will summarize the Stevens Point forum and discuss technology and referendum issues)

Southeast Forum

William Marris, President and CEO, The Marris Group (will summarize the West Allis forum)

Roxanne Starks, President, Milwaukee School of Languages PTSA (will discuss increased class size and urban issues)

Judy Fons, School Board Member, Greendale School District (will discuss declining enrollment issues)

Northwest Forum

Jann Brill, Director, Wisconsin Indianhead Technical College (will summarize the Superior forum)

Donna Spotts, parent, Ashland School District (will discuss rising fixed costs)

North Forum

Linda Kunellus, District Administrator, Northland Pines School District (will summarize the Rhinelander forum and discuss the issue of teacher wage levels, regional competition for teachers)

Northeast Forum

Richelle Ridgeway, Education Reporter, WGBA-TV26, Green Bay (will summarize the Appleton forum)

Richard Meyer, Chief of Police, Appleton (will discuss program cuts in schools)

Student Statement

Sandra Sulzer, student, Madison High School

Closing Statement for Part I.

Marty Holmquist, District Administrator, Cassville School District

Part II. 2:10-2:30

Policy Recommendations

Presentation of policy options to reduce the negative impact of revenue caps and alleviate other school funding problems.

(List of speakers will be available on 1/18/01)

JAN 16 2001



INSTITUTE FOR WISCONSIN'S FUTURE
policy research in the public interest

January 12, 2001

Board Of Directors

- Anne Arnesen
- Jim Cavanaugh
- Sheila Cochran
- Winnie Doxsie
- Sharon Keigher
- Walt Kelly
- Joyce Mallory
- Michael Murphy
- David Newby
- Joanne Ricca
- Michael Rosen
- John Stocks
- Marcus White
- Rev. Rolan Womack
- Rev. Thomas Yondorf

Advisory Board

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- Tom Domer
- Laura Drake
- Eunice Edgar
- Zohreh Emami
- Frank Emspak
- Jane Gellman
- Becky Glass
- Carol Grossmeyer
- David Hoffman
- Andrew Holman
- Rob Kennedy
- Julilly Kohler
- Juan Jose Lopez
- William Lynch
- Bill Orenstein
- Joe Oswald
- Barbara Zack Quindel
- Tom Quinn
- Jack Rosenberg
- David Saichek
- Marsha Sehler
- Scott Soldon
- Kelly Sparks
- Dorothy Walker
- Deborah Zemel

Sen. Richard Grobschmidt
WI State Senate
P.O. Box 7882
Madison, WI 53707-7882

Dear Senator Grobschmidt:

We are writing to request your attendance at an important hearing on school finance problems and the concerns of citizens on:

Wednesday January 24, 2001
1:00 pm
Room 411-South in the Capitol.

The focus of the hearing is the impact of revenue limits on schools and other statewide school funding problems. It will be attended by hundreds of Wisconsin citizens, including constituents from your district.

Last fall you were contacted about a series of forums to be held across the state on revenue limits and their impact. The forums were organized by the Wisconsin Alliance for Excellent Schools, a network of school districts, organizations and individuals interested in maintaining quality public education in our state. Over 1,000 persons attended the forums and 263 parents, students, educators and school officials spoke. Their testimony has now been compiled in a report to be released on January 24th. The report provides a compelling view of the state of Wisconsin public schools under revenue limits. As you know, education is one of the priority issues for voters throughout the state. We know you would like to be present at the hearing where the citizens who organized and participated in the forums will present the findings to legislators.

Although the hearing will be at a special meeting of the Senate Education Committee, Senator Grobschmidt, the Wisconsin PTA and the other organizations involved in this effort encourage all legislators to attend. Presenters are coming from communities such as Superior, Madison, Stevens Point, Rhinelander, metro Milwaukee, Janesville and Appleton.

We hope that you will be able to attend. Please return the attached RSVP form via fax at (414)384-9098 or call (414)384-9094 to let us know if you can attend. Thank you for your concern for our children.

Sincerely,

Winnie Doxsie
President
Wisconsin PTA

Karen Royster
Executive Director
Institute for Wisconsin's Future

RSVP Form

Legislative Hearing

Report on the Statewide Forums on Revenue Limits and School Funding Issues

Wednesday, January 24, 2001

1:00

Capitol, Room 411-South

Name: _____

_____ I will attend the hearing

_____ I am unable to attend the hearing

_____ I would like to receive the report

Please fax this form by January 19, 2001 to:

Institute for Wisconsin's Future

Fax: (414)384-9098

Or call (414)384-9094

Moen, Lisa

From: linda/mike distel [lmdistel@execpc.com]
Sent: Thursday, February 01, 2001 9:49 PM
To: Moen, Lisa
Subject: Re:

Thank you for your update regarding spending caps. As Area Council PTA President for the Mequon-Thiensville School District, I can tell you that this issue will become all consuming for our district in the coming year, if there is no give in the way we find dollars. As a taxpayer I do not want a significant increase in my property taxes, but I struggle with this issue as I attend one meeting after another throughout the district this year, and see the decisions loom as to which programs to cut, and which staff members and their services to let go. Spreading out a small tax increase may not be an unbearable burden, but this needs to come from Madison.

I urge to you find a way to separate the EEN component from its current place in the budget process at the local level. Equally difficult is the contradictory QEO ratio to per pupil increase. It just makes no sense in the current economic climate.

I can assure you that current complacent parents (your voters) will come out of the woodwork. Our PTA community, like any other, has a hardworking core group which is becoming pretty sophisticated in its knowledge of these issues. This district will find its voice on this issue in the coming months.

Its truly unfortunate the state of Wisconsin finds itself in this position, but it's the students who are most at risk here. It takes so long to reinstate cut services and programs, that several grade levels completely miss what those before may have experienced. This will begin to show on testing, and college applications, and ultimately, the quality of the workforce needed to move our economy forward. It's a pretty big picture. And, it is completely at odds with the now mandated testing...where are the dollars needed to administer this?

I appreciate the responsibility to your constituents your email demonstrates. These emails are reprinted and distributed to Area Council. Please stay in touch.

Linda Distel
PTA Area Council president
Mequon-Thiensville School District

At 04:23 PM 2/1/01 -0600, you wrote:

>February 1, 2001

>

>

>

>Dear Linda Distel:

>

>Recalling your interest in, and concerns regarding state funding of our
>schools, I would like to take this opportunity to provide you with an
>update. School districts throughout the state are wrestling with issues

>relating to revenue caps. Addressing issues such as the QEO, special
>education costs, rising fuel costs and declining enrollment, among others,
>coupled with revenue caps are creating financial hardships for school
>districts. I believe that the Legislature must address the issues of
>adequate funding if we are to maintain the highest level of quality
>education.

>

>As you know, on January 24, 2001, the Senate Education Committee, of which I
>am the Chairman, held a public hearing on the revenue cap and other related
>issues. Through public testimony, as well as written correspondence which I
>and other members of the committee have received, the Legislature has
>received invaluable information to use as we prepare to discuss, debate and
>formulate legislation to address these issues.

>

>Again, I appreciate receiving your comments regarding this matter. It is
>very important for legislators to be aware of the situations which schools
>throughout the state are facing. You may be assured of my commitment to our
>schools as we begin the 2001-02 session of the Legislature.

>

>Sincerely,

>

>

>

>RICHARD GROBSCHMIDT

>State Senator

>7th Senate District

>

>RG:lm

>

>

Sumi, John

From: kzing [kzing@execpc.com]
Sent: Sunday, January 28, 2001 3:13 PM
To: sen.grobschmidt@legis.state.wi.us
Subject: rev cap testimony

Testimony for Senate Education Committee

Dear Senator Grobschmidt,

I was at the Capitol on Wednesday, January 24th to testify in front of your committee. Unfortunately, I left at 5:30 p.m. As so many others testified, time ran out. I am sending my text to you in hopes you can share this with your committee as well as Rep. Olsen's Assembly committee on education.

First of all I'd like to thank the Education Committee for conducting this public hearing. I am first of all a parent in the West Allis-West Milwaukee school district. My last student attends high school now, so I have witnessed the effects revenue caps have had on all levels of education. Our district is considered property rich, income poor and landlocked with stable to declining enrollment. I am an active PTA member and as of three years ago I was elected to our school board

Let me start by stating my focus: Spending caps on our schools may be a popular tax policy but they are destructive educational policy. I want our legislators to separate these two goals and understand the negative impact they have had in our schools at the same time they are speaking about demanding improved student achievement.

The first thing I was aware of was the loss of our elementary foreign language exploration program. Our community allowed that to happen because it seemed the least impacting. I wonder now, how high would our 10th grade language scores could have been with this dead program. Research holds that foreign language training drives up English language skills. Do revenue caps help?

Another immediate and obvious cut made after revenue caps were put in place was in capital improvements. It was just necessary to forgo maintenance to save dollars. We used to be fiscally responsible as a district and save \$1 million dollars annually for capital improvements. This allowed our district to take care of its aging schools, six that were built before 1935.

Some of these schools are 75 years old and we were forced to go to referendums to do basic maintenance on them. Anyone of our legislators who believes it's no big deal to go to referendum... let me tell you, referendums divide a community and do not create harmony. If we spend our limited funding to educate the public on the question we are questioned by the taxpayers for frivolous spending, If we don't mount a PR campaign to educate the citizens, the legislators say "you didn't work hard enough to get the word out." Volunteer citizens spent hours of their time working on the referendum as well as thousands of dollars of their own money. I've seen referendums play a part in the splitting up of a family and lead to divorce as well as felt the deterioration of my own health as stress took its toll along with about 25 pounds. That is beside the hate mail, the crank calls and the name-calling you endure in the local papers. That's just too much to ask people to bear. Have revenue caps helped?

More importantly, my children watched as three referendums failed – and they asked me why “the people” don’t want kids to have good schools without broken windows, 50 year old deteriorating bathrooms, peeling paint, 1930’s wiring for 1990’s technology, crumbling concrete and subpar air quality? It really sets an example of the communities priorities – and the kids felt they were NOT a priority at all. In fact they felt like education wasn’t a priority at all. That is certainly not the message we want to send our kids.

Revenue Caps, help?

We still have a computer lab in a hallway with cords everywhere included hanging from the ceiling. I am not comfortable that this equipment is secure.

The middle school lost a reading teacher and two family and consumer education teachers as the student-teacher ratio was raised. Have revenue caps helped?

Music lessons are taught NOT by THE middle school Band teacher but by a four different travelling band teachers. That certainly does not help the Band director when he has to gather these students for performances. Have revenue caps helped?

Art teachers lost their prep time . They warned instead of the richness in art that was being taught, they would have to return to paint and crayons. And I believe creative arts education is an essential component to academic success. Have revenue caps helped?

I watched a minimum student limit of 15 be placed on Advanced Placement courses. Yet Special Education classes don’t have a limit. Do you see how it feels like we pit one group of students against another when we should be working to the benefit of all? It is appalling. Have revenue caps helped?

In the past seven years I have witnessed the politicization of education. We will NOT improve student achievement using such tactics in the long run. This has been proven again and again in education research and written about by such authors as Linda Darling Hammond and James Comer.

Quick fixes foisted upon local schools by well-meaning people in Madison are not the way to achieve school reform. It has to be embraced by the parents and teachers in the classrooms to have lasting effects. Many of Wisconsin’s schools were already in that process in 1992. Our district has cut/ saved \$20,000,000 in the past ten years. Revenue caps however, have stopped our forward motion as more money is drained from the “nonessentials” to pay for salaries for direct instruction. Staff development dwindled and all resource teachers were eliminated. I ask you, have revenue caps helped?

Apply for grants? With whom and when? Our administrative staff has been cut and cut again. We used to have a coordinator of Art, Music, English, Science and Math, Social Studies, Phy Ed and Health, Vocational Education, and Library Science. These people were able to pick up where the resource teachers left off and get into the classrooms to model the best teaching in their field. We now have :

- one elementary coordinator for all academic subjects
- two secondary coordinators splitting the all academic subjects as well as vocational education
- one phy ed/health/music/art/Chapter 220 coordinator
- no purchasing agent
- no Board secretary
- 4 less secretary positions
- no operation manager

These people (who are NOT specialists) try to assist in the curriculum

work 70 hr. weeks and it cannot go on much longer. I am so distressed with good staff leaving to go to private industry because they pay more for less work. This is the legacy of revenue caps and the QEO. A brain drain. Have revenue caps helped?

As a school board member, I am having a tough time doing my job. I can do a little more with a little less – but you have squeezed our budgets dry and left us to go back to asking people to lose their lives over referendums. It upsets me that roads can be built, tore apart and then rebuilt without referendum. It upsets me that million dollar waysides are built without referendums. Referendums are like asking people “do you want a shot?” or “would you vote to have your tooth drilled?” Let’s face it – it takes a very intelligent person to stand up and say, “sure, go ahead and hurt me.” You ask us to do that. And now I hear a Bill will be introduced that will limit the number and times we can go to referendum.

We need you people to move beyond the Tax Facts that merely state averages and listen to the stories and impact your decisions have made. More importantly, I want you to try and empathize and feel the things you are told. It is not just about numbers – it’s about students and teachers lives. We need to convey to you the absolute dismay of the ever widening gap between the QEO of 3.8 – 4.1 (with lane changes) and our revenue cap of 2.9 – 3.1 I am a taxpayer, and I say revenue caps have not helped my community, my school or this state. Please consider the 1% solution as a way to assist the state’s public schools you say you care so much about.

Sincerely,

Kathy Zingsheim, School Board, PTA member and Mom
12765 W. Verona Dr.
New Berlin, WI 53151
Phone: (262) 789-1415

STATE OF WISCONSIN

To Lisa

Date 1-8 Time 2:00

WHILE YOU WERE OUT

M Karen Royster

of _____

Phone 414-384-9094

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

Message Re: 24th



Party Receiving Call



WISDOM

JAN 16 2001

**" DEMONSTRATING GOD'S WISDOM
TO THE POWERS AND PRINCIPALITIES..."**

Eph. 3:10

MICAH

HOSEA

RIC

CUSH

TO: Members of the Wisconsin State Legislature

FROM: Rev. Robert L. Harris
President – WISDOM

January, 2001

I invite you to join members of WISDOM, **on the steps of the Capitol on January 24, 2001 at 12:00 noon.** WISDOM is made up of four congregation-based organizations in southeastern Wisconsin: MICAH (in Milwaukee), HOSEA (southern Milwaukee County), RIC (Racine) and CUSH (Kenosha). Together, we represent more than 90 congregations, of 14 religious denominations. More than 300 of our members have committed to be present on the 24th. We will be joined by other concerned citizens from throughout the state.

The rally will deal with the issue of revenue limits and the effect they are having on our public schools. Please see the enclosed position paper, prepared by WISDOM members, which outlines our concerns, and our sense of some possible solutions. After the rally, many of us will attend the legislative briefing that will be held at 1:00 PM in room 411 South.

We ask you to join us on the 24th. We understand that school spending is a difficult issue, but we know that it is critical for the future of our state. We want you to know that you will have our full support if you work to ensure a good education for all our children.

Please call (414) 449-0805 if you plan to attend and would like to be recognized on the 24th.

On a related note, one of our member organizations, HOSEA, has been concerned with the issue of ensuring sustainability for the 21st Century learning Centers. That is, they want to ensure that the tremendous good done by these before- and after-school programs are not lost when the three years of federal funding come to an end. HOSEA will contact you soon about an event on February 1.

Finally, MICAH, another affiliate of WISDOM, has been working on the issue of the Wage Claim Lien law. They strongly encourage you to co-sponsor the legislation being offered by Senator Robsen and Representative Riley, to ensure that banks are not allowed to cut in line ahead of working people when a company goes bankrupt.

Why is school funding important to you and your congregation?



Milwaukee Public Schools educate 95% of our children.

Good schools= skilled workers

Good schools = higher property values

If Milwaukee schools are not effective, kids lose and so does our community.

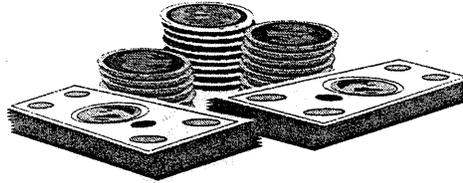
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Young People Need a Good Education



Safe Buildings.	Small Classes with individual attention	Enough copies of up-to-date books
Teachers who are certified.	Computer and Internet access.	Wide choice of courses and training.
Athletics during and after school.	Art, music and theatre.	Individual help and support.

Good Schools Cost Money!



- Small Classes = More Teachers (\$60,000 with health insurance)
- Books = \$80 each
- Computers = Hardware, software, wiring, and training (\$3,000 each)
- Arts and athletics = Coaches, equipment and facilities (\$100,000)

Milwaukee Schools Do not have enough Money !



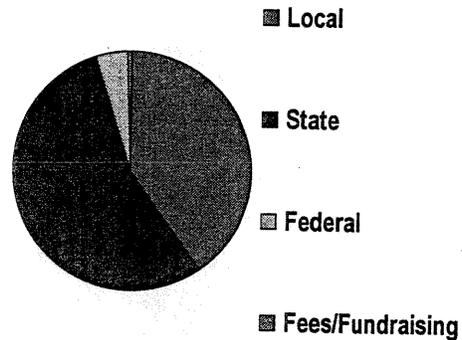
This year's budget shortfall was \$32 million.

- High Schools lost 50 teachers and 22 administrators
- Elementary Schools lost 60 teachers and 86 support staff
- 82 programs eliminated, 105 reduced, 28 increased.

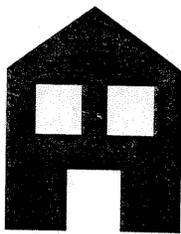
HOW SCHOOLS ARE FUNDED

(State Average)

- **Local Property Taxes (35%)**
- **State Aid from income and sales tax (60%)**
- **Federal Aid (4%)**
- **Fees and Fundraising (1%)**



1) Not all schools are created equal.....



Some districts are property poor.

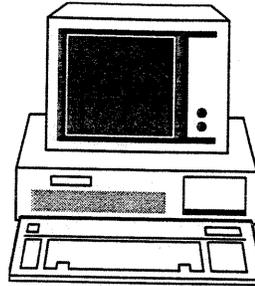


Others are rich.

- Schools were set up using local property taxes.
- Rich communities can raise more money for schools than poor communities. Milwaukee is a poor district.
- The state provides money to poor districts to help them but not enough so that all districts are the same.

Education Costs More Every Year

- Employer/public demand for **technology training**
- New state **standards and testing** for all students.
- Inclusion of children with **special needs** in regular classrooms



The Taxpayers Revolt

Higher school costs = Higher taxes
(computers, wiring, software, medical costs, space)

Higher property taxes = angry voters

Corporate tax cuts increased residential rates

Property taxes = 4% of household income, the same as sales taxes but come in one bill right before Christmas.

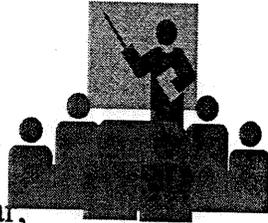
Elderly and working people hit hard.

Voters pressure legislators to cut taxes

1993: State Freezes School Spending

In 1993, temporary revenue limits were imposed by the State Legislature to cap the amount of money districts can raise and spend for schools

- This froze school spending at 1992-93 levels
- The caps allow an increase of only \$220 per pupil for this year, regardless of school districts' expenses.

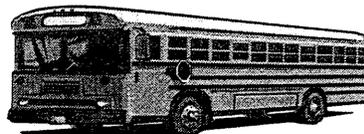


Spending Caps are a problem because the annual increase is too small.

- Revenue Cap allows the district to spend \$220 per pupil more each year.
- But, actual costs increase more than that: wages, healthcare benefits, electricity, heat, gas, books and computer costs.

Gas per	1998	2000
gallon	\$1.18	\$1.55

Extra cost = \$4,700 for every 100,000 miles driven.



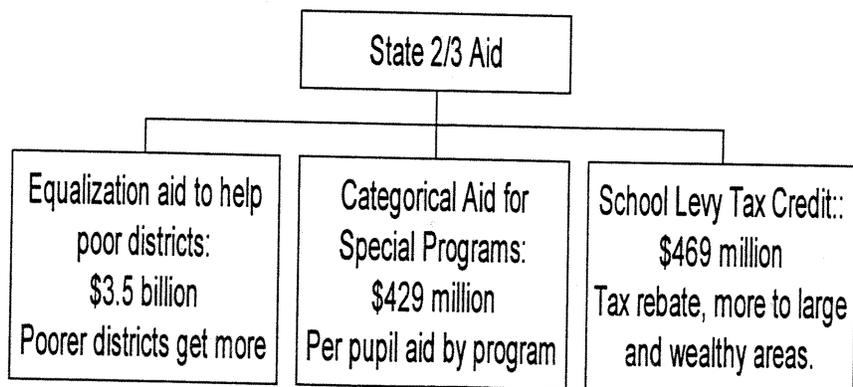
1995: State Increases Aid to Reduce Taxes

In 1995, the state assumed 2/3 of the cost for funding public schools

- \$1 billion property tax relief
- Lowered property taxes, but NO additional money for schools
- Spending caps became permanent



State 2/3 Aid to Schools Districts Comes in Three Packages



State Aid for Special Needs Is Too Low to Cover Costs



Special Education:

State reimbursement has dropped by half over past ten years. Funds for disabled student program must be cut from regular budget

Limited English Proficiency:

State reimburses 17 cents for every \$1.00 cost for districts with many ESL students. Most programs have no aid.

Low Income Students: No assistance.

What districts are doing ---



- Cutting art and music programs, summer schools, sports, counseling and special projects for small groups
- Increasing class sizes
- Spending less on buildings, books and computers
- Not hiring staff and cutting training
- Increasing student fees

What should we do to help schools?

RAISE Revenue Caps!!!



School districts must be allowed to raise the caps and increase budgets to meet basic needs.

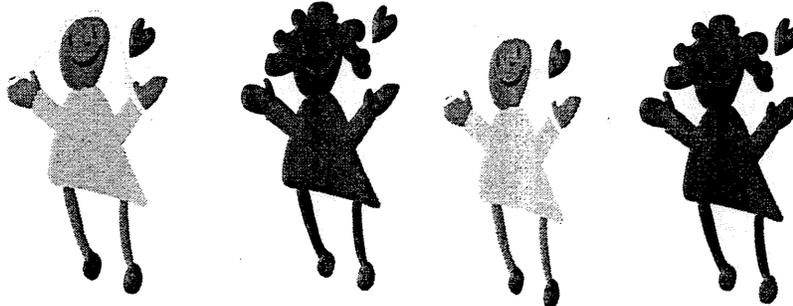
Revenue caps should be increased with state aid for major costs such as class size, building repairs, technology or special programs.



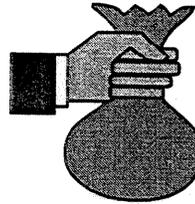
Increase state aid for high need students:



- **Students with handicaps**
- **Students who don't speak English**
- **Students who come from very poor families.**

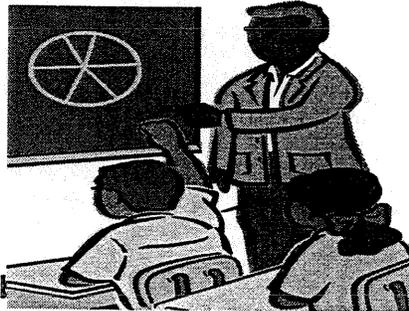


**What we really need:
adequate funding for
good schools for all kids.**

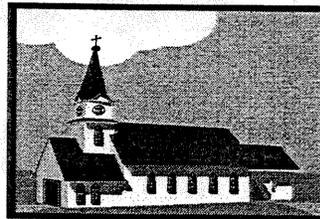


We want every school to have enough money to cover the real cost of a good education.

- 20 kids in a class
- good books
- many computers
- time for teachers to learn and plan
- many class choices
- support for kids in trouble



**Congregations can
work for justice!!**



- Come to Madison on January 24.
- Talk to your legislators.
- Plan a debate between candidates for the Milwaukee School Board election.
- Link up with schools in your community
- Stay involved!

Wisconsin Manufacturers & Commerce

501 East Washington Avenue • P.O. Box 352
Madison, WI 53701-0352
608/258-3400
www.wmc.org

News Release

NEWS RELEASE

FOR IMMEDIATE RELEASE
FOR FURTHER INFORMATION CONTACT:
James S. Haney or Jim Morgan, 258-3400

January 24, 2001

Low Spending School Districts Dominate Student Test Scores **Nearly 60% of Top Performing Districts Spent Below Statewide Average**

MADISON -- Nearly 60 percent of the top performing school districts in Wisconsin last year spent below the statewide average, according to a new analysis of spending and standardized test scores.

The WMC Foundation analysis of test scores and spending levels directly rebuts the calls for repeal of state revenue limits for schools, said James S. Haney, president of Wisconsin Manufacturers & Commerce. The analysis also found that some of the highest spending districts had the worst performance on the standardized tests. Educators Wednesday lobbied for repeal of the revenue limits in Madison.

Last year, 83 of 360 K-12 school districts met or beat statewide averages on 13 of 13 tests, Wisconsin Department of Public Instruction reports. Tests included third grade reading and four tests taken in fourth, eighth and 10th grades.

Of those 83 school districts, 58 percent -- 49 school districts -- spent below the statewide average of \$8,557 per pupil. Another 34 districts spent at or above the statewide average with students meeting or beating the statewide averages on 13 of 13 tests.

"These results show that it's possible for Wisconsin students to bat 1,000 on standardized tests without breaking the bank or bankrupting the taxpayers," Haney said.

"The message is that massive spending doesn't equal student performance and that cost controls work and should be expanded to every level of government in the state of Wisconsin," Haney said. The Wisconsin Taxpayers Alliance reports that Wisconsin school property tax levies have been kept in check since revenue limits were enacted in the 1990s while city, village and county property tax levies have averaged 6 percent hikes -- far outpacing inflation.

The WMC analysis also found that a total of 136 school districts had students who scored above the statewide standard on at least 12 of 13 tests. Of those 136, 80 spent below the statewide average per pupil and 56 spent above the statewide average.

Again, of that group 58 percent spent below the statewide average while 42 percent spent at or above the statewide average.

-- 30 --



WMC is a statewide business association of 4,600 member companies employing more than 500,000 people. Promoting a healthy business climate since 1911, it is a unification of the Wisconsin Manufacturer's Association, the State Chamber of Commerce and the Wisconsin Council of Safety

KEY FACTS ON SCHOOL REVENUE LIMITS AND PERFORMANCE

January 24, 2001
Wisconsin Manufacturers & Commerce

In 2000, 83 K-12 school districts achieved 13 of 13 academic categories

- 49 spent below the statewide average of \$8,557 per pupil
- 34 spent above the statewide average per pupil

In 2000, 136 K-12 school districts achieved 12 or 13

- 80 spent below the statewide average
- 56 spent above the statewide average

Of the 50 highest spending school districts, 12 achieved the 13 of 13 mark on standardized tests.

Of the 50 lowest spending school districts, 15 achieved the 13 of 13 mark on standardized tests.

(Source: Department of Public Instruction. Tests include third grade reading and four standardized tests required in fourth, eighth and 10th grades.)

January 24, 2001
Senate Education Committee
Public Hearing on Revenue Caps

Registering against revenue caps:

- Sheila Schulz, (Ashland)
- Joel Lamke (Racine)
- Brenda Ray (Wauwatosa)
- Kay Lorenzen, Washington Elementary PTA (Wauwatosa)
- Nikki Beckwith, Longellow PTA – Wauwatosa PTA Council
- Mark Van Der Zee, Menasha Joint School District
- Jean S. Burns, WI Alliance for Arts Education
- Amada Zamudio, MPS
- Kenneth Edwards, MPS
- Arlandus Morton, MPS
- Dr. Bambi Statz (Dane)
- J. Michael Thompson, Menasha Jt. School District
- Suzanne Wolfferdorff, Friends of Greendale Schools
- Brian Hanes, Superintendent School District of Oostburg
- Deborah C. Thomas, WI Allied for Arts in Education
- Thomas Wild, Riverside – MPS
- Lance Alwin, united school District of Antigo
- Skye Alwin, Antigo USD
- Caroloyne Krebs, Janesville Schools
- Mike Rundle, (Janesville)
- John Enster (Edgerton)
- Lori Zahorodny (Milwaukee)
- Dierdre Goldberg, Janesville Education Association
- Rebecca Spice (Milwaukee)
- Susan Becicer, WI AAUW
- Gail Kolvenbach (St. Francis)
- David Arbuthut, Janesville Legislative Committee
- Dewitt Jones, Fond du Lac Schools
- Helen Gillet, WI Alliance for Arts Education
- Virgilyn Driscoll, WI Alliance for Arts Education
- M. Rosales, MPS
- Wendy Cates, (Milwaukee)
- Guy Costello, So. Milw. Education Assoc.
- Barkley Anderson, Edgar Public Schools
- A. Vernon Jensen, Preserve Our Public Schools
- Janet Van Asten (West Bend)
- David North (Coldgate)
- Pat Herdrich, WI Association for Supervision & Curriculum Directors
- Janet Van Asten (Appleton)
- Laurie Casey (Wauwatosa)
- Thomas Wolfe (Janesville)
- Marquise Roberson-Best (Milwaukee)
- Kathy Zingsheim (West Allis – West Milwaukee)
- Michael O'Meara (Stevens Point)

Speaking Against Revenue Caps

- Winnie Doxsie, WI PTA
- Sandra Sulger, Madison student
- Jordan Woods-Wahl, Superior Student
- Katie Shanovich, Riverside University HS
- Brianna Sanford, Antigo Student
- Rachael Cunningham, Antigo Student
- Virginia Wyss, (Janesville)

- Jan Brill, (Superior)
- Carol Carstensen (Madison)
- Donna Spotts (Ashland)
- Robert Kattman, District Administrator Glendale –River Hills School District
- Bill Hettler, Central WI Forum (Stevens Point)
- Marty Holmquist (Cassville)
- William Marris (West Allis)
- Richard Meyer (Appleton)
- Richelle Ridgeway (Green Bay)
- Roxanne Starks (Milwaukee)
- Margaret Vranes (Greendale)
- Doris Parsons (Palmyra)
- Judy Fons (Greendale)
- Rachel Takniut , Advocates for Education
- Linda Kunelius, Northland Pines School District
- Debora Anderson, Milw. German Immersion School

Speaking in Favor of Revenue Caps

- Michael Birkle, WI Property Taxpayers, Inc.

TUESDAY MIDDAY

January 23, 2001

Waukesha



WAUKESHA

50¢

Wisconsin

Volume 142, Number 254

FREEMAN

WAUKESHA SCHOOL D.

Group claims district campaign

*Program chairman
denies claim
about letter*

By LEE COLONY
Freeman Staff

WAUKESHA - The Waukesha Taxpayers League claims Waukesha School District employees are campaigning for a proposed refer-

endum on taxpayer time with taxpayer money.

The group today asked District Attorney Paul Bucher to determine whether the district violated any election laws and, if so, to stop any further action.

"It has been brought to our attention that district employees have been actively campaigning for the passage of this referendum during paid work hours, using district materials, equipment and ser-

vices," Christine Luffer of the taxpayers league said in a letter of request to Bucher.

The league's request stems from a Dec. 18 letter written by environmental education chairman Jack Finger. His program has been targeted to be cut in the 2001-02 school year. District officials are also proposing a \$29 million referendum that, if passed, may prevent programs like environmental education from being cut.

In his letter, Finger asks students and parents to "support, any way you feel you can and be comfortable with, this valuable hands-on, experience based academic program."

Finger said this morning that materials, equipment and production of the letter were all done outside district time and money.

"There is no promotion of anything," Finger said. "I talked about the question and said stay interest-

ed. It was strictly if you support this and support the program, stay tuned ... It was for heightened awareness."

The letter was distributed to students - in school at the time, not to their home - of parents who have volunteered for the program, he said.

Luffer said her group disagrees with the use of inter-district mail

See GROUP, BACK PAGE

Opponents of revenue caps say schools suffer from lack of funds

CAPS, From 1B

It also found that while the number of special-education students has grown, federal and state reimbursement for their needs has shrunk as a percentage of total costs.

"Remaining special costs — such as medical equipment, additional teaching staff, equipment for the visually and hearing-impaired, and special transportation — must come from the regular school budget," the report says. And while school taxes dropped considerably after the state imposed revenue limits and agreed to pick up two-thirds of school costs, the institute report said other taxing entities not subject to the caps increased their budgets.

The Wisconsin Education Association Council, the state's largest teachers union, strongly opposes the caps. WEAC president Terry Craney said that as more districts face declining enrollment, political pressure will increase to lift the caps.

"The system cannot continue like this, or we will end up with an educational system like Mississippi's," Craney said.

"Revenue controls have had a cumulative effect over the years that puts our schools in jeopardy. I don't think the general public or politicians understand the devastating effect caps have had. It is a death by 1,000 cuts."

Jack Norman, research director for the institute, agreed that pressure on lawmakers will mount as more districts face stable or declining enrollments.

COMING UP

RALLY: A protest sponsored by opponents of school revenue limits is planned for noon Wednesday on the steps of the state Capitol.

HEARING: Afterward, the state Senate Education Committee will hear testimony on the revenue caps at 1 p.m. in Room 411 South in the Capitol.

The report notes that declining enrollment is a factor in more than half of the districts in the state.

Todd Gray, business manager for the Appleton school district, said revenue limits and rising costs have diminished the ability to pay for essentials such as textbooks.

"School districts don't say they have to cut sports and some other programs for political reasons, so you chip away at things like the textbook budget," Gray said. "But we've reached the point where there's nothing left to chip away at."

Gray said two elementary schools on Appleton's north side have more than 700 children enrolled and, "There's just no more room for them."

Cynthia DiCamelli, a member of the Oregon School Board, said budget constraints forced one physical-education teacher to use PTA funds to buy baseball gloves at garage sales.

Page 6A/The Freeman • Monday, January 22, 2000

Report highlights effect of spending caps on schools

MADISON (AP) — Spending limits placed on school districts to keep property taxes low make it difficult for schools to cover the rising costs of staff salaries, textbooks, technology and utilities, according to a report to be presented to a Senate committee this week.

For some school districts, a cold winter and high heating fuel prices are pinching already tight budgets, according to the Institute for Wisconsin's Future, a policy research center in Milwaukee.

The report was based on testimony from 260 teachers, school administrators, parents and students at six hearings held around the state last fall.

"If it could be possible, please just give us enough money to heat our building," Superior student Katie Heisel said during an Appleton forum.

The Senate Education Committee

will hear testimony Wednesday on the effects of spending caps. Gov. Tommy Thompson's administration won legislative approval and implemented spending caps for public school districts starting with the 1993-95 state budget.

In his next budget request, state Superintendent John Benson proposed letting local school boards approve increasing what they can spend on each student by about \$75 each year — or about 1 percent — by a two-thirds vote and without going to a referendum.

The current rise in fuel costs — natural gas prices are double what they were a year ago — have increased school boards' concerns about revenue caps, said Greg Doyle, a spokesman for the state Department of Public Instruction. Many buildings are aging and have not been updated for energy efficiency.

How to reach us ...

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URGENT

Invitation to ALL
Legislators!!

R. Grobschmidt
104-S

The Brownie Band-Aid: Bake sales can't fund public schools

The Wisconsin PTA Anti-Bake Sale

Parent fundraising can't fill the huge gaps in school budgets.

- PTAs and other groups are feeling pressure for more fundraising, like bake sales, to help cover the budget shortfalls due to revenue limits. But bake sales are quick fix band-aids for a problem needing a long-term legislative cure.

Revenue limits can't be overcome by parental good deeds.

- This year in more than 80% of the state's school districts, the allowable spending increase, under revenue limits, was less than the national rate of inflation for education costs. And the costs of health insurance, gasoline, textbooks and other essentials are growing even faster. Selling a few thousand brownies might buy books for a first grade classroom. What about the rest of the school?

Enrichment is the appropriate PTA role of limited fundraising in schools.

- All the fundraising we currently do is only 1% of the money spent on schools. Parent fundraisers are fine for *enriching a sound educational program*, for some extra-special additions. They're not the way to pay for basic school items like new books, computers, and chairs.

All kids deserve a quality education.

- The job of public schools is to give all kids the chance for a quality education, whether or not the parents have the time and will to be fundraisers.

We all benefit from investing in public education.

- Public education is a community responsibility, a benefit to everyone, a way to extend our democracy. It needs real investment from public funds, not "stopgap" aids from bake sales.

PTA promotes meaningful parent involvement.

- There are so many important ways for parents to be meaningfully involved in their children's schools: reading to kids, developing academic standards, chaperoning field trips, serving on a school governance council, attending performances, and many others. Time spent fundraising means less time for other critical forms of involvement.

Don't 'dessert' our children!

**Come to one of the events TODAY at the Capitol to
show your support for kids and public education!**

See the sticker on the back of your brownie for times and locations!



**Wisconsin
PTA®**

4797 Hayes Road, Suite 2
Madison, WI 53704
(920) 739-7593 (H)
(608) 244-1455 (O)
(920) 830-3579 (F)
wi_pres@pta.org

Winnie Doxsie
President

GLENDALE-RIVER HILLS SCHOOL DISTRICT

2600 W. Mill Road, Glendale, WI 53209

*Preparing Our Children To Be Lifelong Learners
And To Succeed In Tomorrow's World*

MEMORANDUM

January 24, 2001

TO: Wisconsin State Senate

FROM: Dr. Robert Kattman, District Administrator

SUBJECT: Revenue Controls and Declining Enrollment

- Resident student enrollment has declined by almost 20% over the past decade.
- The City of Glendale is an aging community. The percentage of elderly residents is significantly greater than that found in other Milwaukee County communities.
- Projections show that enrollment will continue to decline for the foreseeable future.
- The District has worked very hard to deal with the revenue problems created by declining enrollment.
- Since 1994 the number of administrators has been reduced by 30%, the number of teachers by 19%, and the number of custodians by 22%.
- The District is spending 41% less than other Nicolet area school districts in all non-instructional areas.
- Since 1994 over 1.5 million dollars have been removed from the District budget. This has included the total reorganization of the District to place all children at the same grade level in the same building to achieve maximum efficiency in the utilization of staff, and the elimination of our summer school program, recreation department, and all non-emergency repairs to our buildings.

----- Over -----

- Since 1994 we had added about \$350,000 in additional revenue by initiating all day kindergarten, developing a parental outreach program at the 4 year old kindergarten level and increasing student fees. Student fees are now the highest in the state. The four year old kindergarten fee is \$400.
- This year, our expenditures are \$375,000 more than revenue, drawing against our fund balance, which results in more short term borrowing and increased costs.
- For the 2001-02 school year, it is projected that expenditures will be \$700,000 more than revenue even with an additional \$300,000 in staff cuts being made.
- For the 2002-03 school year, it is projected that expenditures will be \$1,200,000 more than revenue even with an additional \$500,000 in staff cuts.
- In June of 2003, the District will have no fund balance, class sizes at all grade levels will be at 30 or more, there will be no art, foreign language, music, or physical education programs.

The scenario is not pretty. We have had two referendums to exceed the revenue cap. Both have failed. We have lobbied numerous legislators and the Governor to try to bring about change. Failure of the Legislature to act at this time will lead to the destruction of our school district and many others throughout the state.

This situation was created by the Legislature when it failed to see that revenue controls and the qualified economic offer (QEO) were not compatible within the same system. It is time for the Legislature to undo the damage that has been done.

Act now to address this issue. At a minimum, set a floor on declining enrollment or allow districts to levy enough taxes to pay for the QEO.

Thank you for listening. Thank you for understanding. Thank you for acting.

Survey Results

The Social Awareness Group distributed 1500 surveys to Riverside University's English teachers to give to their classes. We received about 700 back. These are the results of our survey.

1. Are your books:

a) up to date	46%yes	54%no
b) in good condition	43%yes	57%no
c) of good quality	55%yes	44%no

2. Are there courses you want, but can't take?

66%yes 34%no

If yes, why?

a) school doesn't offer	51%yes	49%no
b) scheduling	38%yes	62%no
c) already filled	31%yes	69%no

3. In the past Riverside offered auto mechanics, vocational training, architecture, open education, and other special programs. These programs served as an alternative to the university prep program. Do you think these programs are still needed

78%yes 22%no

4. Do you participate in after-school activities?

48%yes 52%no

5. Are there enough suitable programs

63%yes 36%no

6. Do your teachers offer you individual attention when needed?

68%yes 32%no

7. How many people are in your classes? average: 35

a)are you comfortable? 63%yes 37%no

8. Are the school building facilities:

a) up to date? 33%yes 67%no

b) safe? 56%yes 44%no

c) comfortable 34% yes 66%no

d) crowded 60% yes 40%no

9. Are counselors available to you? 76%yes 24%no

a) Are they helpful? 65%yes 35%no

b) Are there enough of them? 46%yes 54%no

c) Do they have enough time? 34%yes 66%no

10. Are your teachers stressed? 75%yes 25%no

For what reasons?

a) Need more prep. Time 64%yes 36%no

b) Too large of a class 61%yes 29%no

c) Have too many responsibilities 63%yes 37%no

11. Have you ever had personal contact with the principal?

20%yes 80%no



GREENDALE SCHOOL DISTRICT

5900 South 51st Street ~ Greendale, WI 53129 ~ www.greendale.k12.wi.us
Administrative Office (414) 423-2700 ~ FAX (414) 423-2723
Business Office (414) 423-2710 ~ Pupil Services Office (414) 423-2715

Considerations of School Finance Concern

On behalf of the Greendale School District and its residents, as well as myself, I want to thank you for your willingness to listen to our concerns and act on behalf of the children. As you are aware, we are deeply concerned about the effects of revenue caps on Wisconsin public schools. Class sizes are increasing, maintenance is being delayed, important resources eliminated and mandates, such as the new teacher licensure process, are imposed without financial resources to support them. In turn, we are sensitive to your request for proposals that we believe would ease the burden of caps on our and other school districts. We submit the following proposals to you in order to assist the Greendale School District staff to prepare our students for the challenges they face.

- **Exclude from revenue caps, debt service payments if the following applies ... the debt must be issued to repair/maintain existing facilities, build or purchase new school facilities; and the aggregate outstanding indebtedness of the Greendale School District incurred under this proposal without referendum does not exceed the total of \$350 per pupil or minimum of \$250,000 per district, to pay for building repairs, remodeling, new buildings, technology upgrading and safety needs. School boards would have the authority to exceed the cap with a two-thirds vote to fund debt payments for certain limited borrowing. Prior to 1993, aid for debt service was at \$90 per pupil, or \$180,000 for Greendale.**

The Greendale School District has aging facilities built from 1938 to 1974. At their ages, some of our buildings are maintenance intensive and we are dealing with deferred maintenance from the 1980's. Since the inception of revenue caps, we have been forced to delay a number of maintenance projects to save instructional programs and maintain academic rigor, without relief. In order to protect the investment of the community and its buildings, educational programs will need to be reduced to make critical building repairs. This is in lieu of foregoing repairs to save the educational program.

- **Allow Boards of Education the same authority as other government bodies to finance and construct facilities.**

No rational Board of Education or Superintendent considers building a school without a good reason. School districts are the only governmental body required to go to referendum for construction projects that are in the best interests of their communities. Clearly, the quality of schools and education are one of the determining factors for residents to remain in a community or move there. Please trust us to do the right thing, just as you do every other local government body. Conversely, public funding to maintain your commitment to two-thirds funding of schools is possible by imposing the same kinds of restrictions on expenditures and construction on other municipalities in order to level the playing field for all public enterprises, requiring municipalities to go to referendum to increase revenue at the local level or construct or renovate facilities.

- **Increase revenue caps by an amount no less than that necessary to implement the QEO concept all salaries and benefits.**

Recent modifications to the QEO by the state legislature as part of the budget process have had the effect of increasing it to about 4.2 percent, such as the Greendale School District which is experiencing declining enrollment and revenue caps tied to the CPI can only increase by approximately 2.5 percent. The difference between the salary and benefit increases mandated by the State under the QEO and the increase in salary is the difference of approximately 1.2 to 1.7 percent. In order to address this mandated shortfall, the district must significantly reduce its expenditures in programming and staff to meet these laws. Declining enrollment doesn't mean a decline in staff employment, it means programs are reduced or eliminated.

- **Increase state reimbursement for special needs students.**

The costs of special education are growing rapidly, not only for Greendale, but for all districts across the country. At the same time, Wisconsin's reimbursement rate continues to decline steadily. If the State raised its reimbursement from the current 35 percent, to the previous statutory 63 percent, Greendale School District will receive an additional \$500,000. A state wide coalition is being developed around this issue in Greendale. The Greendale School District intends to play an important part in this coalition. Clearly, the intent of the legislation for special education has been to go to State to fund these programs and many legislators find themselves in the dilemma of not providing adequately for special needs students while expressing concern for them. The State Legislature implemented revenue limits for school districts in 1993 in an effort to reduce property taxes and provide for an exemption only upon the passage of a referendum for the purpose of local control.

At one time, the State of Wisconsin took much of the responsibility for educating its special needs students. That charge has now fallen to the local levels, which are not thoroughly reimbursed for this increasingly expensive task. School districts find themselves in the situation of robbing Peter to pay Paul to help educate our neediest children. Isn't this all of our responsibility? Some mechanism must be in place to address their needs.

School Districts whose property taxpayers are willing to support additional spending in order to maintain comprehensive educational programs in their community will have the amount of the exemption to the revenue limit removed from the equalization aid formula to avoid the negative impact in the aid formula and to provide taxpayers an increase in the levy amount not to exceed the amount of the approved exemption. This reduces the state's share as well. As Greendale spends the \$550,000, the amount is added to calculate the state's two-thirds commitment, the taxpayers here agree to levy more for quality education, and tax relief is funneled to lower spending, lower valued districts.

Communities with property values or costs above the state average must pay more in taxes than the amount of increase in the revenue limit. The belief that communities with higher property values should pay more taxes has long been a base for taxes. However, these districts are now paralyzed by revenue caps when the amount of increase is more than the limit. Clearly, some modification must be made.

The Greendale School District is in a negative tertiary aid situation like many other districts. It is meant to serve as a disincentive for higher spending levels and to decrease spending disparities among school districts. Please consider allowing districts receiving negative tertiary to go forward with capital improvements by removing systemic disincentives or allowing them to exceed revenue caps without going to referendum for limited projects similar to Senate Bill 268.

Summary

The Greendale School District, in working with the Friends of Greendale Schools and interested citizens, will be seeking board approval of this legislative agenda. We intend to request state legislators to introduce legislation that would effectuate the proposals identified in this agenda. Further, the district and Friends of Greendale Schools has a history of success with referendums and engaging our community's residents to become politically active.

We intend to continue to build coalitions with other districts that face similar problems as well as to work to direct legislative and governmental leaders in revising public policy. We know that great schools that are cost effective will help continue to make the State of Wisconsin strong in the future. We will continue to work to effectively communicate with your public policy benefits of the district's proposal so that more public support can be attained. Thank you for the support you have shown to the students, staff and parents of the Greendale School District.



The League of Women Voters of Wisconsin, Inc.

122 State Street, Madison, Wisconsin 53703-2500

608/256-0827 FX: 608/256-2853 EM: genfund@lwvwi.org URL: <http://www.lwvwi.org>

Statement to the Senate Committee on Education Regarding School Funding Revenue Caps

January 24, 2001

We support a system of financing public education that promotes equality in educational opportunity for all students. The League opposes the revenue caps because they do not promote equality in funding. Under revenue caps, the inequalities present in 1992-93 actual expenditures per school are maintained because this year is the base for determining each district's cap. Several thousand dollars difference exists between the low and high spending districts. No provision exists under the revenue caps to make up these differences; in fact, low spending districts are prohibited from making up these differences. Additionally, there is no flexibility to adjust for changes in the type of students attending our schools. Some districts have increasing populations of special needs students or more bilingual students than seven years ago. There is no adjustment for the higher cost of educating these students are not under the revenue caps.

The League of Women Voters of Wisconsin also supports local control of school program and personnel by the local school district. The League opposes the revenue caps because they diminish local control. The local school decision makers must make program funding decisions based on whether the costs fit under the revenue caps rather than what is best for their students. Therefore, they may decide to fund new textbooks but not needed technology, or fund building repairs rather than providing needed staff development. With revenue caps, these decisions are made because of a state law rather than the need of local school districts.

The League urges the legislature to abolish revenue caps to allow for greater equality among school districts in Wisconsin and to give school districts more flexibility in meeting the educational needs of their students.

01/24/01

Members of the Assembly and Senate Education Committees:

It is of prime importance that you hear from the classroom arts teachers who are unable to attend this session today. They have a message loud and clear that the State Revenue CAPS are ruining their programs and are jeopardizing the educational process for all students.

When funds are inadequate and programs and teachers need to be cut or eliminated, the arts – visual art/design and music education – are the first to go. If they are left intact, in many cases contact time with students is decreased, class sizes are increased, space for teaching is taken away or reduced, and professional development and resources are cut back or eliminated.

We know how important the arts are to the intellectual, aesthetic, emotional, social, and physical development of students. When arts teachers are meeting with 750 students for 30 minutes once per week, teach off a cart (without an art room or music room of their own), have minimal resources and little or no professional development, we are in a crisis period. This is the information age – the age of technology. Our children are facing a very different world than those we faced as students. We need to equip them with the necessary tools for a high quality education so that they may live a productive and meaningful life in this new society. Without the professional development in technology and new ways of teaching and learning; without resources to move the arts education curriculum into the 21st century mode of teaching and learning; without adequate time and space to teach; the arts programs are not meeting the standards that have been established for successful schools.

This issue is critical throughout Wisconsin in both urban and rural settings. While many districts are trying to save programs, others are unable to ensure that the arts remain in their schools. With the emphasis on mathematics and science - those areas of the curriculum that are included in the statewide test - administrators feel they have to put their limited funds into those subject areas.

The State Superintendent's Blue Ribbon Commission on Arts Education recommended in their Report on Arts Education in Wisconsin, June, 2000 (a one year in- depth study) that "in order to provide quality education for all students, State Revenue CAPS for school districts should be eliminated."

State Revenue CAPS need to be eliminated in order that school districts can provide the types of education that ensure that arts education, along with all other curricular areas, are strong in our state. Wisconsin is known nationally as one of the best, if not the best, state educational system. We need to continue this direction and not handicap our schools with the Revenue CAPS.

Sincerely,



Virgilyn Driscoll

Coordinator, State Superintendents Blue Ribbon Commission on Arts Education
Wisconsin Alliance for Arts Education

WISDOM Calls for Reform of School Funding

As members of WISDOM (an organization comprised of 90 congregations, of 14 religious denominations, from throughout southeastern Wisconsin), we are saddened and angered by the crisis of funding for our public schools. Just a few of the many alarming facts are:

- Milwaukee Public Schools needed to make \$32 million in budget cuts in the 2000-01 school year, and projects a need to cut a similar amount in 2001-02.
- Racine schools have had to cut \$23 million from their budgets since 1994, and anticipate a further \$3 million shortfall for 2001-02
- In 1999, students and parents in New Berlin protested cuts in technology education, business and social studies classes made necessary by cap-imposed budget shortfalls

Schools have been forced to make dramatic cuts in many areas, leading to increased class sizes, cutbacks in music and art programs, loss of paraprofessional staff, and more. Districts throughout the state are suffering as revenue limits cannot keep pace with the real cost of education. Simply, the system is not working. **A new system must be devised to guarantee adequate, equitable access to resources for children in every district in the state.**

Even as we work toward a just long-term solution to the crisis of education funding, **some steps must be taken immediately to prevent catastrophic budget shortfalls in 2001-02.** There are many viable proposals for this. We offer a few:

1. Fund Special Education at 64%

It is our legal and moral obligation to educate all of our children. Costs for Special Education have risen dramatically, as the level of state reimbursement has remained static. The State of Wisconsin must return to providing 64% of the cost of Special Education, to ensure adequate services to our most vulnerable children, while keeping resources from being drawn away from other educational programs. This must be provided outside of the spending limits.

2. Include 3 and 4 year-olds in student count

The state should include all three and four year-olds as full-time equivalent students for purposes of aid and revenue caps. Positive early learning experiences pave the way for future success, and districts should not be penalized for offering them.

3. The 1% Solution

Local school boards must be given the authority to exceed the state-imposed revenue limits by at least 1% without the need to call for a referendum.

4. Create Exemptions for Security and Building Maintenance

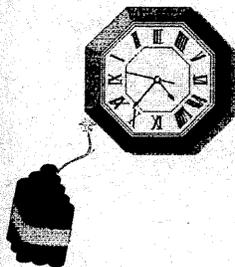
We must have the ability to pay necessary costs to ensure the safety of our children, and our schools must not be asked to choose between safety and quality education.

Our Governor and our State legislature must act immediately, before the crisis worsens. Our children's education cannot endure another round of budget cuts. We call upon our legislators to demonstrate leadership and courage in taking up this cause. WISDOM will continue to work to make this crisis known, and to demand that our elected officials act responsibly toward our next generation of leaders and taxpayers.

WISDOM is a collaboration of four congregation-based organizations: MICAH (Milwaukee), HOSEA (southern Milwaukee County), RIC (Racine) and CUSH (Kenosha). For more information, call (414) 449-0805 or (262) 633-8346, fax (262) 633-8351, or e-mail WISDOM00@milwpc.com.

VOTE! FOR
JANET E. VAN ASTEN

CREDIT FOR EDUCATION!!
CREDIT FOR TIME



The clock
MASTER or
TOOL??

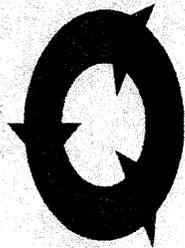
ENRICHED ENVIRONMENT
YEAR AROUND

TECHNOLOGY:
BOOKS, VIDEOS, COMPUTERS
LIGHTED SCHOOLHOUSE,
COMMUNITY, ALTERNATIVES

"TIME = MONEY"

TEACHERS NEED TO BE ABLE
TO USE WHAT WORKS

COMMUNITY
HOME
SCHOOL



Let me share about myself. I grew up on a farm, living with an outdoor facilities, no phone, no refrig., attending a one room school. At age 12, I moved to Appleton and attended public schools.

My own education included Latin and 3rd year math, but mostly, I've learned from reading, experience, apprenticeship, adult college courses, solving problems, traveling with my husband, etc. I've been married over 40 years to Virgil. He is a project manager in construction. I take an active interest in his work. I am a licensed real estate broker and investor. I have done development. I know about construction, finance, and buildings. The education system is much about money and buildings.

We have 5 children and 7 grandchildren. Three are college graduates, one is a manager, and one owns a business. My daughter was in alternative school in the "70's. She now has three sons and is home schooling successfully.

We were active in: camping, Boy Scouts, Americano's Drum and Bugle Corps, PTA, square dancing, church activities.

For the past 4 years, I have spent considerable time studying, and being active to change our society to one that more reflects the potential of a cooperative community.

I see people frustrated in their attempts to be "empowered" citizens, who are not voting, or participating in active citizen responsibility. I believe this is because of our institutions. Our churches are leaving many not attending, as they continue to be so dedicated to what God said 2000 years ago. Did God die in the meantime? Our schools have not changed their system for 60 years.

We have many machines; much technology; many resources; good, hardworking people; so why do we live in a state where so many children are living in poverty??... drugs and alcohol are still serious problems; and isolation, insulation, and loneliness are common

We do not have an environment that includes spaces like the tribal campfire, the well, the village square; where one does not need money to mix and mingle with other tribal, community members. We lack the person to person web, gossip and networking that communities need. Individuals can not have rights, if they can not get good information. We now depend on media, which is owned by power corporations, for our information. That must be balanced by our sharing of our personal experiences.

We are doing everything through money. The workings of the Holy Spirit are with love, and we must provide environment for that sharing, bartering, mentoring, supporting, etc.

Our world is changing at a fast rate. We are moving to international control. Other societies such as India and China are much larger than ours, and live with much less resources per person. Our earth is straining with a large population. We can not expect when the

"made in China" imprint is everywhere, and our balance of trade is a large deficit, that we can be idle in making changes.
WE MUST CHANGE!

Charter school law is a way to allow our education system to change at a rate that can be comfortable for most. Please visit with me about your ideas to make this a better world. Let me talk with you about what is possible.

Janet E. Van Asten 920. 734-0376
1035 S. Kerman Ave. janvan@execpc.com
Appleton, WI 54915 **Help would be appreciated.**



Charter law is new law to allow for
research and development at the
 local level, with small groups and tax dollars.

I, JANET E. VAN ASTEN
 am recommending a design I call:

CHARTER STUDENT STATUS

*This would be a step between home schooling &
 the regular 180 day system, with emphasis on:*

- Support for the home and family
 as they administrate.
- **Technology** supply increases:
 books, videos, computer labs
 "the school without walls"
 larger, more open libraries of materials.
- **LIGHTED SCHOOLHOUSE**
 community socializing use of the school
 buildings when classes are not being held,
 to increase: mentoring,
 support, sharing, barter, etc.
- **Attendance in the 180 day system**
 by choice as long as he / she behaves.
 Periodic testing, perhaps twice a year.

The goal is to develop an "empowered" student/
 citizen, learning from a year around "enriched
 environment" as **lifelong education**
 in a seamless system. using
"CREDIT FOR EDUCATION"
 rather than "credit for seat time".

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Our present system has fine people, but it is an
 antique system. The 9 month/3 month
 schedule is not designed for families with both
 parents working. Children are with us 365
 days of the year. Their buildings and materials
 need to be available also. The state law for
 compulsory education needs to be defined in
 terms of education. *A child's time is important.*
 The giving of credit for "seat time", does not
 allow sufficient investment in materials
 and an **environment approach.**

At a time when we are setting standards and
 tests, children, in fact, cannot easily reach
 education. Most video tape (audio visual
 information feed) within their easy access
 is **fiction!!!** We are limiting our children to
 learning from print media and bringing all
 material through a teacher. It is too labor
 intensive and restrictive to give modern results.
 Computers wear out warranties in locked
 buildings. Students do not have sufficient
 access to computers if they do not have them in
 their own home.

*** A year has 8760 hours. Elementary
 class hours are 1050. That leaves **7710 hours**
 that the family and community supervise the
 children. By investing in materials and open
 buildings, and creating spaces for the
 community to interact informally, we use time
 and talents of the community at large. This is
 a tribal, natural approach. Using the time of
 community members, and the business
 knowledge that "**time is money**", we use
 "human capital"
to increase our amount of capital. !!

- Learning how to learn, learning cooperation,
 along with individualism and competition
- Experience in using all 4 brain waves:
 Beta, Alpha, Theta, Delta.

Every child should be counted and allowed
 to use libraries, videos, computers, buildings,
 etc. Now communities get back state money
 only for children in the public system.

Youth's and families are different.
 a "one size fits all" is wasteful bureaucracy.
 By allowing students more choice in
 alternatives, they have a better chance of
 finding what they like to do. Being allowed
 to deepen their interests should bring more
 student ownership and involvement.

Youths need periods of immersion in their
 subjects. (1/2 days, days, weeks) in the arts,
 music, horticulture, lab use of microscopes,
 animals, cameras, experiments, etc.

Families should be able to choose from all
 areas, public, private, home, apprenticeship,
 etc. This should allow churches to offer in
 greater variety, and thus be more involved.

Social issues include getting the abilities of
 our growing number of retired persons
 effectively passed on. Our youth will benefit
 if we can get the older people (rich in
 experience) more involved in the community.

I would expect youth to pass on their
 education in return for receiving it, allowing
 for one on one tutoring and thus the gaining
 of skills in leadership, teaching, etc.

Humans still use only a portion of our
 powers. Nature's forces of magnetism,
 metamorphosis, balance, and quantum
 physics should bring forth much more
 curiosity, and energy. We are very much
 subdued, and limiting of ourselves.

Costs should be offset
 by eliminating babysitting and boredom.
 A community needs to be enabled
 to do as much for itself as possible.

It's our future. Please act. ☺☺☺